

Mapping Assignments checklist

Name: _____

Map Assignment Date:	The World Map	Early European Explorers	The Fur Trade Routes	Upper & Lower Canada	Map:
Title: map has an appropriate title, name and date					
Mechanics: proper spelling, capital letters (no abbreviations)					
Legend: has a legend, proper colour and symbols					
Neatness: legible printing and labeling					
Aesthetics: is coloured neatly, colour strokes go the same direction (no scribbles or doodles), stays inside the lines					
Accuracy: all water bodies, land areas, borders are accurately portrayed					
Completion: no white spots, map is 100% completed					

_____ date

_____ date

_____ date

_____ date

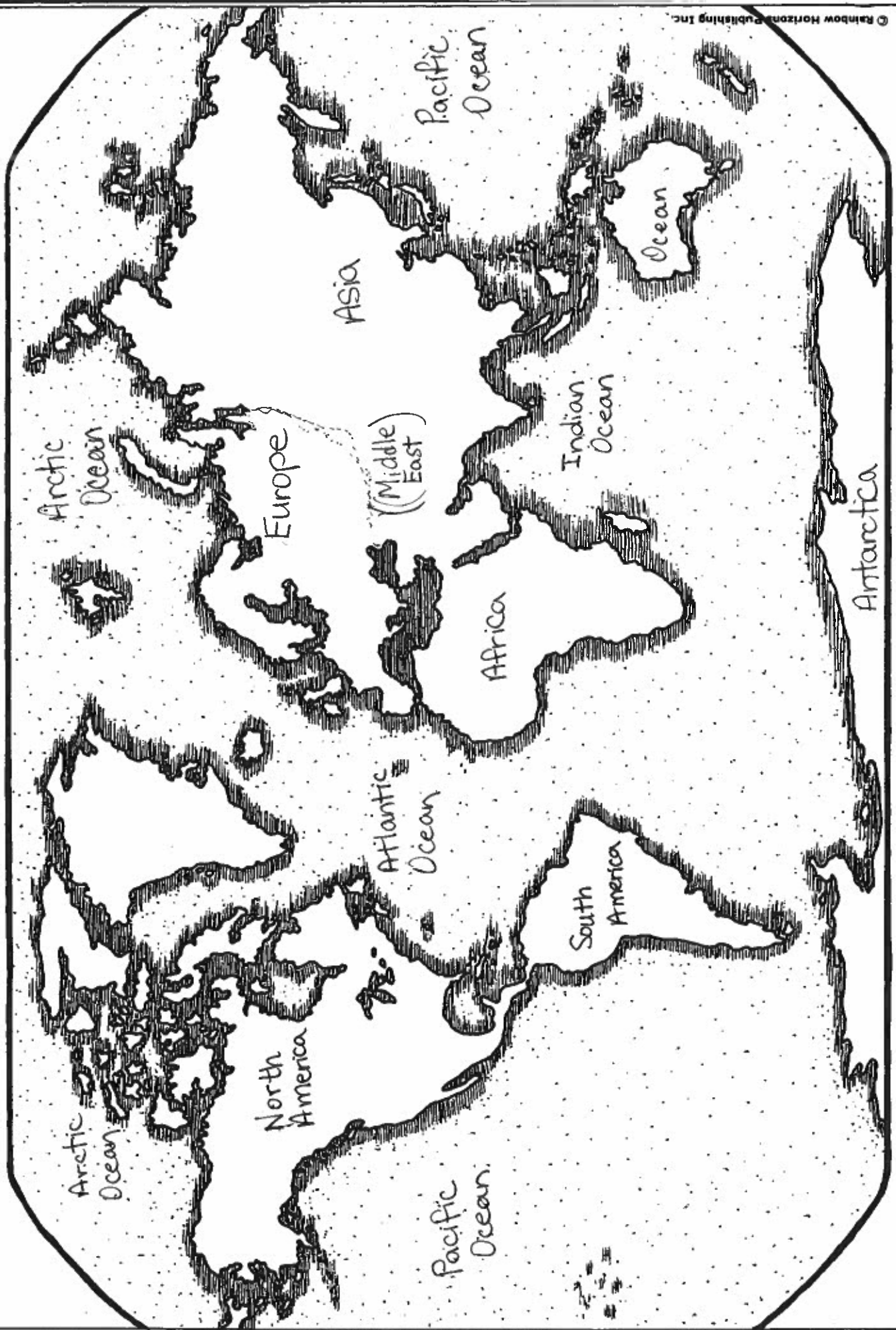
_____ date

Mapping assignments assessment

Name:

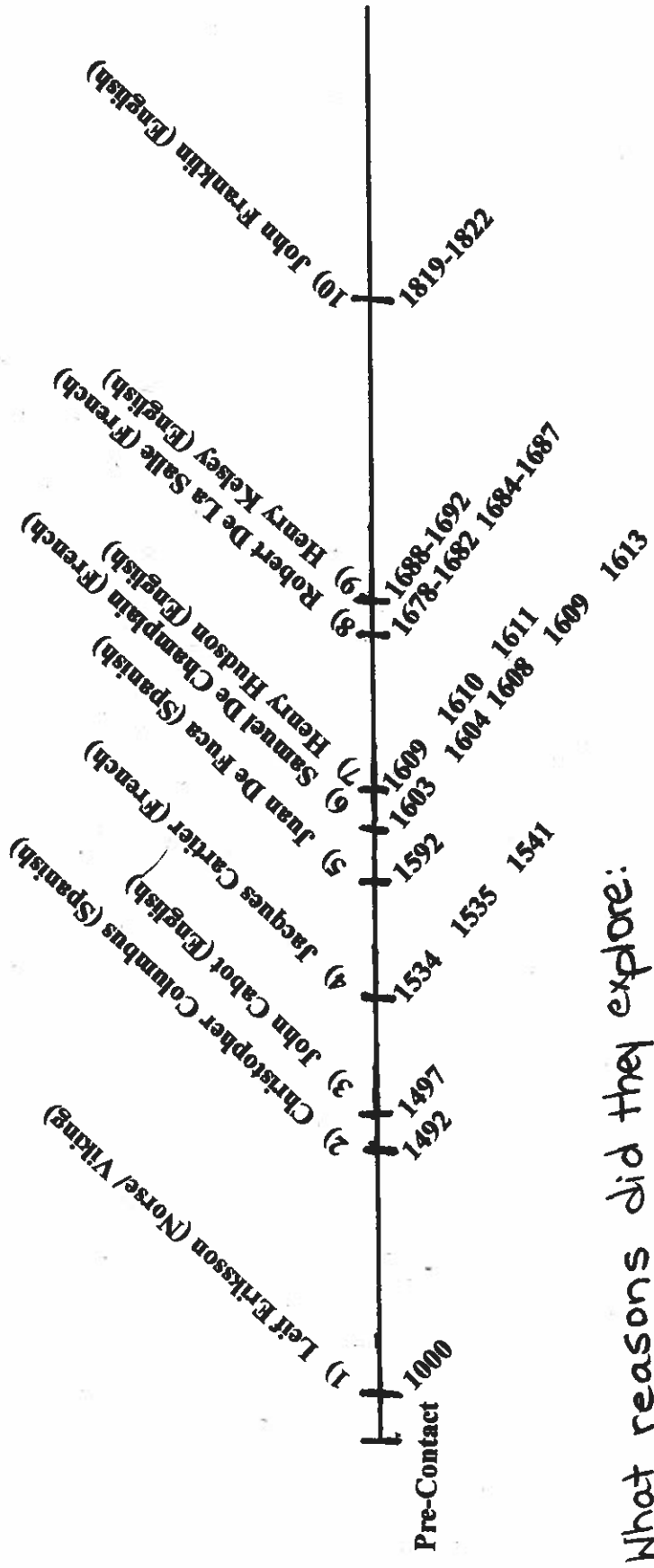
	Above Expectations	Meets Expectations	Beginning to Meet Expectations	Needs More Work
Assignment Criteria	All maps have a fully completed: -title -name -date -legend -self assessment map checklist	Most maps have: -title -name -date -legend -self assessment checklist done	Some maps have: -title -name -date -legend -self assessment map checklists	Maps are missing: -title -name -date -legend -self assessment map checklists
Aesthetics	-is very neatly coloured and strokes go the same direction, stays inside the lines -colouring is dark, fluid and an extra effort was taken for aesthetics	-is neat and well organized -all parts are coloured (no white spots) -no doodles, scribbles and most strokes stay inside the lines -appropriate colours used (ie waterbodies blue)	-is coloured but colours are smeared, strokes in different directions -colouring looks rushed -scribbles outside the lines -there are white spots or gaps -can't see print or text through colour -inappropriate colours were used (ie pink for waterbodies)	-colouring is incomplete -colouring is messy -lots of white spots -rips, doodles and scribbles
Neatness/Effort	-all labeling is very neat and legible -map is accurate: all water bodies, borders, land areas are accurately portrayed	-printing is neat and readable -legend and keys match areas, landmarks and waterbodies correctly -waterbodies, boundaries and borders are all labeled or illustrated properly	-printing is not very neat, spacing is a challenge or letter size makes it hard to read -most parts are accurate but there are a few errors (coloured over waterbodies, wrong boundaries, wrong city etc)	-is messy or incomplete -was rushed or little effort taken -many parts of map are inaccurate (boundaries, borders, waterbodies etc)
Mechanics	-no errors in spelling, capitalization, punctuation -no use of abbreviations (British Columbia instead of BC)	-only a few errors in spelling, capitalization, punctuation, etc -uses the correct abbreviations (P.E.I. for Prince Edward Island)	-there are many errors: -capitalization -spelling -punctuation -uses unknown abbreviation (ie NS for Nova Scotia)	-too many errors in labelling, spelling, capitalization -hard to decipher meaning of map due to errors
Completion	-all mapping assignments are 100% complete	-most maps are 100% complete	-some maps are complete	-many assignments are not complete

The World



- Legend
- ☐ Spain
 - ☐ English
 - ☐ French
 - ☐ Norse/Viking

Early Canadian Explorers



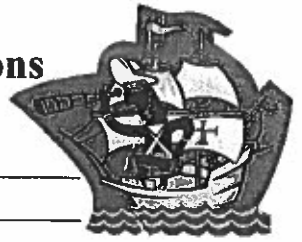
What reasons did they explore:

1. _____
2. _____
3. _____
4. _____

European Explorer's

1. What were the three main reasons the European nations explored North America?

1. _____
2. _____
3. _____



2. How were these instruments used for navigation?

1. Compass: _____
2. Quadrant: _____
3. Half-Hour Glass: _____

3. What were some of the hardships or challenges for European explorer's (3):

4. Why were the living conditions difficult to endure while traveling on sailing ships:

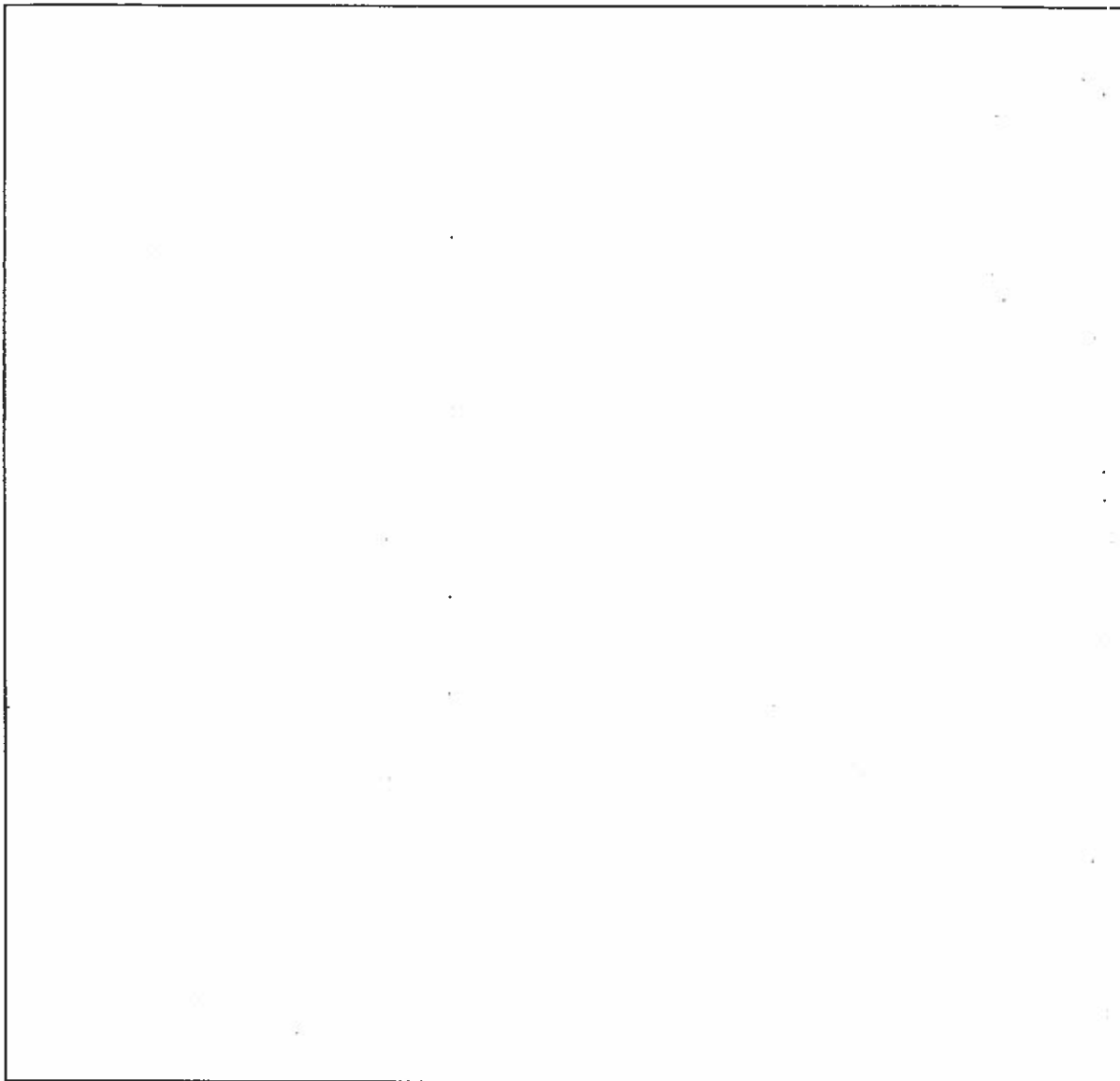
5. What is "hardtack":



6. What caused disease, illness and death's of those traveling by boat:

7. What were the common fears and superstitions of this time period:

Draw a picture (colour) of an under water "sea monster"



TROUBLE BY THE GALLEONS

Name: _____



Yesterday morning, strange boats carrying strange men came to our land from the East. The men were unable to speak any sensible words although they did show signs of intelligence. They were dressed in colourful blankets of heavy cloth that definitely did not come from any of the local islands.

However strange, their three boats can be described as nothing short of incredible. They carry large sails fastened to poles as tall as ten men standing on top of each other! The huge boats carry all the men who live both day and night on these boats.

Reaction to the arrival of the men from the East has been mixed. Some people think that we should welcome the "Pinks" (a nickname given to the newcomers because of the pinkish colour of their skin) since they do not seem harmful - only different. Others think they should be worshipped as messengers of the Great Spirit and must be treated with the respect given to even the most important gods.

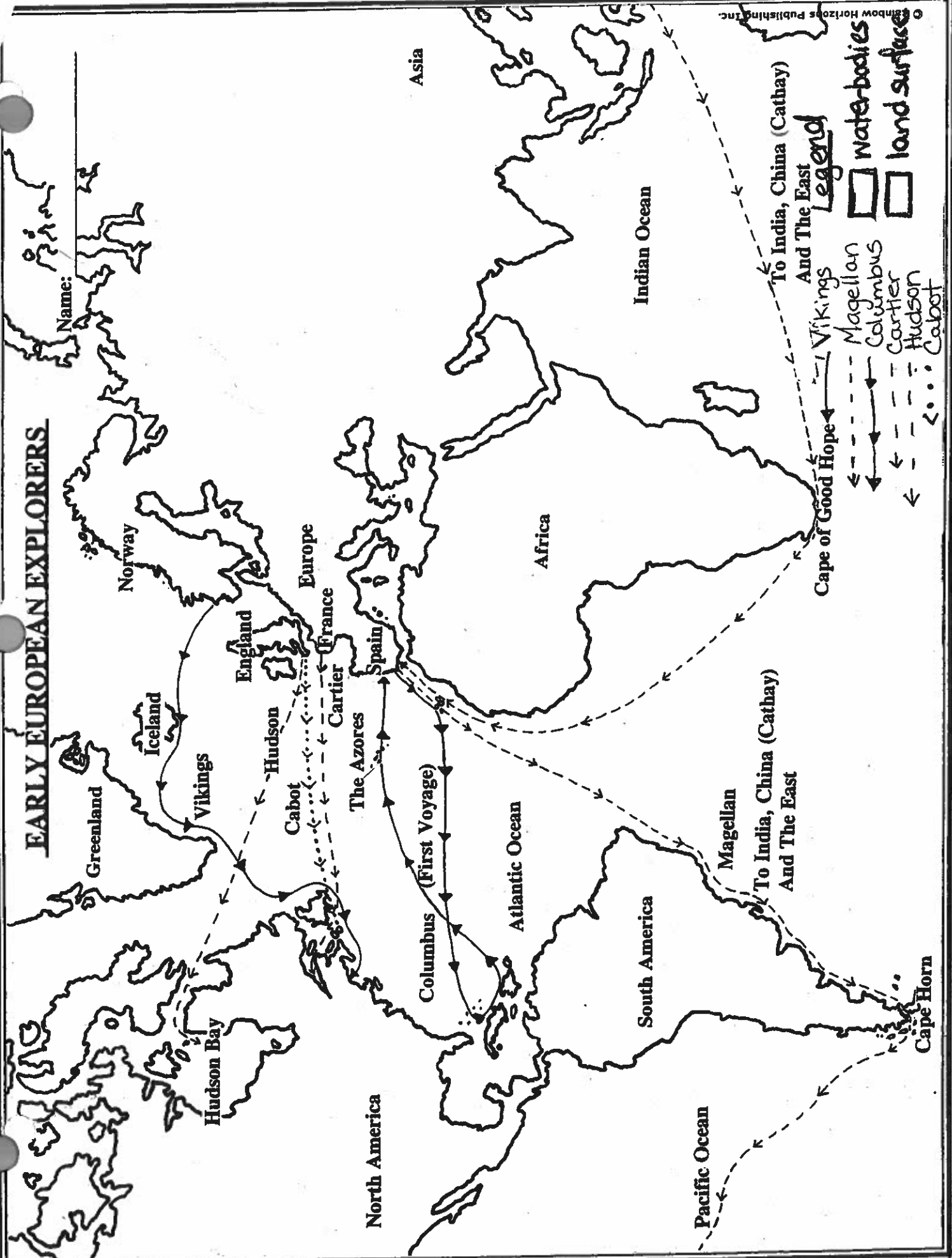
Many of the warrior class think that the newcomers should be wiped back into the sea from which they came. In any event, the newcomers are sure to mean one thing - trouble!

Name: _____

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EARLY EUROPEAN EXPLORERS

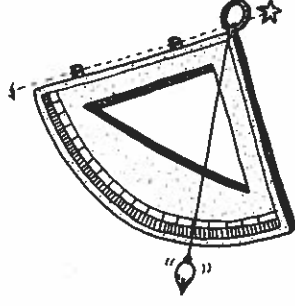
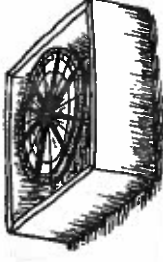
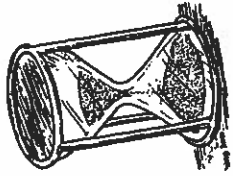
Name: _____





Explorers Of Canada

Sweden	England	France	Britain
1000 AD	1497-1498	1534-1542	1845



Label the name of the explorer by the country
of origin and date(s) of exploration: Hudson
Cabot Cartier Magellan Columbus Vikings Franklin

Who AM I? Read European Explorers and solve the mystery of which explorer is which

Who Am I? _____

- this French explorer sailed in 1534, 1535, and 1542
- he was looking for a route to the Pacific Ocean through North America (A Northwest Passage), but was unsuccessful
- he was the first French explorer to come to North America
- he sailed inland going 100 miles up the St. Lawrence river
- he tried to start a settlement in 1541 in Quebec but left because of the terribly cold weather, over the winter many of his crew died from scurvy
- after 3 voyages he thought he brought back riches of gold and diamonds, but it turned out to be quartz and "fool gold" or pyrite

Who Am I? _____

- this British explorer started his exploration in 1845, but never returned, presumably him and 133 of his crew died (Arctic climate's freezing temperatures, starvation, lead poisoning)
- he was looking to solve the mystery of the North West Passage and find a faster route to the east
- most of his exploration was in the Arctic and Northern Canada, his mission for finding a route was unsuccessful
- most of his crew spent time on Beechy Island during the winter-traveled from London in 2 ships Erebus and Terror

Who Am I? _____

- this was one of the earliest explorers, the first European to sail to North America from 980-1020
- he was a Norse/Viking from Iceland (descendants originally from Denmark, Norway and Sweden)
- sailed in wooden ships called "knarrs", there were no maps or tools for navigation like compasses
- he was originally banished from Iceland for murder and sailed to Greenland
- he landed on the tip of Newfoundland and named it "Vinland" and lived in a small settlement there for 3 years

Who Am I? _____

- this Italian explorer sailed for the King and Queen of Spain in 1492-1504
- he was looking for a new passage to "Cathay" China and India, in order to trade for spices
- he had three ships named *The Nina*, *the Pinta* and the *Santa Maria*
- he is known for "discovering" America by accident, when looking for a route to the east he landed in the Bahamas in the Caribbean Ocean which he named San Salvador
- he made three trips to the area and set up a Spanish Colony on the island of Hispaniola
- he did not discover any riches (gold) as promised but he took many native peoples back to Spain as slaves

Who Am I? _____

- this Spanish explorer was the leader of the first group of ships to sail around the world
- his exploration began in 1519, with 5 ships and 260 men

- they were searching for a passage through to the Pacific Ocean and the East
- his route includes sailing down to the coast of Brazil and through the Straits of Magellan
- one of his ships turned around in bad weather and lost another in a fierce storm
- when his crew set to sail across the Pacific Ocean, they were unaware of the vastness, many crew members died of starvation and scurvy
- this explorer was killed in 1521 at the Philippine Islands and his second in command had finished his expedition with 17 crew members (of the 260) left
- they returned to Spain by going around the Cape of Good Hope (the tip of Africa)

Who Am I? _____

- this Italian explorer and navigator sailed in 1497 commissioned by King Henry the VII of England
- his name was originally Giovanni Caboto, but changed his name to sound more English (since England and Spain were competitors, he wanted to appear as an Englishman since working for the England's King)
- he was searching for the Northwest Passage, across North America to Asia (A seaway to Asia)
- he sailed on The Matthew and found the best fishing waters, he claimed the land for England calling it "New Founde Lande" which is current day Newfoundland

Who Am I? _____

- this English explorer and navigator sailed in 1609, 1610, and 1611
- he was commissioned to find the Northwest Passage to India and China by the King of England
- at first, he was hired by the Muscovy Company to find the northwest passage (a waterway cutting through northern North America), so they could take traders across North America to Asia-he failed in this expedition
- he was then hired by the Dutch East India company to try farther south
- he sailed down the Hudson River and this resulted in Dutch settlers in this area
- he sailed north of Quebec and into Hudson's Bay
- his ship became trapped in winter ice and the crew became sick, in the spring his crew mutinied and took control of the ship, leaving him a few crew members stranded on a rowboat (presumably dead-never heard from again)
- the crew members were then killed in battles with the native people on the voyage back to England
- this explorer's expedition was important in finding the future fur trading routes for England
- the Hudson River, Hudson Strait and Hudson Bay were named after him

Research further: Who is Samuel de Champlain and what were his contributions as an European explorer?

Samuel de Champlain (1570-1635) France

The search for the *Northwest Passage* to Asia was the driving force behind the exploration of *Henry Hudson*. His first voyage for England took him within 700 miles (1,100 km) of the North Pole, but a passage was not found. In 1609, while sailing for the Dutch, Hudson discovered the harbor that is today Albany, New York and the river that bears his name. In 1610, with the backing of some English merchants, Hudson discovered what is now Hudson Strait and sailed as far as James Bay. Unfortunately, Hudson and his son were placed by his crew into a small boat and lost at sea.

Sir Alexander Mackenzie was the first European to cross the North American continent to the Pacific Ocean. Born in Scotland, Mackenzie came to Canada in 1778. In 1789, he began his first attempt at finding the Pacific Ocean. Mackenzie crossed Great Slave Lake and traveled up the river that now bears his name. This took him to the Arctic Ocean instead of the Pacific. By 1792, he was ready for another try at finding the Pacific. He followed the Peace River and crossed into the Rocky Mountains. In 1793, he reached the Pacific Ocean.

In 1845, *Sir John Franklin* led a well-equipped expedition in search of the Northwest Passage. When no one returned from the voyage, Franklin's wife sent out searchers to try to locate the ships. Years later, the remains of the Franklin expedition were found. The entire crew had died, but Franklin's records revealed that they had found the Northwest Passage.

The first to complete the Northwest Passage was *Roald Amundsen* of Norway. He set sail on the *Gjoa* in 1903 with five year's supplies. He and his crew reached a stop near the site of the Franklin tragedy and remained frozen in place for two years. In the spring of 1905, the ice began to break and on August 26, 1905, they met a ship from San Francisco. They had completed the Northwest Passage.

The exploration has continued in the twentieth century through the daring feats of the *bush pilots*. These men have taken their planes into many of the formerly unvisited areas of the north. They have helped to open up new areas of Canada.

I. Complete the following sentences about the explorers of Canada:

1. The first Europeans to visit the New World were the _____.
2. Ruins of a Viking settlement have been found in Newfoundland and is located near the village of _____.
3. _____ sailed in 1497 and gave Great Britain its claim to the New World.
4. _____ sailed in 1534 and again in 1535 when he named Mount Royal to give France a claim in the new World.
5. The Father of New France, _____, started the settlement of Quebec in the year 1608.
6. The exploration and claiming of the Mississippi River for France was completed by _____.
7. _____ was the first European to cross the North American continent completing his journey in 1793.

Date: _____

Name: _____

Student Storyboard

Date: _____

Name(s): _____

Impact of Contact Between First Nations Peoples and European Explorers (continued)

European Explorers	
Positive Impact:	
Negative Impact:	

Inquiry Questions:

EXPLORERS WORDSEARCH

Name: _____

E
 Y L W
 R B Q T S
 D Z R O U H W
 N R E B B U W A E
 E C H A M P L A I N E
 R Q S C U D F L Z V H R H
 E G I Q L A Z I N C A T H A Y
 V Y B S O G E C E S H N U L H N G
 A F O I C G F S K W Q S C O R T E S V
 L S R V S M A R C O P O L O L Z O S N M G
 Z Q F A G I H H A B Z J A M U N D S E N A N R
 R H U D S O N E M N H G S R P V L A S A L L E U S
 G C T E C N A H K Q G W V V E S P U C C I V H
 Q J R E G R K L N W A T Y R M Z I Y T E N
 N W A K N U I O J T C O O K H O R S J
 D G Z E K N Y O Z P H U I P A Q I
 G B I L P C Y L T L S L C U X
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Amundsen
 Cabot
 Cartier
 Cathay
 Champlain
 Columbus
 Cook

Cortes
 Da Gama
 Davis
 Franklin
 Fraser
 Frobisher

Hudson
 Kelsey
 La Salle
 La Vérendrye
 Mackenzie
 Marco Polo

Scott
 Thompson
 Vancouver
 Vespucci
 Vikings
 Hearne
 Radisson

Building Canada as a Nation: Colonization of the New World

Text pages: (page 5-24)

What was life like in New France? (pages 5&6)

Explain the early relationships formed by the Dakota and New France in 1695.

How the Christian newcomers were received according to *Sadakanahtie* the Onondaga leader 1694?

Colonizing New France (PAGE 9 & 10):

How did New France set up an early version of a government structure? (page 9)

What is a *seigneurial system*?

How would you describe the early relationship between these first settlers and aboriginal people? (page 9)

How would you describe the relationship between France and England at this time?

The Fur Traders: page 10

Why was the beaver an appropriate symbol for this new colony in the 1800's?

What is a dowry?

Who are the *filles du roi*?

Why were they important to the French colonies?

The Europeans and Indigenous peoples (page 16)

Who is Montagnais chief Donnacona show the changing of relationships between first nations and European explorer's?

Explain in your own words, how the natural resources lead to the colonization of Canada of European people. (pg 17)

Look At the historical trade routes on page 21. Why were Canada's coastlines and rivers the exploration and trade routes of the past? How does this reflect where people live in Canada today?

Allies to Support the Fur Trade page 22

Explain how the Explorer Samuel de Champlain's relationship with the Haudenosanee peoples help establish future agreements with Europeans (or even treaties)?

Date: _____

Name(s): _____

The French and First Nations

#	Notes	Inquiry Questions
1	<p>From Samuel de Champlain's first arrival in New France in 1608, the Wendat were his allies. In that first winter, Champlain's crew suffered from a disease called scurvy, caused by a lack of vitamin C. The foods they ate during the winter were preserved and kept in the holds of their ship, and the vitamins did not last. Scurvy is no longer a problem in Canada because fresh fruits and vegetables are available all year round. A healthy diet that includes fresh fruits and vegetables is all you really need to prevent scurvy.</p>	
2	<p>In those days, people did not know about vitamins, but the Wendat were able to help Champlain get fresh food and meat and cure the scurvy. Many of Champlain's crew died, but enough survived to carry on. Because of his friendship with the Wendat, Champlain helped them attack their enemies, the Haudenosaunee. The French showed the Wendat how to use muskets, which led them to a victory over the Haudenosaunee.</p>	
3	<p>The fur trade was an important reason for settlement in North America. The short under-hair of Canadian beaver fur made a very fine felt that was warm and held its shape. Beaver had been overhunted in Europe, and the thick furs of Canadian beaver became much in demand. In exchange for the furs, the Wendat traded with the French for European tools and weapons. The tools replaced many that the Wendat had made and used for centuries. Iron tools could hold a sharp edge much better and longer than stone. Metal pots held up better than those made of ceramics. Spoons of metal lasted a long time. Weapons and tools, like knives, axes, and muskets, changed the way of life of the Wendat and were used in the long war against the Haudenosaunee.</p>	

Date: _____

Name(s): _____

The French and First Nations (continued)

#	Notes	Inquiry Questions
4	The Haudenosaunee traded fur with the Dutch and the British in the same way that the Wendat traded with the French. Both sides wanted to control the land where the beaver was most plentiful. For decades, there were brutal wars between the two nations. In 1701, a treaty known as the Great Peace of Montreal ended these wars between the Haudenosaunee and the Wendat.	
5	Many men from France came over to North America to settle the land and trade for furs. Because there were fewer European women than there were men living in the new settlements, the traders began to marry First Nations women. Their children learned both First Nations and European cultures. After a few generations, this group developed a distinct culture and became known as the Métis, which means "mixed blood" in French.	
6	Between 1665 and 1673, the French government sent 900 single women to New France to marry the settlers there. They were known as the filles du roi (daughters of the king). The French government provided each "fille" with a "dowry" – money or property the wife would give to her new husband when they married. Many descendants of the Filles du Roi can be found in Quebec today.	
7	Over time the settlements along the St. Lawrence River developed into a series of farms, called seigneuries. These farms followed the river and eventually took up most of the shoreline. This meant all farms had access to the river for drinking water, fishing, transportation, and irrigation. This was also land the Wendat and Haudenosaunee had used for centuries.	

Date: _____

Name(s): _____

The French and First Nations (continued)

#	Notes	Inquiry Questions
8	<p>At first, New France grew very slowly. The war with the Haudenosaunee resulted in many attacks on the seigneuries, and France had to send soldiers to continue the fight. Sometimes they won battles and sometimes they lost. Many of the soldiers became farmers in the new land.</p>	
9	<p>One group of men who came from France was not there as traders – priests from the Catholic Church, from religious orders known as the Jesuits and the Récollets. The priests travelled to the Wendat villages, learned their language, gained their trust, and set about to convert them to Catholicism. Much of what historians know about New France comes from the priests' writings. The Ursuline nuns were also a Roman Catholic order. They ran schools for girls and hospitals.</p>	
10	<p>Unfortunately, the French brought with them various diseases, such as measles, chickenpox, cholera, and smallpox. Cholera and smallpox, in particular, are very serious diseases. First Nations peoples had no immunity to these diseases, but French children received natural protections from disease from their mothers before and after birth.</p>	
11	<p>The Wendat were not able to handle these diseases, and as a result, their populations declined quickly: Champlain estimated that there were more than 30,000 Wendat in New France in 1608. By 1640, that number was reduced to around 9,000, mostly due to disease. By 1649, weakened further by disease, the Wendat were attacked by the Haudenosaunee, and their nation was almost destroyed. The Haudenosaunee captured many hundreds of Wendat and took them back with them to their villages. The Wendat passed on the diseases to the Haudenosaunee, who also lost many of their people.</p>	

Date: _____

Name(s): _____

Cause-and-Consequence Organizer

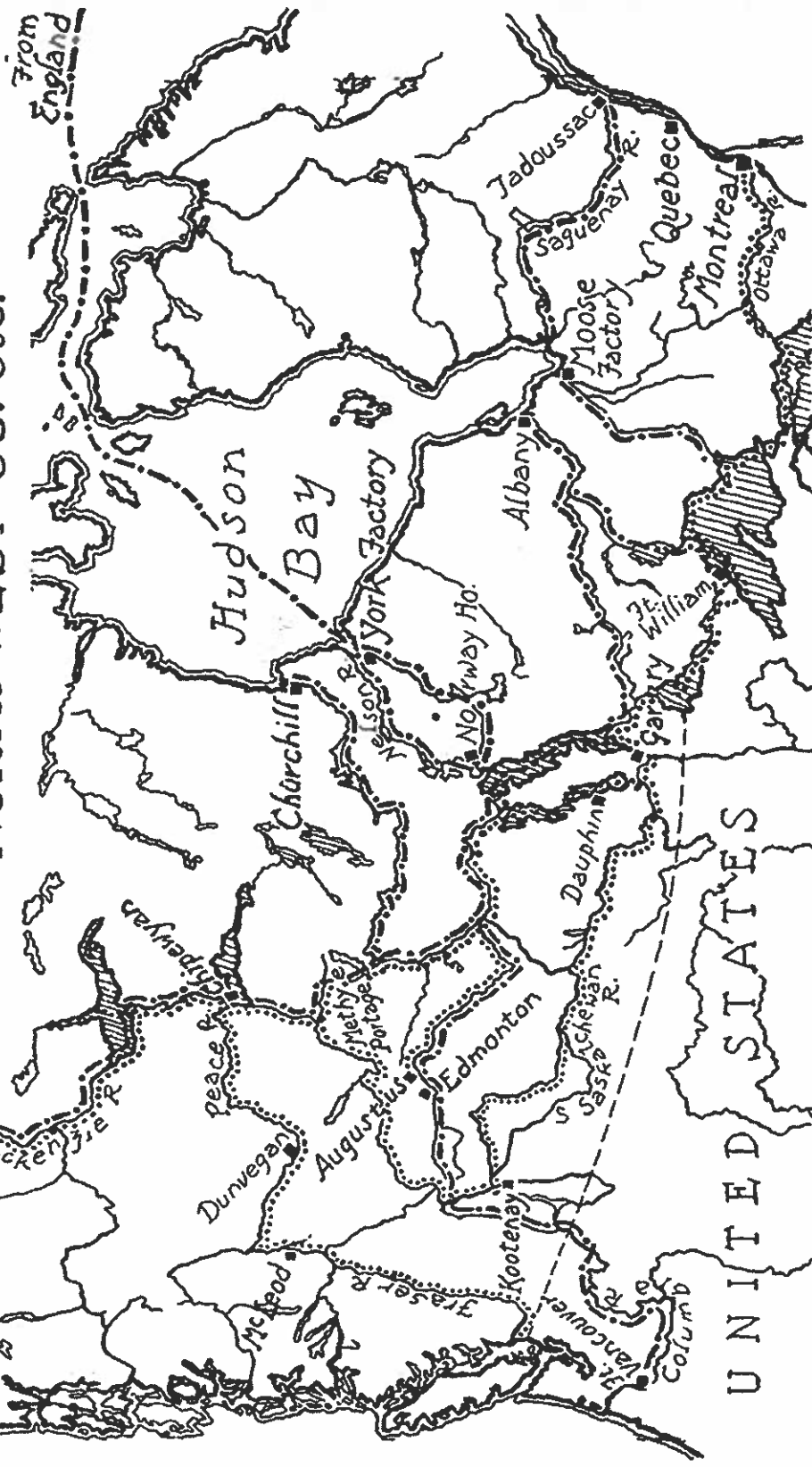






HUDSON'S BAY CO. ---

NORTH WEST CO. etc.



The Fur Industry



Part A

Answer each of the following questions in full sentences.

1. What does the Canadian fur industry include?

2. What are pelts?

3. How much of the fur industry comes from farm-bred animals?

4. Why do you think most of the trappers are native and/or males?

5. Why is trapping a seasonal activity?

6. What are the commonly trapped animals?

7. Why are people objecting to the fur industry?

8. What answer do trappers give to those that oppose their work?

Part B

What do you think of the fur industry in Canada? Do you agree with it or do you think it should be abolished? Why?

Write a letter explaining how you feel about this industry. Give reasons for the way you feel and offer solutions or suggestions to those involved in the industry.

Part C

1. Explain how the coming of the Europeans altered the native way of life.

2. Pretend you are a native boy or girl who has to go to the trading post to do your mother's shopping. Using the currency used by the traders, prepare a list of things you might have to buy. How many beaver pelts would you need to buy these things?

3. Why were the Europeans so eager to trade for furs with the natives?

Part D

Write short notes on each of the following:

1. The Northwest Company

2. Coureurs de bois

3. Voyageurs

4. The Hudson's Bay Company

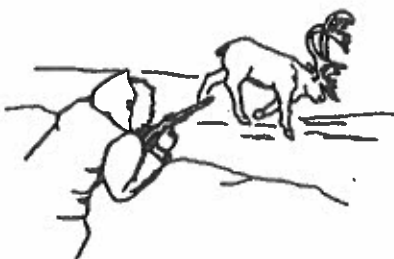
5. The fur trade and the creation of Canada

6. Uses of fur

Part E

1. Explain how fur clothing is made.

2. Would you like to be a furrier? Why or why not? Write a paragraph to explain your answer.





Exploring Canada



Name: _____

The Fight Over Fur!

Read the Information Card entitled "The Fight Over Fur!"

1. Why did the Europeans want to bring so much fur in from the New World?

2. What is a "pelt"?

3. What types of fur do you think the Europeans bought from the fur traders of New France?

4. The Hudson's Bay Company is the oldest company (store) in the world. It was founded in 1670. How old is it today?

5. Why did the French and English end up fighting each other? Who won? Why do you think they couldn't settle their problems peacefully?

6. Who were the Loyalists? Why do you think they felt comfortable coming to Canada?



Exploring Canada



Name: _____

Changes in the New Colony

Read the Information Card entitled "Changes in the New Colony".

Complete the following activities.

Page 30
in your
text.

1. What is Upper Canada known as today?

2. What is Lower Canada known as today?

3. Why did the Americans decide to attack Canada?

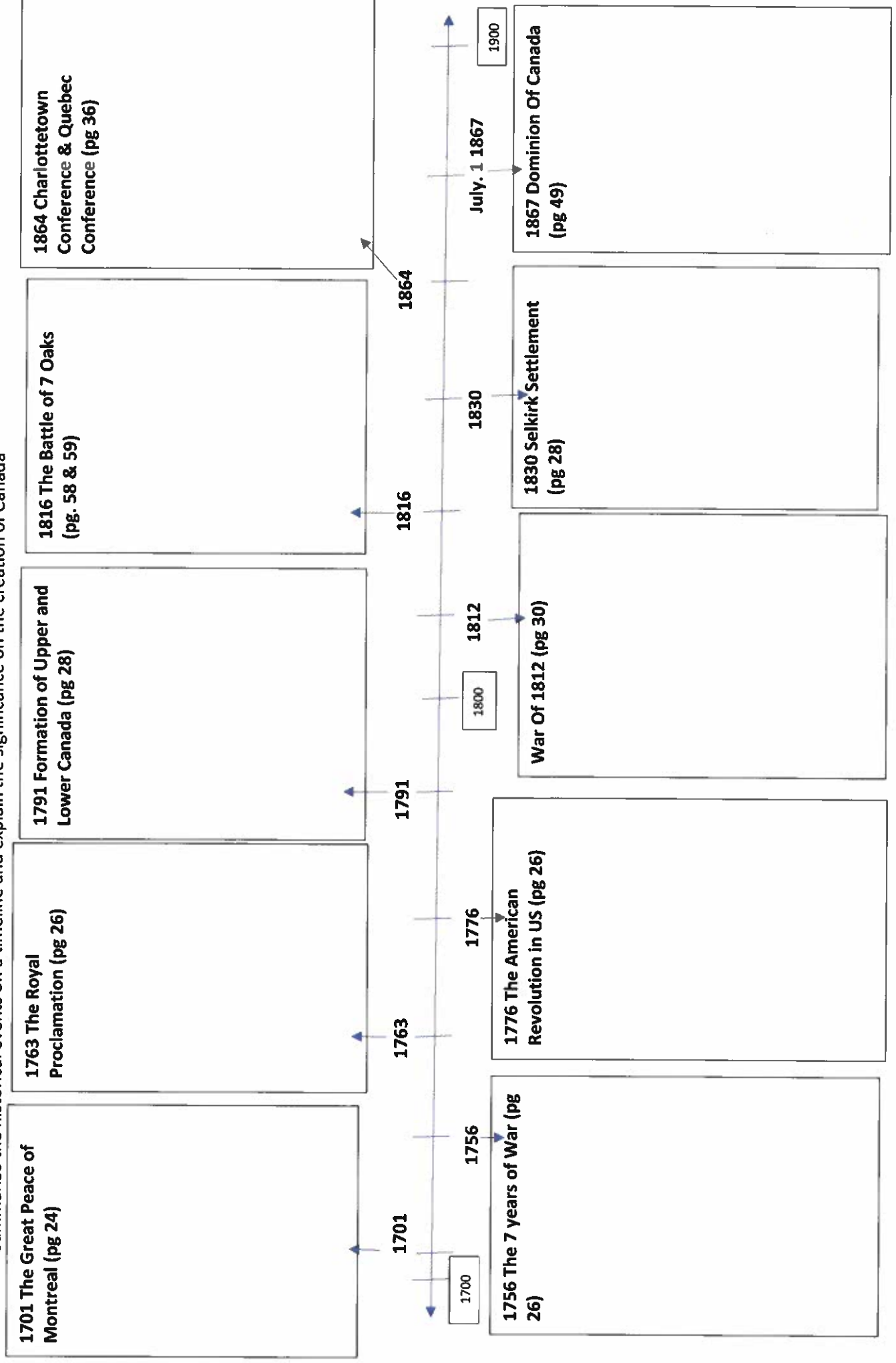
4. What would a "peace negotiator" have to do?

5. Today the line that divides Canada and the United States is called "the longest undefended border in the world". What does this mean?

Pre-Confederation and creation of Canada Timeline

Name: _____

Summarize the historical events on a timeline and explain the significance on the creation of Canada



Name: _____

Date: _____

Upper Canada and Lower Canada Matching Exercise

Before the 1840 Act of Union united the legislatures of Upper and Lower Canada into the Province of Canada, these two areas were distinct regions.

Instructions: Read the list of facts below and place a checkmark or an "X" in the appropriate column, either **Upper Canada** or **Lower Canada**, to indicate to which area the facts apply. Use the Internet and other research tools if you need help.

	Upper Canada	Lower Canada
1. Had a predominantly French population.	_____	_____
2. Covered the Labrador region of Newfoundland.	_____	_____
3. Was populated by Loyalist American settlers and British immigrants.	_____	_____
4. The government presided over four districts: Lunenburg, Mecklenburg, Nassau, and Hesse.	_____	_____
5. Louis-Joseph Papineau, the first effective leader of this area, described it as a distinct geographic, economic, and cultural society.	_____	_____
6. William Lyon Mackenzie led the Rebellion of 1837 here.	_____	_____
7. The former French colony of New France was here.	_____	_____
8. John Graves Simcoe was its first Lieutenant Governor.	_____	_____

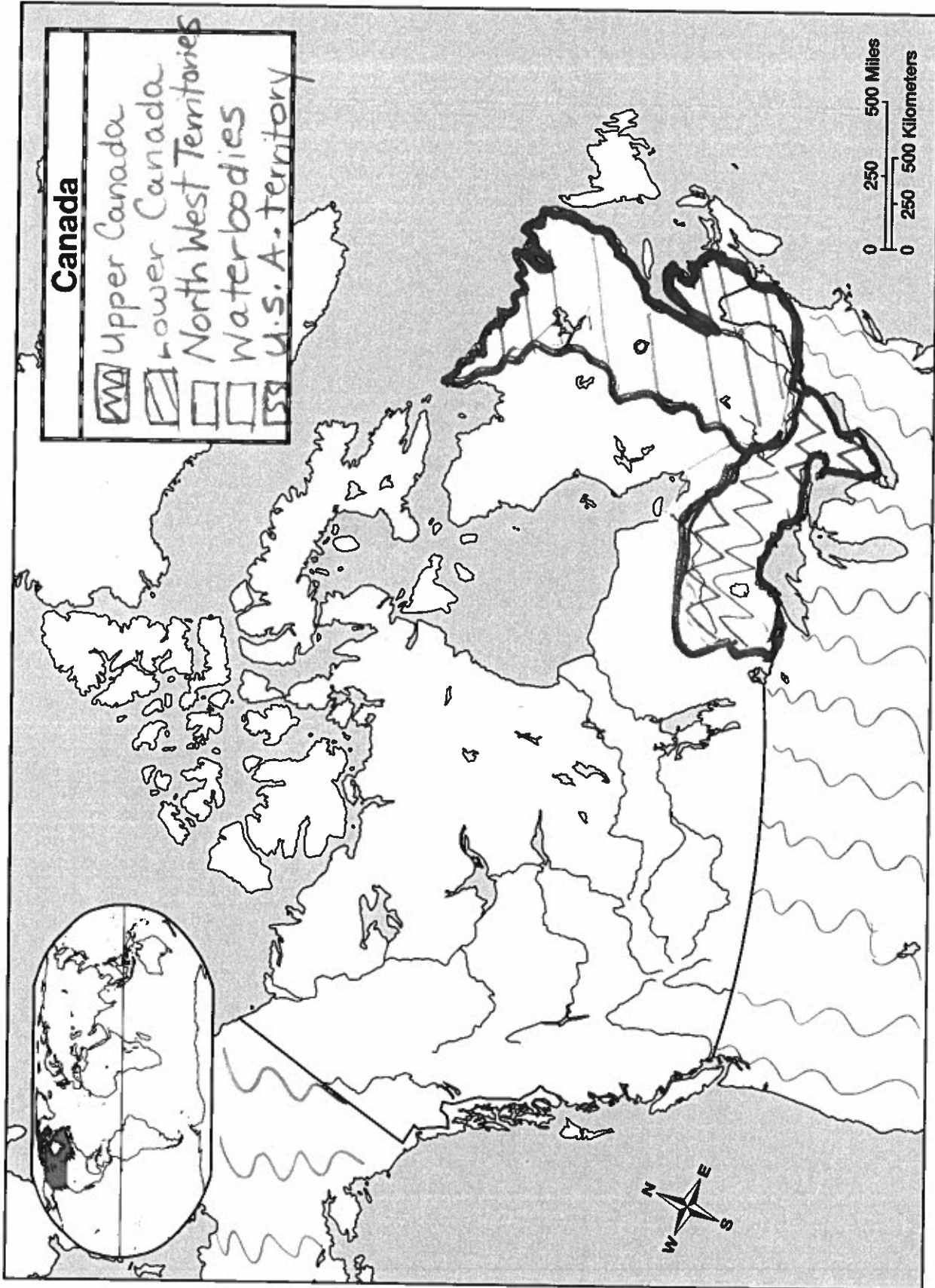
Bonus Question: On a map, which area is furthest north, Upper Canada or Lower Canada?

Challenge: Label the areas of Lower Canada and Upper Canada on the map of present-day Canada, which is provided on the next page.

Name _____ Date _____

Canada

Title: _____





Exploring Canada



Name: _____

Confederation Comes to Canada

Read the Information Cards entitled "Confederation Comes to Canada".

Answer the following questions with complete sentences.

1. In 1837 Canada had two rebellions, one in Upper Canada, one in Lower Canada. Why did they happen?

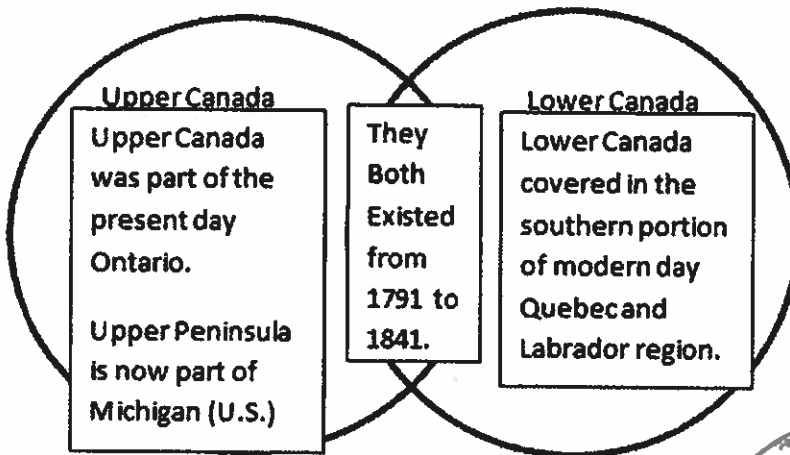
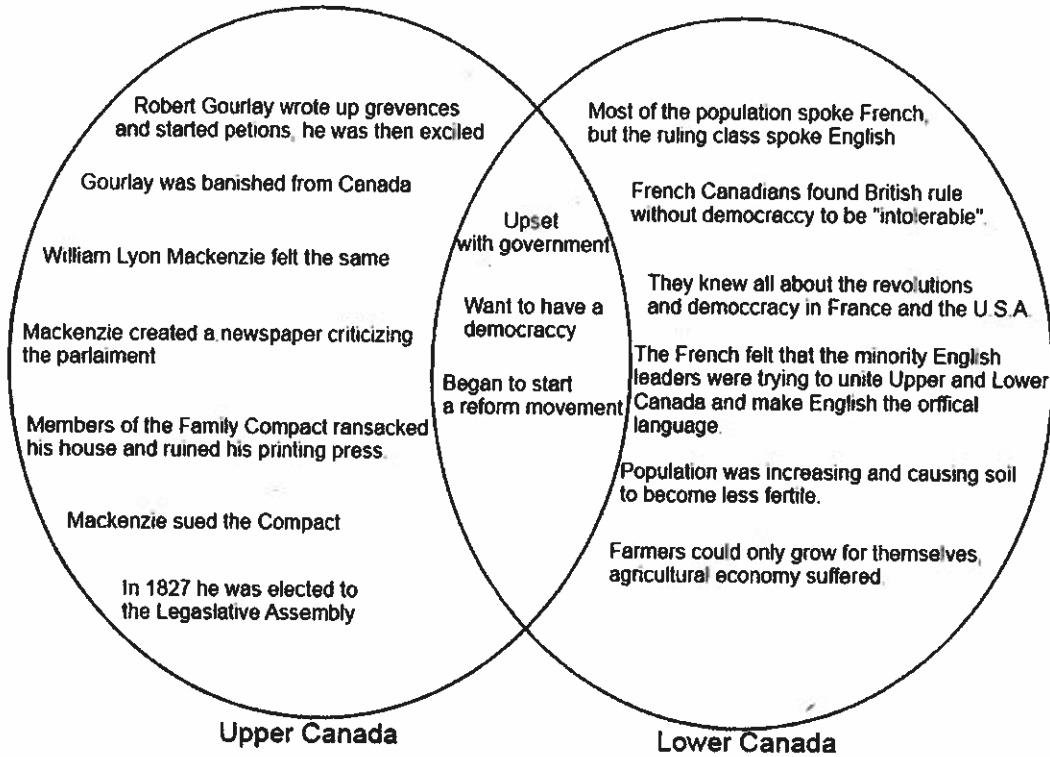
2. What were some of the things the colony of the Canadas needed?

3. Why do you think Ottawa had been picked originally as a capital for the colonies of Upper and Lower Canada?

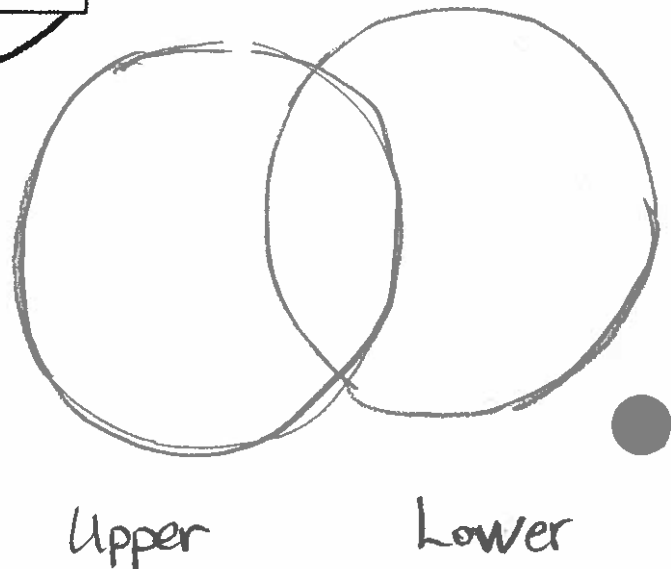
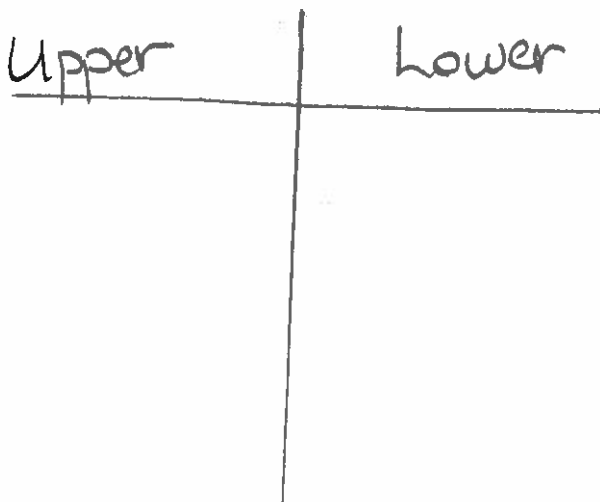
4. Canada Day celebrates the founding of the Dominion of Canada. When is it held?

5. For what practical reason was Ottawa chosen as the site for Canada's new capital city?

Problems in Upper and Lower Canda



other facts





Exploring Canada



Name: _____

The Young Nation Grows

Read the Information Card entitled "The Young Nation Grows".

Answer the following questions with complete sentences.

1. Using a resource book on Canada from your library or the internet, find out when the provinces of Manitoba and British Columbia joined the Confederation.

2. Why do you think that Prince Edward Island waited until 1873 to join Canada?

3. Why did the Canadian government promise to build a railroad to British Columbia if that area joined in the Canadian Confederation?

4. The driving in of the "last spike" is a famous picture in many Canadian history books. Who else was responsible for getting the railroad built? Use a resource book from your library to find the answer?

5. Why would it be important for the telegraph wire to be linked up across the country?

6. What advantage would there be in having the telegraph wires follow the railway lines?

2. The province of Manitoba was created out of the Northwest Territories in the year 1870.
3. The province of British Columbia agreed to join the Canadian Confederation as a result of the agreement to build a transcontinental railroad.
4. In 1881, the Canadian Pacific Railroad was incorporated and the contract for construction was awarded to J. G. Thompson, James Smith, and James Ross.
5. The man hired to oversee the laying of the track was John Galt.
6. At the end of the first year, the company had been able to lay 100 miles of track.
7. When the Blackfoot Indians threatened to attack the railroad, Frederick Smith, a missionary, helped to bring about a peaceful agreement.
8. What part did Louis Reil play in the completion of the railroad? He was the first to lay the track across the prairies.
He was the first to lay the track across the prairies.
He was the first to lay the track across the prairies.
9. When and where was the last spike of the railroad driven? On July 1, 1885, at Craig's Creek, Alberta.
On July 1, 1885, at Craig's Creek, Alberta.

II. Complete the following activity:

Using a variety of resource books, research the construction of the first transcontinental railroad across the United States. Complete the chart below to compare that railroad to the Canadian-Pacific.

North American Transcontinental Railroads		
	United States	Canada
1. Name of company(ies)		
2. Beginning date		
3. Major challenges	<u>Scarcity of labor</u>	
4. Length of track laid	<u>1000 miles</u>	
5. Completion date	<u>1869</u>	
6. Site of final spike		