

13. What was life like for children living in colonial Quebec?
14. Aside from the Indian threat, what was the worst part about living in Colonial Quebec?
15. How did French rule in Canada end?

### Follow-up Discussion

- Out of all the colonies in North America, Quebec was one of the least populated. Have students discuss why very few Europeans settled in New France. What effect did the small population have on the economy and defense of the colony?
- Have the class discuss the role of religion in New France, comparing it to the role religion played in the Massachusetts Bay Colony, Roger Williams' Rhode Island and the Spanish settlement of Santa Fe.
- Discuss the relationship between the French colonists and the Native Americans in New France, contrasting their interaction with that of the colonists and Indians of New England. What reasons did the French have for accepting the cultures and attitudes of the regional tribes?
- Discuss the role of women in the French and Native American cultures in the colony of New France.

### Follow-up Activities

- Besides Cartier and Champlain, there were other French explorers who traveled into the wilderness to chart the New World, i.e. Jolliet, Marquette, La Salle, Radisson and Groseillers. Have students select an explorer to research, map his journey and create a written log or diary of his exploits.
- The disagreement and eventual warfare between the Huron and the Five Nations of the Iroquois had lasting effects on Quebec. Have students investigate the histories of both these Indian tribes and the reasons for their long-standing antagonism.
- Besides the snowshoes and canoes discussed in the program, the Native American people contributed much to French Canadian culture. Have students track down other items with origins in Native American culture and report on their findings.
- As a class, create a fictitious newspaper documenting the history of Quebec. Have some students research the lives of Cartier and Champlain. Set up a role-playing situation where those who researched the lives of these explorers are interviewed by others on the roles they played in the settlement of Quebec. Write up feature articles on the Native American tribes in the area, the exploits of the coureurs de bois and farm life. Utilize maps and create fictitious advertisements.
- Have students construct a model of the longhouse, identifying the important features of the lodging. In addition, have students research living conditions of Huron domestic life and compare it with that of the French.
- Have students create brochures enticing settlers, habitants and the filles du roi to come to Quebec.

### Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com).

[www.rtsq.qc.ca/quebec/](http://www.rtsq.qc.ca/quebec/)

Explores four distinct periods in the history of Quebec City, from the 17th century through the present day.

[www.vmnf.civilization.ca](http://www.vmnf.civilization.ca)

The Virtual Museum of New France features a wealth of materials including maps, time lines and detailed accounts of those who settled the region.

[www.blupete.com/Hist/BiosNS/1600-00/Champlain.htm](http://www.blupete.com/Hist/BiosNS/1600-00/Champlain.htm)

A detailed biography of Samuel de Champlain.

[www.win.tue.nl/cs/fm/engels/discovery/cartier.html](http://www.win.tue.nl/cs/fm/engels/discovery/cartier.html)

A biography of Jacques Cartier, featuring links to information on the Huron Indians and much more.

### Suggested Print Resources

- Aaseng, Nathan. *You Are the Explorer*. Oliver Press, Minneapolis, MN; 2000.
- Blashfield, Jean F. *Cartier: Jacques Cartier in Search of the Northwest Passage*. Compass Point Books, Minneapolis, MN; 2001.
- Bruchac, Joseph and Murv Jacob. *The Boy Who Lived with the Bears: And Other Iroquois Stories*. Parabola Books, New York, NY; 2003.
- Hamilton, Janice. *Quebec*. Fitzhenry & Whiteside, Ontario, Canada; 2003.
- Koestler-Grack. *Iroquois: Longhouse Builders*. Blue Earth Books, Mankato, MN; 2003.
- Sherman, Josepha. *Samuel de Champlain: Explorer of the Great Lakes Region and Founder of Quebec*. Rosen Publishing Group, New York, NY; 2003.

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### COMPLETE LIST OF TITLES

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# THE FRENCH & COLONIAL QUEBEC

Grades 3–7

This guide is a supplement designed for teachers to use when presenting *Colonial Life for Children: The French & Colonial Quebec*.

**Before Viewing:** Give students an introduction to the program by relaying aspects of the historical overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

**After Viewing:** Review the program and vocabulary, and use the follow-up questions and activities to inspire further discussion. Encourage students to research the topic further with the Internet and reading resources provided.



## Historical Overview

The French exploration of the region that would later become part of Canada began as early as 1524. Like other European explorers, the French were searching for the greatest prize of the day — the Northwest Passage — that would enable sailors to bypass the long trip around Africa and South America on their journey to Asia.

In 1534, following the travels of Giovanni de Verrazano, Jacques Cartier reached a waterway that led deep into Canada. He named it the St. Lawrence River. On a return voyage, Cartier journeyed down the St. Lawrence and determined that this route was not the fabled Northwest Passage. Facing the brutal cold of the Canadian winter, Cartier and his men camped near the Indian village of Stadacona, the site of modern-day Quebec.

Since France was embroiled in a war at home with neighboring Spain, further expeditions were not resumed for another 70 years. Then in 1608, Samuel de Champlain returned to Cartier's winter camp and established the colony of Quebec. This settlement would grow to become the center of New France, the French colony in North America. New France was built around the fur trade between French trappers and their Indian allies, as well as a modest group of farmers who began to cultivate the St. Lawrence River Valley. While the population of Quebec was small in comparison to the English settlements, the French controlled a vast expanse of land that was ten times larger than that of the English. Although the French were defeated by the British at the end of the lengthy French & Indian War in 1759, the seeds of French culture that were planted in Canada have remained there to this day — especially in the language, government and people of Quebec.

## Time Line

**1497** — Sailing for the English, John Cabot reaches the eastern shores of modern-day Canada.

**1524** — Giovanni da Verrazano sails up the eastern seaboard of America in search of the elusive Northwest Passage.

**1534** — Jacques Cartier reaches a waterway that runs deep into Canada and names it the St. Lawrence River.

**1535–36** — Returning to the New World, Cartier is forced to spend the winter on the site of present-day Quebec, where he and his men are aided by the nearby Indians.

**1581** — French merchants begin outfitting ships for fur trading on the St. Lawrence.

**1607** — The English establish their first permanent settlement at Jamestown.

**1608** — Samuel de Champlain establishes Quebec as the first permanent French settlement in North America.

**1648–52** — Continual attacks by the Five Nations of the Iroquois eventually bring the defeat of the Huron, and French trappers in turn lose their middlemen in the fur trade.

**1667** — The French sign a peace treaty with the Iroquois.

**1759** — The English defeat the French defenders of Quebec at the Plains of Abraham, effectively ending French sovereignty in the New World.

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**1763** — The peace treaty that ends the French & Indian War gives all of New France east of the Mississippi River (except New Orleans) to the English.

## Vocabulary

**Quebec** — The name of the first French settlement in the New World, meaning “where the river narrows.”

**arteries** — Channels that are used for transportation, such as a river or highway.

**Northwest Passage** — A water route sought by Europeans through which ships could sail westward from Europe directly to Asia.

**Canada** — An Indian word for “village,” appropriated by the French for the name of their country.

**Stadacona** — An Indian village located on the site where Quebec was eventually established.

**scurvy** — A disease brought on by a lack of vitamin C.

**colony** — A group of people living in a new territory who remain subjects of their parent country.

**Montagnais Indians** — A North American Indian tribe living in the area now known as the province of Quebec.

**epidemic** — A sudden outbreak of disease that affects the majority of a population.

**pelts** — The undressed skins of wild animals.

**Huron Indians** — A North American Indian tribe living in southeastern Canada.

**Five Nations of the Iroquois** — The five Iroquois-speaking Indian tribes (Cayuga, Mohawk, Oneida, Onondaga and Seneca) who banded together under a structured political system in Canada and the American Northeast.

**longhouse** — A long communal dwelling used by the Iroquois and Huron.

**shaman** — A Native American healer who communicates with the spiritual world.

**guerilla warfare** — A tactic of using non-traditional fighting, derived from the French word “guerre,” meaning war.

**convent** — A house in which the members of a female religious order live together.

**missionary** — A person who works among others in order to convert them to a specific religion.

**intendant** — An administrative official under the French monarchy, responsible for a colony's economy, laws and order.

**seigneuries** (say-nyou-rees) — Large tracts of land, often along the shores of the St. Lawrence and Richelieu rivers, owned by noblemen or military officers who were known as seigneurs.

**habitant** (ah-bee-tant) — A farmer or settler of French origin who belongs to the Canadian farming class.

**St. Lawrence basin** — The valley of the St. Lawrence River, a principle river of North America that flows from the Great Lakes to its fifty-mile-wide mouth at the Gulf of St. Lawrence on the Atlantic Ocean.

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**coureurs de bois** (cur-er duh bwah) — Independent trappers of French ancestry who traveled into the North American wilderness to conduct trades with the Indians for furs.

**voyageurs** (voy-ah-jzer) — Canadian traders employed by companies to transport men and goods to and from remote settlements.

**filles de roi** (fee-ya duh rwa) — French women who came to the New World to find husbands; translated means “daughters of the King.”

## Pre-viewing Discussion

- Have students locate France on a current map of the world, and point out the fact that the country has ports that lie on both the Atlantic Ocean and the Mediterranean Sea. While most countries during the Age of Exploration were hot on the trail of the legendary Northwest Passage, France was more interested in maintaining commerce with the markets of the Mediterranean. Discuss with the class why North America may have looked rather unappealing to one of Europe's most powerful nations.
- Examine a map of North America, focusing on Quebec and the St. Lawrence River. Show students where Quebec is located in relation to the English settlements of Jamestown and Plymouth Plantation. While he could have chosen sites in southern New England, Samuel de Champlain preferred the St. Lawrence River Valley as the place to establish Quebec, a decision he reached after five years of coastal voyages up and down the Atlantic coastline. Discuss what factors Champlain may have taken into account when choosing the site for this settlement.
- Have students research the weather in Quebec during the winter months. Have them prepare charts and/or graphs of the average monthly temperature. Discuss the impact the weather must have had on the settlement of Quebec, so that students begin to understand what French settlers might have gone through.

## Focus Questions

1. Who was Jacques Cartier? What was he searching for?
2. Who founded the settlement of Quebec? What made the site of the settlement a good location?
3. What was New France?
4. What role did France play in the governing of New France?
5. Why would people leave France to live in a place as remote and cold as Quebec?
6. How did the settlers who came to New France support themselves?
7. What was the relationship between the French settlers, the Huron and the Five Nations of the Iroquois?
8. What are longhouses and who lived in them?
9. How did Canada get its name?
10. Who was Marie de l'Incarnation? What role did she play in the settlement of Quebec?
11. Who were the seigneurs and the habitants? How was the seigneurie system different from tenant farming?
12. Who were the coureurs de bois and the voyageurs? (Continued)