Answer Keys to Unit Tests

Unit 1 • New France
Unit 2 • British North America
Unit 3 • Conflict and Change
Unit Test for New France

A. Understanding Key Vocabulary

Match each word on the left with its definition on the right. Place the alphabet letter of the correct definition in the space next to the vocabulary word.

1. habitant  b  a. having been removed by force
2. colony     d  b. a farmer in New France
3. seigneury  e  c. the British policy that allowed the French to keep their language, religion, and way of life after New France became a British colony
4. Quebec Act c
5. expulsion  a  d. a group of people who leave their own country to form a settlement in a new land

  e. land in New France that was divided into lots for farming and granted to a seigneur
B. Short Answer Questions

Write a short response to each of the following questions. Include only the important points in your answers.

1. Why did European countries, such as France and Britain, want to have colonies in North America?

   European countries such as France and Britain wanted to have colonies in North America to increase their empires and to get access to raw materials and riches such as animal furs.

2. Why was the fur trade such an important part of the economy of European countries?

   The fur trade was a very important part of the economy of European countries because the furs were in high demand in European countries, especially for the making of fur hats.

3. How did First Nations peoples help the fur traders and settlers in New France?

   First Nations people helped the fur traders and settlers in New France by teaching them where and how to trap as well as trading furs to them. First Nations people taught the settlers how to survive on the land by snowshoeing and building shelters.

4. List three reasons why people came to live in New France.

   Students should identify any three of the following:

   a. People came to purchase their own land.
   b. Many young women (King’s Daughters) came to marry and start a new life.
   c. Many men came to take part in the fur trade or fish off the coasts of Newfoundland.
   d. Soldiers came to protect the colony.
   e. Missionaries came to Canada to set up mission churches, work with the First Nations peoples, and to run schools and hospitals.
5. Why did the King of France want New France to grow in population and to be less dependent on the fur trade?

The King of France wanted New France to grow in population and be less dependent on the fur trade because the colony was difficult to defend. If there were more permanent settlements, it would be easier for the people to defend the colony and fur trading would be easier.

6. What concerns did the people of New France have after they were defeated by the British and became a British colony?

After the people of New France were defeated by the British they were concerned that they would lose their land, their culture, and control over fur trading forts around Hudson Bay.

C. Completing a Diagram

In the space below, make a diagram that shows what the seigneurial system looks like. Be sure to include labels to identify each part of your diagram.

See page 14 of Unit 1 for a diagram that shows the seigneury. The diagram should be labelled and include the seigneur’s manor house, the flour mill, the parish church, the habitants’ long narrow tracts of lands and their houses along the river.
D. Labelling a Chart

The following chart shows how New France was governed. Fill in the blank parts on the chart.

![Chart showing governance structure](chart.png)

E. Reflect on Your Learning

Think about what you learned about New France in this unit. What connection can you make between the Quebec Act passed in 1774 and what is currently happening in Canada? Explain your thinking.

Students should be able to see that Canada’s origins begin with the First Nations people, the French and the British. The Quebec Act of 1774 recognizes the French people and their culture and religion but does not give them much political power. Students may connect the ongoing importance of partnerships between Quebec and the other provinces and also see that the French culture and religions are important to protect and maintain.
Unit Test for British North America

A. Understanding Key Vocabulary

Match each word on the left with its definition on the right. Place the alphabet letter of the correct definition in the space next to the vocabulary word.

1. independence  _______  a. people who were loyal to Britain during the American Revolution
   2. American Revolution  _______  b. people living in the Thirteen Colonies who wanted to be independent from Britain
   3. migration  _______  c. movement of a large number of people from one place to another
   4. Loyalists  _______  d. war between the Thirteen Colonies and Britain
   5. Patriots  _______  e. freedom from the control of others

B. Short Answer Questions

Write a short response to each of the following questions. Include only the important points in your answers.

1. The British gained control of New France in 1763. Why did the British allow the French settlers in Lower Canada to keep their civil laws, language, and religion?

   The British allowed the French settlers in Lower Canada to keep their civil rights, language, and religion to prevent them from fighting or leaving. The British thought this would keep them loyal to the colony.
2. How were the Thirteen Colonies different from other British colonies in North America?

   The people of the Thirteen Colonies were from many different European countries. The people in the other British colonies were mainly from England and France. The Thirteen Colonies grew quickly and prospered. The people in the Thirteen Colonies were loyal to Britain in the beginning but wanted more independence as they grew.

3. Why did many of the settlers in the Thirteen Colonies want independence from Britain?

   Many of the settlers from the Thirteen Colonies wanted independence from Britain because they wanted to govern themselves. They believed the British were taxing them unfairly, stopping their expansion to the west, and limiting their trading opportunities.

4. What happened to those people living in the Thirteen Colonies who chose to be loyal to Britain?

   The Loyalists wanted to keep British rule in the Thirteen Colonies. They were seen as traitors and were treated badly by the Americans. The Loyalists had to leave the United States so many moved north to the British colonies of Quebec and Nova Scotia.

5. List three ways in which life in British North America changed after the American Revolution. Students should identify any three of the following:

   (a) New industries, such as shipbuilding, timber and manufacturing, developed to meet the needs of the growing populations and to increase trade.

   (b) New towns were founded.

   (c) Transportation routes, both by land and water, were improved so that colonists could travel easier.

   (d) Governor Simcoe built schools because he believed that education was important for the development of Upper Canada. The first schools were mainly for the rich but eventually township schools were open so that all children could go to school.
6. Identify two positive things that happened for the people living in the British colonies as a result of the War of 1812. **Students should identify any two of the following:**

- It brought the French and British colonists together to fight the Americans. This helped them to feel united as a nation.
- The Rideau Canal was built to ensure that shipping could continue even if the Americans blocked the St. Lawrence River.
- More roads were built to improve transportation.
- The Maritime provinces prospered from increased trade with Britain.

7. What role did First Nations people play in the War of 1812?

The First Nations people living in the Ohio Valley fought the Americans and raided settlements to keep the Americans off their land. Some of the Americans thought the British were helping the Iroquois in the Ohio Valley by giving them guns. This is one of the reasons why the Americans wanted to invade British North America in the War of 1812.

C. True or False

Read each statement carefully. Decide if the statement is true or false. Circle the correct answer.

1. First Nations peoples were happy that more settlers from the Thirteen Colonies were moving farther west into the Ohio Valley.

   - True  
   - False

2. The settlers in the Thirteen Colonies were unhappy with the British government. They were not allowed to expand into the Ohio Valley, and they had to pay Britain for the cost of military defence.

   - True  
   - False

3. British settlers in Quebec and Nova Scotia joined the Patriots in the Thirteen Colonies to help defeat Britain.

   - True  
   - False

4. Many colonists who remained loyal to Britain during the American Revolution fled to Canada. They were given land grants, and most settled in what are now Nova Scotia, New Brunswick, Quebec, and Ontario.

   - True  
   - False


   - True  
   - False
D. Reflect on Your Learning

1. Think about what you learned about British North America in this unit. Below, name the five most important things you learned. Write one thing on each post-it note.

Use the Study Notes on pages 9, 21, and 29 and Study Grade on page 30 to check student responses for the five most important things learned.

1. 

2. 

3. 

4. 

5. 

2. Take one item from your post-it notes and write it below. Then tell how you can make a connection between this item and something that is happening in the world today.

One important item that I learned ______________________________

The connection to what is happening in the world today should reflect the students’ own thinking about culture, politics, war, etc.
Unit Test for Conflict and Change

A. Understanding Key Vocabulary

Match each word on the left with its definition on the right. Place the alphabet letter of the correct definition in the space next to the vocabulary word.

1. culture ________
   a. a small group of people who supported the British government and ruled the colony of Upper Canada

2. Family Compact ________
   b. the customs, traditions, beliefs, and way of life of a particular group of people

3. rebellion ________
   c. an attempt to overthrow the government

4. responsible government ________
   d. a small group of people who ruled the colony of Lower Canada

5. Château Clique ________
   e. representatives elected by the people to make the laws
B. Short Answer Questions

Write a short response to each of the following questions. Include only the important points in your answers.

1. Why did Britain encourage English settlers to come to Lower Canada?

   Britain encouraged English settlers to come to Lower Canada to increase the number of English people in the mainly French populated colony of Lower Canada. The British feared there would be a rebellion unless people felt a strong loyalty to Britain.

2. Why did some colonists in Upper Canada and Lower Canada want to rebel against the government?

   Some colonists wanted to rebel against the government because they wanted more control in the government.

3. Lord Durham was sent from Britain to the colonies to figure out why the rebellions had occurred. Name two recommendations he made to the British government.

   • Upper and Lower Canada should join together and form a union
   • Responsible Government – the leader of the largest group elected in the Legislative Assembly would choose the members of the Executive Council

4. List two things that the Act of Union changed about Upper Canada and Lower Canada.

   • Upper and Lower Canada were joined under one government known as the United Province of Canada
   • There was equal number of representatives in the government from Canada West and Canada East (formerly Upper and Lower Canada)
C. Completing the Diagram

1. The diagram below shows how Upper Canada and Lower Canada were governed before the rebellions took place. Fill in the blanks on the chart to complete the diagram.

See also page 6 of Unit 3.

![Diagram of governmental structure before the Act of Union]

2. How did the governments in Upper Canada and Lower Canada change after the Act of Union?

   After the Act of Union, Upper and Lower Canada became the United Province of Canada. Canada West and Canada East had the same number of seats in the Legislative Assembly. The Governor General appointed the Executive Council but now the members had to come from the party with the most elected seats in the Assembly. The Executive Council was ‘responsible’ to the Assembly. This was known as Responsible Government.
D. Reflect on Your Learning

Think about what you learned in this unit on Conflict and Change. What was one thing you learned that helped you make a connection to something that is happening in Canada today? Explain your thinking.

Students may highlight one important event or concept (change, conflict, rebellion, cultural differences, government, etc.) and make a reasonable connection to something similar that is happening in Canada today. Use the study notes on page 27 and Sticky Guide on page 29 to check student responses.