

CHAPTER 2

European Explorers

What's Chapter 2 About?

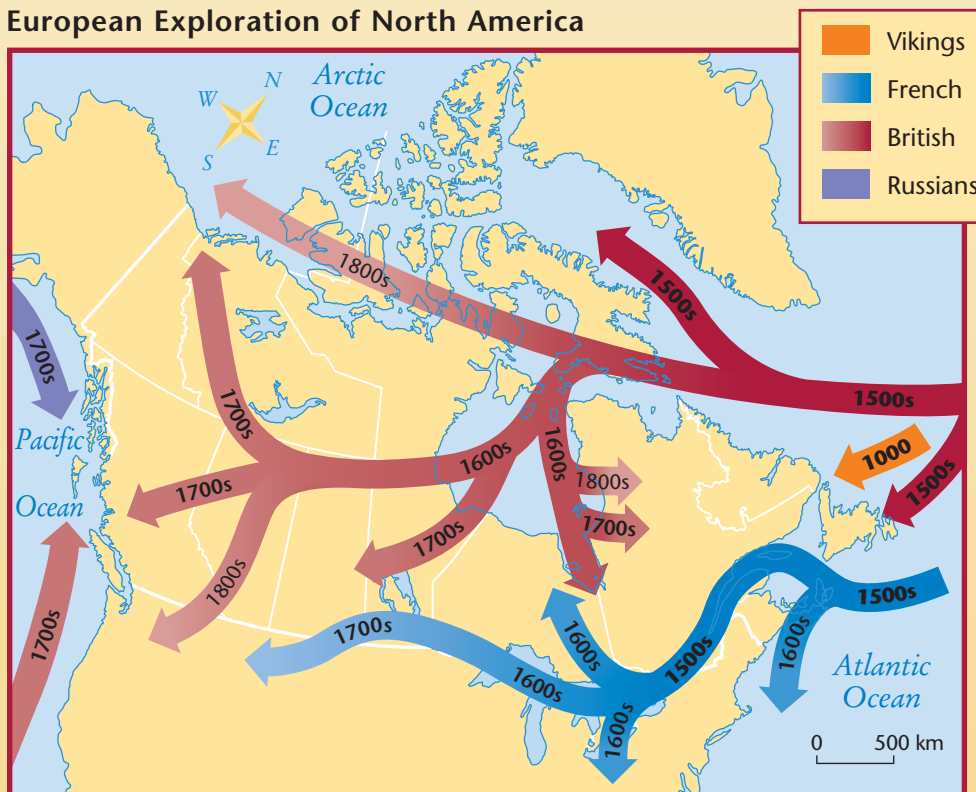
The last chapter focused on the Anishinabe, the Haudenosaunee and the Mi'kmaq — three of the many peoples who originally lived in North America.

This chapter focuses on the French and British explorers who began to arrive in the late 1400s and early 1500s. They established an era of permanent contact with the First Nations and Inuit peoples living here — and set changes in motion that still shape Canada today.

FOCUS QUESTIONS

- Why do people explore new lands?
- European explorers came to North America with the idea of claiming and controlling new territories for their homelands. This idea is called *imperialism*. What impacts did European imperialism have on First Nations?
- What role did First Nations play in the European exploration of North America?
- Why is the history of European exploration important today?

European Exploration of North America



European exploration began in the east and moved west. How does geography — the geographic position of Europe and North America — explain this sequence? You may want to consult a globe or a map of the world to formulate an answer.

! This map shows the boundaries of Canada's provinces and territories today. These boundaries didn't exist when Europeans explored North America. We have included them to orient you. Find Alberta on this map. In what century did Europeans begin to explore Alberta?

CHAPTER TASK

Design an Explorer Stamp Series

Put your “Stamp” on Canada’s History!

Canada Post is planning a new stamp series about European explorers. Interested Canadians are invited to share their ideas for this new series by submitting a proposal.

The stamp series should include four to six stamps, representing both English and French explorers. Through the use of visuals and written text, your proposal must explain:

- The reasons for your choices of explorers.
 - The historical context of each stamp.
 - The interactions between these explorers and First Nations.
 - The different perspectives of First Nations peoples and European peoples on exploration.
- b) An ad for the stamp series — for TV, radio or print media — describing the stamps and explaining the important information.
- c) Instructions to an artist who will make the images for the series, describing what images you want and providing the necessary background information.

You can present your ideas in one of the following formats:

- a) A sketch of each stamp, accompanied by a letter to the Postmaster General, providing the background information as described above.



Your stamp series should communicate key information to Canadians as well as create interest for the series, which is intended to become a collector’s item. Good luck! Perhaps you will be leaving your “stamp” on Canadian history!

European Explorers Arrive

GET READY

If Europeans hadn't explored this land, Canada would be a different place than it is today. Something important about the history of Canada lies in the reason Europeans explored.

This section presents information that answers the chapter-focus question:

Why do people explore new lands?

As you read this section, look for:

- Examples of what pushed Europeans to explore.
- Examples of what pulled them to explore North America.

What kind of graphic organizer would help you track these push-pull factors? Check out the section about graphic organizers in the Skills Centre at the back of this book.

What Were Europeans Seeking?

In the 1300s, overland trade routes between Europe and Asia became disrupted. The huge Mongol Empire, which had supported and protected these routes, started to decline. As it lost power to the Ottoman Empire in the Middle East, and the Ming Dynasty in China, the routes became vulnerable to attack, and more and more dangerous to travel.

The **disruption** of trade with Asia drove up the price of Asian silk and spices in Europe. Prices went up because of supply and demand: as the supply of these goods **diminished**, Europe's demand for them remained high. Some people in Europe saw this as an opportunity: if they could secure a supply of trade goods from Asia, they would make a fortune.

disruption: breaking an established way of doing things

diminish: to become less

How Did Technology Enable European Exploration?

manoeuvre: to steer

The economic opportunity created by disrupted land routes also created a challenge. How could Europeans reach Asia if they didn't travel by land?

If you didn't travel by land, your only other option was to travel by sea.

Europeans had ships, as did people in China, the Middle East and India. But travel by sea had many risks. Ships were slow and difficult to steer. If you lost sight of land, it was easy to get lost. Bad weather could end your journey and your life. In addition, people at the time believed the world was flat. Imagine yourself as a sailor in the 1300s. How might this affect the way you viewed the risks of sea travel? For almost a century, the problems posed by sea travel prevented Europeans from establishing new trade routes to Asia.

During the 1400s, Europeans began to design ships that were faster and easier to **manoeuvre**. They also started to use navigational instruments developed by the ancient Greeks, and by Arab and Chinese sailors — the compass and the astrolabe. A compass, of course, tells you your direction of travel. With an astrolabe, you can estimate your location using the sun or the stars. What challenges to sea travel would instruments such as these overcome?

The astrolabe helped navigators determine latitude and longitude. Why would this information be useful?



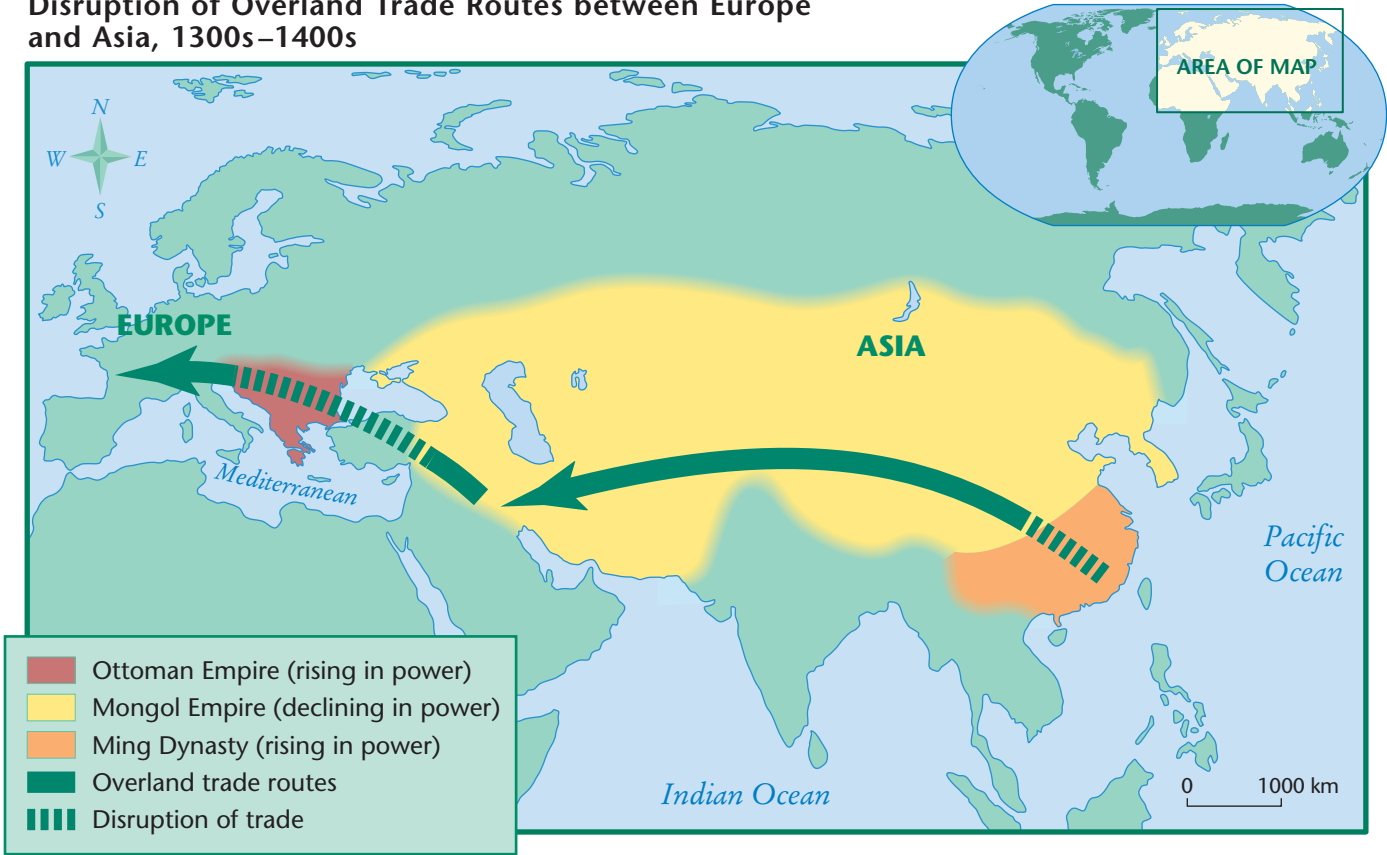
Why Did Europeans Arrive in the Lands that Became Canada?

The Portuguese were the first to put the new ships and instruments to use. They decided to sail east to find Asia. Considering their concepts of geography, why did this make sense? The Portuguese knew that an eastern sea route to Asia did not lie through the Mediterranean Sea, because the Mediterranean was well known and well mapped. An eastern sea-route — if there was one — might lie south of the Mediterranean, around Africa somehow. In 1488, a Portuguese explorer, Bartolomeu Dias, rounded Africa’s southern tip — the Cape of Good Hope. Soon, Portuguese ships began arriving in India.

The Portuguese did not want other Europeans to follow them and share the rich trade in Asian goods. They did their best to control the eastern sea route to Asia.

Was there another way to Asia? Christopher Columbus thought so. He thought he could sail west to find the east.

Disruption of Overland Trade Routes between Europe and Asia, 1300s–1400s



Today, the Mongol Empire, the Ottoman Empire and the Ming Dynasty no longer exist — an example of how societies change through time. Historical maps help us capture information about the past and about change through time.

sponsor: a person or organization that contributes to a project or activity by paying for it

Columbus was an Italian sailor, but he was also a businessman and an adventurer. Like someone today with a big idea and no money, he looked for **sponsors** to back him. In 1492, King Ferdinand and Queen Isabella of Spain agreed to put up the money for his expedition. They made a deal with Columbus: if he succeeded in finding Asia, Spain would take ninety percent of the profits he made and Columbus would keep the rest.

Columbus, of course, didn't find Asia. He landed in the Caribbean. From there, Spanish explorers travelled into Central America and South America, where they found the gold of the Aztec and Incan empires. They plundered the gold and enslaved the people to work in the mines. Gold from the Americas made Spain the most powerful country in Europe at that time.

Caboto's Route of Exploration



Caboto was the first European to land in this region of North America since the Vikings, but historians don't know exactly where he landed.

Caboto also undertook a second voyage in 1498, but was lost at sea, probably off the coast of Newfoundland.

After the voyages of Columbus, Britain, France and the Netherlands became interested in western exploration. Because Spain controlled the route to the Caribbean, these countries concentrated on more northern routes. They often chose Italian navigators to head up their ventures into the unknown waters of the Atlantic Ocean. At the time, Italy dominated Europe's trade routes in the Mediterranean Sea, so Italian navigators had become the most experienced sailors in Europe.

In 1497, an English expedition led by Italian sailor and merchant Giovanni Caboto landed in Newfoundland and claimed it for Britain. Caboto returned to Europe with reports of seas so full of cod you could scoop fish up by the basketful. Soon, ships from Europe began to fish off the east coast of what became Canada. The ships arrived in summer and went home in winter, only coming to shore to dry their catch and replenish their supplies of fresh water.

On shore, they met the Mi'kmaq and the Beothuk, among other peoples of the east coast, with both positive and negative results.



RESPOND

Why do people explore new lands? Here are two ideas that might be worth "exploring" in today's world.

1. First, ask yourself if it is always land that we explore. What else might there be to explore?
2. Second, must we always explore new places? Would it be possible to re-explore something old to see what new things might be there?

This is a replica of the Nina, one of Columbus's ships. From whose perspective did Columbus "discover" North America? In what way is this perspective inaccurate?

FOCUS ON INQUIRY

A Questionnaire about Exploration

FOCUS SKILLS Retrieving Information

Share and discuss your process for retrieving information.

The Topic

What impact does exploration in the past and in the present have on our society today? To what extent will exploration be important to the future of our society?

Getting Started

Work with a group of classmates to draft a questionnaire about the topic. Your questionnaire should have at least five questions. Consider what kind of information you want to collect. Do you want to collect people's ideas about the topic? Or, do you want to know whether people agree or disagree with particular ideas? Your decision will shape the questions you develop for your questionnaire.

Your Goal

On your own, **develop a process for retrieving information** that answers these questions:

- Sometimes, questions produce answers you don't expect or want. How can you test the questions your group developed for your questionnaire?
- How can you protect the privacy of people answering your questionnaire?
- How can technology help you with the process of retrieving information with your questionnaire?

Finishing Up

Give your questionnaire to at least two people and be prepared to talk about the results.



PERSPECTIVES ON Exploration

What if, tomorrow, we launched a spaceship to explore our galaxy? What do you think the mission of the spaceship would be? Why would we send explorers into space?

The European monarchs and merchants who launched ships into the unknown had a clear answer for the question: why explore? For example, in 1497, Giovanni Caboto sailed with a commission — a granting of powers — from England’s king. The commission said Caboto and his sons had full authority “to conquer, occupy and possess” lands “newly found by them” for England.

The goal of exploration, in other words, was to build an empire — to dominate other lands and peoples. This goal is known as **imperialism**.

What implications did imperialism have for the peoples who already lived in “newly found” lands?

imperialism: a policy (decision) on the part of a ruler or government of one territory to dominate other territories

RESPOND

Some Canadians think of Giovanni Caboto as an “explorer.” Others have a different perspective. For example, Dr. Daniel N. Paul, a Mi’kmaq author and journalist, describes Caboto as an “invader.”

1. What are the characteristics of an explorer? Brainstorm a list of at least three words.
2. Brainstorm a list of at least three words that describe an invader.
3. To what extent might Giovanni Caboto have the characteristics of both an explorer and an invader? Choose at least one word from each list and explain your choices.

Canadian artist J.D. Kelly did this painting, *First British Flag on North America*, in 1938. European explorers claimed land this way — by putting up flags or, more often, crosses. The flags and crosses were like “no trespassing” signs to explorers from other European countries.



Contact with First Nations Peoples

GET READY

As you read this section, think about this chapter-focus question:

What impacts did European imperialism have on First Nations peoples?

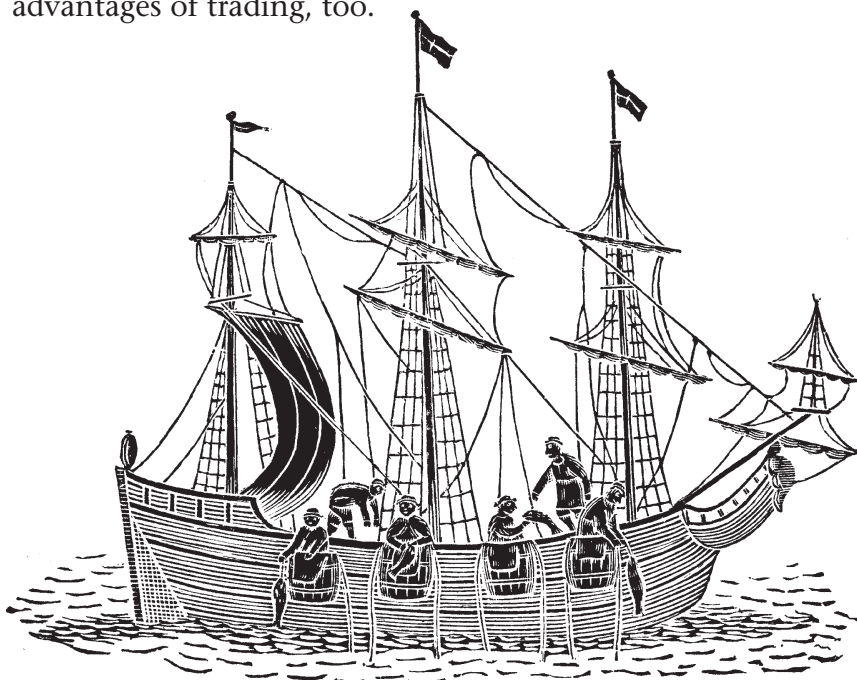
Use a graphic organizer to record examples of positive and negative relationships that developed between Europeans and First Nations. Keep track of:

- Who developed these relationships.
- What characterized these relationships.

Trade with the Mi'kmaq

Do you ever trade things with your friends? When you trade something, you generally weigh the advantage of keeping what you have with the advantage of gaining something new. What, in your experience, makes a good trade? What makes a bad one?

Starting in the late 1400s, following the British expedition of Giovanni Caboto, the Mi'kmaq came into regular contact with Europeans fishing off the east coast of Canada. When the Mi'kmaq and Europeans began to encounter each other, they weighed the advantages of trading, too.



During the 1500s, Europeans began fishing off the east coast of North America.

A European Perspective

Europe had a high demand for fish, so catching cod to sell in Europe made good, reliable profits. What about furs? Would furs sell, too? Some First Nations seemed willing to trade for them. Europe had fur-bearing animals of its own, though, and an established fur trade with Russia. Would furs from this new source compete? It was worth a try, as long as it didn't cost too much to get them. Maybe furs would turn into a profitable sideline, in addition to cod.

A Mi'kmaq Perspective

— Prepared in consultation with Rod Jeddore, Miawpukek First Nation.

The Mi'kmaq viewed trading as a way to establish good relations with other peoples. The giving and receiving of gifts showed respect and goodwill. When the Mi'kmaq began trading with Europeans, this relationship-building would have been uppermost in their minds.

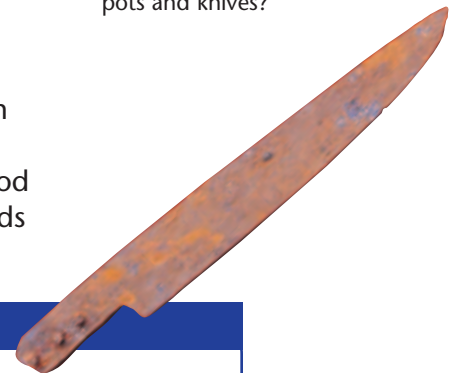
European goods also had advantages for the Mi'kmaq. The Europeans traded metal goods, which the Mi'kmaq found very useful, for old beaver furs the Mi'kmaq could easily replace. The Europeans preferred old furs — furs the Mi'kmaq had worn. The long outer hair had fallen off these furs, leaving the fuzzy underfur exposed. In Europe, hatmakers used this underfur to make felt.

The Mi'kmaq traded — what was to them — old clothes for metal knives, axes, pots, kettles and needles. They valued these European goods because the goods were **durable** and useful. For example, with metal pots, the Mi'kmaq could cook directly over fires, instead of cooking food in containers using rocks heated in fires. The new method was faster and used less firewood. The Mi'kmaq could meet their needs with fewer resources and less trouble.

durable: long-lasting



These photos are examples of European trade goods. The kettle is a replica. Why did the Mi'kmaq value metal kettles, pots and knives?



RESPOND

How would you describe the trading relationship that developed between the Mi'kmaq and European fishers? To what extent was it mutually beneficial or unequal, in your view? Why?

settlement: a place where people live permanently, such as a village

colony: a region claimed and governed by a country from another part of the world

The Tragedy of the Beothuk

The Beothuk people lived in Newfoundland and, like the Mi'kmaq, encountered the Europeans who came to fish cod in the 1500s. The Beothuk and the Europeans, however, did not establish a friendly trading relationship.

Why not? Historians find this question difficult to answer because no Beothuk people survive today. The oral history of the Mi'kmaq people records some information about the Beothuk culture, as do European histories.

Here's what we know.

- With imperialism as their starting point, the French and British did not question whether they had the right to set up fishing camps and **settlements** in Newfoundland.
- Some of these camps and settlements interfered with traditional fishing areas that the Beothuk needed for survival.
- The Beothuk took equipment from French and British fishing camps, perhaps to encourage the French and British to leave. This led to conflict between the Beothuk and the Europeans.
- In 1713, Newfoundland became a British **colony**, and more British settlers began to arrive. More conflict resulted. This plus other factors, such as loss of their food supply and European diseases, led to the extinction of the Beothuk.



We have little information about the Beothuk people. What we know mostly survives as artifacts. These are drawings of Beothuk artifacts. What are the limitations of artifacts as information about First Nations societies? What other information do we need?

The Death of Shawnadithit

In the early 1800s, the British settlers in Newfoundland began trying to establish friendly relations with the Beothuk, but the Beothuk avoided contact. The British responded by capturing Beothuk people, intending to give them gifts and make them messengers of peace. These attempts began or ended violently, and failed as a result.

In 1823, British trappers captured a young woman named Shawnadithit, along with her sister and her mother. Shawnadithit's father drowned trying to come to the women's rescue. The trappers brought the women to St. John's, where the British gave them gifts and returned them to their point of capture.

Shawnadithit's mother and sister soon died, and Shawnadithit — unable to contact her people — walked back to St. John's.

In 1828, one of the British settlers, William Cormack, realized the Beothuk would soon completely disappear. With Shawnadithit, he tried to create a record of Beothuk culture and history, but he did not speak her language and she was already dying of **tuberculosis**.

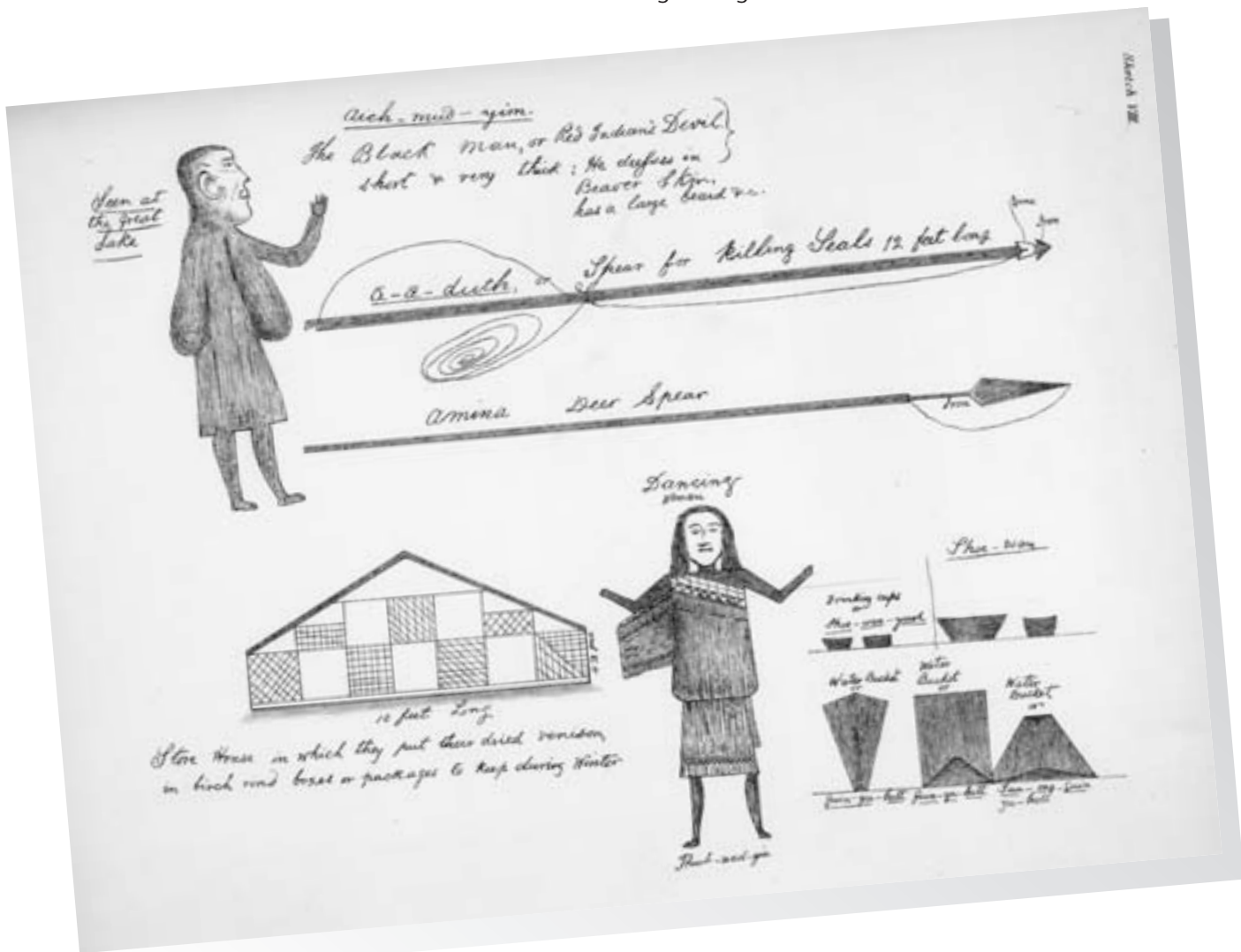
Shawnadithit died in 1829, the last of her people.

tuberculosis: a contagious disease that mostly attacks the lungs



This illustration of Shawnadithit was published in a book about the Beothuk people by James P. Howley in 1915. British settlers renamed Shawnadithit "Nancy" and put her to work as a nanny. Why do you think they gave her a new name?

Shawnadithit drew these pictures before she died in 1829, the last of her people. Her images are the only record of Beothuk culture we have from a Beothuk person. William Cormack, a British settler who strove to understand Beothuk society, made notes on Shawnadithit's drawings in English.



RESPOND

Historical context is about circumstances, and accepted values and attitudes, that shaped events in the past. When Shawnadithit died, her whole people were gone. List at least three important factors about the historical context of this tragic event.

French Explorers in Canada

GET READY

This section presents information about two of the earliest and most important explorers of the lands that became Canada: the French explorers Jacques Cartier and Samuel de Champlain.

The history of these explorers touches on all of the focus questions for this chapter (see page 37), including one we haven't explored yet:

What role did First Nations peoples play in the European exploration of North America?

For each explorer, look for:

- Evidence of what motivated their expeditions.
- Evidence of imperialism in their attitudes towards First Nations.
- Evidence of the role of First Nations in their expeditions.

What kind of chart could help you take notes as you read this section? For ideas, consult the Skills Centre at the back of this book.

Jacques Cartier

In 1524, Henri II, King of France, sponsored an expedition, led by Italian navigator Giovanni da Verrazano, to explore the coast of North America. In part, France wanted to “connect the geography dots”: was the land Columbus had claimed for Spain connected to the land Caboto had claimed for England? Why do you think France wanted to know that? Verrazano established that it was.

Ten years later, in 1534, the king sponsored the next French expedition to North America, led by French explorer Jacques Cartier. Cartier had a different mission than Verrazano. The king wanted Cartier to find a passage to Asia through North America and “to discover certain islands and lands where it is said that a great quantity of gold, and other precious things, are to be found.” He gave Cartier the power to claim these lands for France.



Several paintings of Cartier exist, but none of the artists knew what Cartier really looked like. This famous painting, by Théophile Hamel, dates from around 1844. Many later depictions of Cartier took their lead from Hamel's work. What clues does this painting contain about the artist's attitude towards Cartier?

First Encounters

On June 24, 1534, Cartier recorded his first encounter with a Mi'kmaq person. What evidence is there in this passage, and the one that follows, that the First Nations of the east coast already had experience trading with Europeans?

June 24, 1534

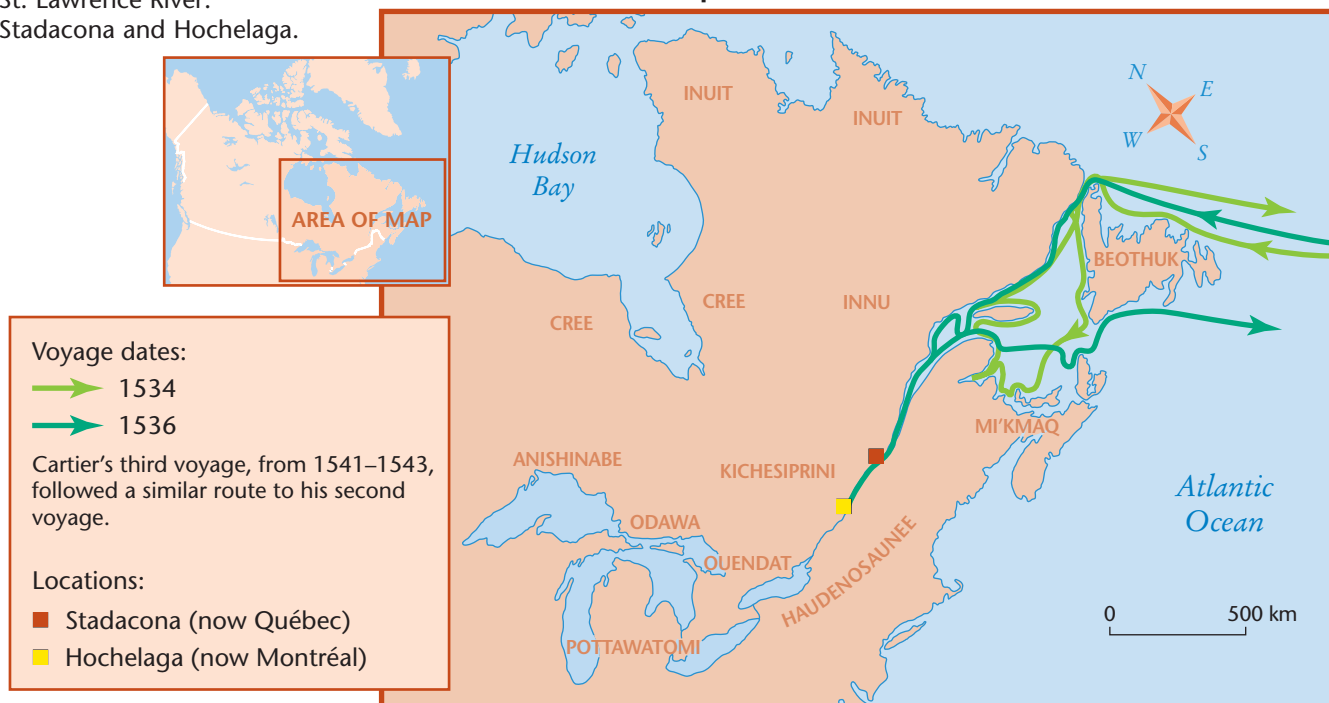
...a man came into sight who ran after our long-boats along the coast, making frequent signs to us to [go] towards ...[a point of land]. And seeing these signs, we began to row towards him, but when he saw that we were [coming], he started to run away and to flee before us. We landed opposite to him and placed a knife, and a woolen [sash] on a branch; and then we returned to our ships...

— Excerpted from Cartier's journal of 1534 in H.P. Biggar, *The Voyages of Jacques Cartier*. Ottawa: Public Archives of Canada, 1924 (Number 11), page 42.

As you read this book, you will notice that it often describes quoted passages as “adapted.” Adapted passages contain alterations designed to make them easier to read. The passage above, however, appears in its original form, with brackets and ellipses to mark added or skipped words. As you read the next quoted passage, compare it to this one, and think about the advantages and disadvantages of adapting first-hand material.

Cartier did make contact with several First Nations, including the Mi'kmaq, and the people of two settlements along the St. Lawrence River: Stadacona and Hochelaga.

Cartier's Routes of Exploration



On July 6, 1534, Cartier recorded an encounter, near Gaspé Peninsula, with some people of Stadacona. He and some of his crew left their ship in a longboat — a boat with oars — so they could investigate the shore. Compare this encounter with the previous encounter. What is similar? What is different?

July 6, 1534

We caught sight of two fleets of canoes that were crossing a cove from one side to the other, which numbered in all some forty or fifty canoes. When one of the fleets reached the shore, a large number of people sprang out and set up a great clamour. They made frequent signs to us to come ashore, holding up some furs on sticks. But we were only one longboat and we did not care to go, so we rowed towards the other fleet, which was still on the water.

The people on shore, seeing we were rowing away, came after our boat in their canoes, showing many signs of joy and of their desire to be friends.

We waved to them to go back, which they would not do, but paddled so hard that they soon surrounded our longboat with their seven canoes. And when they had come alongside our longboat, we shot off two guns which frightened them so much that they began to paddle off in very great haste, and did not follow us any more.

— Adapted from Cartier's journal of 1534 in H.P. Biggar, *The Voyages of Jacques Cartier*. Ottawa: Public Archives of Canada, 1924 (Number 11), pages 49–51.

LANGUAGE LIVES!

Cartier's voyages inspired the expression *faux comme diamants du Canada* — “false as diamonds from Canada.” The expression became common in France and the rest of Europe after 1543, when Cartier returned with “riches” he had found in Canada. But his diamonds were only quartz crystals and his gold only iron pyrite. Cartier was disgraced, and France stopped expeditions to Canada for nearly fifty years.

Did you know? Canada's name comes from a word in the language the people of Stadacona spoke — a language related to Iroquois. *Canada* is a version of *kanata*, meaning village or settlement.

scurvy: a disease resulting from lack of Vitamin C that causes internal bleeding

immunity: the ability of the body to fight off infection

A Difficult Winter

During his second voyage, ice forced Cartier to spend a nervous winter at Stadacona, in a camp next to the settlement. He had insulted the people of Stadacona by travelling to Hochelaga against their wishes, and Cartier worried that they might attack.

Cartier's crew grew sick with **scurvy**. Cartier tried to hide how ill his crew was, but the people of Stadacona found out anyways. They gave Cartier a cure — a tea rich in Vitamin C made from the needles of the white cedar tree.

The following spring, an unknown member of Cartier's crew, who kept the log of the voyage, made the following report.

Cartier decided to outwit the Stadaconans and seize Donnacona and four other people, including Donnacona's sons. He had made up his mind to take Donnacona to France, so that Donnacona could tell the king about the wonders he had seen in the lands of the west. Donnacona had assured us that there are immense quantities of gold, rubies, and other rich things in the west..

— Adapted from Cartier's journal of 1535–1536 in H.P. Biggar, *The Voyages of Jacques Cartier*. Ottawa: Public Archives of Canada, 1924 (Number 11), pages 218–224.

Cartier seized five people from Stadacona and took them to France. All of them died in France because they had no **immunity** to European diseases.

RESPOND

1. Imagine Cartier wanted to consult you about his intention to take Stadaconans back to France. What advice would you give him?
Remember that, in Cartier's time, explorers didn't pay for their own expeditions. They generally had sponsors, such as monarchs and merchants. To prove the value of their voyages, explorers often brought back people, plants and animals from other places. How might the idea of imperialism also have influenced this practice?
2. What is the purpose of a journal? Why do people write them? Why do they preserve them? What useful information might journals contain?

MOMENT IN HISTORY

Cartier Raises a Cross on Gaspé Peninsula

In 1534, Cartier described putting up a cross on Gaspé Peninsula, with people from Stadacona looking on.

On the twenty-fourth of July, we had a cross made thirty feet high. Under the cross-bar, we attached a wooden board engraved with large letters which said: LONG LIVE THE KING OF FRANCE.

We erected this cross in their presence, and they watched it being put together and set up. And when it had been raised in the air, we French knelt down with our hands joined, worshipping it before them; and made signs to them, looking up and pointing towards heaven. They showed many marks of admiration, turning and looking at the cross.

When we had returned to our ships, the chief arrived in a canoe with three of his sons and his brother, but they did not come so close to the ships as they had usually done. And pointing to the cross he made a long speech, making the sign of the cross with two of his fingers; and then he pointed to the land all around, as if he wished to say that all this region belonged to him, and that we ought not to have set up this cross without his permission.

We explained to them by signs that the cross had been set up to serve as a landmark and guidepost on coming into the harbour; and that we would soon come back and bring them iron wares and foods.

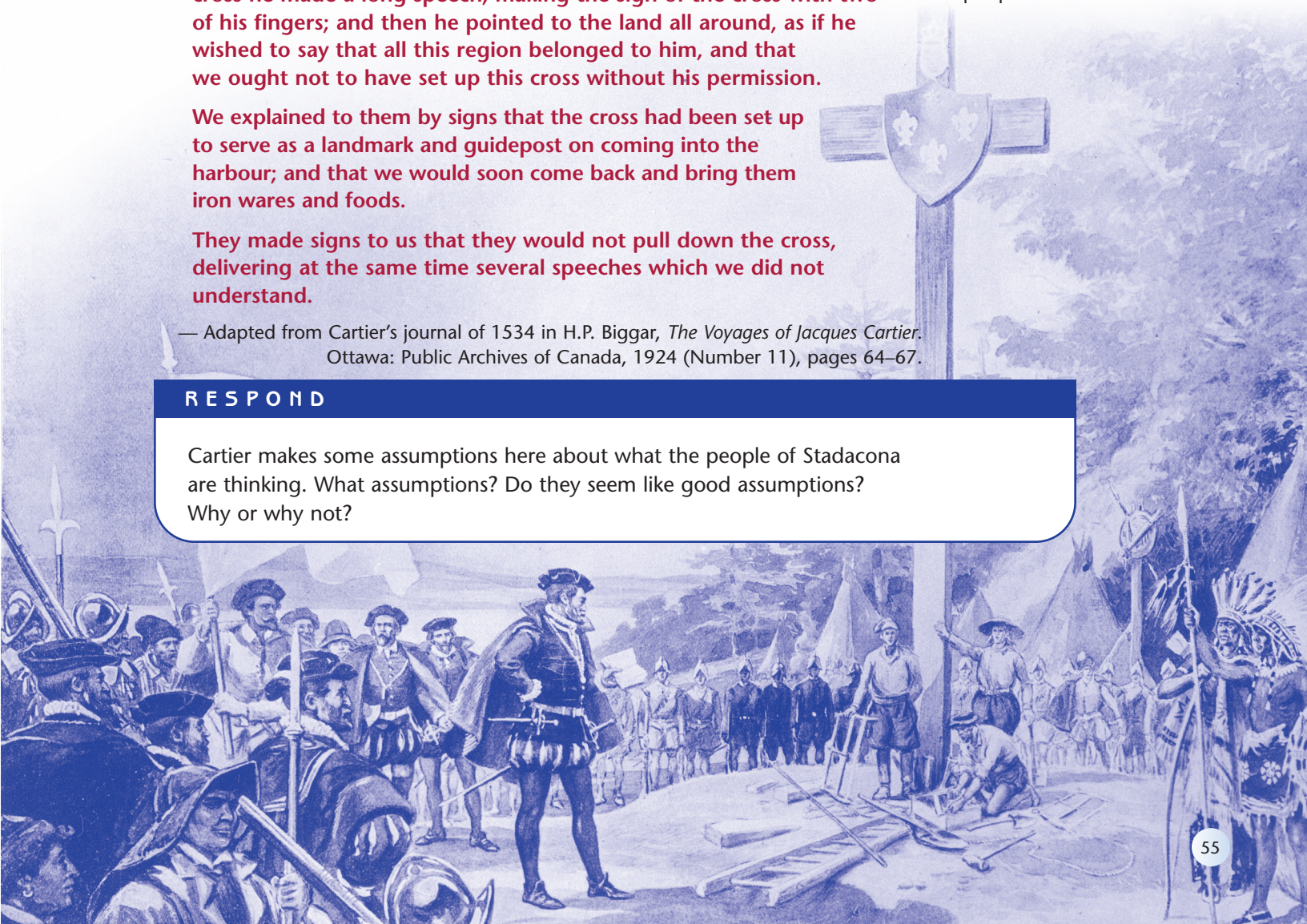
They made signs to us that they would not pull down the cross, delivering at the same time several speeches which we did not understand.

— Adapted from Cartier's journal of 1534 in H.P. Biggar, *The Voyages of Jacques Cartier*. Ottawa: Public Archives of Canada, 1924 (Number 11), pages 64–67.

This image of Cartier raising the cross was created for a Montréal newspaper in 1908. What perspective does it express about this event? What clues about its perspective does it contain?

RESPOND

Cartier makes some assumptions here about what the people of Stadacona are thinking. What assumptions? Do they seem like good assumptions? Why or why not?



Samuel de Champlain

smallpox: a disease that causes the skin to break out (pox), accompanied by a high fever

After Cartier, for the next fifty years, France sponsored no official expeditions of exploration to Canada. Like the British, however, the French continued to fish off the east coast. They continued to trade with the Mi'kmaq and the Innu, and to conflict with the Beothuk.

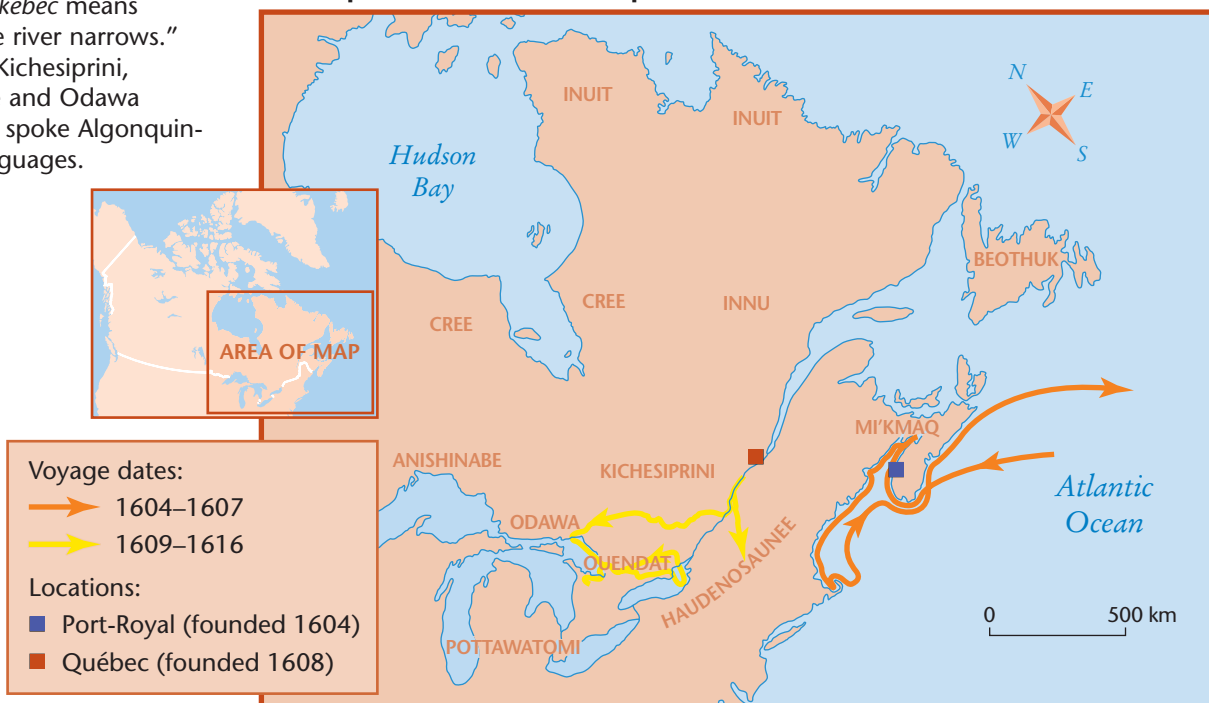
The year 1603 marked a new phase of French interest in North America. That year, Samuel de Champlain retraced Cartier's voyages and explored the St. Lawrence River, visiting Tadoussac, an Innu trading centre. In 1604, he returned to Canada as part of an expedition to establish the first French colony in North America — Port-Royal in Acadia. In 1608, Champlain again travelled the St. Lawrence and established a settlement at Québec, where Stadacona had once stood.

What happened to Stadacona? Historians aren't sure. In his journals, Cartier reported that the Stadaconans were in conflict with another First Nation, possibly the Haudenosaunee. Some historians believe war may have eradicated the settlement. Cartier also described an epidemic among the Stadaconans, so **smallpox** or another European disease may have devastated the people. All we know for sure is that by the time Champlain arrived in the St. Lawrence — seventy years after Cartier — nothing of Stadacona or Hochelaga remained.

From the French settlement at Québec, Champlain traveled deep into the interior of North America.

Champlain established Québec at the former site of Stadacona. In the Algonquin language, *kebec* means "where the river narrows." The Innu, Kichesiprini, Anishinabe and Odawa peoples all spoke Algonquin-related languages.

Champlain's Routes of Exploration



Investigating Champlain's Diary

A good detective — like a good historian — knows that a diary can reveal a lot about a person: their motives, means and contacts. Champlain wrote extensively about his travels and life in Canada. What can you tell about his activities from his account?

The following excerpts come from Champlain's writings about his voyage in 1604.

Entry #1

Kings and princes ought to spread the knowledge of the true God by converting to Catholicism an infinite number of savages, who live without faith, without law and with no knowledge of the true God.

Entry #2

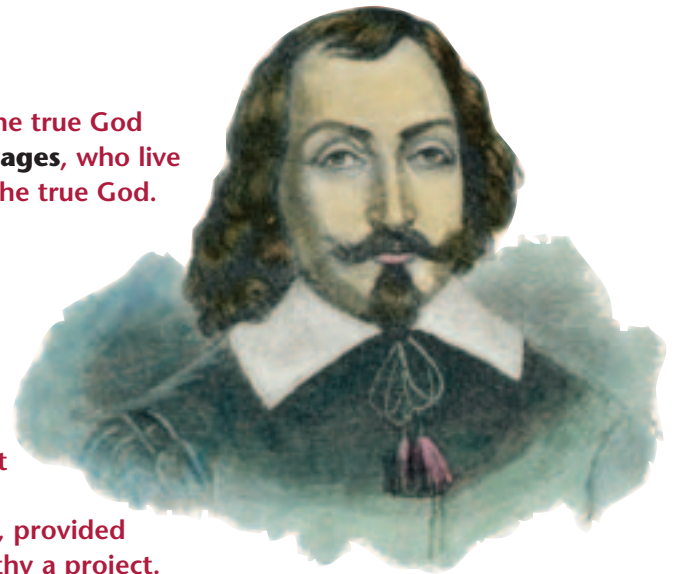
I shall not describe in detail the attempts of foreign nations to find a passage to the East Indies. It only shows how much honour would have come to the explorer who found a passage, and how much advantage would have come to the state or realm that possessed it. It is our own opinion that this enterprise continues to have much value. It can be accomplished, provided his Majesty will assist the undertakers of so praiseworthy a project.

Entry #3

Many princes have striven to find a northerly route to China, in order to facilitate commerce with the Orient. Their failure and hardship have caused us French to attempt a permanent settlement in the lands we call New France, in the hope of thus realizing more easily this object.

— Adapted from Champlain's journals in W.L. Grant (editor), *Voyages of Samuel de Champlain 1604–1618*. New York: Charles Scribner's Sons, 1907, pages 21–25.

savages: this is a word Champlain used to describe First Nations peoples, but not a word they used to describe themselves. See the note on page 58.



Champlain is known in history as the “Father of New France.” He established the first permanent European settlement in Canada, at Québec in 1608, and kept it going through ceaseless work and determination. He was the first European to see the Ottawa River and the Great Lakes, and his highly accurate maps became essential to later explorers.

Sieur de Monts: a French nobleman who sponsored expeditions to explore and colonize North America

savages: Champlain used the word *sauvages* (savages) to describe Mi'kmaq, Kichesiprini and Innu people, but it was not a word the people used to describe themselves. It was a word Europeans at the time commonly used to describe First Nations and Inuit peoples, and it conveyed values and attitudes that Europeans generally accepted. By using it, Europeans expressed their own ethnocentrism. Ethnocentrism means to consider your own culture superior to other cultures.

The following excerpts come from Champlain's writings about his voyage in 1608. Here he describes encounters with the Kichesiprini and the Innu First Nations.

Entry #4

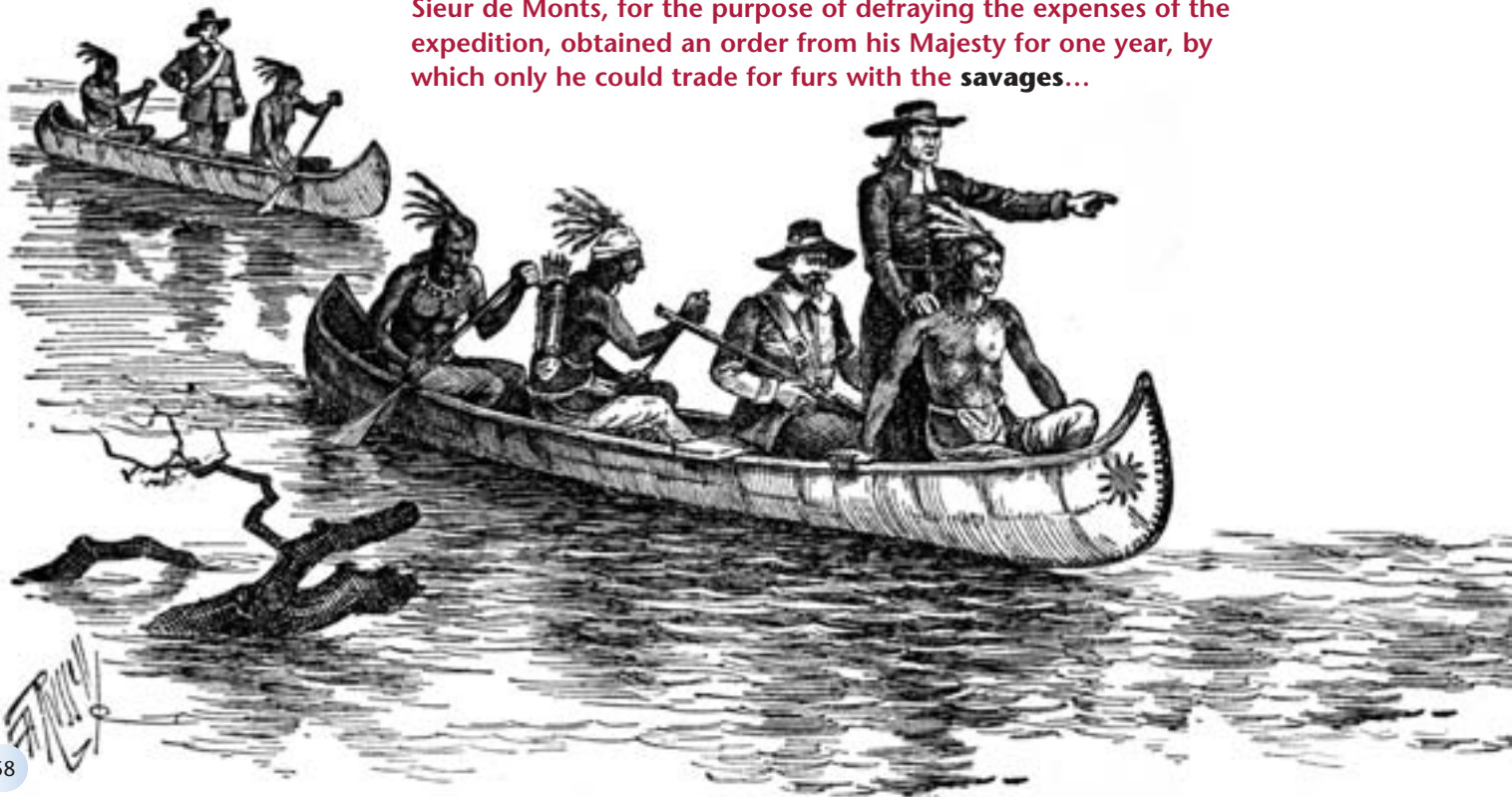
Sieur de Monts desired to attempt a settlement and requested a commission from his Majesty. This having been granted, he made great and expensive arrangements. This expenditure he continued for three consecutive years, but was compelled to abandon his entire project, sacrificing his labours and provisions for his settlement.

But since a report had been made on the fertility of the soil by him, and by me on the feasibility of discovering a passage to China, his Majesty directed Sieur de Monts to make new arrangements and to continue what he had commenced.

Entry #5

Now after Sieur de Monts had conferred with me several times in regard to his purposes concerning the exploration, he resolved to continue so noble and meritorious an undertaking, notwithstanding the hardships and labours of the past. He honoured me with his lieutenancy of the voyage, and, in order to carry out his purpose, had two vessels equipped.

Sieur de Monts, for the purpose of defraying the expenses of the expedition, obtained an order from his Majesty for one year, by which only he could trade for furs with the savages...



Entry #6

I managed to visit some parts of the river Saguenay, a fine river. About fifty leagues from the mouth of the harbour there is a great waterfall. The **savages** told me that after passing the first falls they meet with eight others, and then go a day's journey without finding any. Then they pass ten others, and enter a lake, which takes three days to cross. This is what I have definitely ascertained in regard to this river. I have often wished to explore it, but could not do so without the **savages**, who were unwilling that I or any of our party should accompany them. Nevertheless, they have promised that I shall do so. This exploration would be desirable in order to remove the doubts of many persons about the existence of a sea where it is maintained that the English have gone to find a way to China.

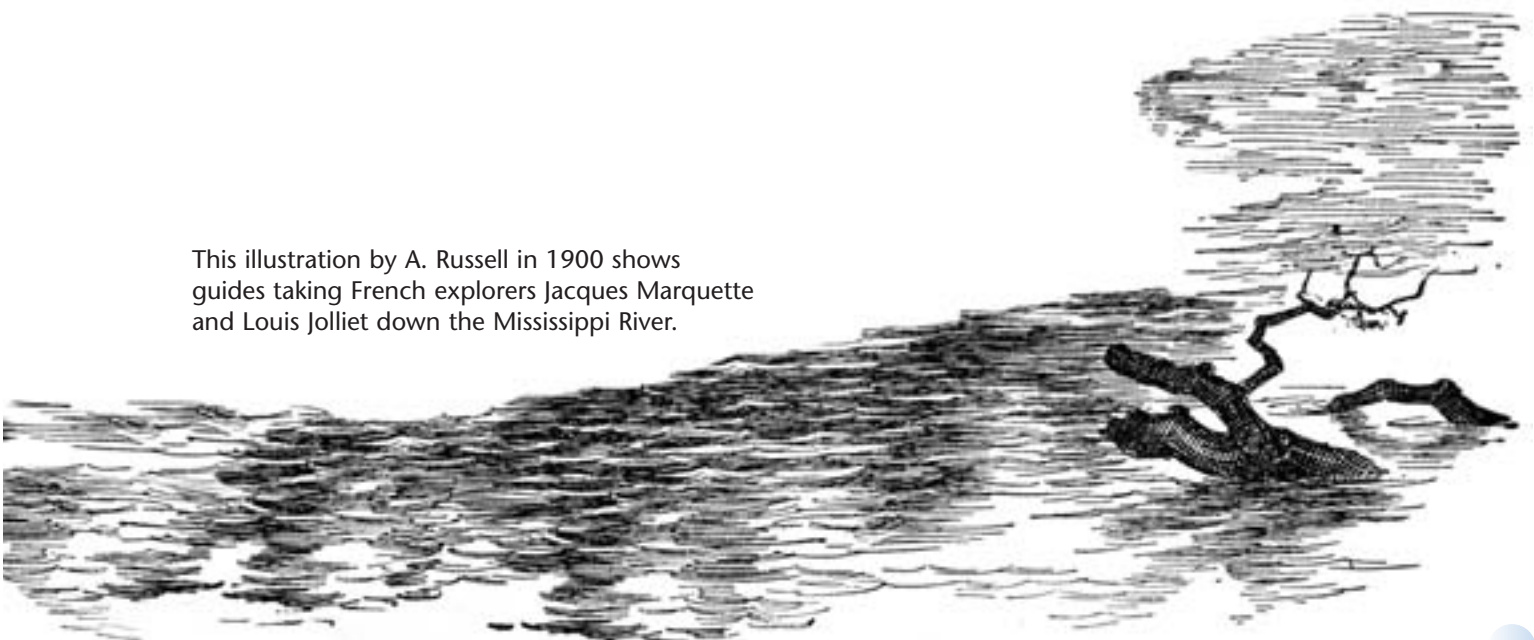
— Adapted from Champlain's journals in W.L. Grant (editor),
Voyages of Samuel de Champlain 1604–1618.
 New York: Charles Scribner's Sons, 1907, pages 24–25, 122, 127–129.

savages: this is a word Champlain used to describe First Nations peoples, but it is not a word they used to describe themselves. See the note on page 58.

RESPOND

1. Based on Champlain's journals, what roles did French people and First Nations peoples play in the exploration of North America? Use examples from the journals to support your point of view.
2. How could you represent these roles in your explorer stamp series?

This illustration by A. Russell in 1900 shows guides taking French explorers Jacques Marquette and Louis Jolliet down the Mississippi River.



PERSPECTIVES ON

Judging the Past

human rights: rights every person has as a human being

universal: true or applicable in every circumstance

What if you attended a forum to discuss this topic:

Should we apply the values of our own time to people in history?

You might hear people giving opinions like these about the voyages of exploration of Caboto, Cartier and Champlain.

Speaker #1

Some of the actions of European explorers of the 1500s would not be considered acceptable today. But those explorers had different values and attitudes than we do. We should not judge them, because they were acting according to principles most Europeans of the day believed were right. Their actions weren't "wrong" in the context of their time.

Speaker #2

Human rights are **universal**. They do not change from place to place, or time to time. European explorers sometimes violated the human rights of First Nations peoples. Europeans believed they were superior to other peoples, and justified their actions this way. But that belief was wrong, and it led to human rights violations that were wrong.

Speaker #3

What matters is what we learn from history, and how it shapes the way we act in our own time. History tells us how we "got here" and why our society today has the characteristics it has. We can change society today, but we can't change the past. So, what's the point of judging the past?

Speaker #4

We should both understand *and* judge the values of the explorers and the Europeans of their time. In Canada today, we should encourage respect for diverse peoples and cultures. When we see examples of intolerance, in the past or now, we should say so. It helps us remember who we are and who we want to be.

RESPOND

Which of these speakers' statements most closely aligns with your own opinion? State your own opinion and defend it using examples from Cartier's and Champlain's journals.

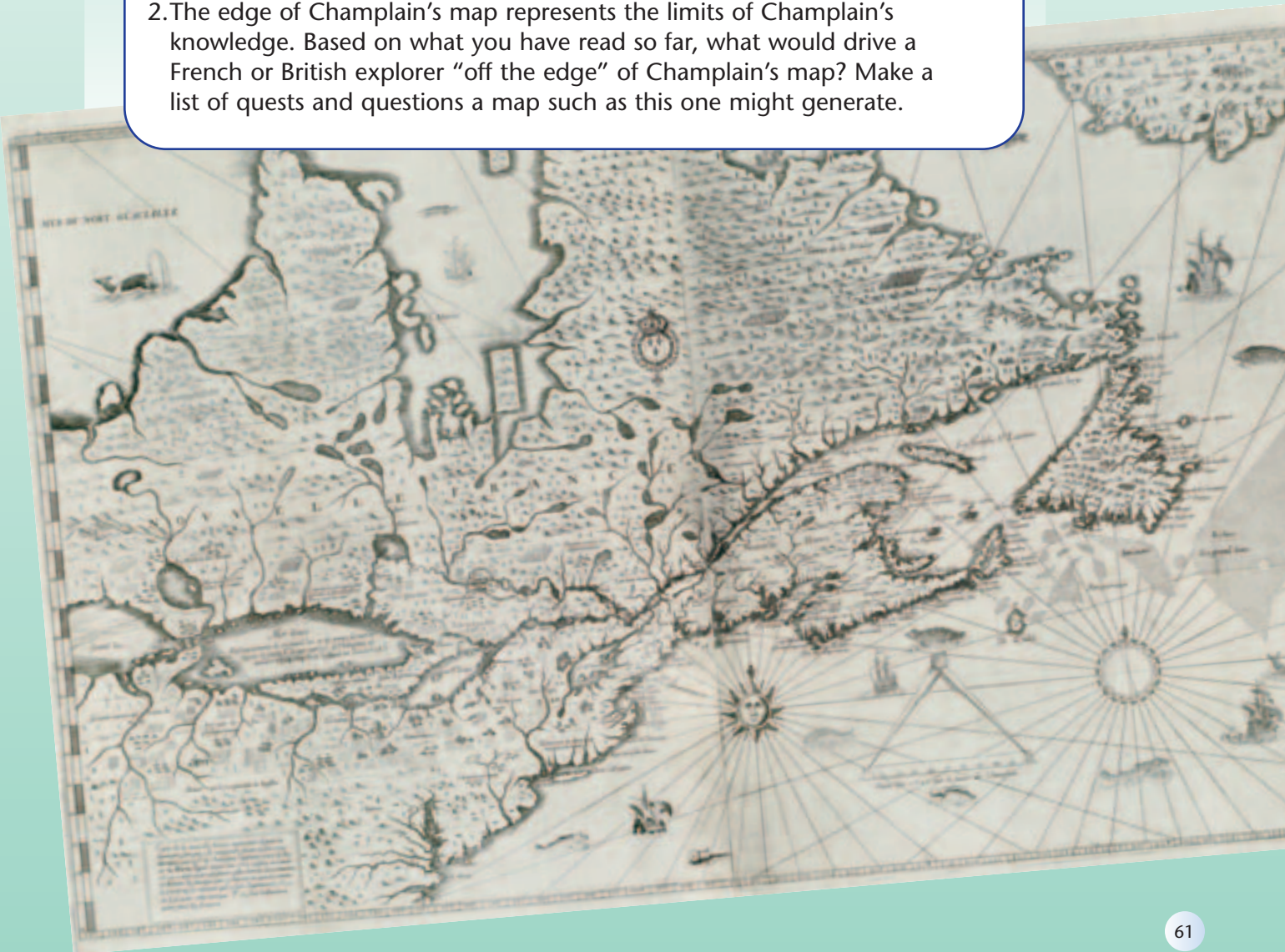
BUILD THE BIG PICTURE

Samuel de Champlain was a talented map-maker, or cartographer. This map dates from 1632, and shows northeastern North America.

Champlain's map is accurate in many ways, and in many ways it is not. Using a modern map of North America from an atlas or online source, compare Champlain's map with what we know of the geography of this region of North America today.

RESPOND

1. How is Champlain's map different from a modern map? Can you find corresponding features between the two maps? Where is Champlain's map most accurate? Where is it least accurate? Why? Check page 386 of the Skills Centre for tips on reading maps.
2. The edge of Champlain's map represents the limits of Champlain's knowledge. Based on what you have read so far, what would drive a French or British explorer "off the edge" of Champlain's map? Make a list of quests and questions a map such as this one might generate.



Explorers and Identity

GET READY

Canada's past brims with colourful and sometimes tragic accounts of European explorers. These explorers took tremendous risks and often faced extreme hardship. As you read this section, think about this chapter-focus question:

Why is the history of European exploration important today?

This engraving comes from a painting of Henry Hudson created by John Collier in 1881. The artist imagined Hudson's son as a small boy, but he was actually 20 years old when the crew of the *Discovery* set him and his father adrift in Hudson Bay. How does the age of the son in the painting influence its message?



- British explorer **Martin Frobisher** left for the Arctic in 1576, with ships containing trade goods for Asia: linen, silk ribbons, laces, cloths of gold, velvet, children's straw hats, dog collars, mirrors, silk purses, combs, gold and silver rings, and fake pearls, diamonds, rubies and emeralds.

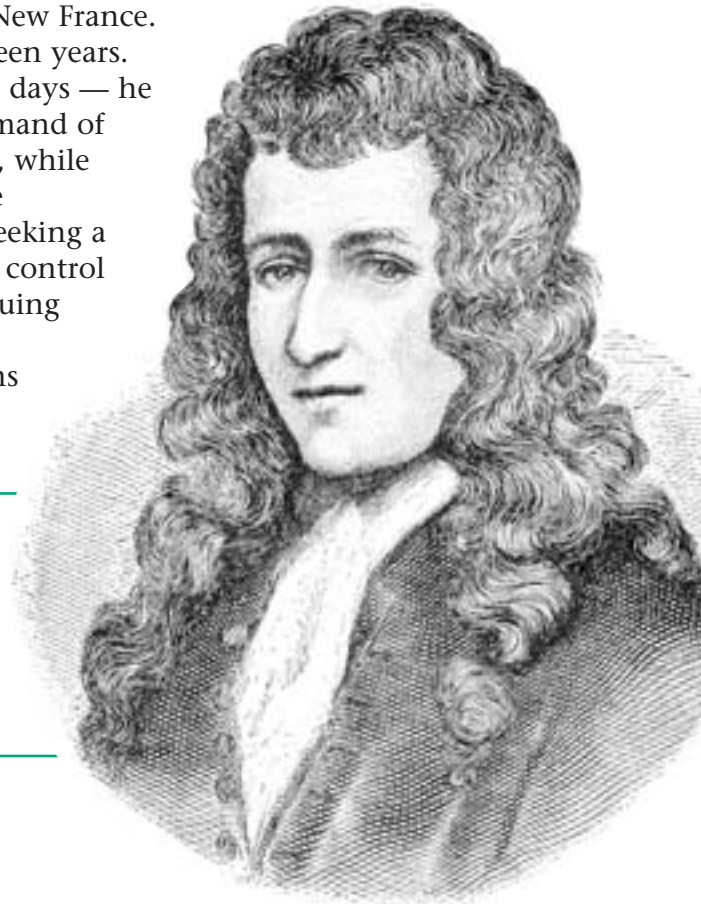
Frobisher returned to Britain — cargo intact — with a piece of iron pyrite he'd found, claiming it was gold. Although a British expert declared it fake, Frobisher found an Italian expert who disagreed. Britain sent Frobisher back to the Arctic, where he mined a thousand tonnes of iron pyrite. But he found no gold.

- **Henry Hudson** left Britain in 1610 on another British mission to find a northwest passage between Europe and Asia. His ship, the *Discovery*, got trapped in ice in Hudson Bay in 1611. His crew spent the winter battling scurvy and starvation. In the spring, Hudson wanted to explore further, but his crew rebelled. They abandoned Hudson, his son and seven others in a small boat. The oral history of the Cree records that Hudson died and that members of the Woodland Cree adopted his son.

- **René-Robert Cavelier de La Salle** was the first French explorer to go down the Mississippi all the way to the Gulf of Mexico. He is famous for claiming the huge area between the Great Lakes and the Gulf of Mexico for France. La Salle was a colourful figure. He sometimes stretched the truth to further his career. For example, in 1699, he led an expedition into the Great Lakes region. He said he could speak Iroquois, the language of the Haudenosaunee, but when the expedition entered Haudenosaunee land, it became clear that La Salle couldn't really speak Iroquois. Later, after exploring the Mississippi, La Salle hoped to conquer Mexico and, in an effort to promote this plan, mapped the mouth of the Mississippi west of its actual location. The plan was a disaster for La Salle and his crew. Some of his crew rebelled and shot La Salle in Texas in 1685.
- **Pierre Gaultier de La Vérendrye** was born in New France. He was a soldier and then became a farmer for sixteen years. In 1731 — at the age of 43, which was old in those days — he decided to become an explorer. He had taken command of French military forts in the Great Lakes region and, while there, heard news of a “great western sea” from the Anishinabe. He travelled west of the Great Lakes, seeking a route to Asia and building forts to establish French control of the expanding fur trade. Two of his sons, continuing their father's western quest, became the first non-Aboriginal people to travel the Great Plains and see the Rocky Mountains.

LANGUAGE LIVES!

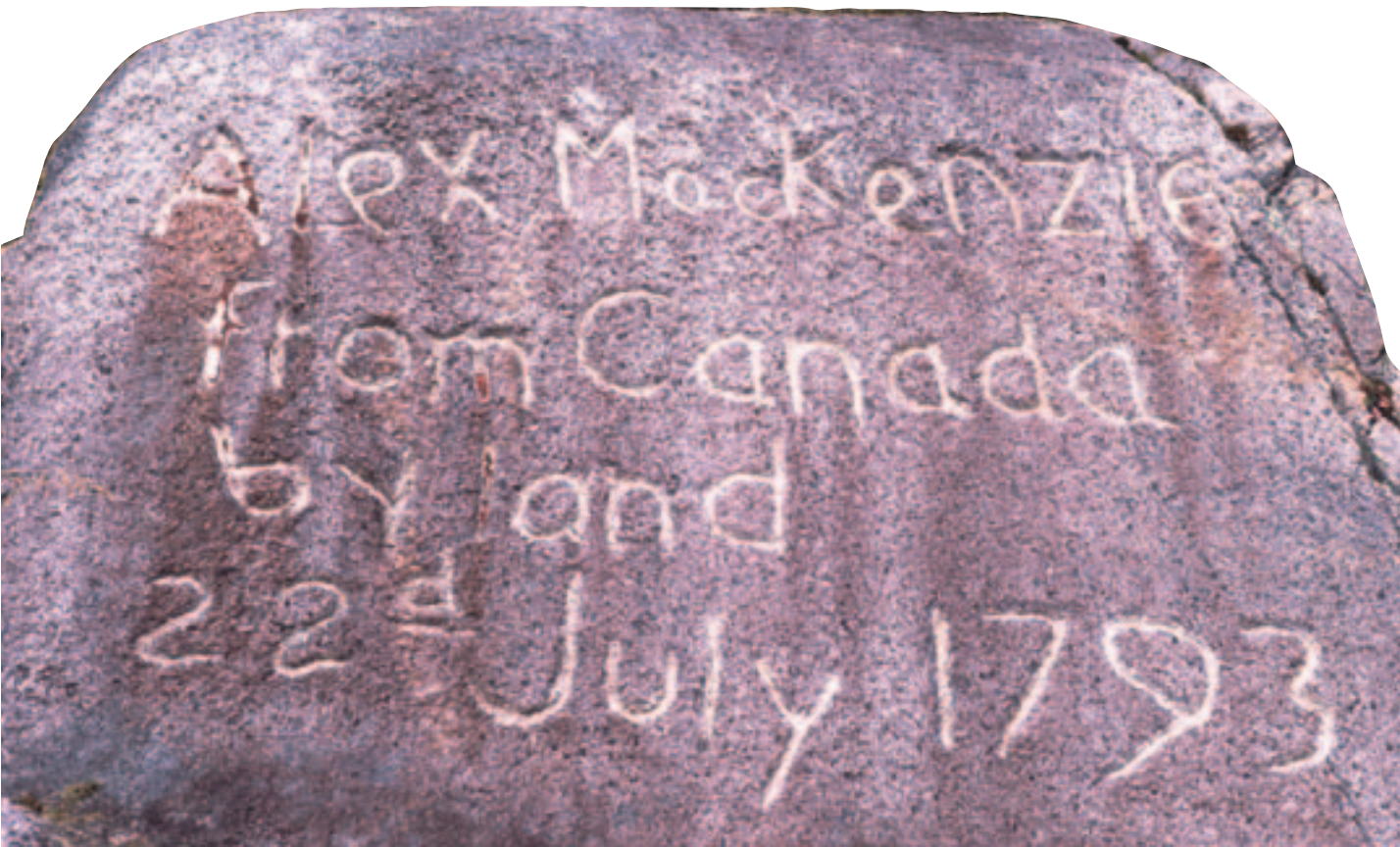
People teased La Salle about failing to find a route to Asia by calling his land along the St. Lawrence *la Chine* — China. Today, this is Lachine, Québec, near Montréal.



La Salle's exploration gave France claim to a huge region in the interior of North America.

- **Matonabee**, a respected leader of the Dene Suliné, travelled with British explorer **Samuel Hearne** for two years as Hearne sought a passage to Asia west of Hudson Bay. Hearne's journal records the hardships they often endured with cold and hunger, and how Hearne lost all his toenails to frostbite. But Matonabee and Hearne survived. Almost all Europeans who explored the interior of Canada depended on First Nations guides, who equipped them with transportation and provisions, and shared their knowledge of the land. We know the names of the European explorers, but rarely the names of their guides.
- **Alexander Mackenzie**, a British explorer, was the first European to reach Canada's west coast by travelling across land. First, in 1789, he travelled down the Mackenzie River — named after him — hoping it would veer west and take him to the Pacific Ocean. The Mackenzie River, however, flows to the Arctic Ocean. Four years later, Mackenzie followed the Peace River into the interior of British Columbia and continued west to the Pacific.

Mackenzie left one of the coolest inscriptions in Canada, etched on a large boulder, near what is now the town of Bella Coola, BC. It reads: Alexander Mackenzie, from Canada, by land, 22^d July 1793.



An Exploration Timeline

This timeline lists some of the major European explorers of North America. Just from the information described here, do you see any patterns? Think about the nationality and occupations of the explorers, and how those characteristics changed through time.

Dates of

Exploration	Explorer
1497–1498	 Giovanni Caboto: Italian mariner, explorer for Britain
1524	 Giovanni da Verrazano: Italian mariner, explorer for France
1534–1536	 Jacques Cartier: French mariner, explorer
1576–1578	 Martin Frobisher: British mariner, explorer
1603–1615	 Samuel de Champlain: Father of New France (French colony in North America), French fur trader, explorer
1610–1611	 Henry Hudson: British mariner, explorer
1673–1674	 Jacques Marquette and Louis Jolliet: French missionary (Marquette), explorers
1678–1682	 René-Robert Cavalier de La Salle: French fur trader, explorer
1731–1742	 Pierre Gaultier de La Vérendrye and sons: French (born New France) fur traders, explorers
1770–1772	 Samuel Hearne: British fur trader, explorer
1789–1793	 Alexander Mackenzie: British fur trader, explorer
1797–1812	 David Thompson: British fur trader, explorer
1845–1847	 John Franklin: British naval officer, explorer



RESPOND

1. How does a timeline clarify information about the past?
2. Some people associate “wilderness” with Canadian identity. Do you? How might the experiences of European explorers have shaped Canadians’ ideas of wilderness? Consider what perspective on wilderness European explorers may have had. How might this perspective differ from the perspective of First Nations, such as the Anishinabe, Mi’kmaq and Haudenosaunee? Why?

HISTORY HAPPENS

Twentieth Century Edition

The “newspaper” from the past for today’s reader.

Explorer Mystery Solved

— by Beatrix Chronos, your time-roving reporter

EDMONTON, 1987 — “He’s there! He’s right there!” one of the researchers gasped. They gathered around and stared silently at the face in the coffin.

It was John Torrington, who died January 1, 1846, aged 20 years.

John Torrington had been a member of Sir John Franklin’s last expedition. Franklin was one of the last explorers to search for the Northwest Passage — a route to Asia through North America’s arctic waters. He had set sail from Britain in 1845 with 129 men. None returned.

The British government and Lady Franklin financed many unsuccessful arctic missions to find some trace of the missing crew. In 1850, searchers found three graves on Beechey Island. In 1859, some puzzling clues turned up on King William Island. Franklin’s crew had left two notes — dating from 1847 and 1848 — explaining that the expedition’s ships had become trapped in the ice. It said 24 men had died, including Franklin, and that the 105 survivors had decided to walk south to find open water.

The trail south revealed the crew had started to drag a boat crammed with useless gear. Two skeletons still lay in the boat, with loads of silk handkerchiefs, button polish and curtain rods. What could the crew have been thinking? They had packed nothing to help them survive. It seemed crazy.

In 1984, Dr. Owen Beattie from the University of Alberta led a team of researchers to Beechey Island, looking for evidence to confirm a theory. Beattie is a special kind of anthropologist — a forensic one. He uses physical evidence to study the past, like a crime-scene investigator.

Three years earlier, Beattie had collected bone samples from the skeletal remains of one of Franklin’s men on King William Island — and had made an unexpected discovery. Tests on the samples had revealed very high levels of lead.



John Torrington’s body, frozen for more than one hundred years, provided clues in the mysterious disappearance of the Franklin expedition.

Lead, Beattie knew, can literally drive you mad. Had it driven Franklin’s crew mad? Lead in the bones of one skeleton didn’t prove anything. Beattie needed more evidence, and the best evidence would come from samples of the crew’s hair and nails. The skeletons on King William Island had no hair or nails left, but Beattie hoped he knew where to find a more complete body — in one of the three graves on Beechey Island, where John Torrington lay buried.

Beattie and his research team set up camp on Beechey Island in August 1984. It took them days to hack through the ice that covered Torrington’s coffin. Inside, ice encased his body. A blue woolen cloth covered his face. The team began pouring bucket after bucket of water, warmed on their camp stoves, into the coffin. First Torrington’s shirt

The Northwest Passage



Franklin's ships, the *Erebus* and the *Terror* were never found. This painting comes from the artist's imagination. Why would an artist paint a historical subject they hadn't witnessed?

Many British explorers tried to find a passage to Asia along the north coast of North America, through the Northwest Passage.

emerged from the ice, then his toes. Finally, the blanket came free. John Torrington looked out at them across 138 years, frozen in time.

They kept the buckets of warm water coming, until they could reach in and lift Torrington from his coffin. Torrington felt limp, not stiff or brittle — more like he was unconscious than dead. The researchers collected and labelled samples of his organs, bones, fingernails and hair. Then they returned him to his coffin, with a note explaining who they were and what they had done. After a few moments of silence, they filled in the grave.

Beattie's later laboratory work on Torrington's samples confirmed his suspicions. Not long before he died, Torrington had received a high dose of lead. It probably hadn't killed him, but it had made him too weak to fight off other problems he had, including tuberculosis and pneumonia.

But where had the lead come from? The answer lay in the tin cans the researchers later collected from Beechey Island. Franklin had equipped his expedition with enough food for three years, but all the cans had been sealed with lead. Lead had contaminated the expedition's food from the start. ■

RESPOND

1. Do you have a clear picture of the sequence of events in this article? Construct a quick timeline for the events the article mentions. Check pages 384 and 385 of the Skills Centre for tips on making timelines.
2. How does Owen Beattie's identity as a scientist affect his work? For example, if you were a relative of John Torrington, you might question his research. Why? What other factors might shape someone's perspective on Beattie's work?

Chapter 2 Review

WHAT DID CHAPTER 2 EXPLORE?

- How the concept of imperialism influenced European exploration of North America.
- How First Nations peoples and European explorers interacted.
- How European exploration affected First Nations peoples.

Check for Understanding

1. What is the connection between imperialism, and the flags and crosses European explorers raised on the shores of North America?
2. How was contact with Europeans different for different First Nations? Give two examples.
3. What does it mean to understand an event “in the context of its time”? As part of your answer, explain one of the following events.
 - The “kidnapping” of the Stadaconans.
 - Raising the cross on Gaspé Peninsula.
 - Founding Port-Royal.
4. Give at least one reason for describing events of the past with a balance of perspectives.

Demonstrate your Knowledge

5. Select one of the paintings from this chapter. How does it communicate the social and economic factors of imperialism?
To what extent does it represent the perspective of First Nations?

Apply your Skills

6. Surveys, questionnaires and interviews can be useful sources of data. To obtain in-depth data, you need to ask the right kinds of questions. Create questions for the following topics that will generate thoughtful, qualitative answers.
 - Important European explorers.
 - Values guiding European exploration.
 - Impacts on First Nations.

Take Stock

7. What new insights have you gained during your study of European exploration of Canada? How has your point of view changed or been affirmed as you have encountered new information?