

TEACHER'S GUIDE FOR

People and Stories of Canada to 1867

Linda M^cDowell
Marilyn Mackay



PORTAGE & MAIN PRESS

Sample Pages

© 2007 by Portage & Main Press

Portage & Main Press acknowledges the financial support of the Government of Canada through the Book Publishing Industry Development Program (BPDIP) for our publishing activities.

All rights reserved. Except as noted, no part of this publication may be reproduced or transmitted in any form or by any means – graphic, electronic, or otherwise – without the prior written permission of the publisher.

Artwork: Marilyn Mackay
Book and cover design by Relish Design Studio Ltd.
Printed and bound in Canada

Library and Archives Canada Cataloguing in Publication

McDowell, Linda, 1940-
Teacher's guide for People and stories of Canada to 1867 / Linda McDowell, Marilyn Mackay.

Includes bibliographical references.
Supplement to: People and stories of Canada to 1867.
ISBN 978-1-55379-114-0

1. Canada--History--To 1763 (New France)--Study and teaching. 2. Canada--History--1763-1867--Study and teaching. 3. Canada--Biography--Study and teaching. I. Mackay, Marilyn II. Visser-Wikkerink, Michele. People and stories of Canada to 1867. III. Title.

FC170.V57 2007 Suppl. 971 C2007-905001-8



PORTAGE & MAIN PRESS

Portage & Main Press
100-318 McDermot Avenue
Winnipeg, MB Canada R3A 0A2
Email: books@portageandmainpress.com
Tel: 204-987-3500
Toll-free fax: 1-866-734-8477
Toll-free: 1-800-667-9673

Contents

To the Teacher	1
Some Suggestions for Planning to Teach a History Topic	5
Introduction: Getting to Know Your Textbook	7
Part 1: First Peoples – Preview	15
1 The Origins of First Peoples of North America	19
2 Connections to the Land	51
3 Canada’s First Peoples	75
Part 2: Early European Colonization – Timeline	101
4 The Europeans Come to North America	105
5 The French in Canada, 1604–1759	139
6 The British in North America	171
Part 3: The Fur Trade – Timeline	191
7 The Early Days of the Fur Trade, 1604–1760	193
8 Into the Great Northwest	219
9 A New Nation: The Métis	245
Part 4: From British Colony to Confederation	269
10 A Question of Loyalties	271
11 A Colony’s Growing Pains	303
12 Rebellion and Reform	327
13 From Colony to Country	355
14 Citizenship Then and Now	403
Appendix A: Assessment	407
Appendix B: General Blackline Masters	409
Appendix C: General Maps	429
Appendix D: Resources	435

To the Teacher

The Teacher's Guide to People and Stories of Canada to 1867 is full of ideas you can use with the textbook. It is a good idea to read each chapter of this guide and decide what you will do before you start the chapter with your students. We suggest you do Vocabulary, Pre-reading, and timeline and map activities, then choose which other activities you have time for.

You will also find additional strategies and activities for teaching Canadian history to grade 5 students. We have included many more activities in the Teacher's Guide than you will use during the school year. We have done this deliberately, so that you will have ideas suitable for a variety of students. For your convenience, instructions accompany the activities, but many activities could be used orally with groups or with the whole class. In this way, activity sheets do not have to be reproduced and given to individual students. These types of activities are included for three main reasons:

- (1) to provide additional information for you
- (2) to provide additional information for the students
- (3) to give students opportunities to do some research or to practise reading skills

We have also included a number of additional readings in this guide. We do not expect you to give all of them to your students.

Important Considerations in Writing the Teacher's Guide

Research and our experiences as teachers were important factors in writing this guide. We know that many students have difficulty reading social studies material. We also know that a variety of activities are needed to get some students interested in learning. For these reasons, we held discussions with some grade 5 students and teachers to remind us of the activities that students like to do. We also met with students in the middle years social studies methods classes at the University of Winnipeg to remind us of what beginning teachers want and need.

Social studies activities that grade 5 students like:

- ◆ group discussions about the parts of the textbook they have read, or about related topics
- ◆ history that connects to current events or student interests
- ◆ history that the teacher makes especially interesting with lots of detail and trivia
- ◆ interesting and funny stories from history
- ◆ historical stories and novels they can read or that the teacher can read aloud to them
- ◆ puzzles
- ◆ hands-on activities
- ◆ brains-on activities where they can think on their own
- ◆ problems to solve, decisions to make

- ◆ role-play, skits, and simulations
- ◆ videos/DVDs of historical people and events
- ◆ games they can play with other students to acquire, or to review, knowledge
- ◆ projects that allow creativity and result in the creation of their own products
- ◆ field trips

Social studies ideas that teachers like:

- ◆ activities for students who read at different levels
- ◆ activities that help students read content material
- ◆ vocabulary activities
- ◆ suggestions for research and note taking
- ◆ appropriate outline maps and diagrams for students (or for overheads)
- ◆ background information (reminders of historical information about people, places, and events; trivia; funny or interesting stories)
- ◆ puzzles and problem-solving activity suggestions
- ◆ ideas and samples of role-play materials
- ◆ ideas, patterns, recipes for hands-on activities
- ◆ resource lists of suitable print and non-print materials

How the Teacher's Guide Is Organized

Getting to Know Your Textbook

This section provides a number of activities that you can use to show students (a) how the textbook is organized and (b) the resources that the textbook provides. Activities give students opportunities to locate and use the table of contents, index, glossary, and the illustrations that appear throughout the book.

By Part

The textbook is divided into four parts. The introductory spread in the book features a pictorial advance organizer and a timeline.

Activities for each part let students predict some of the topics they will be studying and give them an opportunity to examine the time period.

We suggest that you take a bit of time to introduce the parts so that students know what is ahead. They can also return to the timeline as needed.

By Chapter

Each chapter in this guide, with the exception of chapter 14, includes the following categories:

Knowledge and Value Outcomes

Specific social studies knowledge and value outcomes are required by Manitoba Education, Citizenship and Youth. The outcomes covered in each chapter are at the beginning of each chapter in this guide.

Skills, Strategies, and Ideas

This is a list of the various skills, strategies, and “big ideas” or concepts covered in the chapter.

Teacher Reference Notes

The Teacher Reference Notes are divided into several subtopics. (Not all subtopics are included in every chapter of the Teacher's Guide.)

(a) Advice

This includes cautions about difficult or controversial material and suggestions for ways to divide some chapters for easier reading and study

(b) Information

Information may include background information about people, places, and events

(c) Vocabulary Words

Students may not be familiar with all of the words in the chapter. An asterisk indicates a word that is explained in the chapter or in the glossary

(d) People, Places, and Events


These are lists you can use for reviews and for games.

(e) Interesting Facts

Most chapters include a list of interesting pieces of information. You may find them useful, and some may be of interest for trivia games.

(f) Resource List

This includes information about books, videos, and songs used in the activities.

 Social studies resources have been evaluated and recommended between March 2003 and August 2006 by Manitoba teachers nominated by their school divisions. As additional materials are evaluated, Manitoba Education, Citizenship and Youth will update their recommended resource list. Go to <<http://www.edu.gov.mb.ca/k12/learnres/bibliographies.html>> for the complete list of Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography (New Edition March 2007). To purchase a print copy of the Revised Edition March 2007 bibliography (Stock # 80559) contact the Manitoba Text Book Bureau.

Vocabulary Activities

These activities are to be used as appropriate for the time and the class.

Activating Activities

Use these activities to do the following:

- ◆ find out what students already know
- ◆ learn of students' misconceptions
- ◆ remind students of information or ideas that they already know
- ◆ stimulate interest
- ◆ help students prepare for reading, and as an introduction to the chapter

Sometimes you can combine these activities with vocabulary study or the chapter preview.


There will usually be several suggested. Choose what is useful to you and your students.

(Other activating activities are suggested in *Success for All Learners/SFAL*.)

Acquiring/Applying Activities

- ◆ These activities suggest ways for students to learn new material and skills and then to apply them. We have combined them, because that is usually the way a teacher works with them in the classroom.
- ◆ Many of the activities answer the questions Who? What? When? Where? Why? and How?

- ◆ A number of readings are included. They are organized with questions so that you can give them directly to students. There are more readings than you would want to use, so some of them could be used for your own information, or you could have students read them and use the questions for oral discussion.
- ◆ In most chapters, reading activities include useful suggestions for stories, poems, legends, or songs. You will also find names of novels for students and read-aloud novels for the whole class.
- ◆ Videos are often suggested. Some chapters have recipes and other details to help students become familiar with daily life during a particular time period.
- ◆ Role-play activities and opportunities to make props or hats to go with the role-play are included.

 We sometimes suggest materials and tools that are not authentic to the period or the culture. Materials such as bone or hide are not readily available to most schools and some tools, such as knives, cannot be used in schools.

- ◆ Additional ideas for acquiring and applying activities can be found in *Success for All Learners*. *Success for All Learners* is a Manitoba Education and Training publication available at the Manitoba Text Book Bureau (stock # 80320).

Extension/Integration Activities

These activities are available in some chapters. The activities are for students who want to do more difficult or more creative projects. The activities may also include ideas and material for subject areas such as ELA, art, music, or math. You can find many extension/integration suggestions in the Foundation document.

Summing Up/Assessment Activities

- ◆ You can use these ideas for major projects or performances to summarize and assess the chapter.
- ◆ These activities provide opportunities to put ideas together in charts or maps or other activities.

- ◆ Assessment activities are often part of previous activities, but some specific ideas may be included here.

Blackline Masters

- ◆ Most activity masters have instructions at the beginning of the activity. This is to encourage students to read and follow instructions.
- ◆ Masters (including maps) that apply only to a particular chapter are included immediately after the chapter notes to teachers as part of an activity master or as a map only.
- ◆ General blackline masters, such as outline maps of Canada or patterns for hats, are included in the General BLM section in the appendix.
- ◆ Some blackline masters are information readings. These may be used in several ways: (a) as information for you, (b) as collaborative readings for the class, with suggested questions to be used in discussion, and/or (c) as reading and writing activities for individual students.
- ◆ Answers to puzzles and quizzes are at the end of each chapter.

Icons

Two icons are used in the Teacher's Guide. They are:



is used to indicate important information.



indicates an activity that can be used for summing up or assessment.

We hope you enjoy using the textbook and the Teacher's Guide. Most important, have some fun while you teach this course!

Marilyn Mackay
Linda McDowell

Special thanks to the students of the Middle Years Social Studies CI&A classes of Cathy Phillipson and Sandy Millen at the University of Winnipeg. They reminded us what it was like to be starting a teaching career.

Thanks also to Greg Pruden and Wanda Barker of Manitoba Education, Citizenship and Youth, and to Margaret Carter of the UEL Association.

Recommended Supplementary Materials

The following materials can be used with the textbook throughout the year:

Books

- ◆ Hehner, Barbara (ed.) *The Spirit of Canada*. Toronto: Stoddart Kids, 2001. (Now handled by Fitzhenry and Whiteside)

This excellent resource provides legends, poems, stories, and songs that are very useful with this textbook. You will use it often.

- ◆ Lunn, Janet, and Christopher Moore (illus. by Alan Daniel). *The Story of Canada*. Toronto: Key Porter, 2000 (rev. ed.).

This book provides additional background information for you and your students. It has some very good sidebars and illustrations.


- ◆ Marcotte, Nancy Sellars. *Ordinary People in Canada's Past*. Edmonton: Arnold Publishing, 1990.

Ordinary People has been used for some time as a grade 6 text, so you may find some copies around the school. It is very useful for stories of children of various periods. If you can find several copies, the stories could be used by small groups.

- ◆ Two other print materials you will need are an atlas of Canada that is suitable for students in grade 5 (several copies) and a wall map of Canada.

Videos

For Heritage/Historica Minutes videos, go to:
<<http://www.histori.ca/minutes/section.do?class Name=ca.histori.minutes.entityClassicMinute>>.

 If you have not taught a history-based course for a while, you may find Some Suggestions for Planning to Teach a History Topic useful for helping you to organize and focus on a topic. A print copy is included on page 5 of this guide.

The Europeans Come to North America

(textbook pages 52–67)

Knowledge and Values Outcomes

- 5-KH-025 Relate stories of European explorers and traders in their search for new lands or the Northwest Passage. Examples: Leif Eriksson, Giovanni Caboto, Henry Hudson, Jacques Cartier, Martin Frobisher, David Thompson.
- 5-KG-043 Identify European countries that established colonial empires and locate on a world map their areas of colonization. Include: Portugal, Spain, France, England, Holland.
- 5-KL-018 Locate on a map of Canada places of historical significance during early European colonization. Example: L'Anse aux Meadows.
- 5-KP-047 Identify reasons why Europeans expanded their territories to include North America. Examples: international competition, resources, religion, trade.



KH-025 and KG-043 are covered in chapter 4 with the exception of David Thompson who is discussed in his time period in chapter 8, Into the Great Northwest.

- ◆ KL-018 is done, in part, in chapter 4, but more examples are added in chapters 5 and 6.
- ◆ KP-047 is begun here with the reasons for exploration and the search for the Northwest Passage. The reasons for settlement and colonization are in chapters 5 and 6.

Skills, Strategies, and Ideas

- ◆ interpreting maps
- ◆ exploration and “discovery”
- ◆ reading the pictures
- ◆ reasons for exploring
- ◆ reading for information
- ◆ stories of life at the time
- ◆ researching
- ◆ writing poetry and slogans
- ◆ discussing different perspectives
- ◆ thinking critically

Teacher Reference Notes

Advice

- ◆ The study of explorers can easily become just a list of people, places, and dates. To prevent this from happening, introduce explorers as curious and adventurous people who are on searches for knowledge.
- ◆ It is useful to teach students some of the basic reasons for all the exploration, especially the desire of Europeans involved in the “spice race” to find a shorter route to Asia, the source of most spices.

- ◆ We suggest you divide chapter 4 into three sections:
Part A: Introduction and the Vikings, pages 52–57
Part B: The Renaissance and the Explorers, pages 58–63
Part C: Jacques Cartier, pages 64–65

Information

- ◆ *Mi'kmaq* [MIG-maw] is the current preferred spelling for the group previously known as Micmac.
- ◆ The text uses the name *Netherlands* to refer to the country sometimes called “Holland.” *Netherlands* was the most commonly used term of the time, and it is also the term used now. *Holland* is the principal state or county and includes the city of Amsterdam. *Dutch* is used to describe the people who live in the Netherlands.

Vocabulary Words (in alphabetical order)

(* indicates that the word is in the textbook glossary or explained in the text)

- | | |
|---------------------|----------------|
| * benefactor | * civilization |
| * colony | * empire |
| * exile | expand |
| explore (explorers) | expeditions |
| knarr | Mi'kmaq |
| Northwest Passage | *Protestant |
| Renaissance | *scurvy |
| * skirmish | |

People, Places, and Events

People (in order of appearance in the chapter):

- | | |
|----------------------|----------------------------|
| Eric the Red | Leif the Lucky |
| Bjarni Herjolfsson | Thorvald the Luckless |
| The Basques | Prince Henry the Navigator |
| Christopher Columbus | John Cabot |
| Bartolomeu Diaz | Giovanni da Verrazano |
| Martin Frobisher | Henry Hudson |
| Sir Francis Drake | Jacques Cartier |
| Donnacona | DomagayaTiagnoagny |

Places:

- | | |
|-----------|-----------------------|
| Spain | Portugal |
| England | France |
| Greenland | Atlantic Ocean |
| Norway | Newfoundland Labrador |

- | | |
|--------------------|--------------------|
| Baffin Island | Iceland |
| L'Anse aux Meadows | Netherlands |
| Hudson Bay | Hudson Strait |
| Hudson River | St. Lawrence River |
| Stadacona | Hochelaga |

Interesting Facts

- ◆ A Minnesota teacher built a Viking ship in the 1970s, and he and his family sailed it to Norway in 1982. The ship, named the *Hjemkomst* [YEM-komst], is presently on display in a museum in Moorhead, Minnesota. You can visit it online at <[http://:www.hjemkomst-center.com](http://www.hjemkomst-center.com)>.
- ◆ In the early exploration times, there was only one known place (Banda Islands, Indonesia) where the spice nutmeg was grown.
- ◆ Europeans who brought nutmeg home could make a huge profit!
- ◆ A small box of spices was as valuable as a house or a piece of land.
- ◆ A larger box of spice was as valuable as winning a lottery is today – money for a lifetime.
- ◆ Labourers who unloaded spice ships had their pockets sewn shut (or wore clothes with no pockets) so they could not smuggle any spices out of the shipyard.
- ◆ People believed that spices could cure illnesses and prevent the Plague.

Resource List

- ◆ Videos:
Heritage/Historica Minutes. *L'Anse aux Meadows*
Heritage/Historica Minutes. *Cabot*
- ◆ Novels:
Book, Rick. *Blackships and Thanadelthur*. Young Heroes of North America series, Vol. 1. Winnipeg: Heartland Publications, 2001. (ISBN 1-896150-12-8, with accompanying CD) (ISBN 1-896150-13-6, without CD)
Clark, Joan. *The Dream Carvers*. Toronto: Puffin Canada, 1995. (ISBN 9780140386295)
This tells the story of an 11th-century Norse boy, captured by the Beothuk.


 You can combine ELA and social studies when using these stories.

“Ashooging and Bjarni.” In *Ordinary People in Canada’s Past*, pages 18–19.

 **Activity 1: Fishy Facts and Cod Tongues (BLM 4-1)**

Use BLM 4-1 for your own teaching information, or have students use it in some of the activities.

Vocabulary Activities

 Do these activities as they fit into the study of the chapter.

Activity 1: Word Box

Continue this activity if you started it in chapter 1. Write the vocabulary words on strips of paper, and put them in a Word Box. Have students pull the words out and define their meaning.

Activity 2: The “Ex” Family: Looking for Word Clues (BLM 4-2)

Have students complete BLM 4-2 on pages 113–114.

Activity 3: Big Ideas (BLM 4-3)

Have students complete BLM 4-3 on pages 115–116.

Part A: Introduction and the Vikings

Activating Activities

Activity 1: Think-Pair-Square

- ◆ First in twos and then in fours, have students write down all the words they can think of when they hear the word *explore*. While still in fours, have groups share their words with the class, making a class list on chart paper. Add to the list throughout your study of exploration.
- ◆ As a class, discuss the idea of “exploration.”
- ◆ Have students design a word picture for “explore.”
- ◆ Have students answer the question: “What is left for modern explorers to find?”

and

Activity 2: Crowded Quarters

On the floor of the classroom, gymnasium, or hallway, have students measure out an area that is 17 metres long and about 5 metres wide. This will give you the approximate size and shape of a Viking *knarr*. (Do not let students know what they are measuring out.) Next, have students stand inside the measured area. (Leif Ericsson probably had about 35 crew members, so all of your students will likely fit into this “ship.”) Now, explain to students what they are doing and for how long they would have to stay there if they were actually in a *knarr*. As a class, discuss the following:

- ◆ the problems and discomfort of spending several days or weeks aboard a *knarr*
- ◆ why the Vikings and many other Europeans journeyed across the ocean


Following the discussion, have students write down their ideas and comments (this can be a journal entry if students are keeping journals).

Acquiring/Applying Activities

Activity 1: Reading the Chapter

As a class, discuss the “As you read...” box on page 53.

Activity 2: Chapter Preview (BLM 4-4)

 Have students work on this activity sheet as it fits into the study of the chapter.

Have students complete Part A of BLM 4-4 on page 117.

Activity 3: Watching a Video

Show *Heritage/Historica Minute* film clip on L’Anse aux Meadows. See page 121 for website.

Next, have students read textbook pages 52–56 to get the information about the Vikings.

Activity 4: A Viking Mystery (BLM 4-5)

As a class, read and discuss the information on BLM 4-5 on pages 118–120. Students can then complete the questions on pages 2–3 of BLM 4-5.

Activity 5: Using a Website (BLM 4-6)

Have students complete BLM 4-6 on pages 121–122.
or

Activity 6: Writing a Short Story

◆ Have students take one theory about the Vikings and write a short mystery story to explain what happened. Students can read their stories to the class or post them on the bulletin board. Students can discuss the various mysteries.

or

◆ Some descendants of the Vikings live in Manitoba today. Have students write a story that answers the questions: “Who are they?” “Where do they live?”

Extension/Integration Activities

Activity 1: Making Maps and Diagrams

Have students do the following:

- ◆ draw a map of L’Anse aux Meadows
- ◆ draw a picture of one or more of the buildings
- ◆ construct a model of the Viking village

Activity 2: Child in the Settlement

Ask students: “What do you think it would have been like to be child in L’Anse aux Meadows?”

Although historians know very little about this period of time, Joan Clark has done extensive research and written a good novel about that time.

Her novel is called *The Dream Carvers*, and there is an excerpt on pages 15–19 of *The Spirit of Canada*. Read this story to the students. This reading could also provoke discussion about the relationships between the Vikings and the people they called “skraelings.”

or

Activity 3: Another Story

Another story about this time period is “Ashooging and Bjarni.” Also written by Joan Clark, it is on pages 18–19 in *Ordinary People in Canada’s Past*. Read it aloud to the students or, if you have several copies, have students read the story and act it out.

Summing Up/Assessment Activities

Activity 1: Exit Slip

Have each student list 10 things he or she has learned about the Vikings.

Activity 2: Mind Map

Have each student make a mind map about Viking explorations.

Part B: The Renaissance and the Explorers

Activating Activities

Activity 1: The Spice Trade

As a class, discuss the importance of the spice trade. Bring in some spices such as whole nutmeg and cinnamon sticks, and ask students what they are. Explain that at one time spices were worth as much as gold. (A shipload of nutmeg could make a captain rich beyond his wildest dreams. In the 1500s, the profit on nutmeg was 60 000%!) The spices grew in Asia, and the only known routes to Asia were around the tip of South Africa or overland. Many explorers set out to find the Northwest Passage – a shorter, less dangerous way to Asia.


and/or

Activity 2: Naming Explorers

Have students name as many explorers as they can.

Acquiring/Applying Activities

Activity 1: Chapter Preview (BLM 4-4)

 Have students work on this activity sheet as it fits into the study of the chapter.

Have students complete Part B of BLM 4-4 on page 117.

Activity 2: Reading to Answer “Why?” Questions (BLM 4-7)

Have students read “The Spice Race and the Northwest Passage” (BLM 4-7) collaboratively. Selected students can read a paragraph. Then, as a class, students can discuss what they just read and answer the questions on page 2 of BLM 4-7.

Activity 3: Short Research Project (BLM 4-8)


Individually or in pairs, have students use BLM 4-8 to do a short research project on one of the spices or inventions listed below. Students can present a report of their research and/or post their research notes on the bulletin board.

Spices:

nutmeg	cinnamon
pepper	mace
cardamon	fennel
sago	ginger
cloves	cumin
saffron	aniseed

Inventions:

compass	astrolabe
quadrant	sextant

 **Caution:** We suggest that you do not have students research spices on the Internet. Some of the sites suggest uses that are inappropriate for grade 5 students to read. General sets of encyclopaedia should provide enough information for this project.

Activity 4: Looking at Pictures and Illustrations (BLM 4-9)

- ◆ As a class, read the section on the Renaissance, pages 58–59, and discuss.
- ◆ Have students study the painting, *The Ambassadors* (figure 4.9 on page 59). Use BLM 4-9 on pages 127–129 to initiate class discussion.
- ◆ Have students discuss Renaissance inventions that provided better equipment for exploring.

Activity 5: Travelling with the Explorers (BLM 4-10)

Ask students: “What was it like to be an explorer?” Have students take turns reading aloud the paragraphs on BLM 4-10, on pages 130–131.

and

Activity 6: Recipes (TN 4-1)

The night before, prepare hardtack. (See recipe on Teacher’s Note 4-1 on page 136.) As students enter the classroom the next day, hand out a piece of hardtack to each student. Invite each

student to get some water from a container that has sat out for at least 12 hours.

Ask students who have a piece of hardtack with a “worm” to raise their hand. Remind all students that food spoiled easily aboard ship. Ask students how the water tastes. Explain that at sea explorers had to drink “stale” water (often weeks old) from barrels.

As a class, discuss the living conditions aboard ships in the 1500s. Students can pretend they are crew members aboard a ship, and they can write a letter home that describes what it is like travelling aboard a ship.

Activity 7: Reading and Charting

Explorers claimed land for their kings and queens. All of those places became part of the empires of the kings and queens. Have pairs of students read pages 60–61, *The Empires*, and discuss it. Next, in pairs, have student read and briefly summarize information about one of the empires (Portugal, Spain, England, France, Netherlands) and present to the class. Student pairs can make a chart showing the information about each empire.

Activity 8: Using a Legend (BLM 4-11) (BLM GM-4)

Have students complete BLM 4-11 on page 132, using the map of the world (BLM GM-4).

or

Activity 9: Fishy Facts and Cod Tongues (BLM 4-1)

Begin this activity by having students watch the *Cabot* Heritage Minute video and read BLM 4-1. Next, students can do one of the following:

- (a) Pretend you are John Cabot. Write a letter to King Henry VII of England, and tell him about the great stocks of fish you have found. Make a big fuss about this so the king will not be disappointed when you do not return from your voyage with gold.
- (b) Choose three or four facts about cod, and make a poster that introduces cod to the people of England in the 1490s.

Extension/Integration Activities

Activity 1: Writing a Thin Poem (BLM 4-12)

Individually or pairs, have students choose an explorer mentioned in this chapter and write a thin poem about him. Directions and a couple of examples are on BLM 4-12 on page 133.

or

Activity 2: Making an Acrostic

Individually or in pairs, have students use the name of an explorer to make an acrostic. Remind students to be sure their acrostic contains information needed to remember the explorer.

or

Activity 3: Research

Have students research a prominent explorer, such as one of the following:

Magellan Amerigo Vespucci
Jens Munck Thomas Button

or

Activity 4: T-Shirt Slogans for Explorers

Have students develop slogans for each explorer. They can then each select their favourite slogan and print it on the front of a T-shirt. Other students can try to guess which explorer is being represented on each T-shirt. Students could use graphics to add additional information connected to the explorer (e.g., a cod on a T-shirt for Cabot).

Some examples of slogans:

(for John Cabot)

“My dad went to the New World, and all he brought me back was this lousy cod.”

“My dad travelled to a new land, but all I got was a cod.”

“My dad thought he found gold, but all I got was a pile of gravel.”

(for Martin Frobisher)

“Frobisher thought he found gold, but he was a fool.”

(for the Vikings)

“My parents went to “Vinland.”

Summing Up/Assessment Activities

Activity 1: Question for Discussion

Ask students: “Should early explorers have asked the people of these new lands whether they wanted to be part of an empire?” Have students write a response to this question.

Activity 2: For/Against Chart (BLM G-9)

Students can use BLM G-9 on pages 419–420 to help them decide whether or not they would have wanted to be explorers.

and/or



Activity 3: Writing a Paragraph (BLM G-8)

Have students write a paragraph to explain why explorers were heroes and should be admired. Use BLM G-8, Suggestions for Discussing a Social Studies Paragraph, on page 418.



Activity 4: Explorers Puzzle (BLM 4-13)

Have students complete BLM 4-13 on page 134. Use the crossword puzzle to assess what students remember about explorers.

Part C: Jacques Cartier

Activating Activities

Activity 1: Chapter Preview (BLM 4-4)



Have students work on this activity sheet as it fits into the study of the chapter.

Have students complete Part C of BLM 4-4 on page 117.

Activity 2: Sort and Predict (BLM 4-14)

Before students read the section on Jacques Cartier, divide the class into groups. Give each group a sort and predict envelope, and have students make predictions based on the words in the envelope.

Acquiring/Applying Activities


Activity 1: Reading and Mapping (BLM GM-1)

Individually, have students read pages 64–66 of the textbook. Give students a map of Canada (BLM GM-1), and have them mark the following on their map:

St. Lawrence River Hochelaga (Montréal)
Stadacona (Québec) Saguenay River

or

Activity 2: Drawing a Map

 Research suggests that it is a good idea for students to draw maps occasionally. Drawing maps helps them remember areas, and teaches them to appreciate the work of mapmakers, especially those from long ago.

Have students look at figure 4.17 on page 67 of the textbook and draw a map of the Gulf of St. Lawrence. Then, have them close their books and redraw the map – this time from memory. Encourage students to discuss what the map shapes remind them of. Some people see the Gulf of St. Lawrence as a man’s head with a tricorne hat, and his nose is the inlet south of Gaspé. Some students see Nova Scotia as a slipper.

Activity 3: Discuss and Decide What You Would Do

Divide the class into small groups, and have students discuss the following questions in their groups:

- ◆ Who owned the land around the Gulf of St. Lawrence?
- ◆ Should Cartier have “claimed” the land and put up a cross?
- ◆ Why did Cartier kidnap Donnacona and his sons? Was that the right thing to do?


Activity 4: Making Protest Signs

Students can make signs or take roles of First Nations people to explain why Cartier was not welcome in Stadacona on his third trip.

Extension/Integration Activities

Activity 1: Using a Historical Novel

Blackships, written by Rick Book, is a useful historical novel for this section. Have students read the book aloud to the class, or read the book aloud to the students. (A recording of the story, read by Nicola St. John, is also available on CD.).

 If you do this activity, make sure you emphasize that the story is *historical fiction*. The facts are real, but the story is not real. Explain that the author has done a lot of research about the time, using *primary sources* and trying to learn what really happened.

Summing Up/Assessment Activities

Activity 1: Questions for Discussion

At the end of chapter 4, have a whole-class discussion about some or all of the following:

- (a) Should historians use the term *discovery* when writing about explorers reaching new lands? Who discovered whom?
- (b) Should Europeans have “claimed” the lands of the Americas?
- (c) If you were an Aboriginal person, how would you feel about a stranger claiming land your family had lived on for generations?
- (d) If you were a European explorer, how would you feel about claiming new lands that people were already living on?
- (e) What do you think Europeans who wanted to travel to the Americas should have done?
- (f) Go back to A Mi’kmaq Story in the gold-coloured box on page 53. Reread the last paragraph. What do you think the Elders of the Mi’kmaq could have done if they had been able to interpret the dream?

Fishy Facts and Cod Tongues



- In 1895, a cod measuring nearly 2 metres long and weighing 96 kilograms was caught off the coast of Massachusetts.
- Dried cod is 80 % concentrated protein.
- No part of the cod is wasted. The tongue (actually the throat) and the cheeks are considered a delicacy, as are the roe, or eggs. The liver is used to make cod liver oil, an excellent source of vitamins A and D. The stomach is stuffed and eaten as sausage. The skin is eaten or is cured as leather. Icelanders used to soften the bones in sour milk and eat them. Today, the skin and bones are made into beautiful jewellery, and the bones are ground into meal for fertilizer.
- The explorer John Cabot wrote about lowering a weighted basket into the Atlantic Ocean near Newfoundland and pulling it up minutes later full of cod.
- In the 16th century, 60 % of all fish eaten was cod.
- Most cod was salted as a way of preserving the fish for long periods of time. The Vikings did not have salt; they had to “air dry” their cod to preserve it.
- Cod was so important to the New England states that it was depicted on the first United States coins dated 1776 to 1778.
- In 1883, someone calculated that if no accident prevented cod eggs from hatching and each egg reached maturity, in 3 years the seas would be so packed with cod that a person could walk across the Atlantic on the backs of the fish. Today, the cod population in the North Atlantic remains very low. Some argue this is a result of climate change; others blame over-fishing.
- A cod will eat anything. It swims with its mouth open and any food (including its own young) that fits into its mouth is ingested. Even Styrofoam cups have been found in the stomachs of cod.
- A single cod can lay up to 3 million eggs at a time.
- A cod lives to an average of 15 years. A cod’s age can be determined from the two white earstones in the skull (otoliths). These earstones show annual growth rings. The record age for a cod was 27 years, and it was caught in the 1960s.
- Norwegian scientists play recordings of tuba music to attract young cod to feeding sites.

The “Ex” Family of Words: Looking for Word Clues:

When you read new words, you may need some clues to help you understand their meanings.

In chapter 4, you will find some new words that begin with the prefix “ex”: **expand**, **exiled**, and **explorers**. Do you know what the prefix “ex” tells you about these words? “Ex” has several meanings. In this activity, you will look at one of the meanings.

1. (a) What does **exit** mean?

- (b) If a student is **expelled**, what does that mean?

- (c) If your doctor tells you to **exhale**, what do you think that means?

- (d) What do you think “ex” means in these words?

2. (a) Look at the “ex” word in this sentence on page 53:

“You will also find out why Europeans wanted to **expand** their empires...”

- (b) What do you think this might mean? (Clue: Think of size.)

- (c) Write a sentence to show the meaning of **expand**.

3. (a) Read this sentence on page 54:

“Eric the Red was **exiled** to Iceland...”

(b) Read the paragraph before the sentence.

(c) What do you think **exiled** means?

4. (a) Read the following sentence on page 60:

“Sometimes **explorers** made their trips sound more successful than they were.”

(b) What do you think **explorers** did? If you need help, read some of the sentences in the rest of the paragraph.

5. Choose two “**ex**” words from this activity, and draw a diagram or a picture for each to show what it means.

Big Ideas

1. One of the big ideas in this chapter is a time called the “Renaissance.” Read the section about the Renaissance on page 58, and answer the questions below.

(a) When was the Renaissance? _____

(b) What does the word *Renaissance* mean? Why do you think this period is known as the Renaissance?

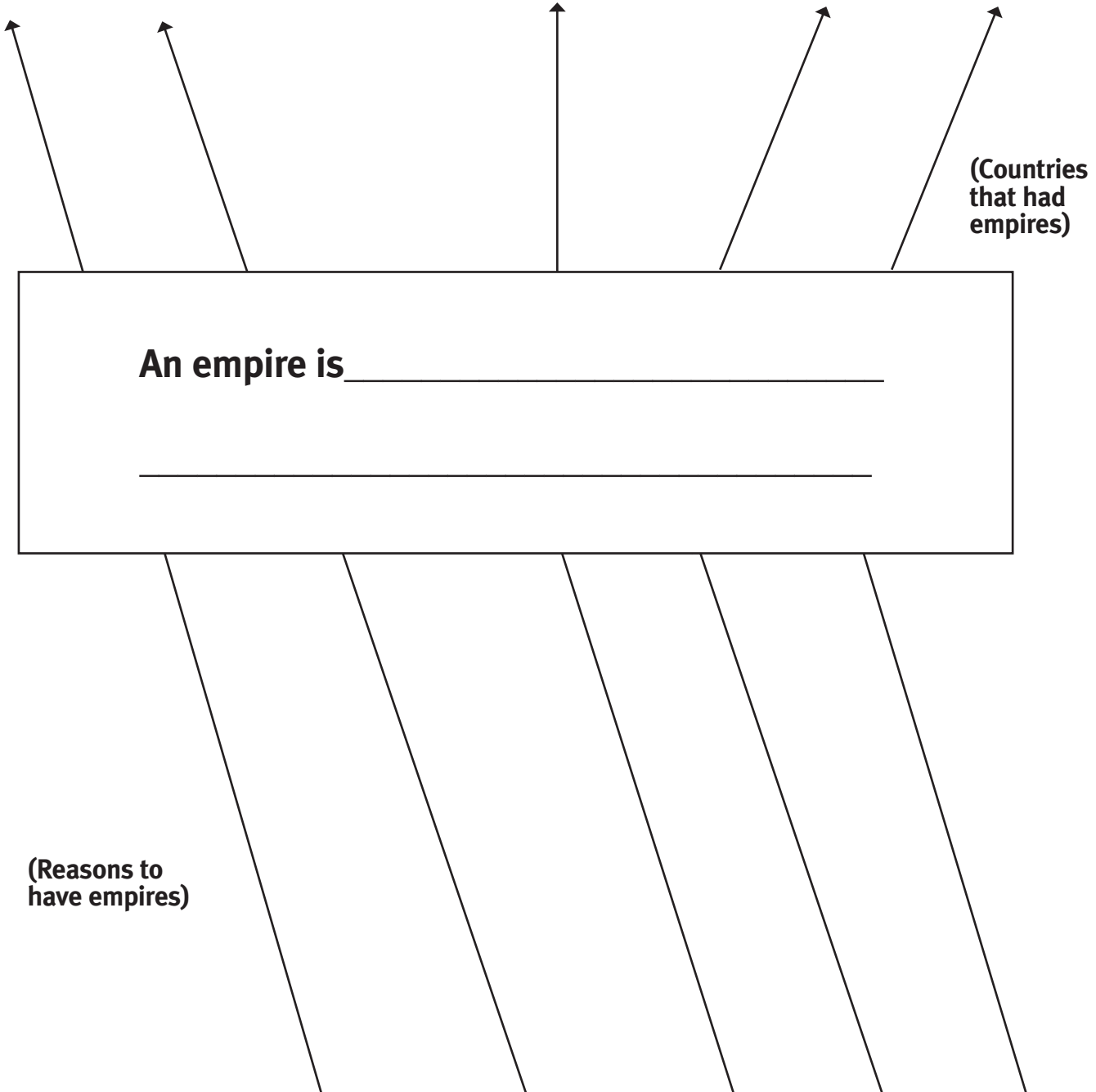
(c) Name three new things that were invented during the Renaissance.

(d) Name three new ideas that people thought of during the Renaissance.

(e) Make a mind map of the Renaissance, or draw a diagram to help you to remember what the Renaissance is.

2. Another big idea in this chapter is “empire.” Read pages 60–61 to find out about empires. Use the diagram below to write down what you learn about each empire.

Suggestions: Use the top lines for the countries that had empires, and use the bottom lines to give reasons for having empires.



Chapter Preview

Part A. Introduction and the Vikings

1. Look at the pictures and maps on pages 54–56. Which group(s) of people will you be reading about on these pages?

2. Where will people be travelling?

Part B. The Renaissance and the Explorers

1. Look at the pictures and headings on pages 60–61. List five countries you will be reading about in this section.

2. List six explorers you will be reading about.

Part C. Jacques Cartier

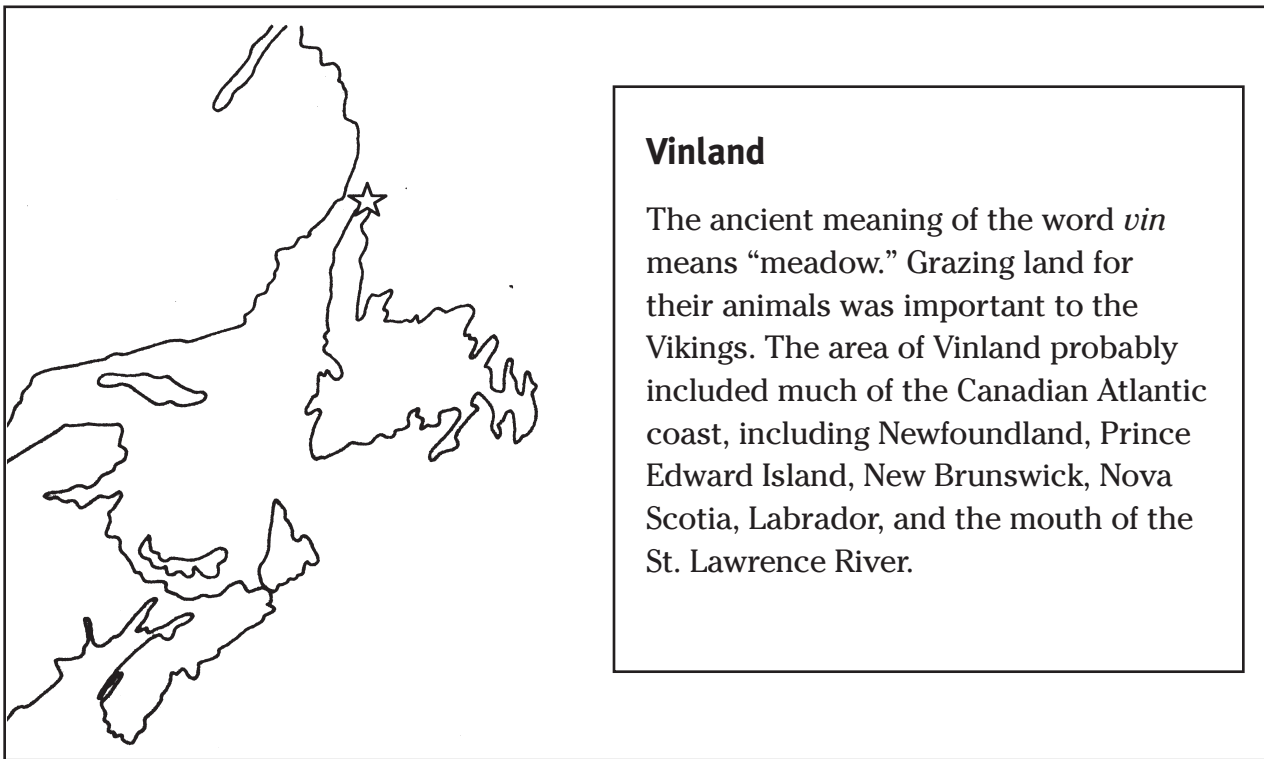
1. Look at the pictures on pages 65–66. Write a couple of sentences that tell what you think is going on in the pictures.

2. Look at the maps on page 67. From what country did Cartier sail?

A Viking Mystery

Part A. Reading

1. Five hundred years before the first European explorers sailed to North America, the Vikings built settlements and harvested the natural resources of the New World. According to the *Sagas*, Leif Ericsson and his 30-man crew stepped ashore on the lush green meadows of northern Newfoundland. Forests covered the ground beyond the rolling hills, and the streams teemed with salmon. There, Ericsson and his crew found grapes and butternuts growing, and many trees for timber. The men made this place their base camp, and from there, they made frequent trips to the surrounding areas. They stayed the winter, gathering supplies, and in the early summer, they sailed back to Greenland on ships loaded with lumber and dried grapes. Ericsson named the area *Vinland*.



2. The success of Ericsson’s expedition encouraged others to come. One such group sailed in three ships and included as many as 135 men and 15 women, plus livestock. These people built homes and workshops out of timber and sod. They had a forge where they smelted iron – a first in the New World.
3. In the summer, Ericsson and his crew gathered pelts and lumber that were sold for profit in Greenland and Europe. Since the climate at that time was mild – the *Sagas* tell of winters with no snow – they spent the colder months in their snug sod houses. This Viking settlement lasted less than 10 years. It is now known as L’Anse aux Meadows, and it is located on the northern-most peninsula of Newfoundland.

4. These early Viking settlers arranged their village buildings into three groups. Each group had one large house that was about 22 metres long and divided into five or six rooms. Several low fireplaces heated the house and provided light and cooking facilities. Wooden sleeping bunks filled several of the rooms. Other rooms were used for eating, meeting, and socializing. This large house was built with a timber frame with the walls and roof made from sod.
5. One or two “pit” buildings were located next to the big house. These buildings were much smaller structures that were dug into the ground, with low walls and roofs made out of sod. The buildings were used as workshops for making tools, doing carpentry, and repairing ships. In addition, there was a forge, used to smelt iron to make tools, weapons, and nails.
6. Interestingly, there were no barns or shelters for the animals, but the entire settlement was surrounded by a wooden fence.
7. The settlement lasted only a few years. Why did the Vikings abandon L’Anse aux Meadows in Vinland? There are three theories that might explain it.
 - (a) The climate suddenly changed. Mild winters without snow became harsh, and the settlers found it difficult to keep their livestock. The colder climate also meant a change in the settlers’ diet due to the change in migration patterns of animals and the difficulty in growing crops in the colder temperatures.
 - (b) Disease killed many and discouraged others from travelling. During this time the plague was devastating Europe, killing millions of people. Even though Iceland, Greenland, and Vinland were isolated, trade with other nations allowed the disease to spread to Viking settlements.
 - (c) The Indigenous people of Vinland were often in conflict with the Vikings. In these battles, the Vikings were usually outnumbered. Several deaths were recorded on both sides.

Part B. Questions

1. On the map of Vinland provided on the previous page, label the following: Newfoundland, Labrador, Québec, Nova Scotia, Cape Breton Island, New Brunswick, Prince Edward Island, Gulf of St. Lawrence, Atlantic Ocean, L’Anse aux Meadows
2. (a) Which of the three theories do you think best explains why Vinland was abandoned?

(b) Give two reasons for your choice.

3. Imagine you are the captain of one of the ships set to sail back to Greenland. You know you will never return to Vinland.

(a) Write a list of all the things that you will take back to Greenland with you.

(b) Make a list of everything you would leave behind due to lack of space on the ship.

Using a Website

1. In the 1960s, the settlement of L'Anse aux Meadows was carefully excavated by archaeologists. The following artifacts were found:

- ring-headed bronze pin (used to fasten clothing)
- Icelandic stone lamp
- iron nails
- spindle whorl (used to spin wool into yarn)
- bone needles
- whetstone (used to sharpen knives and tools)
- scissors
- smooth wooden planks

(a) Which objects would have been used by women?

(b) Which object was used as functional (useful) jewellery? _____

(c) Which object identified the people who lived at the settlement as Vikings?

2. If you have access to the Internet in your classroom, go to the following websites, then answer the questions below:

- <http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/vikings/default.htm>
- <http://www.virtual-tours-newfoundland.ca/LanseauxMeadows/Meadows.html>

(a) Go to the first website, and click on the “photos” section. Which of the artifacts in question 1 (above) can you find in the picture?

(b) Look at the first two objects (on the blue background). What are they made of?

3. On the same website, you can see photos of the reconstruction of one of the large houses. The second website shows a panoramic view of the village. Can you think of any groups of people in Manitoba who have lived in sod houses?

4. Think about what it would have been like to live in a sod house, heated with fireplaces.

(a) List two things that you think would have been good about living in a sod house.

(b) List two disadvantages to living in a sod house.

5. Imagine you are a Viking living at L'Anse aux Meadows. Write a letter to your friends back in Greenland telling them of your village and the way you live.

Reading to Answer “Why?” Questions

Part A. Reading

The Spice Race and the Northwest Passage: Why Did Europeans Start Exploring?

1. After the Crusades, Europeans discovered that spices were very useful in cooking. Spices such as pepper made food taste better. Some spices covered the taste of rotting meat. People also thought that some spices cured sickness. All of these ideas made spices very valuable, but they were also hard to get, because most spices grew in the Far East.
2. Spices were brought from the Far East to Constantinople (present-day Istanbul, Turkey). European traders from places such as Venice came to Constantinople to buy spices and take them home. The traders had to buy from people in Constantinople, because the Venetians did not know where the spices were grown. People living in the rest of Europe then bought their spices from the Venetians. Every time the spices were sold, they got more expensive. Many European traders wanted to be able to buy spices from the places where they grew.
3. In 1271, a teenage boy from Venice set out with his father to visit China and other places where all of the spices and many other treasures came from. His name was Marco Polo, and he travelled all over Asia, finally returning to Venice in 1295. When he came home, Marco Polo wrote a book about his travels. He told people where the spices and other treasures could be found. After reading his book, many people wanted to travel to the Far East themselves to buy the spices directly. This was the beginning of the search for a shorter way to China.
4. Portugal, Spain, England, the Netherlands, and France, all sent explorers north and south, east and west, to try to find a short way to the riches of the Far East. A few people succeeded in getting to the East and getting shiploads of spices. One Englishman came home with a shipload of nutmeg and made a 60 000 % profit! No wonder people risked their lives to find a short way to China.
5. After trying many different routes to get to China, some Europeans decided that the best way was to sail west and north across the Atlantic Ocean. They arrived in North America instead. At first, they were very disappointed. However, they later realized that North America had treasures, too – fish, furs, and forests.
6. Explorers decided to look for a Northwest Passage around or through North America. When they finally found a Northwest Passage, they could not use it because ice blocked the route for most of the year. Luckily, explorers now knew of safer and faster ways to travel from Europe to Asia.

7. Ships were finally able to sail through the Northwest Passage in the early 20th century. In 1940, the Royal Canadian Mounted Police sailed a boat, the *St. Roche*, through the Northwest Passage both ways. This was an important trip, because it showed that the Northwest Passage goes through northern Canada. Today, scientists say that climate change may cause much of the ice to melt, making travel through the Northwest Passage more accessible and easier. Canada worries about what could happen to the environment if many ships start sailing through this famous passage.

Part B. Questions

Use the information that you have just read to help you answer the questions below. Make sure your answers are written in complete sentences.

1. WHY did European people value spices? Give two reasons.

2. WHY did early European people not go directly to the Far East to get their spices?

3. WHY did European explorers try to find the Northwest Passage?

4. WHY were explorers disappointed when they arrived in North America and could not find the Northwest Passage?

5. WHY was the Northwest Passage not used very often?

6. WHY is the Canadian government concerned about having many ships travel through the Northwest Passage?

Short Research Project A

Research a spice, and answer the questions.

Name of spice: _____

1. Name four places in the world where the spice grows.

2. Name five ways we use the spice today.

3. Name three ways that the spice was used in the Renaissance.

4. Name three interesting facts that you have learned about this spice.

5. Name your sources of information.

Short Research Project B

Research an invention, and answer the questions.

Name of invention: _____

1. Who was the inventor?

2. Where was the invention developed?

3. When was it invented?

4. How was the new invention used?

5. Why was the invention important?

6. Name the sources of information.

Looking at Pictures and Illustrations

ACTIVITY 1: *The Ambassadors*, a painting by Hans Holbein, the Younger (figure 4.9)

Background Information:

The Ambassadors is a portrait of two Frenchmen – Jean de Dinteville (left) was the ambassador to the court of King Henry VIII. To his right is his best friend, Georges de Selve, a cleric, who became the Bishop of Lavaur the year after the painting was made.

Objects in the Painting:

Top shelf, from left to right: celestial or star globe, cylinder sundial, guardant, polyhedral sundial, and torquetum or medieval astronomical instrument

Lower shelf, from left to right: regular (Earth) globe, math book with a setsquare, pair of dividers, lute, music book, flutes



The top shelf holds “heavenly” interests, and the lower shelf holds “earthly” interests.

Front of painting: skull



Holbein painted the skull object in a distorted way. The original painting was nearly life size and hung just to the left of a doorway. A person going out the door could glance sideways at the painting and see what the object actually was.

Assignment:

Have students study the reproduction of the painting *The Ambassadors*, on page 59 of the textbook. You can also direct students to go to the following website:

<<http://www.artchive.com/artchive/H/holbein/ambassadors.jpg.html>>.


Questions to Encourage Discussion:

The people

- Study the two men in the picture. Describe what each man is wearing.
- What are the main differences in their clothing?
- Which man do you think is more important? Why do you think this?
- Which of the two men is wealthier? How can you tell?
- What is each man holding in his hand?
- Which man do you think you would like better?

The objects

- A shelf between the two men holds a variety of objects. Which objects on the top shelf can you identify?
- Which objects on the lower shelf can you identify?
- What is the strange-looking object in the bottom centre of the picture? Why did you think Holbein painted it?

 If students cannot identify the object in front, have them hold the page up to their face, close their left eye, and look sideways at the painting. If students still have a difficult time seeing the skull, they can go to the following website:

<<http://www.mat.ucsb.edu/~g.legrady/academic/courses/01sp200a/w1a/pages/holbein.html>>.

If they click on “anamorphic image” near the bottom of the page, the screen will show them what the picture looks like when viewed from the side.

Additional Assignments:

Have students choose one of the following:

- Students can draw or paint a full-length picture of themselves. Have them consider what they will be wearing, what the background will be (e.g., backyard, the classroom, lake). Have them pick five important objects to include in the portrait (e.g., pet, musical instrument, sporting equipment, books, bike, food, or anything else that has a place in their daily life).
- Have students create a collage from magazine cut-outs that show what they might be doing or would like to be doing 20 years from now. Remind them to include clothing, location, and important objects that reflect their future occupation and interests.
- Have pairs of students “update” *The Ambassadors*. Students can paint themselves as the two people in the picture and include objects that have special meaning to the two of them.

 Explain that portraits that include personal objects are much more interesting than just a portrait of a face.

ACTIVITY 2: Illustration of people in the New World (figure 4.12)



This is a very unattractive picture of New World people. Be sure that students know it was drawn by someone who had never seen the people. Some teachers may prefer not to use this picture.

Assignment:

Have students look at figure 4.12 on page 61 of the textbook.

Questions to Encourage Discussion:

- Which things are wrong in this picture?
- What does the illustration tell you about the way Europeans thought people of the New World lived? Consider their dress, weapons, housing, animals, vegetation in your answers.
- Think of modern space exploration and the way aliens are portrayed in movies and on TV. How do we think they might look? What physical features are greatly distorted compared with our own? In your opinion, why do we like to think of these unknown people as being very different from ourselves?

Travelling with the Explorers

Problems with Ships

1. In the early days of exploration, ships were often out at sea for weeks, or even months. This was because many explorers were not sure where they were going or how long the trip would take. Explorers did not know how big the earth was. Many did not realize that North America and South America existed.
2. The speed of ships depended on the wind, and sailors had to climb high up the mast to adjust the sails. Many sailors fell on the deck or in the water and died. A bad storm often put a ship far off course, and many ships never reached their destination. Ships often took years to get back home.
3. There were no maps for some parts of the world, so many ships ran aground on sand bars or reefs, because no one knew they were there. Heavily loaded ships often sank in a bad storm. Ships were made of wood, and many caught fire during storms. In recent years, divers have found pieces of ships on ocean floors all over the world.

Food

4. Food was not very good. Travellers usually had hardtack (a dry biscuit), salted meat, and water and wine. The hardtack could become mouldy or have maggots and worms if it got wet. The salt meat made men thirsty. The liquids were stored in wooden barrels. If the barrels were not tightly made, the liquid would trickle out and the wine could spoil. If the barrel wood was too green, it made the liquid inside taste awful and sailors sick.

Scurvy

5. Many travellers and early settlers suffered from scurvy. This disease is caused by a lack of vitamin C, but Europeans did not know that at the time. Scurvy was a horrible disease, and many travellers write about it. Sailors often got scurvy. People who first explored North America suffered from scurvy in the winter because they had no fresh fruit or vegetables.
6. People with scurvy felt weak at first. Then their skin became sallow, and their breath was very offensive. As the disease got worse, their teeth dropped out and purple blotches formed all over their body. Eating salt meat made the disease worse. Later, their joints stiffened, their muscles swelled, and thin streams of blood came out of their eyes and noses. In the last stages of the disease, their lungs and kidneys failed, and they died.

7. Aboriginal peoples of North America knew how to prevent and cure scurvy. They made a tea of cedar or spruce and drank it. They showed the first European explorers and settlers who came to North America how to make the tea, and few early settlers got scurvy. Scurvy was still a problem for sailors, however. Eventually, the British navy discovered that eating limes or drinking lime juice prevented scurvy. That cure is why some people called the British “limeys.”

Travel Was Dangerous

8. Travel was dangerous. Many explorers and sailors disappeared, and no one knew what happened to them. Ships got lost, and sailors died of starvation or were killed by people in foreign lands. Pirates or enemies from other countries attacked and robbed their ships. A ship’s crew was often killed, forced to be sailors for the enemies, or sold into slavery.

Using a Legend

Legends are used on maps to explain what certain colours or shadings mean. On your outline map of the world, you can decide what colour or shading you wish to use on your map.

1. On your outline map, mark the following places:

(a) Oceans:

Atlantic Ocean

Pacific Ocean

Indian Ocean

(b) European countries that had empires:

England

Spain

Portugal

France

Netherlands

(c) Continents where European countries had colonies:

North America

South America

Africa

Australia

2. Look at the map (figure 4.11) on page 61 of your textbook.

(a) Which countries had areas of Canada in their empire?

(b) Which two countries owned most of South America?

(c) Why do you think Australia is not part of any empire in the mid-17th century?

(d) What do the blue lines on the map tell you?

3. On your map, do the following:

(a) Make a legend that shows the colour or shading you will use for each of the three empires below.

(b) Mark the following empires on your map, according to your legend:


England

France

Netherlands

Writing a Thin Poem

1. Write the name of the explorer, and then brainstorm 10–15 words that will help you remember what he did and where he went. Most of the words should be two syllables unless the explorer's name has more than two syllables. If the explorer's name has three or four syllables, try to find words or combinations of words that make three or four syllables.

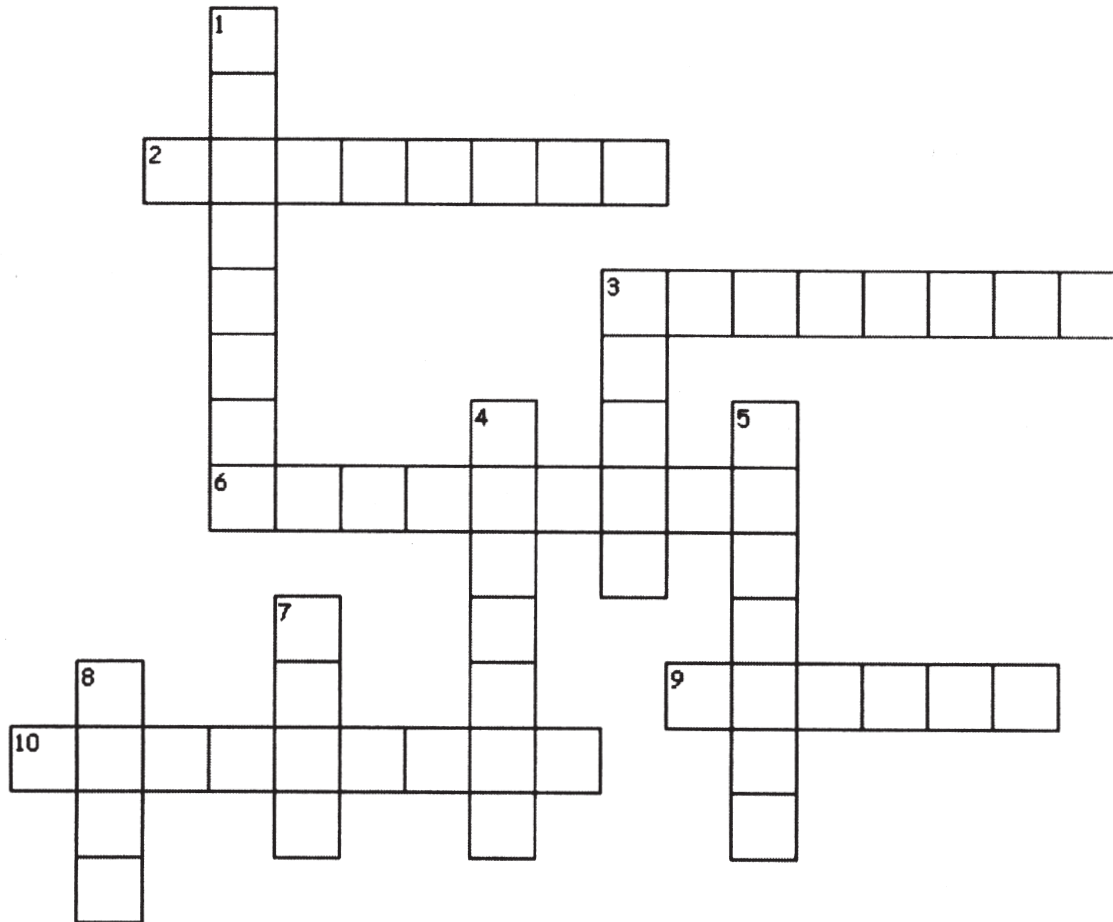
 Each line should have the same or fewer syllables than the last name of your explorer. When you have a line with more syllables, such as in the poem about John Cabot (below), you can use the same trick the author used.

2. Put the words in the order you want under the explorer's name. Now you have a thin poem and a way to remember facts about that person.
3. Here are two examples:

Cabot,	Polo
John	Marco
England	Venice
(King) Henry	China
Bristol	Java
<i>Matthew</i>	spices
Long trip	pepper
New land	nutmeg
St. John's	gold
No gold	jewels
Codfish	short way
	Asia

4. You can use pictures or maps to illustrate your poems, and display them on the bulletin board.
5. Write an explorer's name and some words here to start your **thin poem**.

Explorers Puzzle



Across

2. He was kidnapped by Cartier.
3. He was the first European to sail west to find a short route to China.
6. He was the Wendat leader who helped Cartier and the French.
9. He and his son were set adrift in a small boat in Hudson Bay.
10. He found "fool's gold" in the north.

Down

1. He died in a skirmish in Vinland.
3. He claimed new-found-land for England.
4. He claimed Canada for France.
5. These were people who came from Europe to fish.
7. The son of Eric the Red, he went to Vinland.
8. He was exiled to Greenland.

Sort and Predict

Cartier	cedar bark tea
Donnacona	Saguenay
France	colony
St. Lawrence	Domagaya
Hochelaga	interpreter
Stadacona	Wendat
Gaspé	Canada
cross	St. Malo
scurvy	gold

Recipes for the New World

Hardtack is a hard cracker-like biscuit that was nutritious and unlikely to spoil if baked long enough. Being lightweight, it was the food of choice for sailors, explorers, and pioneers. Because it was so hard, it was commonly broken up and added to soups or coffee. Hardtack was soaked in milk or boiled to soften it. After softening, hardtack was fried in fat and, if you were really lucky, served with sugar and raisins. Another popular dish – and still a common meal in Newfoundland – is Fisherman’s Brewis.

Hardtack

Ingredients (makes about 30–35 small pieces of hardtack, roughly 3.5 cm by 7 cm)

590 mL whole-wheat flour

12 mL salt

410 mL water

Preparation

Preheat oven to 200 °C. Mix salt and flour with just enough water to bind ingredients and make elastic, but not sticky, dough. Start with 240 mL of water, and slowly add the rest. Roll the dough about 2 cm thick and cut into cakes. Pierce each cake with a dozen or so holes. Put cakes on baking sheet and bake for 20–25 minutes or until slightly brown. Allow to cool, and reduce oven temperature to 100 °C. Put cakes back into oven and bake until all moisture has been removed (3–4 hours).

Include *gummy worms* to represent the worms and weevils that would have been in barrels of hardtack that had been around for a while!

Fisherman’s Brewis (pronounced ‘bruz’)

Ingredients

4 cakes hard bread (hardtack)

cold water

5 mL salt

Salt cod (or other salt fish)

Fat-back pork, chopped (called scrunchions)

Preparation

Soak hardtack overnight in plenty of cold water. Drain next morning, and add more water. Add salt, and bring to a boil. Boil for 5 minutes. Drain bread until very dry. Boil salt cod, which has already been soaking for several hours. Drain fish and add to bread; chop together well (this is the brewis). Fry fat-back pork and serve over brewis.

Answers for Chapter 4

BLM 4-13

Across

2. Domagaya
3. Columbus
6. Donnacona
9. Hudson
10. Frobisher

Down

1. Thorvald
3. Cabot
4. Cartier
5. Basques
7. Leif
8. Eric