


Social Studies

Basque Whalers

Archaeologists have found evidence of whaling stations from the 1500s in Red Bay, Labrador. The area is believed to have been used by the Basques, a group of Indigenous people who came from parts of Spain and France. For nearly 100 years, hundreds of Basque sailors spent summers in Red Bay, hunting whales. By the early 1600s, though, the Basques stopped hunting in Red Bay. Historians are not sure why.

John Cabot



COUNTRY: England

EXPLORATION FACTS: Cabot made two journeys, in 1497 and 1498. His second journey remains clouded in mystery. Historians believe Cabot and his crew may have been lost at sea.

Who Were Some of the Other Early European Explorers?

Oral histories of some eastern First Nations peoples tell about the arrival of strangers. A Mi'kmaq story tells how a girl dreamt that she saw a floating island. On the island were trees and living creatures. A day later, her dream came true as an island floated toward shore. The island turned out to be a ship, the trees were its masts, and the creatures were Europeans. This was the Mi'kmaq's first meeting with Europeans.

Explorers of Eastern Canada

The earliest Europeans to arrive in eastern Canada thought they had reached Asia. They quickly realized their mistake. They all realized that First Nations peoples were already living there, and that this land was rich in resources. Soon, many European explorers came seeking wealth.

John Cabot

In the late 1400s, the king of England hired Italian explorer Giovanni Caboto to look for a water route to Asia. This explorer is known as John Cabot in English. Cabot landed on what is believed to be Canada's east coast and claimed it for England. He named the land that he saw "New Founde Lande."

When Cabot returned to England, he told about waters that were full of fish. News spread. Many European fishers began travelling to the waters off the island of Newfoundland to fish.

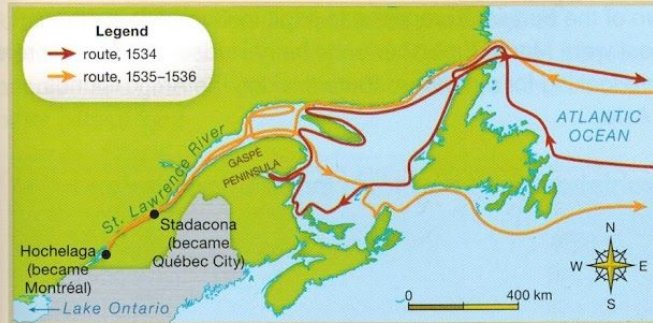
Cabot's First Exploration Route



Jacques Cartier

The king of France heard stories about the successful explorations of other European countries. In 1534, he chose Jacques Cartier to explore and claim lands for France, and to find a water route to Asia.

Cartier's Exploration Routes



Jacques Cartier



COUNTRY: France

EXPLORATION FACTS:

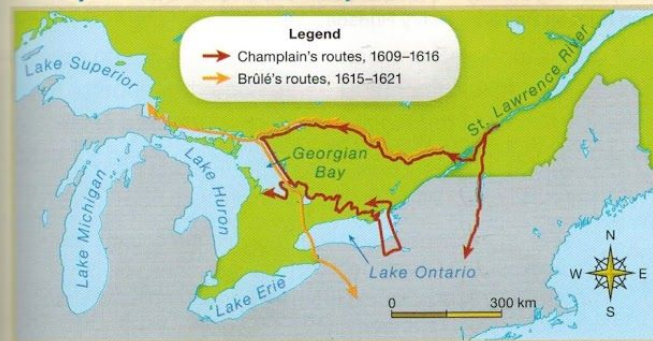
Cartier made three expeditions to eastern Canada, the first in 1534, the second starting in 1535. On his third trip, in 1541, Cartier brought with him a large group of French **colonists** to settle near Stadacona. The settlement lasted less than a year.

Samuel de Champlain

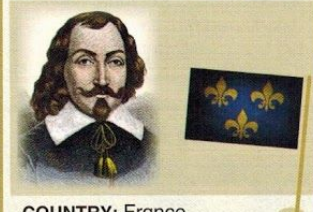
In 1603, the French sent an expedition to Nova Scotia and Québec. A mapmaker named Samuel de Champlain was part of this expedition. Champlain would later go on to explore and map areas farther west.

A 16-year-old boy named Étienne Brûlé travelled with Champlain to Canada. Brûlé went on many expeditions for Champlain to explore farther inland. Brûlé may have been the first European to see the Ottawa Valley, Georgian Bay, and four of the five Great Lakes.

Champlain's and Brûlé's Exploration Routes



Samuel de Champlain



COUNTRY: France

EXPLORATION FACTS:

Champlain spent many months exploring the St. Lawrence River and Great Lakes area between 1609 and 1616. He was greatly aided by First Nations guides.

Explorers of Northeastern Canada

Like the Mi'kmaq, Inuit also have stories about how their ancestors met foreigners. Their stories tell of tall, blond men in "funny boats" sailing by their shores. The first of these explorer might have been the Vikings.

Martin Frobisher and Henry Hudson

Two of the earliest Europeans to explore Canada's northeast coast were Martin Frobisher and Henry Hudson. Both explorers were looking for a northern route through the Arctic islands to Asia.

Martin Frobisher



COUNTRY: England

EXPLORATION FACTS:

Frobisher made three voyages, in 1576, 1577, and 1578. In 1578, he filled 15 ships with a shiny mineral he found in Canada that he thought was gold. When he got back to England, he discovered that it was not gold, but iron pyrite, or fool's gold.

Henry Hudson

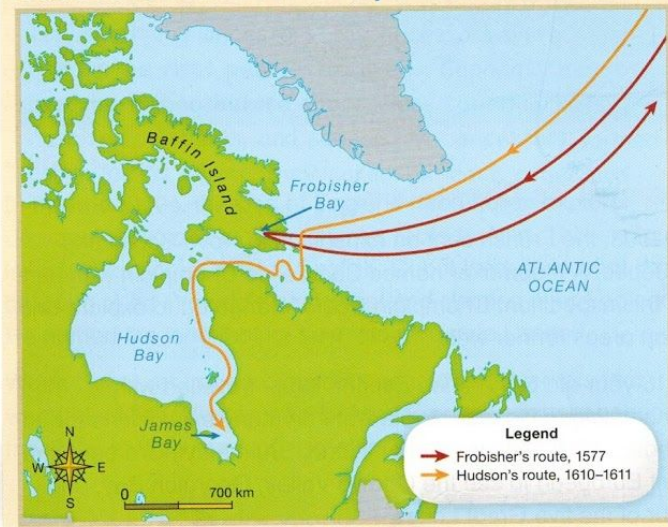


COUNTRY: England

EXPLORATION FACTS:

Hudson made one journey to explore this area, starting in 1610. It ended in **mutiny** in 1611. Hudson's crew abandoned him on the coast of what would become James Bay.

Frobisher's and Hudson's Exploration Routes



Martin Frobisher named a bay after himself when he came upon it, thinking the bay led to Asia. Later, English colonists named Hudson Bay after Henry Hudson.

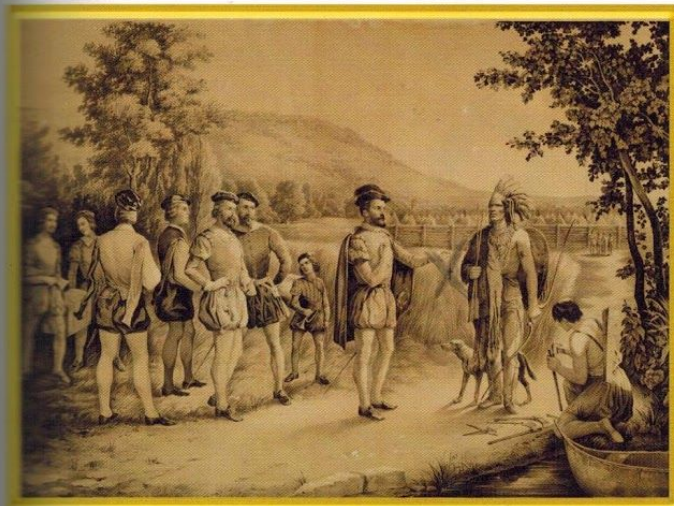
Inquire and Apply

- 1 Look at a globe. What other route might European explorers have used to try to reach the Pacific Ocean? What challenges might they have faced?
- 2 Create an exploration timeline. Indicate the country that each explorer represented. Include questions you have about each explorer's experience. For example, why did Hudson's crew abandon him?

What Were Some Benefits of Contact?

When French and English explorers landed in Canada, they soon met First Nations peoples. Many of these meetings were friendly and benefited both sides.

First Nations peoples often welcomed the explorers with kindness. In 1535, when Cartier visited the village of Hochelaga (at the site of present-day Montréal), the Iroquoian people there greeted him warmly. They offered him fish and other gifts of food.



Andrew Morris created this artwork in 1850. It shows Cartier's first meeting with the people living in Hochelaga. Whose perspective is represented in this painting? Why do you think so?

Exchanging Goods

Not long after First Nations peoples and Europeans met, they began to trade with each other. Both First Nations peoples and Europeans saw the benefit of trading. First Nations peoples traded for metal goods such as knives, axes, needles, weapons, and cooking pots. These metal products were stronger than the items made from stone or wood that First Nations peoples were using. In return, Europeans acquired various items, including snowshoes, canoes, herbal medicines, and beaver pelts. A **pelt** is the skin of an animal with the fur still attached; these were highly valued in Europe for making clothing.

Thinking about Significance

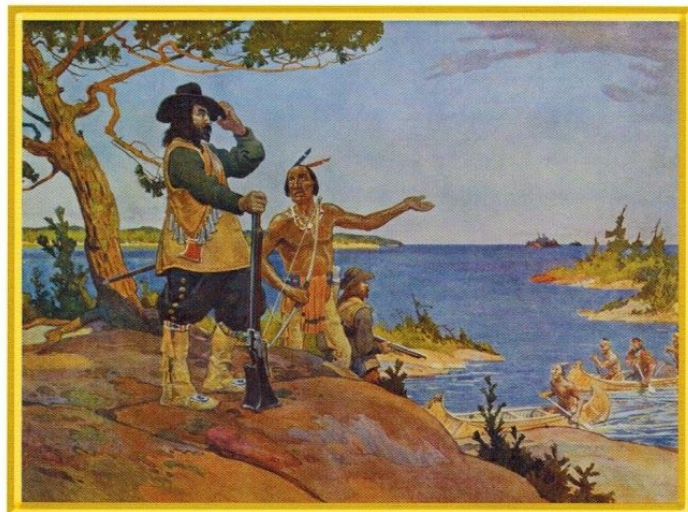
In 1694, Sadakanahie, an Onondaga chief, described how First Nations peoples welcomed the first Europeans. He said that the First Nations peoples tied the explorer's large sailing ships "not with a Rope made of Bark" but with a "strong iron Chain fastened to a great Mountain." What do you think is significant about his description?

Sharing Knowledge

Early explorers relied on the knowledge and skills of First Nations peoples to help them find their way around and to survive on the land.

Geography

First Nations peoples shared their knowledge of water and land routes into the interior of Canada. For example, Étienne Brûlé lived with the Wendat for many years in the early 1600s. The Wendat shared with Brûlé their knowledge of the land. This allowed Brûlé to explore farther inland.



Here and Now

First Nations peoples developed items that we still use today, such as toboggans and snowshoes. As well, some ingredients we use in medicines today were first discovered by First Nations peoples. These include wild ginger, bloodroot, and seneca root.

This painting shows First Nations guides taking Champlain to Georgian Bay. In 1925, Charles William Jefferys created this painting, called *Champlain Discovers Georgian Bay*. How do you think First Nations peoples might respond to the title of this painting?

Technologies

First Nations peoples helped European explorers to navigate in small, lightweight canoes. The large European ships could not travel up narrow streams and rivers. First Nations peoples also taught the explorers how to make snowshoes and toboggans. This helped the explorers to travel across the snow. Most Europeans had never seen snow that deep before. They would not have been able to travel in winter without the help of the First Nations peoples.

Food and Medicine

European explorers were not farmers or hunter-gatherers, and eventually the food supplies they brought with them ran out. First Nations peoples taught them how to survive on the land. Explorers learned about native animals, plants, and roots.

In the winter of 1535, Cartier and his crew decided to stay at Stadacona, a First Nations village at the present-day site of Québec City. They had stayed in this village before. Unprepared for the cold, Cartier and his men suffered greatly. Their diet lacked fresh fruits and vegetables. Many of Cartier's crew became sick from an illness called scurvy. Some men even died. The people of Stadacona saved the lives of the remaining crew. They showed the French how to make a special tea from the bark and needles of white cedar trees. Each day, they also brought fresh fish and venison (deer meat) to help the French get well.



Did You Know?

Fruits and vegetables give your body a very important nutrient—vitamin C. Many early explorers and sailors lacked vitamin C and did not even realize that they needed it. Without vitamin C, they suffered from scurvy. The effects of scurvy include fever, loose teeth, swollen arms and legs, and even death.

This painting was created in 1928 by Hal Ross Perrigard. It is called *The Virtue of the Tree Annedda*. The needles of the annedda were used to make a cure for scurvy. What does the artist want his audience to think? How is the perspective of an audience today different from an audience in 1928?

Inquire and Apply

- 1 Which piece of knowledge that First Nations peoples shared with Europeans do you consider most significant? Why?
- 2 Through trade, First Nations peoples obtained metal goods. What impact do you think these goods had on the lives of First Nations peoples? Support your answer.
- 3 Create a graphic organizer or visual showing the interrelationships between First Nations peoples and Europeans after contact. What conclusions can you draw?

Citizenship in Action



Since May 2014, students at Castlebridge Public School in Mississauga, Ontario, have had a new place to learn. The school has created an Outdoor Learning Garden that encourages students to become more environmentally responsible. Principal Michelle Haddad noted that the garden “aligns with our school’s mission and vision to develop lifelong learners [who] are global thinkers and aware of their social responsibility.”

What Conflicts Arose from Contact?

Contact between First Nations peoples and Europeans brought together very different cultures with very different perspectives. These differences often led to conflict.

Different Views of the Land

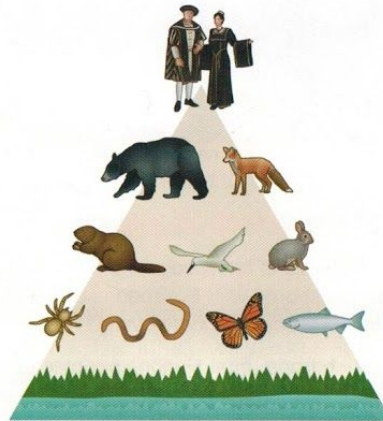
First Nations peoples saw, and still see, themselves as part of the land. The land is not something that anyone owns or has control over. In the quotation below, Elder Twylah Hurd Nitsch of the Seneca First Nation describes her people’s view of the land.

“Native people did not feel ownership of land or homes; they felt the responsibility of preserving [land] through caring for it. They maintained the area for future use and productivity. Land was a shared, living entity.”

European explorers viewed the land as property, something that could be bought or sold. Europe had a system of land ownership. Governments controlled the land and armies defended it. In Canada, as far as the Europeans were concerned, First Nations peoples had no rights to the land. Explorers claimed the land for their king or queen.



This diagram represents the way many First Nations peoples viewed nature. They saw themselves as part of nature and connected to it. This is still the way many First Nations people view nature today.



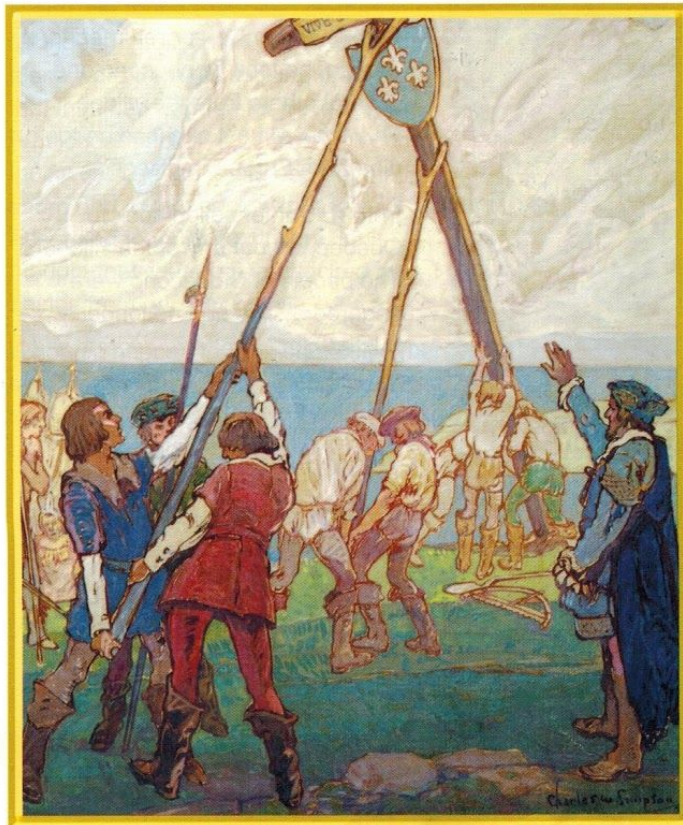
This diagram represents the way many Europeans viewed nature. They believed that humans were most important and that they had control over nature. Which of these two diagrams is closest to your own perspective? Explain.

The difference in views toward the land could clearly be seen when Cabot reached the island of Newfoundland in 1497. Cabot had spotted a used fire pit and a painted, carved stick, so he knew people already lived there. Still, upon landing, he planted a flag on behalf of England. This was a sign to other European countries that the land had been claimed and now belonged to the king of England.

In 1534, Cartier arrived in what is now Gaspé, Québec. He claimed the land for France by putting up a cross. A group of First Nations peoples and their leader, Chief Donnacona, had paddled up the St. Lawrence River from their village of Stadacona on a fishing trip. They watched Cartier and his men raise the cross and claim the land for France. Donnacona protested, but Cartier indicated that the cross was just a landmark to help him find his way back. Since the two men did not speak the same languages or have a translator, they used gestures to communicate.

Did You Know?

The cross Cartier planted was almost 10 metres high. It was decorated with the French coat of arms and the French words for "Long Live the King of France" (*Vive le Roi de France*).



In 1927, Charles Simpson created this painting of Cartier and his men erecting a cross at Gaspé, Québec. Who do you think was the intended audience for the cross?

Taken to Foreign Lands

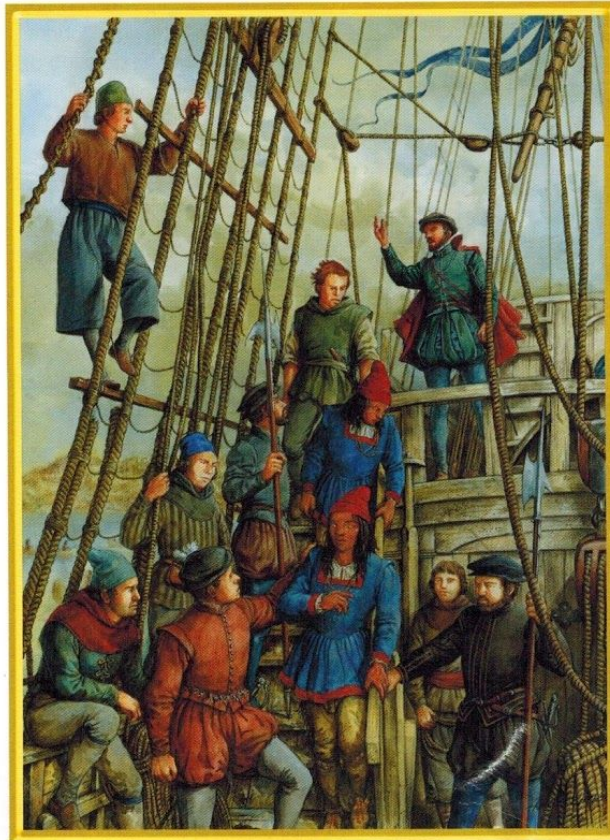
European explorers sometimes took First Nations peoples back to Europe with them. They hoped that First Nations peoples would learn a European language and be useful as translators and guides back in North America. Because they had never been exposed to diseases present in Europe, many of these First Nations people died.

On his first voyage, in 1534, Cartier wanted to prove to the king of France that he had claimed new lands for France. He convinced Chief Donnacona to let him take two of his sons back to France. In return, Cartier gave Donnacona a hatchet and two knives. Donnacona viewed this exchange as a way to build trust and friendship. Cartier left for France, promising to return the following year. While in Europe, the two young men learned to speak French. Upon their return in 1535, they guided

Cartier up the St. Lawrence River to their village in Stadacona.

In 1536, when Cartier returned to France, he took Donnacona and several others from the village. This time, almost all those he took died from European diseases.

In 1541, Cartier sailed back to Québec without any of the villagers. The people of Stadacona were angered by this and no longer trusted him.



This painting by Francis Back shows Donnacona's sons, dressed in blue, on Cartier's ship. What do you notice about how the artist has portrayed Donnacona's sons? Why might the sons have been willing to go with Cartier?

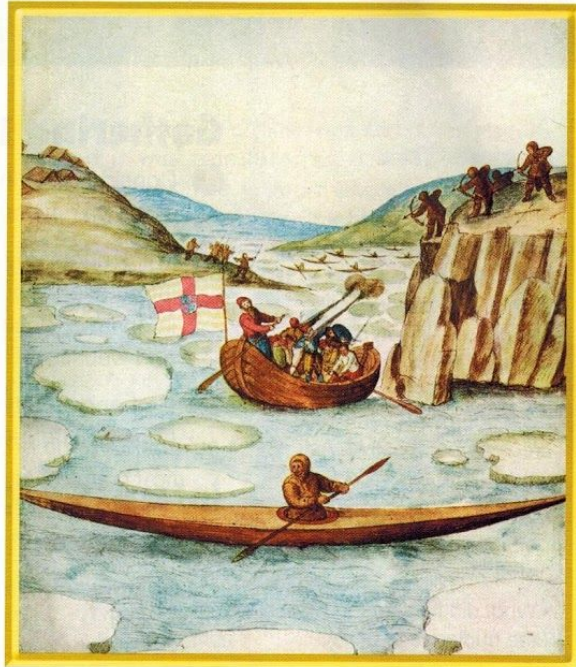
Communication

An inability to communicate sometimes resulted in conflict. In 1576, Inuit and the English came into contact when Frobisher sailed into the area around Baffin Island.

As the two groups communicated through hand gestures, Frobisher thought that Inuit were offering to guide him through the Arctic islands. He sent five of his crew ashore with a guide. The crew were never seen again. Frobisher searched, but could not find them. As revenge, he captured an Inuk man and took him back to England.

In 1577, Frobisher returned to Baffin Island. He found European clothes in an abandoned Inuit camp. He thought that these were from his missing crew and that Inuit had harmed them. In revenge, Frobisher attacked a nearby Inuit camp. Inuit were chased to the edge of the shore and fought back with arrows. According to Inuit oral history, Inuit thought they were being attacked by beings from another world.

What *did* happen to Frobisher's five men? Inuit oral history tells that the men lived among them for a few years and were looked after. One day, the men sailed away in a boat that they built. No one saw them again.



John White painted this scene of the fight between Inuit and Frobisher's crew. Some historical accounts suggest that White may have travelled with Frobisher on his voyage in 1577. How might this painting be different if it were created from an Inuit perspective?

Inquire and Apply

- 1 Explain how different views about the land led to conflict between First Nations peoples and European explorers.
- 2 Choose one of the following scenes: Cartier raising the cross, First Nations peoples arriving in France, or the people of Stadacona seeing Cartier's ships return in 1541. With a group, role-play a discussion that might have taken place.

Citizenship in Action



Cathy Wever
Elementary School in
Hamilton, Ontario, was
transformed into an art
gallery in March 2014.
The posters on display in
the school targeted racism.
Students in Grades 4
and 5 came up with the
inquiry question, "How
does understanding our
similarities and differences
help us respect and
appreciate each other?"

Chapter 3

Fur Trade in Eastern Canada 1500s to 1713

Big Question

How did the early fur trade affect the relationship between First Nations peoples and Europeans?

Learning Goals

- identify the consequences of the early fur trade
- interpret and analyze information
- describe aspects of the interactions between First Nations peoples and Europeans

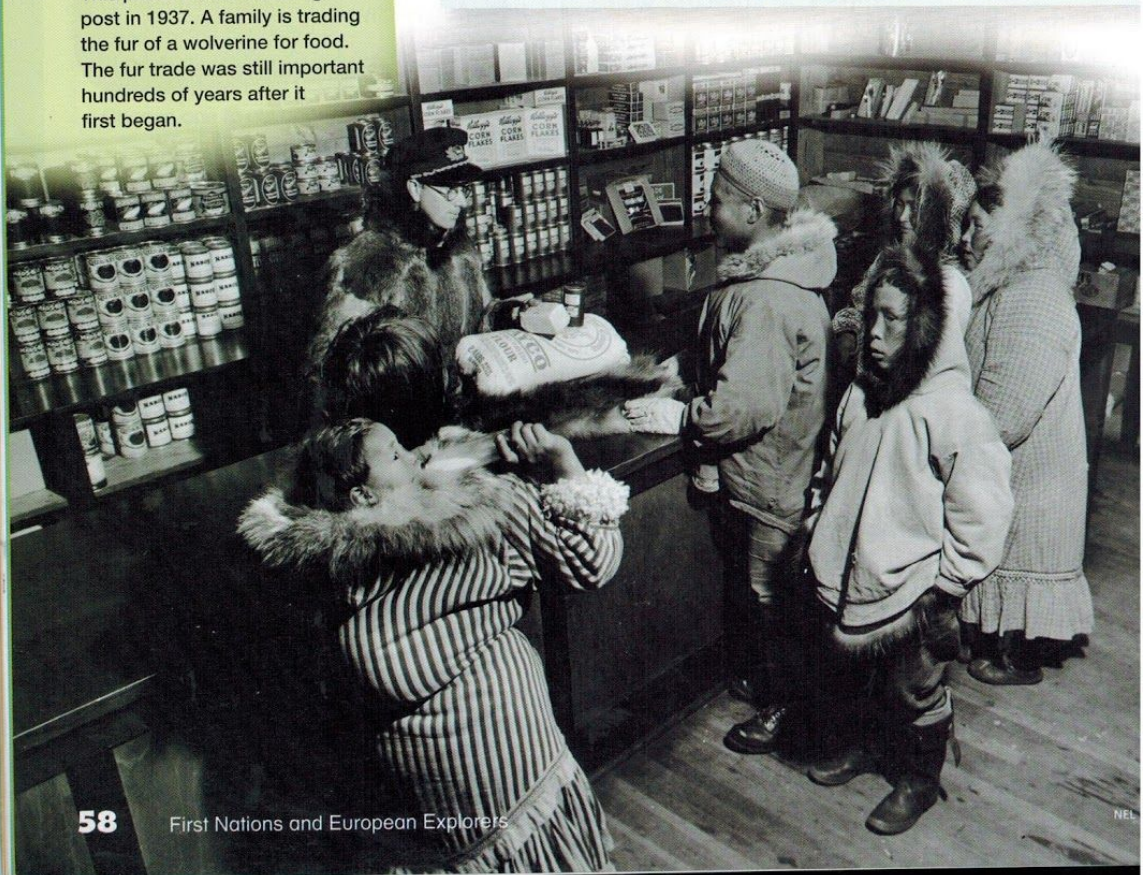
This photo shows a trading post in 1937. A family is trading the fur of a wolverine for food. The fur trade was still important hundreds of years after it first began.



Hi, I'm Alain.

I live in Thunder Bay, Ontario. In school, we're learning about the fur trade. I visited Fort William Historical Park with my family. It's a reconstruction of a trading post. A guide took us out in a canoe, just like fur traders long ago.

I wonder what fur trading was like long ago. How did it affect the lives of First Nations people and Europeans?



Fashion and the Demand for Fur

In the 1600s, there was a demand for fur in Europe. Clothing made with fur was a sign of wealth and power. This made fur very valuable for merchants. **Merchants** are people who buy and sell goods. Hats made from beaver fur were the most popular. Beaver fur was soft, waterproof, and long-lasting.

Because of over-hunting, there were almost no beavers left in Europe. To meet the growing demand, French and English merchants sent fur traders to a place that still had plenty of beavers: Canada. The fur traders were unfamiliar with the Canadian land, so they turned to First Nations peoples for help.

Demand for beaver fur continued in Europe for a few hundred years. These are examples of beaver hats from the 1700s to the 1800s. Other furs, such as fox and wolf, were also valuable.

France and England began to compete for furs in Canada. This competition changed trading relations between First Nations and Europeans. Trade shifted from the friendly exchange of goods between individuals or small groups to a competitive business between nations.



"CONTINENTAL" HAT



NAVAL COCKED HAT



THE CLERICAL



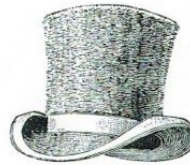
ARMY HAT



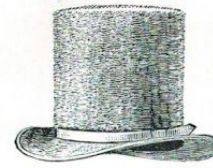
THE PARIS BEAU



THE WELLINGTON



THE D'ORSAY



THE REGENT

Inquire and Apply

- 1 Explain why competition and conflict may have arisen because of the growing demand for beaver fur in Europe.
- 2 Create an ad for fur hats that might have appeared in an early European magazine. Include a slogan, a description, and an illustration.

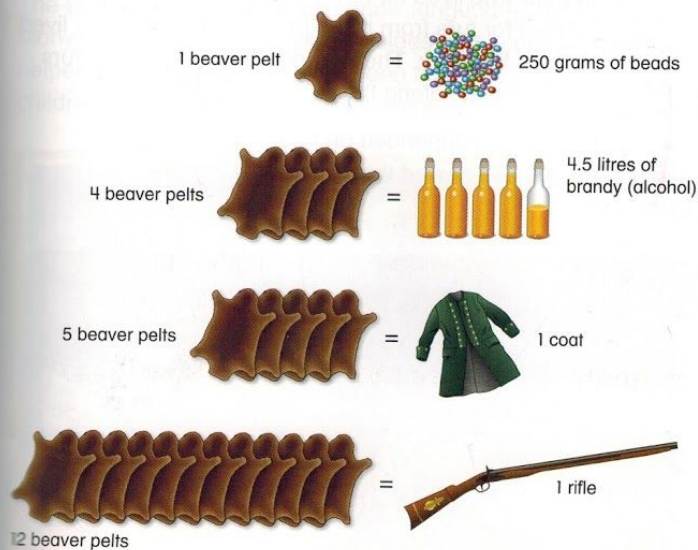


How Was Trade Conducted?

For First Nations peoples, meetings for trade were social events. Trading provided an opportunity to share gifts, news, and ideas. For Europeans, trade was simply a matter of business and a way to make money.

Europeans built trading posts along waterways. First Nations peoples came to these posts in canoes filled with furs. They exchanged furs for European goods, such as kettles, pots, scissors, fishing hooks, and blankets. Trading goods for goods, without the use of money, is called **bartering**.

Sample Trade Values from 1706



Citizenship in Action



Students at Ogden Community School in Thunder Bay, Ontario, are passionate about fair trade. In 2013, two students made a presentation to city councillors for Thunder Bay to become a Fair Trade City. Ogden's students want their city to support **sustainable** products and fair pay to those who make or grow those products.

Over time, European traders established specific values for different items. When the fur trade became competitive, some Europeans gave First Nations peoples more than the agreed upon trade values. What can you learn from this diagram about the value placed on certain items?

Inquire and Apply



- 1 Why do you think the competition between the French and English sometimes led traders to give more than they needed to give to First Nations peoples?
- 2 Begin a graphic organizer, or create another tool, to show the causes and consequences of the fur trade for both First Nations peoples and Europeans. Add to this tool as you read through the chapter.

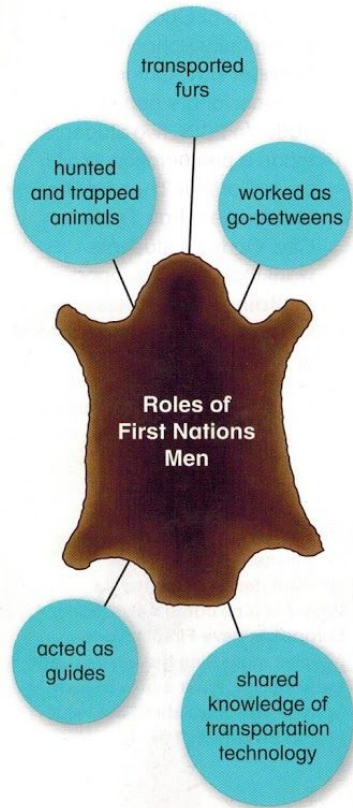
What Were the Roles of First Nations Men and Women in the Fur Trade?

Men

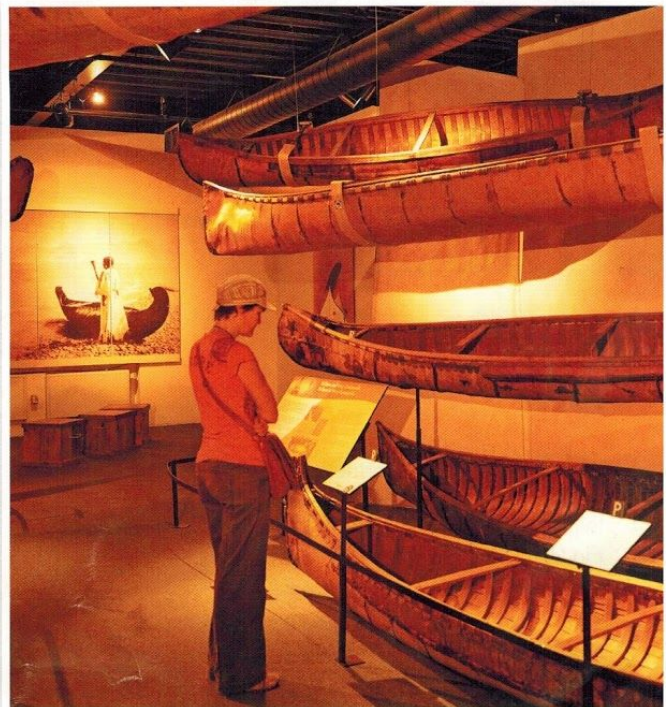
First Nations men trapped beavers during winter, when the fur was thickest. In spring, they paddled to fur-trading posts to barter with European fur traders.

First Nations men used their networks to expand the fur trade. They could bring in furs from very far away by using go-betweens. Go-betweens travelled to get furs from First Nations trappers who lived farther inland. For example, the Wendat bartered for furs from the Nipissing, a people who live near what is now Sudbury. The Wendat then brought the furs to French trading posts along the St. Lawrence River.

European fur traders depended on First Nations men as guides. The guides showed them the best land trails and water routes.



First Nations peoples taught fur traders how to build canoes, snowshoes, and sleds. These transportation methods made it much easier to move furs and other goods. This photo shows an exhibit from the Canadian Canoe Museum in Peterborough, Ontario. This museum preserves canoes, teaches visitors about the history of canoes, and celebrates our fur-trading past.

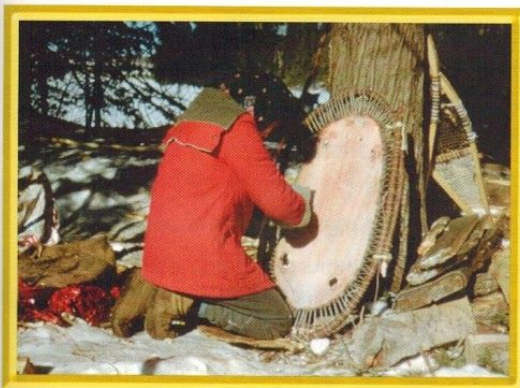


Women

First Nations women prepared the furs for transportation to Europe. They cleaned, scraped, stretched, and dried the skins. First Nations women also worked alongside men to build and repair canoes.

First Nations women helped the European fur traders in their daily lives. They provided the fur traders with much of the food that they needed. They made clothing for the fur traders that was suitable for the colder climate. In addition, First Nations women shared their knowledge of different plants for making medicines.

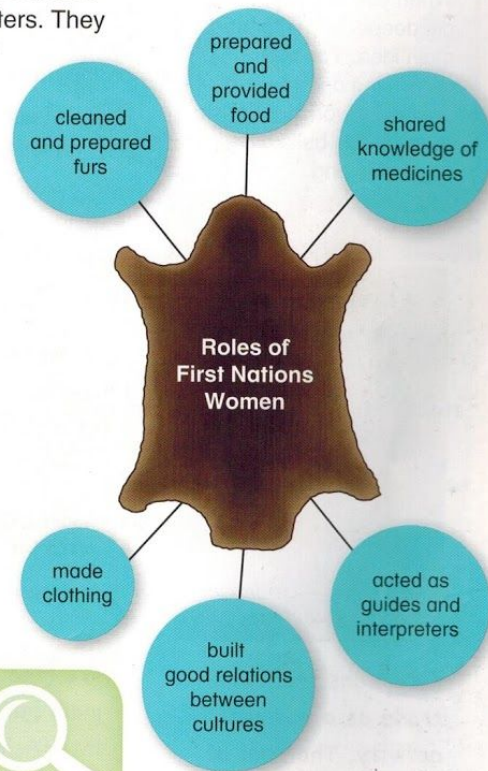
Some First Nations women married European fur traders. The women learned their husbands' languages and cultures. Many of these women acted as guides and interpreters. They helped build good relations between cultures. Their children learned skills from both parents.



In addition to beaver hides, First Nations peoples also traded the hides of moose, caribou, and other animals with Europeans. Today, some First Nations women still prepare animal hides in the traditional way.

Did You Know?

European traders preferred fur that was old, since it was softer. Some First Nations peoples were surprised that Europeans were willing to exchange valuable metal items for what they saw as old clothing.



Inquire and Apply

- 1 Explain how the fur trade was an exchange of both goods and ideas.
- 2 With a small group, develop and perform a dialogue in role. Show an aspect of the interactions between First Nations and Europeans, for example, how First Nations peoples helped early European fur traders.