

# New France

by Anna Langdon



## Book Summary

In 1603, the first settlers from France arrived in North America. Since then, thousands of other French people have made the United States and Canada their home. This text explores the influence of French culture in North America.

## Features of the Book

- Sequenced account of events
- Historical photographs
- Diagrams, maps, and timeline
- Explanation

## Purpose

*New France* can be used to introduce and reinforce the following skills and understandings:

- S** exploring ways people create places to reflect their cultural identity;
- S** drawing conclusions;
- S** analysing point of view;
- S** using strategies to make meaning of unknown words.

## Investigation Tools

- Looking Closer – New France, page 4
- What's the Background? – The Fur Trade, page 7
- Making Connections – The Dutch Empire, page 12
- Digging Deeper – The New Acadians, page 16
- **Weighing Both Sides – A Separate Nation**, page 20
- Step by Step – Statue of Liberty, pages 28–29

## The Guided Reading Lesson

**S** Exploring ways people create places to reflect their cultural identity

**S** Drawing conclusions

**S** Analysing point of view

## Introducing the text

Invite the students to share their cultural heritage.

– *What cultures are represented in our class?*

Encourage them to share any connections they have with other countries, such as language, customs, traditions, celebrations, expressions, food, art, or heirlooms. Discuss how these things help people to maintain cultural identity.

Distribute the books and ask the students to explain the title and to analyse the cover.

– *What do you think the title refers to?*

– *What does the cover make you think of?*

Point out the glossary and timeline at the back of the book and explain that both of these should be used as needed.

## Reading and discussing the text

Ask the students to read chapter 1 and to think about connections between the French settlers and modern immigrants.

- *What might they have in common? (starting a new life, looking for adventure or wealth, bringing their culture with them)*

Invite the students to look at the map on page 4.

- *Why do you think immigrants often settle in specific places? (to build community in the new country, to be around others who share their culture)*

Invite the students to read chapter 2 to find out why the French king wanted settlers to go to North America.

- *What was the king's motive?*
- *Why was claiming more land important?*
- *What part did the fur trade play?*
- *Why did the French worry about the English settlers?*
  
- *As you read chapter 3, look for why the French and the English fought over land.*
  
- *What caused the tension between the English and the French? (Explain to the students that the French later helped the Americans to fight the English during the Revolutionary War.)*
- *What effect did the conflict have on the French settlers?*
- *Why do you think the Acadians avoided mixing with people from other cultures?*
- *How might the conflict have contributed to this?*
- *How might they have felt when they returned to their homes after 1764?*

Ask the students to read to the end of chapter 4, thinking about why some people work to maintain their culture.

- *Why might this create tension between groups?*

Review page 20 together. Discuss both points of view.

- *What reasons might a French Canadian have for wanting to separate?*
- *What reasons might other people have for keeping the country together?*

Ask the students to read to the end of the book looking for ways the French influence is still evident in America.

- *Which influences did you already know about?*
- *What information was new to you?*

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Drawing conclusions

Discuss the concept of drawing a conclusion. (Conclusions are judgments based on evidence.)

- *How would a conclusion be different from a feeling or an opinion?*

Invite the students to use evidence from the text to draw their own conclusion about whether Quebec should separate from Canada. They can use the Weighing Both Sides investigation tool on page 92 to explain:


- Why some French Canadians want to separate;
- Why some Canadians are opposed to separation;
- Their own conclusions about the issue.

### **S** Using strategies to make meaning of unknown words

Ask the students to locate French words in chapter 5. Discuss their meanings.

- *Do you think of these as foreign words? Why/why not?*
- *What other words come from other languages?*

Discuss strategies for figuring out unknown words, such as using the context, the glossary, a dictionary, an analogy, breaking the word into smaller parts, or discussing with a peer.

 Students can use the blackline master on page 79 to practise these strategies and write sentences using the words.