

CHAPTER 1: EARLY BEGINNINGS

A. COMPREHENSION

1. What two European countries were first to send settlers to Canada?
2. What two commodities (things people wanted to get in order to sell) did the original visitors want to take home to Europe?
3. From what part of Asia do archaeologists believe the early First Nations settlers came?
4. On what animal were the earliest people living in Canada's Prairies dependent for their survival?
5. Why were First Nations people called Indians for many years?
6. What mode of transportation was used by Aboriginals and early traders in what is now Eastern Canada?
7. By what act of British Parliament was the Canadian Confederation approved in 1867?
8. Workers from what country did most of the work to build the national railroad?
9. Why was it so important for the government to pay the cost of finishing the railroad from Manitoba to British Columbia?
10. Who traded furs with the early European settlers?

B. WORD RECOGNITION

Fill in each blank with a word from the list below.

victorious	harsh	linked
Ontario and Quebec	Acadians	United Empire Loyalists
scarce	Algonquian	
fashionable	migratory	

1. The national railroad _____ all the parts of the country together, providing security and ease of transportation for new immigrants.
2. Aboriginals in northern areas had to be _____ to follow the animals they needed for food and shelter as they moved from area to area with each season.

3. When anything of value becomes _____, the cost of that item increases more and more.
4. Early settlers found Canadian winters very _____.
5. Coats and hats made from Canadian beaver pelts were very _____ in Europe in the early years of Canada.
6. Modern-day _____ living in the Maritimes (Nova Scotia and New Brunswick) are descendants of the early settlers who came from France.
7. The province of Quebec gets its name from the _____ word *Kebec*, which means *narrows*.
8. The British were _____ against the French in the Battle of the Plains of Abraham in 1759 and still we see great bitterness between these two founding peoples in certain parts of the country.
9. Those who came to Canada from 1775 to 1784 from the American colonies to stay in a British-controlled country were called _____.
10. Upper Canada and Lower Canada were the original names of what are now called _____ and _____ respectively.

C. WORD FAMILIES

Most words can be broken into various parts: roots, prefixes, and suffixes. The more you understand the meaning of the roots and the various other parts of words, the easier it becomes to learn new vocabulary.

For example:

We hope that the French Canadians and English Canadians may one day resolve their old conflicts. (*Resolve* is a verb with the root *solve* and the prefix *re-*.)

The resolution of any conflict is a reason to celebrate. (*Resolution* is a noun composed of a prefix, *re-*, a root, *solv(e)/u*, and a suffix, *-tion*. *-tion* is normally a signal that the word it contains is a noun. It carries the meaning of “process.”)

Resolve and *resolution* are two words in a word family. A word family is a collection of the forms of a single original word; these forms are of varying parts of speech (e.g., noun, verb, adjective, adverb).

For example:

In the *bitter* word family, we have *bitterness* (noun), *embitter* (verb), *bitter* and *embittered* (both adjectives), and *bitterly* (adverb).

For example:

- » The woman's *bitterness* kept others from wanting to spend time with her.
- » If we let our past experiences *embitter* us towards those we believe caused them, it is difficult to be happy with our lives.
- » The *bitter* old man refused to speak to his son after he left his father to run the farm by himself.
- » He became very *embittered* towards his son for having left him with no assistance when he needed him.
- » When the son returned home years later, he understood why his father spoke so *bitterly* to him.

Use your dictionary to find the other words in the word family chart below.

VERB	NOUN	ADJECTIVE	ADVERB
	harmony		
migrate			-----
		relative (to)/related	relatively
		reinforced	-----
threatened			

Use each word from the table in one of the 17 sentences below.

1. A _____ marriage is a happy one.
2. The children were playing _____ in the backyard.
3. When the colours of a room do not _____, they can give one a headache.
4. When people are working together, it is important for them to develop _____ in their relationships.
5. We know when fall has arrived in western Canada by the sound of the _____ of the geese as they depart for warmer climates.

6. The geese are _____ birds, which means they live in different places during different seasons.
7. The monarch butterflies, which used to be so common in southern Alberta every summer, typically _____ to Mexico each winter.
8. It can be fun to have our _____s come to visit.
9. Often we find it hard to _____ to people whose culture is very different from our own.
10. Victoria's weather is _____ mild compared to the weather in most of Canada.
11. When the soldier saw that they were losing the battle, he used his radio to call for _____s.
12. They used _____ concrete for their new driveway.
13. The plant manager decided to _____ staff on the assembly lines so that he could speed up production.
14. The continually darkening sky _____ to pour rain on their picnic.
15. The grizzly snarled _____ at the hikers and they backed slowly away hoping he would not come after them.
16. Air and water pollution are serious _____s to humanity today.
17. The woman called the police after having received several _____ phone calls from an unknown person.

D. DISCUSSION TOPICS

Sometimes, the best way to understand people is to put ourselves in their shoes. The following discussion topics are intended to help you to understand the very diverse perspectives of the different players in Canada's early years. (If you are an independent reader [i.e., a person not using this book as a class text], you may just wish to think about these questions and try to imagine what it was like for each group.)

- » The Aboriginals were living in many parts of the country long before any European settlers arrived. They lived in harmony with the land and occasionally conflicts arose between Aboriginal groups, but nothing that would threaten their

survival as peoples. Imagine the European sailors disembarking with their guns, odd clothing, odd languages, and demanding ways. What do you think the Aboriginals thought of their first visitors? What do you think the sailors thought of them?

- » The possibility of great riches motivated the earliest settlers to come to the New World. These were the traders. They made friends with Aboriginals because the traders needed their help. What kinds of help do you think they needed? How did they convince the Aboriginal peoples to help them?
- » Before Europeans came to the New World, the Aboriginal peoples' only weapons were knives made from bone and bows and arrows made from branches and rocks or bones. They saw the power of the noisy, smelly guns the visitors brought with them and experienced how powerless they were against such weapons. One can understand why they would want to get their hands on such weapons to protect themselves. Do you think they could foresee the radical changes that would come to their lifestyle with the coming of all these strange people from other lands? Explain why you think what you do.
- » The English and the French were at war in other parts of the world, not only North America. Both England and France were colonial powers, like Spain and Portugal. They wanted land, spices, gold—riches of any kind to give them more power. Normally, when people are faced with new and challenging environments, they work together to help one another survive. Do you think some of the English and French tried to cooperate? What forces worked to keep them enemies with one another?
- » Many Chinese workers died in the dangerous process of building the railroad, especially in the mountains, where dynamite had to be planted deep in the rock to cause the explosions needed to make way for the tracks. Why do you think the Chinese tolerated the unsafe working conditions and the demeaning way in which they were treated? Why was it so hard for their white employers to see them as human beings with the same needs, emotions, and human rights as their own?