

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>Strand A. New France and British North America, 1713–1800</b>				
<b>A1.</b> analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada	Continuity and Change; Historical Perspective	Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context.	Do we experience any of the same challenges people in Canada experienced in earlier times? What types of developments permit us to respond to them in different ways than people did in the past?	<b>Maps* and Globes</b> Analysing and constructing political maps to show alliances (see, e.g., A2.3)  Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., A2.3)
<b>A2.</b> use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain	Historical Perspective; Historical Significance	Different groups responded in different ways to the shift in power in Canada from France to Britain.	Why might different people view the same event in different ways?  How do we determine what is historically significant?	Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., A2.3)
<b>A3.</b> describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact	Historical Significance; Cause and Consequence	The significance of historical events is determined partly by their short- and long-term impact.		

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