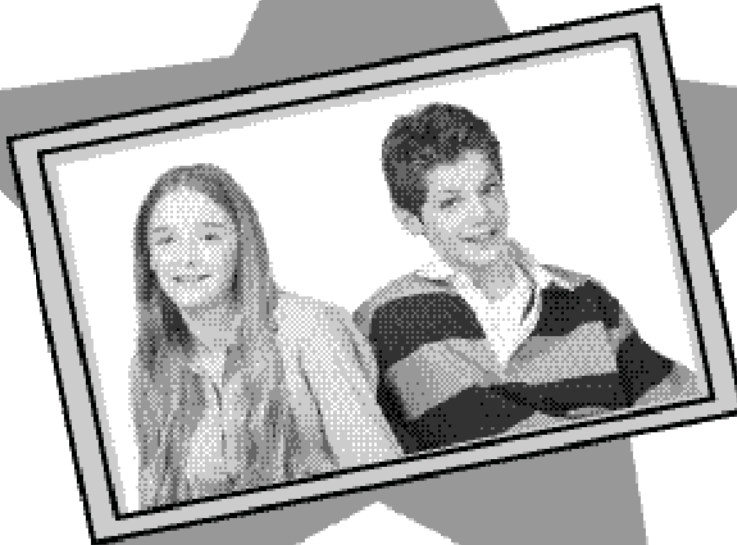


Important Concepts . . .

Preview Review



Social Studies Grade 7 TEACHER KEY
W1 - Lesson 5: Quiz

Important Concepts of Grade 7 Social Studies

W1 - Lesson 1 Role of First Nations in the Foundation of Canada
W1 - Lesson 2 Role of French in the Foundations of Canada
W1 - Lesson 3 Role of British in the Foundations of Canada
W1 - Lesson 4 Competition for Trade
W1 - Lesson 5 Quiz

W2 - Lesson 1 War and Peace
W2 - Lesson 2 Becoming Canada
W2 - Lesson 3 Creating a New Country
W2 - Lesson 4 The Métis
W2 - Lesson 5 Quiz

W3 - Lesson 1 Growth in the West
W3 - Lesson 2 Expanding Confederation
W3 - Lesson 3 Immigration
W3 - Lesson 4 A New Canada
W3 - Lesson 5 Quiz

Materials Required

Social Studies Grade 7

Version 5

Preview/Review W1 - Lesson 5

Publisher: Alberta Distance Learning Centre

Project Coordinator:

Preview/Review Publishing Coordinating Team:



Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from Alberta Distance Learning Centre.

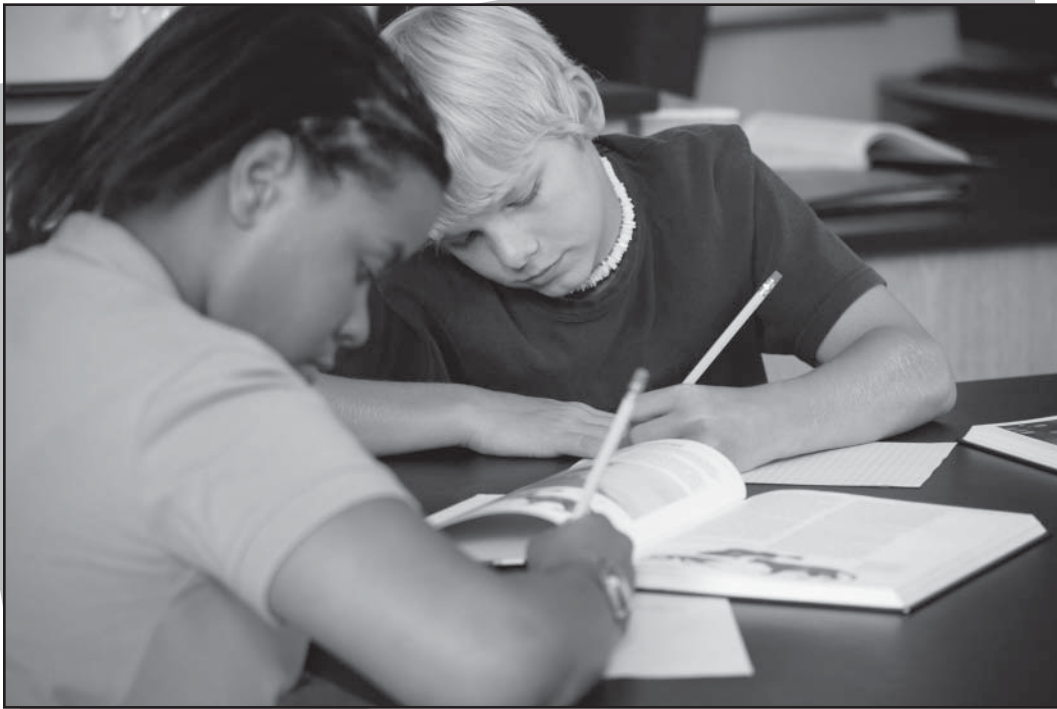
No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Seven Social Studies

Teacher Key



***W1 – Lesson 5:
Quiz***

Review

If time permits, review concepts covered in W1 – Lessons 1 to 4.

Quiz

The quiz covers material studied in W1 – Lessons 1 to 4.

Be sure you have a pen, pencil, and eraser.

Print your name neatly on the quiz.

Complete all questions on the quiz.

Hand in the quiz when you have completed it.

The quiz has five sections and is worth 50 marks.

W1 - Quiz

Part 1: Multiple Choice

Be sure to read each question carefully. Write the letter of the **best** answer in the blank in front of each question. (20 marks - 1 mark for each correct answer)

- C 1. Which two main countries competed for land and resources in North America?
- A. Portugal and Spain
 - B. France and Spain
 - C. England and France
 - D. France and Portugal
- D 2. What was the main reason First Nations people and Europeans began to trade with each other?
- A. Need for furs back in Europe
 - B. Quality of goods the Europeans had
 - C. Quality of furs the First Nations people had
 - D. Desire of each group for items the other group had
- B 3. Which of the following statements about First Nations in North America is **true**?
- A. First Nations people were unwilling to trade with Europeans.
 - B. First Nations people were experienced traders because they had traded among groups traditionally.
 - C. First Nations people were inexperienced in trade and had difficulty trading with Europeans.
 - D. First Nations people were experienced because they traded goods with the Vikings when they visited North America in 1000 C.E.

- C 4. Who was the person most responsible for the increase in population in New France?
- A. Champlain, who established France's first permanent colony
 - B. Frontenac, who sent coureurs de bois into the wilderness
 - C. Talon, who used government money to attract colonists
 - D. Colbert, who established ship building in New France
- A 5. The British and French had different outlooks on how to run the fur trade. What was the most important difference between them?
- A. The British built forts far inland.
 - B. The French used canoes.
 - C. The British wanted to settle permanently in Canada.
 - D. The French needed to establish a colony.
- C 6. The men who carried the goods and furs in the fur trade for the North West Fur Company were known as
- A. Francophones
 - B. coureurs de bois
 - C. Canadiens
 - D. First Nations
- A 7. Which First Nation came in contact with Europeans first?
- A. Mi'kmaq
 - B. Haudenosaunee
 - C. Anishinabe
 - D. Siksika
- C 8. The system of trade used by the First Nations people in the fur trade was called
- A. mercantile system
 - B. imperial system
 - C. barter system
 - D. clan system

- B 9. Which governor of New France was first to allow coureurs de bois to go into the wilderness to take part in the fur trade?
- A. Champlain
 - B. Frontenac
 - C. Colbert
 - D. Talon
- A 10. The carrying of boats and supplies between two waterways is called
- A. portage
 - B. travois
 - C. voyage
 - D. monopoly
- A 11. What was the major goal of the Hudson Bay Company in the fur trade?
- A. Create profits for British merchants
 - B. Develop farms and settlements
 - C. Form good relations with First Nations peoples
 - D. Encourage the development of colonies
- B 12. The best way to transport goods and furs was by
- A. train
 - B. canoe
 - C. travois
 - D. walking
- A 13. Which of the following was not a key player in the French fur trade?
- A. Hudson Bay trading posts
 - B. Coureur de bois
 - C. Voyageurs
 - D. Métis

- D 14. Which First Nation disappeared within 200 years after contact with European colonists?
- A. Siksika
 - B. Ojibwa
 - C. Wendat
 - D. Beothuk
- C 15. What advantage did the French have over the British in fur trading with First Nations communities?
- A. They exchanged metal goods for furs.
 - B. They used the barter system to trade furs.
 - C. They commonly lived with and married First Nations women.
 - D. They depended on First Nations for knowledge, survival, and furs.
- D 16. What system did the British use to develop their colonies?
- A. Barter
 - B. Imperialism
 - C. Sovereignty
 - D. Mercantilism
- B 17. The barter system of trade depended on
- A. the needs of one group of people
 - B. trading groups having needs groups could each meet
 - C. money and coins to trade for goods
 - D. one group needing to make a profit
- C 18. What type of council did the French king develop to govern New France?
- A. Barter
 - B. Imperial
 - C. Sovereign
 - D. Mercantile

- B** 19. France developed a land system in New France that required the landowner to build a mill and a church. The farmers who rented the land gave the owner a portion of their annual crop. What was this system called?
- A. Capitalist system
 - B. Seigneurial system
 - C. Federal system
 - D. Barter system
- C** 20. The Haudenosaunee became one of Canada's first farming peoples. What were the three main crops they called the Three Sisters?
- A. Beans, squash, and turnips
 - B. Corn, rice, and melons
 - C. Corn, beans, and squash
 - D. Squash, potatoes, and cucumbers

Part II: Matching

Match the individuals on the left with the item or individual on the right that they are associated with. Write the appropriate letters in the spaces provided. (10 marks – 1 mark for each correct answer)

A. Donnacona	<u> C </u>	1. Alexander Mackenzie
B. Matonabee	<u> E </u>	2. Jean Talon
C. Francis Beaulieu	<u> H </u>	3. Jacques Marguette
D. Pierre de Monts	<u> A </u>	4. Jacques Cartier
E. Jean-Baptiste Colbert	<u> I </u>	5. Fort Whoop-Up
F. Sieur des Groseilliers	<u> J </u>	6. Great Peace of Montreal
G. Shanawdithit	<u> D </u>	7. Samuel Champlain
H. Louis Jolliet	<u> F </u>	8. Pierre Radisson
I. Alfred Hamilton	<u> G </u>	9. Beothuk
J. Marquis de Frontenac	<u> B </u>	10. Samuel Hearne

Part III: Fill in the Blanks

Complete each of the following sentences by writing the correct word or phrase on the lines provided. (10 marks - 1 mark for each correct answer)

1. French Governor Colbert did not allow traders to build trading posts in North America's interior.
2. The Siksika refused to trade with Anthony Henday.
3. The voyageurs used canoes to transport furs and goods.
4. The Métis were the children of European fathers and First Nations mothers.
5. In 1779, a group of the new traders from Montreal formed the North West Company.
6. The British exercised their sovereignty when they built Halifax.
7. First Nations communities provided European traders with dried buffalo meat called pemmican.
8. The Hudson's Bay Company controlled a vast territory called Rupert's Land.
9. The Haudenosaunee provided Jacques Cartier the cure for scurvy.
10. A respected member of an Aboriginal community who uses traditional teachings, experience, and wisdom to help people in his or her community make good decisions was called an elder.

Part IV: True or False

Read each of the statements carefully. If the statement is true, write **T** on the line provided. However, if the statement is false, write **F** on the line provided. Then, correctly rewrite the sentence to make the statement true. (5 marks - 1 mark for each correct answer)

- F** 1. When the Haudenosaunee made a decision, they considered the impact the decision would have five generations into the future.

When the Haudenosaunee made a decision, they considered the impact the decision would have seven generations into the future.

- T** 2. When Shanawdithit died, the Beothuk First Nation was extinct.

- T 3. The Hudson's Bay Company called their trading posts *factories*.

- T 4. The most important goal of the Catholic Church in New France was to spread the Catholic faith.

- F 5. Alexander Mackenzie failed to find a way to cross the North American continent by land from the east to west.

Alexander Mackenzie succeeded in finding a way to cross the North American continent by land from the east to west.

Part V: Short Answers

Choose **one** of the following three topics and answer the question(s) related to the topic. Answer in complete sentences. (5 marks)

Topic A: Role of Women. What was the role of women among the Haudenosaunee? How was this role different from other First Nations?

Women were the leaders of the household. They were called Clan Mothers. They picked the leaders and could remove them. The Haudenosaunee had a matrilineal society in which the husband went to live with his wife's family. The Haudenosaunee were unique in North America in using a matrilineal system of government.

Topic B: The British and French in the New World. What advantages did the British have over the French in establishing their colonies? Identify at least three advantages.

Student answers will vary. Possible answers will include a combination of the following: The climate was warmer in the British colonies. The soil was better for farming. There was a greater variety of crops and a longer growing season. The population was larger. The trade lines for the fur trade were shorter. British colonists were more involved in the local government as elections were held. This allowed decisions to be made quicker and by people that were accountable to the colonists. The French colonies were governed by appointment from the king of France. This system was slow to respond to the needs of the colony and this placed New France at a disadvantage to the British colonies.

Topic C: Government in New France. When the king of France took control of New France, he set up the Sovereign Council to govern the colony. Who were the three key officials of the council and what were their roles?

The Governor was the most powerful member of the Council. He took charge of the defence of the colony and its relations with allies and enemies.

The Intendent was the second most important member of the Council and was responsible for the day-to-day affairs of the colony. He supervised the courts, ensured that roads were built, and managed the economy.

The Bishop was the third member of the Council and as head of the Catholic Church was responsible for educating the colonists, training priests, and converting First Nations people to the Church. He had a leading role in politics.

Total: _____
50 marks