

Section 2 — History

Lesson 20

(Pages 37, 38)

The History of Canada

Theme: Canada and its provinces have an interesting history. Its history shows God's hand at work.

Meditation

Psalm 78:1-8. Why teach history? a. to show to the generations to come the praises of the Lord, b. to show His strength, c. to show His wonderful works that He has done, d. that our children may know God's laws and testimonies, e. that they might set their hope in God, f. that they not forget God, g. that they keep His commandments, h. that they might have a steadfast spirit toward God.

Surveying the Lesson

History – History is the story of God's dealings with men—*His Story*.

Objectives – The academic goals you will accomplish by studying this section.

Vocabulary – The new words your students will learn to help meet the sectional objectives.

Objectives: To help students –

- understand the value of history.
- know the four section objectives (LU, p. 61).

Point of Contact

Ask various children if they can remember something that happened earlier this morning, yesterday, last week, last month, last year, about five years ago. Ask them to relate something that happened before they were born, before their parents were born, before Jesus came as a baby.

All these happenings are history.

Teaching the Lesson

1. Discuss the meaning of history.
History is His Story—God's working with men. It involves the people and events of the past.
2. Why is it important to remember these facts?
We learn from historical mistakes. We hesitate to touch a hot stove because history has taught us the consequences.
We appreciate what others have done so that we can enjoy life. Inventors have brought us many conveniences. Explorers and

researchers of history have helped us. We understand some of our present circumstances: why our forefathers came, why we presently have some of the problems we have.

We realize that God blesses faithfulness.

Israel's history shows how God blesses obedience.

We realize God is in control. God rules in men's hearts and directs affairs of nations.

We learn to relate to others. God's Word gives us social principles. History shows us how they can be carried out.

We can relate better to others. Knowing others and their past helps us understand, accept, and communicate with them.

It broadens our horizons. We know more and can communicate more intelligently.

3. Is Canada's history as old as Europe's or the Middle East's?

No. Canada and the U.S.A. are relatively young compared with the Eastern Hemisphere.

4. Have students turn to page 61 and go over the section objectives in the checklist. Introduce the section by discussing these terms:

native—one born in a country; the first people in a country.

explorer—one who travels in a new area to discover its geographical characteristics and features.

event—a happening, something that occurred.

settler—one who moves into a new area as a pioneer.

Assignment

1. Complete the exercises.
2. Find pictures and information suitable for projects in Section 2.

Lesson 21

(Pages 38-42)

Canada in Early Days; The Natives

Theme: The Inuit and Indians are Canadian natives who settled throughout Canada and adapted to the environment around them.

Lesson 21

Meditation

Genesis 12:6-9. Abram had things in right perspective: he pitched his tent and built an altar. So often the Christian is tempted to have things turned around—to build permanent houses and to pitch temporary altars of sacrifice, obedience, and praise. May you always keep before your eyes and before the eyes of your students the “built altar”—a permanent life of godly ambition—though it may cost the comforts of earthly security.

Surveying the Lesson

Natives – Inuit and Indians.

Reasons for Settlement – Various reasons for moving to the New World.

Native Dwellings – Natives adjusted to their environment in providing shelter for their families.

Native Livelihood – The environment provided natives with food, clothing, and transportation.

Native Settlement – Tribal settlements.

Study Words

caribou – A reindeer of North America.

igloos – Dome-shaped Inuit homes made of snow blocks.

longhouse – An Indian home in eastern Canada that was divided into sections for about twelve families.

tepee – A cone-shaped tent made of animal skins and used by Plains Indians.

totem pole – A vertical log carved with designs that tell a family’s history.

wigwam – A hut covered with bark or animal hides used by eastern Canadian Indians.

Objectives: To help students –

- understand the reasons why people came to Canada.
- know how Canada is part of the New World.
- describe how the first natives may have migrated to the Americas.
- outline settlement patterns of natives in Canada.
- describe the livelihood of four groups of natives.
- understand some of the difficulties encountered by natives in their struggle for survival.

Point of Contact

“Why do people move from one place to another?”
“Why did your parents/forefathers move to this community?” Discuss these questions.

If your students have little experience in moving, have them imagine what it would have been like to move to a new area or country many years ago. Discuss such things as few conveniences (no motels

or restaurants, few towns), poor transportation (sailing ships, wagon trails, crossing rivers). The difficulty of establishing new homes in uninhabited, pioneer wilderness with few conveniences, tools, or machinery can be considered.

If your students have made major moves, discuss the events: sale of home and items, packing, partings, the actual loading and moving, unloading, settling in, new adjustments, new friends, new environment, new school and church, etc.

Teaching the Lesson

1. Why would people have moved to Canada—an uninhabited country—many years ago?
Discuss the reasons in the lesson introduction.
2. Has Canada always been inhabited? Why not?
No. Use a world map to show that the Middle East is the cradle of civilization. From there civilization spread to the neighbouring continents of Europe, Asia, and Africa. Natives probably crossed over from eastern Asia to North and South America via the Bering Strait. Civilization in the Eastern Hemisphere developed, encouraging exploration. Thus North and South America were discovered.
3. Who were the first inhabitants of Canada?
The Indians and Inuit.
Why do you think they came?
One can only surmise, but several reasons could be adventure; need for food; separation from other enemy groups, for sake of peace; separation into family and language groups, such as occurred at Babel; need for hunting grounds; and more moderate climates.
4. Discuss the four groups: Eskimos, Pacific Coast, Plains, and hunting and forest Indians. Use a Canadian map to point out where they lived. Discuss some of the tribal groups and their characteristics such as transportation, clothing, homes, food, livelihood, and crafts.
5. What were some of the difficulties that you think these natives encountered?
Examples include cold winters with inadequate shelters or clothing.
Limited ways of preserving food.
Limited conveniences for housekeeping, agriculture, hunting, making clothes, construction, food-preparation, transportation, communication.
Limited medical conveniences, little disease prevention.
Mosquitoes, wild animals, floods, droughts, grasshoppers, etc.
The threat of others: enemy bands, white men taking their hunting lands.

We Remember

1. Aspects of geography: landforms; climate; resources.
2. Aspects of history: events of the past; people of the past.

Assignment

1. Study the vocabulary words.
2. Complete the exercises.
3. Begin gathering information for Activity 1.
4. Have students research the Norsemen (Vikings). An encyclopedia or Canadian history text will give some information.

Lesson 22*(Pages 43, 44)*

The Norsemen

Theme: The Norsemen were Canada's first white inhabitants. However, they didn't realize the potential this land offered.

Meditation

Numbers 13:17–14:10. It depends from which perspective you view things. From a human vantage point, situations soon look impossible and challenges loom too big to meet. There are too many obstacles. Yes, the end result is great, but the road there requires too much effort.

But “the LORD is with us: fear them not” (14:9). The God who calls also enables. Not only does He show us a good land, but He will “give it us.” He is an awesome God who challenges the human word “impossible.”

Yes, it depends on your viewpoint: human circumstances or divine design.

Surveying the Lesson

Norsemen – The Norsemen were Scandinavians, a fierce, plundering, seafaring band. They were North America's first European visitors.

Vineland – This location in eastern North America was this continent's first white settlement.

Untapped Opportunities – The Vikings didn't realize what riches and resources could be had with a little bit of foresight and effort. Often we don't either.

Study Word

Norsemen – Early people of the countries of

Norway, Sweden, Denmark, Finland, and Iceland. Also known as Vikings.

Objectives: To help students –

- know who the Norsemen were.
- describe the life of Norsemen.
- describe Vineland and explain its significance.
- realize that the long-term results secured by effort usually outweigh those of immediate gratification.

Point of Contact

Introduce the subject of patience: what it is, when we have it, when we don't. Can a person be patient in some things and impatient in others at the same time? Give examples. Often a person is very patient about himself, yet impatient with others.

Scripture verses you might use: Prov. 15:18; Eccles. 7:8, 9; Eph. 4:1, 2; Col. 3:12, 13; 1 Thess. 5:14; 1 Peter 2:19-23.

What are the dangers and sins of impatience? Impatience results in haste (poor judgment, carelessness), strife (bad feelings, hurt feelings, retaliation, misunderstandings), and loss (damage, broken relationships, poor health). It tends to bring out the bad in us and in others. It feeds the temporal immediate and disregards the long-term.

Teaching the Lesson

1. The Norsemen were an impatient people. Where did they live?
Use a map to teach where the Scandinavian countries are—Denmark, Norway, Sweden, Finland, Iceland.
2. What kind of lifestyle do you think they had?
Because of their proximity to the sea—seafaring, fishing. Because of the rugged land and climate—rough, hardened, not tied to land.
3. What characteristics would people of such a lifestyle have?
Daring—The sea offers many challenges and dangers.
Adventurous—Not being tied to land and its cultivation makes man more travel-oriented, restless, and bent to exploration.
Somewhat unrefined—Sea life is a rough life; not conducive to family life. Little emphasis on education, art, beauty, social finery.
Somewhat unsociable—somewhat crude, rude, and ruthless to others. Selfishness and insensitivity to others.
4. Describe the seafaring life of the Norsemen. Students can report on their findings such as
 - leaders in navigation and shipbuilding
 - brutality in European raids, plunders, piracy

Lesson 23

- conquests in the British Isles, France, Spain
- settlement of Iceland, Greenland

5. What is known about the founding of the first European settlement in the Americas?

Little is known. Facts gleaned include these:

- fertile land with mild climate
- settlement called Vinland or Vineland because of grapes growing in the area
- many tall trees for lumber, many fish
- settlement lasted for several years

6. What would be some possible reasons for the unfriendliness between the Norsemen and the native Americans?

Suspicion—The Indians might have seen the Norsemen as a threat.

Greed—Maybe the Indians were unwilling to share; maybe the Norsemen wanted more than their share or took what wasn't theirs.

Unkindness—Perhaps the Norsemen were as unkind to the Indians as they had been to others: raiding, plundering, stealing, taking slaves, etc.

7. How could such problems be avoided?

Sharing—Possibly the Indians could have shared more freely.

Contentment—If the Norsemen were abusive to the Indians, they should not have desired that which belonged to others. They should have found a new location.

Peacefulness—Peace with God helps us to have peace with others and to be nonresistant.

Patience—It takes patience to learn to understand others.

8. What are some of the results of the Norsemen's unkindness?

- Several Norsemen were killed.
- Their new settlement was abandoned.
- They missed the opportunity for discovering America's many riches because they wanted the few things others had.

We Remember

- Homes of native groups:
 - Inuit – igloos, tents
 - Pacific Coast – cedar log homes
 - Plains – tepees
 - Eastern Canada – longhouses, wigwams
- Activities of native groups:
 - Inuit – hunting, fishing
 - Pacific Coast – fishing
 - Plains – hunting
 - Eastern Canada – hunting, fishing, gardening
- Transportation:
 - Inuit – dogsleds
 - Pacific Coast – boats

- Plains – horses
- Eastern Canada – canoes

Assignment

- Study the vocabulary words.
- Complete the exercises.
- Have students find pictures and information for the projects in this section.
- Have each student research an explorer:

John Cabot	Jacques Cartier
Martin Frobisher	Samuel de Champlain
Henry Hudson	Pierre de la Verendrye
Pierre Radisson and Sieur de Groseilliers	Henry Kelsey
James Cook	Antony Henday
George Vancouver	Samuel Hearne
Alexander Mackenzie	Simon Frazer
	David Thompson

Lesson 23

(Pages 44-48)

The Explorers

Theme: Canada's geography and history unfold in the era of its famous as well as its unwritten explorers. Explorers did much to advance Canada's economic and transportation possibilities.

Meditation

Hebrews 11:8-16. The "pilgrim and stranger" concept is so foreign to men. Being attached to material possessions, position, and recognition dims our perspective of "a better country, that is, an heavenly."

Our life is like an exploration in which we look "for a city which hath foundations, whose builder and maker is God." It is a path to discover the deep things of God. It is a journey we make by faith—through portages, rapids, ocean storms, heat, and cold.

Thank God, One has gone before us, who is now preparing a city for us. Christ Jesus is our Guide. Explore Him; explore with Him!

Surveying the Lesson

Exploration – Exploration is the discovery and unveiling of new areas.

Reasons for Exploration – Men explore for various reasons, ranging from adventure to economics.

Exploration Rivalry – The exploration race was spurred by greed and desire for selfish recognition.

Extent of Exploration – All of Canada—from