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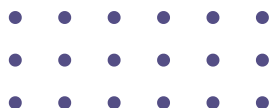
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ECOSYSTEMS AND BIOMES

LEARNING INTENTION:

Students will learn about the characteristics of an ecosystem and the major biomes of the world.

SUCCESS CRITERIA:

- define the meaning of ecosystem and identify specific examples of ecosystems
- recognize an ecosystem, determine what makes it an ecosystem
- identify some common characteristics of ecosystems
- identify and describe the major biomes of the Earth
- research a biome to determine its location(s), its climate, vegetation, animals home to it
- research and report three interesting facts about a chosen biome

MATERIALS NEEDED:

- a copy of “Defining an Ecosystem” worksheet 1, 2, and 3 for each student
- a copy of “What Makes It An Ecosystem?” worksheet 4 for each student
- a copy of “Biomes of the Earth” worksheet 5, 6, and 7 for each student
- a copy of “Researching a Biome” worksheet 8, 9, and 10 for each student
- access to the internet or local library
- dictionaries
- clipboards, pencils, pencil crayons, markers, chart paper
- access to a printer (*optional*)
- modeling clay, construction paper, glue, scissors, shoe boxes for dioramas (*optional*)

PROCEDURE:

***This lesson can be done as one long lesson, or be done in four or five shorter lessons.**

1. Divide students into pairs and give each pair worksheet 1. They will engage in a ‘Think-Pair-Share’ activity to discuss the definition of an ecosystem. Then come back together as a large group to discuss and record their ideas on chart paper.
2. Give students worksheets 2 and 3 to complete. They will need to work with a partner again to complete a section on worksheet 2. An option is to come back as a large group to orally share ideas of examples of specific ecosystems.
3. Give students worksheet 4, and a pencil and clipboard. With access to the internet, students will search for an example of an ecosystem (diagram or picture). They can either illustrate it on the worksheet space provided, or print out a copy and paste it in place. They will share and compare their drawings with a classmate, then discuss the common characteristics of an ecosystem. Students should realize that:
 - an ecosystem contains living and non-living things
 - it is ever changing, growing, reducing, without limits
 - there are different types of ecosystems in different areas, each with a purpose
 - it is an integration of living and non-living things, dependent upon each other
 - it is a functional unit, working to meet needs



4. Using worksheet 5, 6, and 7, do a shared reading with the students. Along with the content, discussion of some vocabulary would be beneficial for students so they can understand the passage.

Some interesting vocabulary words to focus on are:

climate	semiarid desert
equator	greenhouse gas
characterized	coastal desert
tropical	coniferous forest
tundra	hibernation
nourishing	deciduous forest
humid	vegetation
savanna	temperate grasslands

5. To enhance students' learning about the Earth's biomes, have them watch either 'Biomes Our Earth's Major Life Zones (fixed)' or 'Biomes of the World for Children: Oceans, Mountains, Grassland, Rainforest, Desert'. Both episodes can be accessed at www.youtube.com.
6. Give students worksheets 8, 9, and 10. They will choose a biome that they would like to learn more about. They will describe its location(s), indicate it on a world map, describe the climate, identify two types of vegetation and two animal species that are native to the biome. They will research three interesting facts about this biome. Students may need to access the internet or local library to obtain information. A follow up option is to have students share their fast facts with a classmate or small group.

DIFFERENTIATION:

Slower learners may benefit by:

- working in a small group with teacher direction to complete worksheets 1 and 2. Students' responses about the meaning of an ecosystem and specific examples could be recorded on chart paper. An option is to share these responses with the large group for added discussion.
- a reduction of expectation by either eliminating worksheet 10, or requiring these students to research only one interesting fact

For enrichment, faster learners could design a representation of the biome they chose on worksheet 8. This could be done by making a diorama. Dioramas could be displayed in the classroom, or somewhere in the school for others to observe. Students could also provide a written component to accompany their dioramas, which would detail the location(s), climate, and interesting facts about it.

Defining an Ecosystem

Think Pair Share

With your partner, do some thinking and sharing of ideas about the question below.



“What is an ecosystem?”

Record Your Thinking!



Use a dictionary to look up the meaning of the word 'ecosystem'. Record the definition below.

Ecosystem: _____

With your partner, continue to brainstorm some *specific examples* of ecosystems. Record your ideas in the box below.

Is this an ecosystem? Explain your thinking.



Is this an ecosystem? Explain your thinking.



What Makes it an Ecosystem?

Access the internet to look for examples of ecosystems. Once you find one, illustrate it in the box below, or print a picture of it and paste it in the box below.

Share and compare your image with a classmate's findings.

What are some common characteristics of ecosystems that you notice?

Biomes of the Earth

A community of plants and animals existing in a region of the Earth, within a certain climate type is called a **biome**. Biomes can be compared to very large ecosystems, in which, are smaller ecosystems. There are many different biomes on our Earth. Some of the major ones are deserts, forests, grasslands, tundra, and aquatic biomes.



These are sand dunes of the Sahara Desert in Morocco, Africa. These landforms can shift by wind in desert storms.

Only plants and animals that are suited to a region will grow and live there. For example, only plants and animals that can live in a dry climate with lack of rainfall, will survive. **Deserts** are characterized as getting very little rainfall. There are different kinds of deserts.

There are hot, dry deserts such as the Sahara Desert in North Africa. There are semiarid deserts like in Nevada, USA. There are coastal deserts like the Atacama of Chile. There are also cold deserts which are found in the polar areas of the world, like Antarctica. While some of these desert areas may experience pleasant daily temperatures, and cool nightly temperatures, they all have very little annual rainfall, and therefore are considered desert biomes.

Forests form another major biome of our planet. There are many types of forests. Each has its own climate, plants, and animals. Near the equator, where it is always very hot and rainy, are areas of thick tropical forests, called rainforests.

In the **rainforest**, the temperature is always above 18°C and the rainfall is about 250 – 450 mm annually. Rainforests are very humid because of the great amounts of water in the air. In some rainforests, it rains every day. Rainforests have very thick vegetation and most of the trees have broad leaves.



Rainforests are important because they absorb carbon dioxide, a greenhouse gas, and produce oxygen. Rainforests produce nourishing rainfall all around our planet.



Most of the forests that cover North America, Europe, and Asia are **coniferous** and **deciduous forests**. In a coniferous forest, conifer trees such as cedar, fir, and pine trees get their name from the fact that they grow cones which are filled with seeds. Many animals of a coniferous forest feed on these cones. Deciduous trees have trees growing with broad leaves that fall in autumn. Maple, oak, birch, and poplar are some types of deciduous trees.

Grasslands are another of the Earth's biomes. These are large, flat, or gently rolling areas covered with grass. There are many types of grasslands around the world, all with their own kinds of weather.

The grasslands in the cool regions of the world are called temperate grasslands. Temperate grasslands have very few trees because there is not enough rain. In North America these grasslands are called prairies or plains.

Prairie grasslands of Alberta, Canada



Savanna grasslands in Africa



The grasslands in the middle of Eurasia are called steppes. In the middle of the large southern continents, where it is very hot, the grasslands are called savannas.

A savanna is covered in bushes and tough grasses. There are very few trees because most of the year, there is little rain.

The grassland area of South America is called the pampas. It receives very little rainfall and is very dry due to its cold, dry winds.

The top and bottom of the world where there is always snow and ice are the Polar Regions. The climate is always icy cold and there is not vegetation. The animals living there depend mostly on ocean plants and other animals for their food.

Just below the polar areas is the tundra. The **tundra** is characterized as a huge treeless plain. There are three types of tundra worldwide, these being the Arctic tundra, the Antarctic tundra, and the Alpine tundra.

The Arctic tundra, which reaches from the Arctic Ocean to the northern forests, is windy and freezing cold most of the year. The water and land are frozen.



There are only about twenty mammal species living in the Arctic tundra due to the extreme winter temperatures. Most mammals living there must stay active throughout the winter to survive. Hibernation is not an option for them. Only the Arctic ground squirrel is able to hibernate and survive the low winter temperatures in this biome.

Trees will not grow in this area of the world because the earth is permanently frozen beneath the thin active layer (which is only 25 – 100 cm deep). Only when the land thaws a little in the summer can grasses and small shrubs, grow in the active layer of soil. Plants such as mosses, lichens, and grasses grow and provide food for much of the tundra wildlife.

Ecologists also divide the **waters** of the Earth into three biomes. These are the **salt waters**, the **fresh waters**, and the **wetlands**. The salt waters are the oceans and seas. The fresh waters are rivers, lakes, streams, and ponds. The wetlands are bogs, swamps, and marshes.



North Pacific Ocean



Colorado River, Grand Canyon



Wetland area



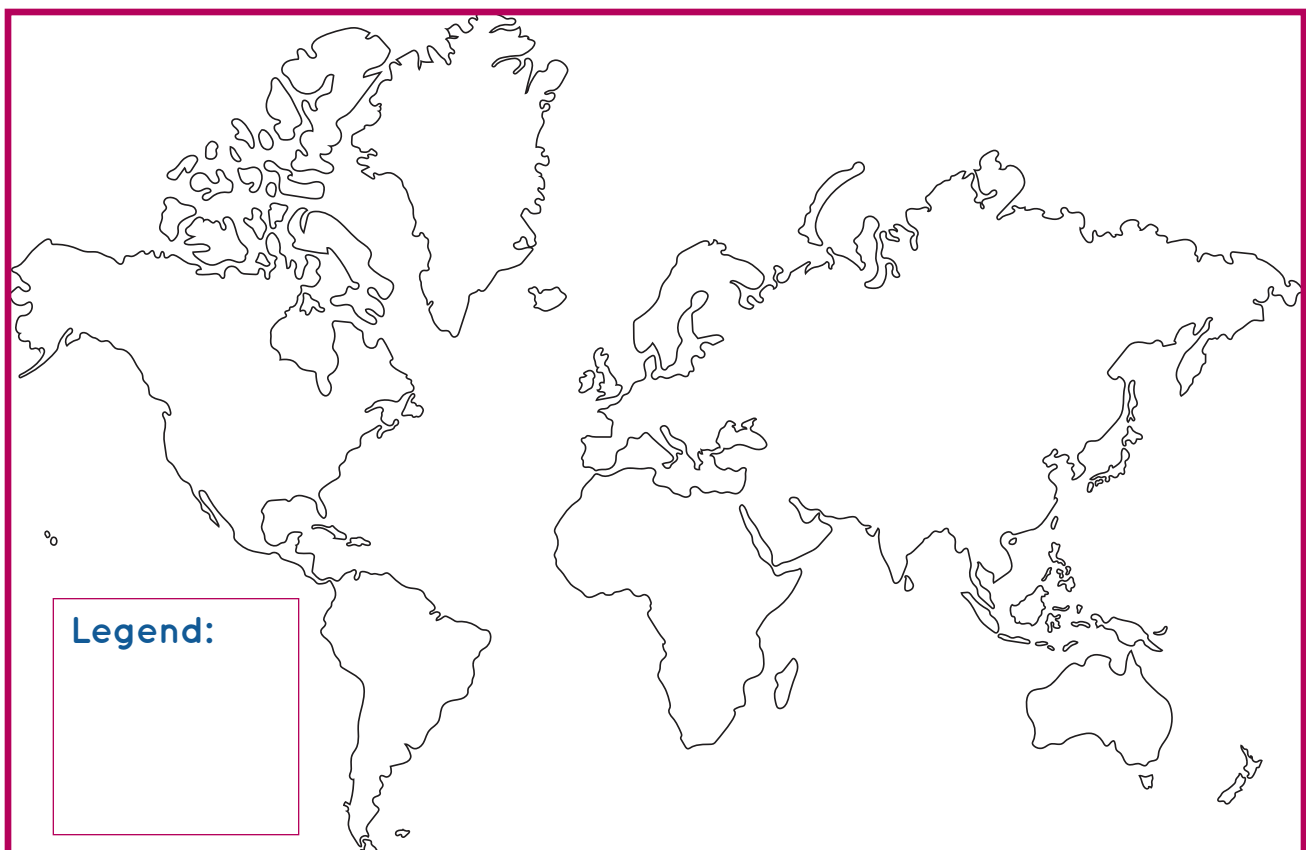
Researching a Biome

Choose a biome that you would like to learn more about. Access the internet or your local library to find out its location(s) on the Earth, describe the climate, and identify some vegetation and animals that are native to the location you chose to focus on.

Biome: _____

Describe its location(s) on Earth.

Indicate the location(s) of this biome on the world map below, include a legend.



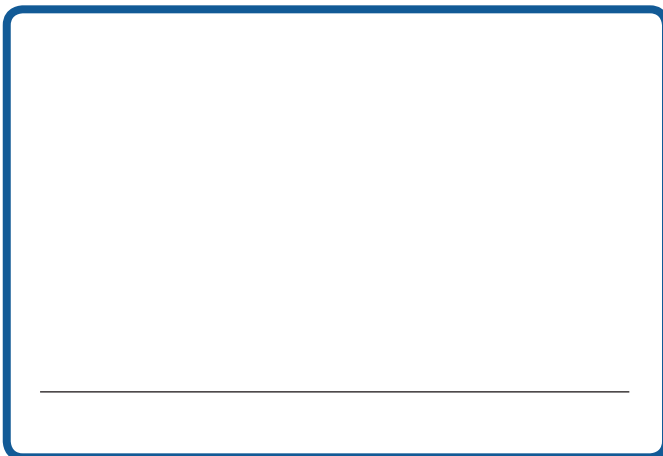
Describe the climate in the exact location of the biome that you chose.

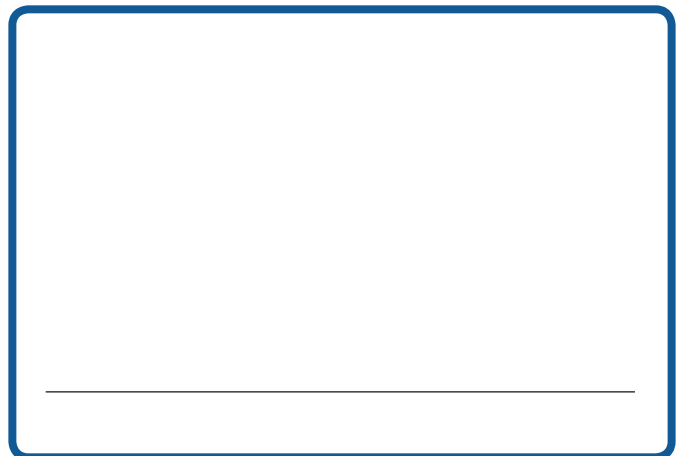
Illustrate and label two types of vegetation that can be found in this biome.





Illustrate and label two kinds of animals that can be found in this biome.







FAST FACT!

Research three interesting facts about the biome you chose.

Fact #1

**Fact #2**

**Fact #3**



Share your facts with a classmate!

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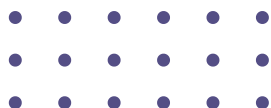
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Name: _____

Correct these sentences.

1. donna said my faverite tv saterday show is dance club

2. i agree replied erica but i like austin and ally two

Rewrite this phrase using possessive nouns.

3. the jackets of Dan and Marty

Underline the verbs in this sentence.

4. Please stop at the store and buy some fruit.

Underline the *auxiliary* (helping) verb in this sentence.

5. Our school soccer team has won all their games this season.

WEEK

1

ACTIVITY

1

TOTAL

/5

Name: _____

Write the best word to complete this sentence.

1. She _____ like that song on the radio. **doesn't / wasn't / don't / isn't**

Correct these sentences.

2. gerry and tom asked jim too bring his knew glove to there basball pracktice

3. my parents is leaving tomorow four ther vacashion to new brunswick

Underline the direct object in each sentence.

4. Jack's mother made his favourite chocolate cake.

5. My little cousin asks a lot of silly questions.

WEEK

1

ACTIVITY

2

TOTAL

/5

Name: _____

Write the correct abbreviation for each word.

1. Highway _____
2. Royal Canadian Mounted Police _____

Correct these sentences.

3. lets have a movie partie with popcorn drinks icecream and candy

4. we could watch terror at the top and skare the girls

Underline the *object* of the preposition in this sentence.

5. We looked into the stream and saw tiny minnows.

WEEK
1

ACTIVITY
3

TOTAL
/5

Name: _____

Circle the complete *subject* and underline the complete *predicate*.

1. Those boys practise every day for the cross-country race.
2. Determination and daily practice will help them to win.

Correct these sentences.

3. in 1535 jacques cartier saled up the st lawrence river on his weigh to quebec city

4. his guides pointed out the weigh to kanata or village and he gived the land this name

Circle the best auxiliary verbs to complete this sentence.

5. Jenna _____ reading the book Number the Stars.

have been / is been / has been / is being

WEEK
1

ACTIVITY
4

TOTAL
/5

Name: _____

Explain the meaning of the underlined expressions.

1. Buzz off! I want to be alone.

2. I'm happy with my score. Don't rain on my parade.

3. Grandma says I am the sunshine of her life.

4. This job won't take me long to do. It's a piece of cake!

5. On my uncle's farm they get up with the chickens.

WEEK
1

ACTIVITY
5

TOTAL
/5

Name: _____

Bonus Activity: Cake Recipe Puzzle

Put the steps for this recipe in the correct order.

- | | |
|--|--|
| ____ Pour batter into pan. | ____ Use a toothpick to check to see if the cake is done. The toothpick will come out clean. |
| ____ Preheat oven to 350°F | ____ Let the cake cool in the pan for about 10 minutes. |
| ____ Remove cakes from pans. Cool completely before icing. | ____ Beat cake batter at medium speed for 2 minutes. |
| ____ Grease sides and bottom of the pan. | ____ Carefully put the pans into the oven. |
| ____ Put cake mix, eggs, oil and water into a large bowl. | ____ Enjoy your treat! |
| ____ Bake for 35-40 minutes. | |
| ____ Stir ingredients together using a mixer or a whisk. | |

WEEK
1



In 1990, Paul Gallant of Montreal came up with a *three-dimensional jigsaw puzzle* at his kitchen table. In 1999, sales passed 30 million puzzles. His company continues to invent new puzzles and ship them worldwide.

MY CANADA

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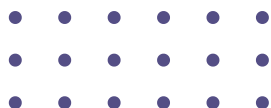
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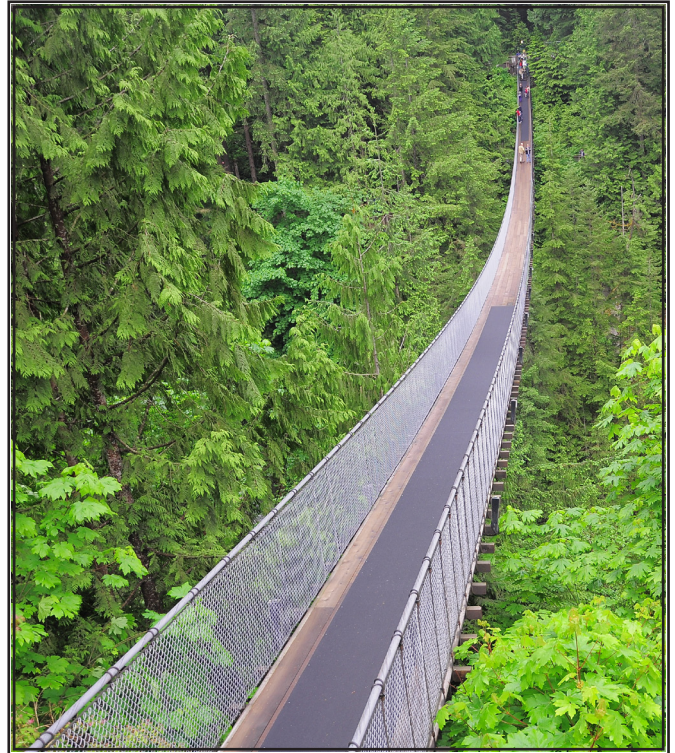
Capilano Suspension Bridge

A Popular Tourist Attraction in Vancouver

The Capilano Suspension bridge crosses the Capilano River in North Vancouver in British Columbia. It is 136 metres long and sits high above the river. More than 800 000 visitors come to walk across it every year. In its lifetime, it has had five owners.

In 1888, George Grant Mackay, a civil engineer and land developer from Scotland, arrived in Vancouver, British Columbia. He bought and sold land in the Okanagan area in the province and founded the city of Vernon. Mackay, as Vancouver's City Park Commissioner, was one of the people who set aside Stanley Park as a recreational area. He also purchased 24 square kilometres of dense forest on either side of the Capilano River and built a cabin on the edge of the canyon wall. Mackay decided to connect both sides of the canyon with a bridge made out of hemp rope and cedar planks. This was done with the help of two First Nations men and a team of horses. The First Nations men called it the '*laughing bridge*' because of the noise it made when wind blew through the canyon.

The bridge and Mackay's cabin became a popular destination for him and his adventurous friends. After Mackay's death, the hemp rope bridge was replaced by a wire cable bridge in 1903.



In 1910, the new owner, Edward Mahon, built a tea house using cedar timber, stacked one on top of each other. In 1935, 'Mac' MacEachran purchased the bridge and invited First Nation people to place their carved totem poles in the park to give it a First Nation theme. In 1953, Rae Mitchell bought the bridge property and promoted his attraction all over the world. He completely rebuilt the bridge in 1956, making it stronger by enclosing the cables in 13 tons of concrete at either end. Trails were made on the west side of the bridge and the Tea House became the Trading Post Gift Store. In 1983, the Capilano Suspension bridge was sold to Nancy Stibbard, the daughter of Rae Mitchell. She added various other attractions which have quadrupled the attendance by tourists and visitors.

Crossing the bridge is the main attraction, and it is a very exciting, but scary, experience. 'Totem Park' is a great place to see the intricate carvings that tell stories on totem poles. There is also a 'First Nation Cultural Centre' where people can watch carving, weaving, and beadwork being done. 'The Treetops Adventure' is one of the newest attractions. A series of eight bridges set high above the floor of the forest within huge Douglas Firs gives one a view of the rainforest below. Some of the bridges are as high as 30 metres. This adventure was carefully built so the trees would not get damaged. In 'The Living Forest,' visitors find out all about the forest, trees, plants, and animals that are found in the Capilano area. People can also go on a rainforest tour given by guides. At the Story Centre, people tell stories about the early development of Vancouver and the Capilano Suspension Bridge. Once tourists have visited all of the sights there is to see, they can visit the bridge's gift shop for treats and souvenirs.

Capilano Suspension Bridge

A Popular Tourist Attraction in Vancouver

A

THINKING ABOUT

Record the name of the person who did each of the following:

- _____ had a teahouse built out of cedar planks.
- _____ built a bridge out of hemp rope and cedar planks.
- _____ invited First Nations people to place their totem poles in the park.
- The Capilano Bridge was well-advertised by _____ and many people came to see it.
- _____ sold his tourist attraction to his daughter, _____.
- Various new attractions were added to the park by _____.
- _____ had the bridge strengthened by enclosing the cables at either end in tons of concrete.
- _____ purchased dense forest on either side of the Capilano River and had a cabin built on one wall of the canyon.

B

LANGUAGE

The word 'sit' means to rest in a sitting position. Its main parts are 'sit, sat, sat,' It is usually an intransitive verb. Complete each sentence with the correct form of 'sit.'

- People can not _____ on the Capilano Bridge.
- The children can _____ around the fire to keep warm at night.
- Please _____ down while I am talking to you.
- How long have you _____ in that chair?
- You must _____ quietly and listen for the birds calling to each other.

C

WORD STUDY

Skim the story for synonyms that match the following words. Record each one on the line provided.

- | | | | |
|-----------|-------|----------------|-------|
| 1. bought | _____ | 7. groups | _____ |
| 2. boards | _____ | 8. cement | _____ |
| 3. thick | _____ | 9. paths | _____ |
| 4. piled | _____ | 10. experience | _____ |
| 5. land | _____ | 11. growth | _____ |
| 6. wires | _____ | 12. well-liked | _____ |

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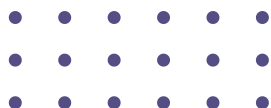
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Lesson 2: Extraction and Use of Our Resources

LEARNING INTENTION:

Students will learn about how we extract our natural resources and what they are used for in the world.

SUCCESS CRITERIA:

Students will be able to identify at least three types of resources and how they are extracted from the earth.

MATERIALS NEEDED:

- Reading Notes #1, #2, #3
- Student Worksheet #1, #2, #3
- Laptop computer or iPad per student

PROCEDURE:

(This lesson should be completed in one day about 45-60 minutes long)

The teacher will pass out Reading Notes #1 and Student Worksheet #1 and explain to the students that they are going to be reading about natural resources and how they are extracted from the ground.

The students will take this time to read through and take study notes from the text provided.

After the students have been given time to read through the study notes the teacher will ask the students what their opinion is about natural resources.

This class discussion could last many minutes. The teacher will want to moderate and keep the discussion going for at least ten minutes. This would be an excellent time to monitor some of the ideas students may have based on the reading as well as ensuring the class is on track with the topic.

The teacher can then show them the specifications of what an oil derrick and wind turbine are with Reading Notes #2.

The students will have a chance to observe what it commonly looks like then the teacher will hand out Student Worksheet #2 and allow the students the opportunity to research online and draw a schematic diagram of what an oil derrick and wind turbine look like. The teacher can use Reading Notes #2 as an exemplar when assessing.

(Depending on the needs of your students, you may wish to scan these activity cards onto the computer and have some students complete their work via school issued laptops through the use of Microsoft Word or through Kurzweil.)

EXTENSION:

As an extension the teacher may wish to use Student Worksheet #3. The teacher will pass out the activity and explain to the students that they will now design their own version of an oil derrick and wind turbine that is more efficient and uses the least amount of materials, but still has the important pieces needed that they will learn about from Student Worksheet #2.

The Extraction of Resources

The earth is filled with many resources that humans can extract for their own benefit. To achieve the full potential of these resources, we have to do a lot of hard work to get the pay off.

Oil is typically found underground. To extract oil, a rig is built and drills down into the earth. After contact is made with the oil resource, the oil is pumped out of the earth into barrels and shipped to a refinery to make gasoline, which mainly helps propel our automobiles.



In the forestry industry, trees are cut down from large forests to create many products. The paper that you are reading this on now, is created from a tree that grew in the forest. Forestry also helps create building materials, the wood typically used in the construction of homes, as well as furniture. It takes a great amount of effort from when the tree is cut down until it is formed into its final product.

Animals are usually hunted or caught and processed for their meat or hides. Fish are typically caught in large amounts in the ocean, and then shipped to a processing plant where they will be canned and sent to the grocery stores.



Minerals are typically found deep in the Earth and must be mined out. To achieve this large companies will dig massive holes or tunnels in the ground and continue to extract the mineral in large quantities until there is nothing left of the mineral. The mineral is then transported to factories where it will be reshaped and used in the creation of building materials, jewelry, and other products.

Wind energy requires the construction of large turbines that will rise above the landscape, and is usually located in an area that has a large amount of wind speed. The force of the wind on the turbine helps the turbine to create electricity which will be stored and shipped out into the electrical grid for use in our homes.

Products from Our Resources



Forestry:

Typically, trees are used to create a variety of wood products. Houses are built with lumber which enables the house to have a frame that creates the walls, floors and ceilings. Wood can also be found in any paper products, as well most furniture items.

Oil/Natural Gas:

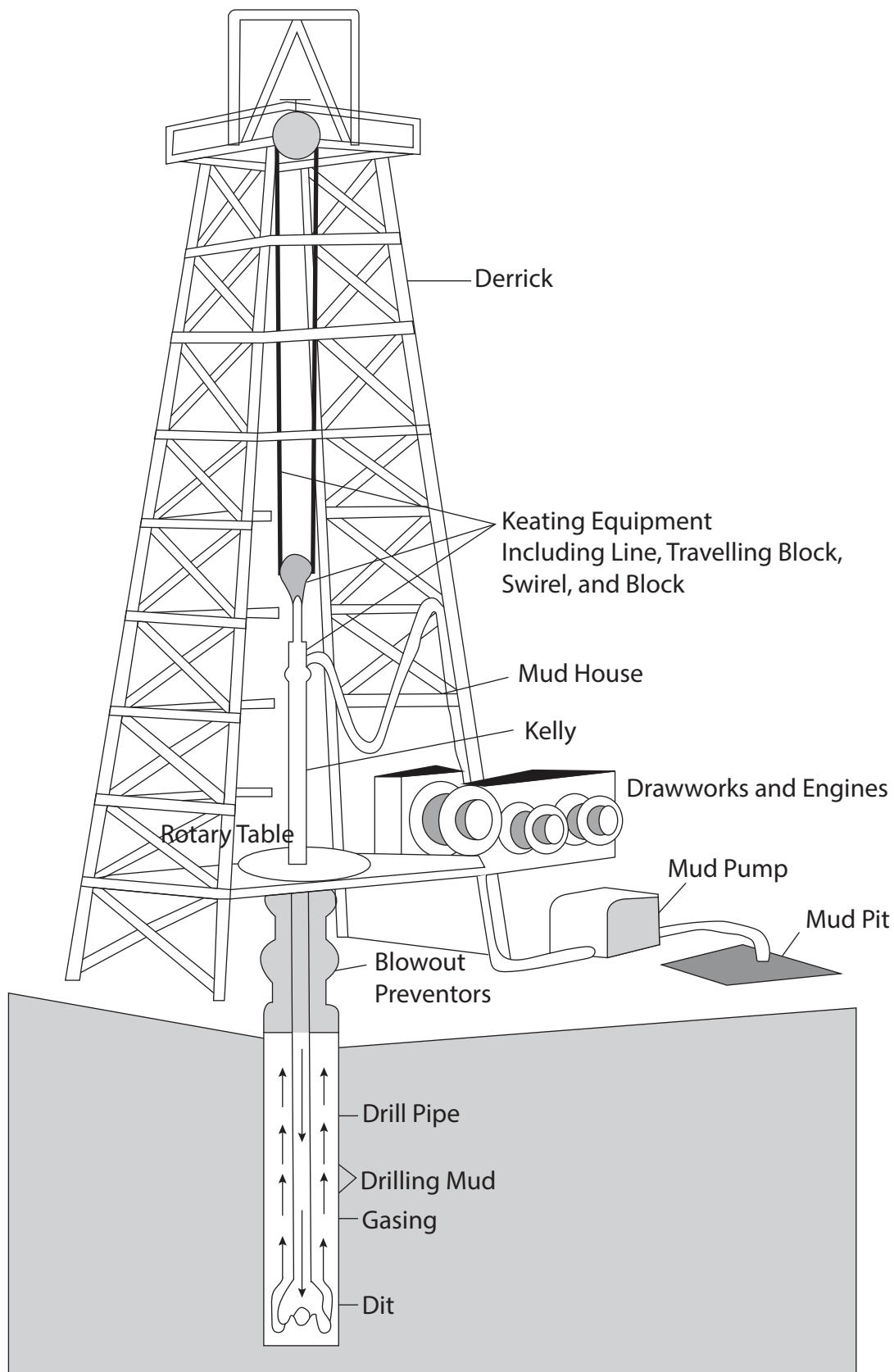
Oil is usually harvested to be converted into gasoline which fuels our cars. However, oil can also be chemically changed to create plastics, which end up in jewelry, as well as children's toys.



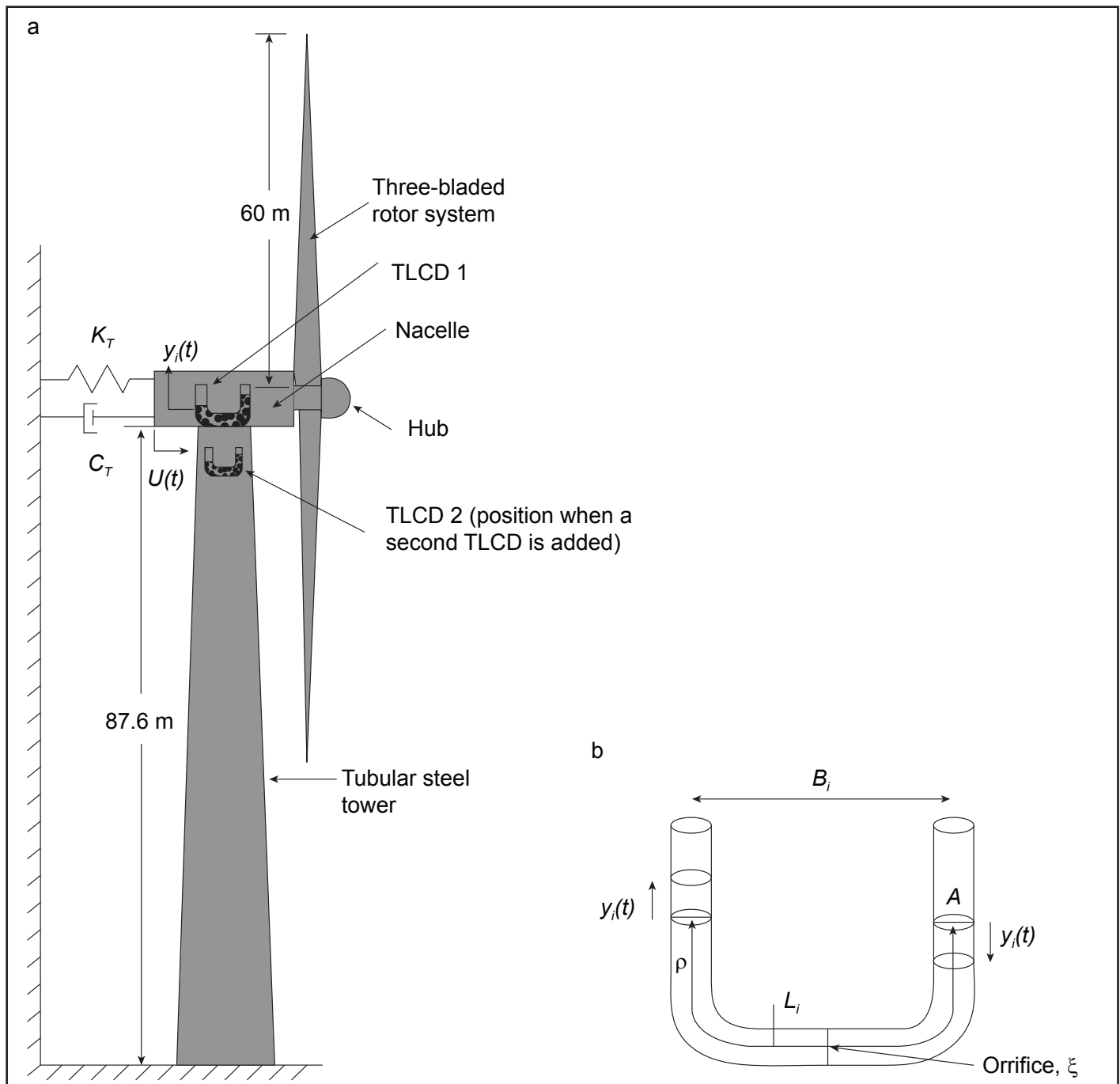
Minerals:

Minerals are one of the most diverse resources that can be harvested. Most people know of the jewelry that can be made from products like diamonds and gold, but minerals can also be used in the construction of homes and automobiles, as well as computers.

Oil Derrick



Wind Turbine



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Instructions:

Using an iPad or laptop research online for a schematic diagram of an oil derrick and wind turbine and draw them in the spaces provided on page **8 and 9**. Make sure you label all appropriate parts of each object.

Oil Derrick

Wind Turbine

Name: _____

Final Mark: _____

1) Student has created detailed images that accurately display the expected image.

LEVEL : 1 2 3 4

2) Student has accurately labelled the images with the expected terms.

LEVEL : 1 2 3 4

3) Student has made few to no spelling errors with the labelling.

LEVEL : 1 2 3 4

Comments: _____

Rubric

Instructions:

Design your own version of an oil derrick and wind turbine using the least amount of parts needed. Be sure to include the important items you see from Reading #2, #3 but make your version smaller and less intrusive to the environment. Make sure you label all appropriate parts of each object.

Oil Derrick

Wind Turbine

Name: _____

Final Mark: _____

1) Student has created detailed images that accurately display the expected image.

LEVEL : 1 2 3 4

2) Student has creatively made the existing structure smaller and more efficient.

LEVEL : 1 2 3 4

3) Student has made few to no spelling errors with their labelling.

LEVEL : 1 2 3 4

Comments: _____

Rubric

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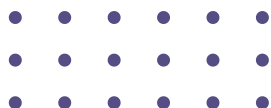
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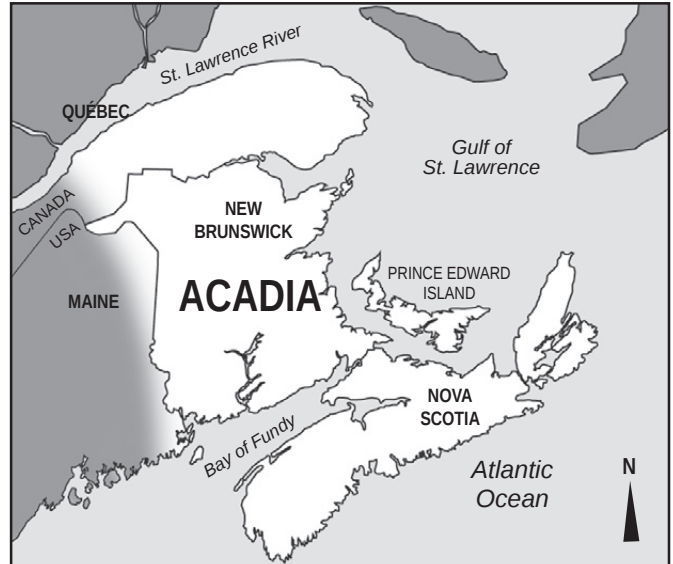


The Acadians

Acadia was the first area settled by early French explorers. It was located in what is now the Maritime provinces of New Brunswick, Nova Scotia, and Prince Edward Island. Pierre du Gua de Monts and Samuel de Champlain first brought settlers to the area in 1604. The early settlements of Ile Saint-Croix and Port-Royal did not last but they were the beginning of what would become Acadia.

Throughout the seventeenth century Acadia and other Maritime colonies were passed back and forth many times between the British and the French. The British would raid the colonies and take them over, then later sign treaties that gave control back to the French. When the British were in control they would send settlers to these colonies. In 1621, they sent some of Sir William Alexander's Scottish settlers and they changed the name of Acadia to Nova Scotia.

The Roman Catholic Church was a powerful part of everyday life for the Acadians. Politics, the legal system, education, and the social structure all revolved around the priests and the Church. The Acadians were primarily fishermen but there was also a small group of farmers that grew bountiful crops and raised cattle, sheep, and pigs. The Acadians cooperated with the Aboriginal People and had a good relationship with them. In fact, their language included a mix of French, English, and Aboriginal words.



Arrival of the Acadians

Expulsion of the Acadians

The Acadians wanted to live in peace but their lives were frequently disrupted by the ongoing conflict between Britain and France. In 1713, the French lost Acadia when they signed the treaty of Utrecht, giving the British control. Only the island of Ile Royale (Cape Breton) remained under French control. The British would let the French Acadians stay on their land if they agreed to sign an **oath of allegiance**. Since the oath required the Acadians to take up arms against the French government if need be, the Acadians refused to sign it.

WORD POWER

expelled – forced to leave by official action

For a number of years the British didn't force the issue, but by 1755 they began to distrust the situation. They decided to take action. Between 1755 and 1760, about 10,000 of the 12,000 French inhabitants of Acadia were **expelled** from their homes and their villages were burned. They were sent back to France or to other French colonies with next to nothing and had to start over.



Acadians forced to leave

Some Acadians were sent to the French territory of Louisiana where the Acadians became the “Cajuns.” A rich culture was born that is still very much alive today in New Orleans.

Name _____

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The Acadians/Expulsion of the Acadians

Tell whether the following statements are true or false. Write T for true or F for false.

1. The French and British took turns controlling Acadia. _____
2. The Acadians agreed to sign an oath of allegiance with the British. _____
3. The Acadians were primarily cattle ranchers. _____
4. Port-Royal was one of the first settlements in Acadia. _____
5. The Acadians had a good relationship with the Aboriginal People. _____
6. In 1621, the British changed the name of Acadia to New Brunswick. _____

Answer the following questions.

7. What happened to the Acadians between 1755 and 1760?

8. When did the French lose control of Acadia?

9. What was the origin of the Cajun culture in New Orleans?

10. Who established the colonies of Ile Saint-Croix and Port-Royal?



The Acadians

Use the information pages, library resources, and the internet to help you complete your answers.

1. The lives of the Acadians were always being influenced by the ever-changing relationship between the French and the English. Their daily life depended more on their dealings with the Aboriginal people. Describe that relationship and its long-term effect on the Acadians.

2. Refer to the picture “Acadians forced to leave”.

a) How do you know their leaving was filled with hardships?

b) Do people leave their homeland in this way in today’s world? Support your answer.

c) Compare and contrast the expulsion of the Acadians with a present day example of relocation of Aboriginal people. Complete the chart with facts and your own ideas.

People Involved	Reasons for leaving	Help/support given to people	Challenges faced in new location
Acadians			
Present day First Nations reserve community (a necessary relocation)			

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