

Roll A Coin Through the Curriculum

Unit 1: New France



*"One of the Famous Old Totem Poles of the North." -nd.
Photo from <http://library.usask.ca/native/>*

www.mint.ca/teach

Curriculum Links

Evaluation and Assessment

Rubric

See above documents posted at www.mint.ca/teach

Activities

junior (grades 4-6),
intermediate (grades 7-9), and
senior (grades 10-12)

Introduction

Before Europeans ventured across the Atlantic Ocean, Canada was an unnamed, sparsely populated region inhabited by aboriginal tribes. It was a vast landscape waiting to be settled. The arrival of early French explorers and the founding of New France set off a chain of activities that led to the creation of Canada. The new country's unusual character was forged from an uneasy union between two European cultures that co-existed for centuries.

General Outcomes/Expectations

Students will:

- understand the conditions under which new settlers and new settlements existed;
- gain insight into the day-to-day existence of settlers;
- see how the economy functioned and what part currency played in the local economy;
- conduct research using tools such as the Internet;
- hone critical assessment and evaluation skills; and
- work together in teams to accomplish tasks.

Key Concepts and Issues

Students will explore how valuable and important economic activity was to the political and social existence in New France.

This resource was produced for the Royal Canadian Mint by TEACH Magazine. For more information about this educational program, please visit www.teachmag.com or email us at info@teachmag.com



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Junior Level Activity

New France: Currency in the New World

Duration

Two to three class periods

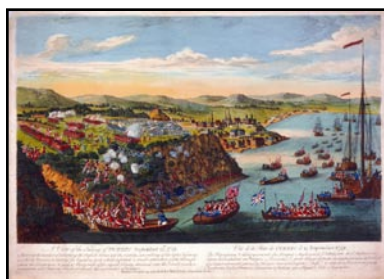
Equipment Required

pencils, markers, pens, paper, access to computers and the Internet

Outcomes / Expectations

Students will:

- gain insight into the history of New France;
- understand what it was like to live during that period;
- research New France's monetary system;
- create an effective presentation;
- develop critical thinking and analytical skills; and
- work together in teams.



*Taking of Quebec
September 13th, 1759
Courtesy of Library and Archives
Canada, C-139911*

Resources

www.histori.ca
www.thecanadianencyclopedia.com
www.cbc.ca
www.archives.ca

Introduction

Beginning with the founding of Quebec City in 1608, French settlements were established along the banks of the St. Lawrence River. Smaller communities, however, started earlier. Like any new enterprise, systems of government had to be set up from scratch. The lifeblood of any community is steeped in commerce and trade. And, although the barter system was in use for much of the trade that took place, hard currency was a necessity. Merchants required payment for the goods they offered for sale. Members of the military who safeguarded early settlements needed to pay their troops with some form of currency.

For many of the early settlement years in New France, metal coins were a scarce commodity. These coins were transported from France. Once they were in circulation, a shortage developed. The settlements in New France were not capable or even allowed to produce their own currencies. Ships did sail back and forth to France, but did so infrequently. At times, the shortage of coins became so severe that an alternative was desperately needed. People who needed to be paid could not wait months, if not years, for ships to travel to France and back again. (Please see: <http://collections.ic.gc.ca/bank/>).

The solution was both creative and innovative. In the absence of metal coins, playing cards were introduced as currency. Although a novel



Latin America, Philip V,
1732 silver cob
Photo: <http://collections.ic.gc.ca>



New France, Louis XIV, 15 sols,
1670, reverse
Photo: <http://collections.ic.gc.ca>



Reproduction of the 1714 issue
of New France's playing card money
Photo: <http://collections.ic.gc.ca>
Photos:
Courtesy of the Bank of Canada

solution, the practice became widely accepted within the new colonies. When troops were to be paid, for example, senior officers would write the denomination on the back of the playing card, displaying its value. To the merchants and the general population in the settlements, the playing cards became accepted currency.

Working in teams of two to four, students will:

Research

Investigate the history of coins in Canada using the Internet. (Please see the timeline posted on www.mint.ca/teach for more information, and refer to the resources listed above.)

Discuss

Within the teams, discuss what has been discovered about the history of coins in Canada.

Write

Each team will write a brief summary of their research findings: half-page in length.

Design

Each team will design a set of playing cards as currency representing coin denominations that could be used in New France. These cards could be used to purchase goods and services in the settlements.

Present

Each team will present the card designs to the class, explain what the designs represent, and illustrate how the cards would be used in a settlement.

Extension Activity

The student teams will design a new set of coins for use in New France. Based on their currency and on how much money it would take to buy something like a pound of flour or grain, the teams will come up with price lists for a range of goods that might be offered for sale in a settlement. By going through this exercise, students will gain insight into the economic life of the settlers. The teams will present their coin designs and price lists to the rest of the class.

Intermediate Level Activity

New France: Community Life in New France

Duration

Two to three class periods

Equipment Required

pencils, markers, pens, paper, access to computers and the Internet

Outcomes / Expectations

Students will:

- gain insight into the day-to-day life of inhabitants in New France through research;
- understand the way in which the local economy worked;
- assume the role of a merchant advertising wares for sale;
- create an advertising flyer, newspaper advertisement or town crier announcement;
- work cooperatively in teams;
- present their findings orally and discuss the strategy and approach of the kind of advertising each team has created; and
- develop critical thinking and analytical skills.



Trade Silver – The Beaver
Photo by John Evans, Ottawa

Resources

www.histori.ca
www.thecanadianencyclopedia.com
www.cbc.ca
www.archives.ca

Introduction

The early European settlements began on the banks of the St. Lawrence River. Soldiers and sailors, sent over by the king of France, were the first people to reach the shores of this new land. It was already known that this new territory was rich in resources such as timber, fish, and beaver, whose pelts became extremely popular in Europe. While gold and diamonds were yet to be discovered, they were, however, on the minds of both those voyaging across the ocean and those who had sent them on the trip. Knowledge of these commodities came from the earliest European explorers, people such as John Cabot, Jacques Cartier, and Samuel de Champlain. (For more information, please see: www.civilization.ca/vmnf/vmnfe.asp and click on Explorers.) In fact, the early European explorers were sent for the specific purpose of seeking out whatever riches could be found and sent back to the respective king or queen, and to claim territory for the crown. Nobody thought about the people who, for thousands of years, had inhabited and owned the lands we now call Canada.



North West Company Brass Token, 1820
Photo: <http://collections.ic.gc.ca>
Photos: Courtesy of the Bank of Canada

Working in teams of two to four, students will:

Research

Investigate the lives and adventures of early explorers. Each team will select two explorers from the list below:

- Cartier, 1534-1536
- Champlain, 1604-1616
- Brûlé, 1615-1621
- Nicollet, 1634
- De Quen, 1647
- Des Groseilliers, 1654-1660
- Radisson, 1659-1660
- Perrot, 1665-1689
- Cavalier de La Salle, 1670-1687
- Albanel, 1672
- Marquette, 1673-1675
- Jolliet, 1673-1694
- Greysolon Dulhut, 1678-1679
- Hennepin, 1678-1680
- Lahontan, 1684-1688
- Chevalier de Troyes, 1686
- Le Moyne d'Iberville, 1686-1702
- Lamothe Cadillac, 1694-1701
- La Vérendrye, 1732-1739

Purpose

The purpose of this research is to gain insight into how New France became established and how the Europeans interacted with the First Nations' peoples they encountered. In addition, students will gain insight into how community life began and existed. Each team will prepare a half-page report on each of the explorers selected. This research will help set the background for understanding the lives of those who inhabited the settlements. Each team will highlight any commercial transactions they come across while researching their selected explorers, including interactions explorers may have had with the native population and with those in their own community. For example, did the explorers trade commodities for beaver pelts and other furs? If so, what did they trade? Document the early forms of commerce that may have occurred.

Next step

Now, leap forward to project life in an early settlement such as Hochelaga and Stadacona. Search the Internet using a search engine such as Google.ca or ca.Yahoo.com to acquire background information and document, in point form, any information that the team finds on settlement life. In particular, the team should look for information about goods and supplies that settlers required to sustain their lives, and what forms of economic activity occurred. Share this information among team members.

Create

The teams will draw on the research information to create an advertising campaign that maintains the tone and character of the period (1720s, for example). They must select a merchant (male, female, or establishment) and determine what sort of goods or services this merchant has for sale. The team must decide how they will promote this business to

the inhabitants of the settlement by means of a flyer, a newspaper, a town crier, use of a troupe of actors, or something else. The first step after determining what goods are to be sold and at what price will be to storyboard the advertising campaign. The storyboard may be drawn by hand or with the use of a computer. (For information about storyboards, please see www.usd.edu/~rthompso/strbd/sld001.htm www.usd.edu/~rthompso/strbd/sld001.htm, www.storycenter.org/memvoice/pages/tutorial_3.html or use an Internet search engine.)

Present

Each team will present its advertising campaign to the class and will discuss the campaign strategy and the pricing of its advertised goods.

Extension Activity

The student teams from the previous activity have created an advertising campaign promoting wares for sale dating from the 1700s in New France. As a group, the class will create its own settlement market, offering its wares for sale. The wares don't have to be real but may be represented by a coupon or scrip. The challenge, however, will be for teams to purchase goods needed for the following scenarios:

- A two-week canoe trip down the St. Lawrence River, for at least two but not more than four people;
- A new household in the settlement supporting a mother, father, and two young children. The teams may assume that the family has brought certain items with them from their former home in France;
- A baker who is setting up shop in the settlement;
- A shoemaker who is servicing the needs of the settlement; and
- Something/someone selected by the team.

Senior Level Activity

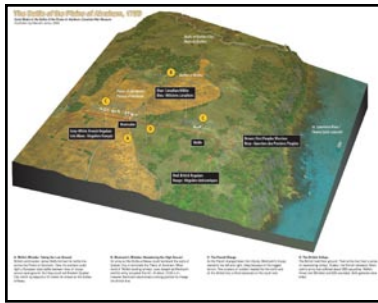
New France: Bringing New France to Life

Duration

Four to six class periods

Equipment Required

pencils, markers, pens, paper, access to computers and the Internet



Scale Model of the Battle of the Plains of Abraham,
© Canadian War Museum
Illustration by Malcolm Jones, 2005

Outcomes / Expectations

Students will:

- develop a role play where the characters are based on inhabitants of settlements in New France;
- produce a detailed script for the role play that is to be created;
- conduct research using the Internet to find relevant information;
- work in teams to research, develop, and create the role play;
- perform the role plays for the rest of the class;
- hone critical thinking and analytical skills; and
- use media that is appropriate for the specific projects.

Resources

www.canadianheritage.org/books/canada3.htm

www.archivescanadafrance.org (click on links)

www.upei.ca/fac_ed/tlit/vrcs/grade7.html

www.civilisations.ca/vmnf/avent/abc09-12/accu_cde.htm

www.etsb.qc.ca/en/teacher_resources/ICT_RECIT/resources/webquests/nf/Resources/dailylife.htm

Introduction

The early European settlements were founded on the banks of the St. Lawrence River. Soldiers and sailors, sent over by the king of France, were the first people to reach the shores of this new land. It was already known that this new territory was rich in resources such as timber, fish, and beaver, whose pelts became extremely popular in Europe. While gold and diamonds were yet to be discovered, they were, however, on the minds of both those voyaging across the ocean and those who had sent them on the trip. Knowledge of these commodities came from the earliest European explorers, people such as John Cabot, Jacques Cartier, and Samuel de Champlain. (For more information, please see: www.civilization.ca/vmnf/vmnfe.asp and click on Explorers.) In fact, the early European explorers were sent for the specific purpose of seeking out whatever riches could be found and sent back to the respective king or queen, and to claim territory for the crown. Nobody thought about the people who, for thousands of years, had inhabited and owned the lands we now call Canada.

Working in teams of two to four, students will:

Divide

Students will be divided into teams of four or five and engage in a role-playing activity that will require their collective skills and efforts, as they work together to create the role play.

Research

Student teams can either refer to the Web sites listed above, or alternatively, search the Internet using the phrase “life in New France.”

Summarize

Each team will summarize its findings in point form. Maximum length: one page. For research and background information, teachers may also refer to the information detailed in the Intermediate Level Activity.

Points to consider

Using the resources listed, teams will examine the roles of men, women, and children as well as look at the differences between rural and urban life. In the early days of the settlements, the area and size of these early towns and villages were limited which meant that many new settlers lived on farms and pursued the agricultural way of life. The social and legal doctrines were not as stringent in the farming communities, yet families fell into a distinct pattern of behaviour. Factor in the influence of the clergy, the military, and interactions with native tribes.

Discuss

Each team will discuss their research, and decide which roles to feature in their role play (farmer, farmer’s wife, soldier, child, merchant and/or priest), and determine the responsibilities for the role play.

Format

The role play may take a number of different formats. It is up to each team to determine how to proceed. For example, the role play may take the form of a short scripted play or encounter, where the players pretend to live in New France and respond or interact as they imagine they would have in the days of New France. The format may follow that of an interview in which the characters are asked questions about their lives in New France.

Script

The role play must be scripted or storyboarded in whatever format the team selects. (For background information on storyboarding, please see links above in the unit on the Intermediate Level Activity).

Present

Each team will perform their role play for the class. After each role play has been presented, the class will give feedback on what it learned.

Extension Activity

As part of the role play, the presentations may be audio or video taped. Role plays may be presented within a talk show format, where a host conducts the interviews, and the guests represent a figure from New France. Technical assistance will be needed to record the presentation. This activity will also require a post-production phase, in which the tape is edited for video and/or sound. Music may also be woven into the production.