

Important Concepts . . .

Preview Review



Social Studies Grade 7

**W1 - Lesson 1: Role of First Nations
in the Foundation of
Canada**

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 Foundation of Canada
W1 - Lesson 3 Role of British in the Foundation 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

Textbook Required

Voices and Visions

Social Studies Grade 7
Version 5
Preview/Review W1 - Lesson 1

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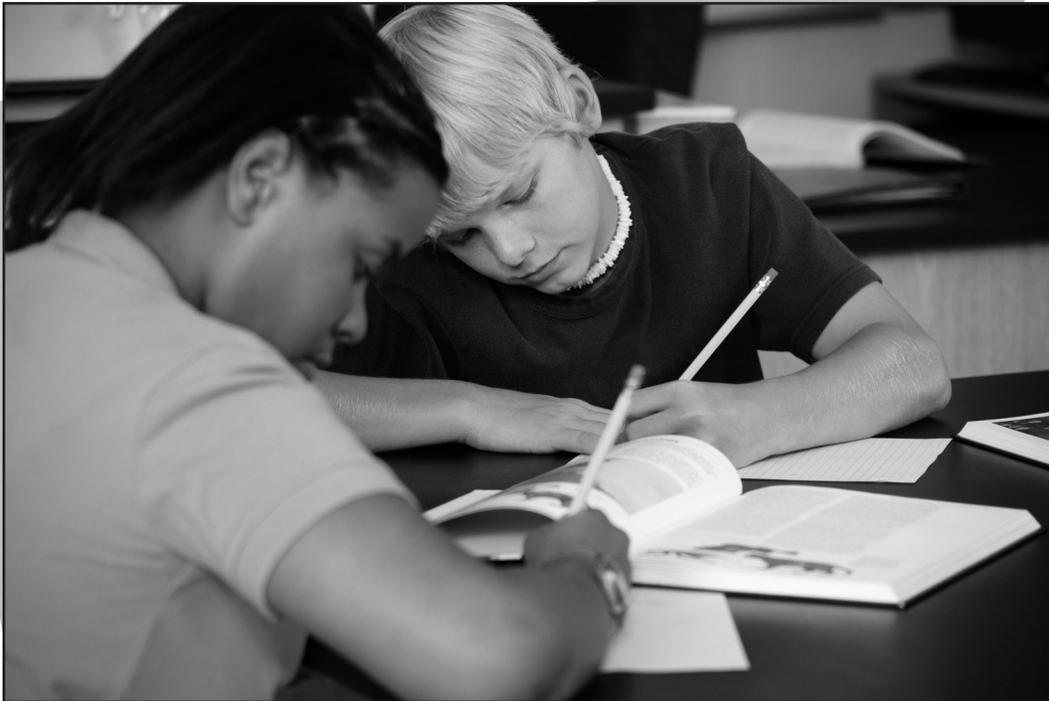
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Preview/Review Concepts for Grade Seven Social Studies



***W1 - Lesson 1:
Role of First Nations in the
Foundation of Canada***

OBJECTIVES

By the end of this lesson, you should

- understand the diversity among First Nations (especially in economic structure and European influence on those structures)
- understand the early impact and continued impact of First Nations in shaping Canadian society

GLOSSARY

aboriginal – the first inhabitants of a given area

culture – all the knowledge and values shared by a society

economy – the system used by people to meet their basic needs

elder – an individual of an Aboriginal community who uses traditional teachings, experience, and wisdom to help people in their personal values and standards

ethnocentric – a viewpoint that believes in the worth of one's own culture and judges other global cultures and ideas according to personal values and standards

First Nations – the Aboriginal Peoples of Canada who are not Métis or Inuit

hunter-gatherers – people from ancient societies who survived entirely by hunting, fishing, or gathering wild foods

indigenous people – the original people of the land

Inuit – Aboriginal people in northern Canada living north of the tree line in the Northwest Territories, northern Quebec, and Labrador

Iroquois Confederacy – an alliance that included the five Haudenosaunee nations living south of the Great Lakes: Seneca, Cayuga, Onondaga, Oneida, and Mohawk, and later, Tuscarora

matrilineal – a society in which the head of the household is female and a husband goes to live in his wife's home

Métis – people of mixed First Nations and European ancestry who identify themselves as Métis people (They are distinct from First Nations, Inuit, and non-Aboriginal peoples. Métis history and culture draws on diverse ancestral origins such as Scottish, Irish, French, Ojibwa, and Cree.)

GLOSSARY continued...

oral culture – the tradition in which language, teachings, and cultural stories are memorized and passed orally from one generation to the next

pluralistic society – a society in which two or more ethnic groups or nationalities are politically organized into one territorial state but maintain their cultural differences

W1 – Lesson 1: Role of First Nations in the Foundation of Canada

Classroom Discussion 1: What if?

If you are in a classroom setting, discuss the following situation. If you are working individually, consider the ideas below and discuss them with your learning facilitator or teacher. You are encouraged to discuss this with your family. See what others think. Can people have different viewpoints? Can people respect those different viewpoints? Make notes of your ideas.

Imagine that you and your family are members of the Mi'kmaq living in Nova Scotia during the 1500s. For several years, you have watched strangers visit Nova Scotia in the spring and leave in the fall. These strangers seem interested only in catching and drying fish. Then one day, these strangers begin to build square wigwams made of tree-trunks, and when the fall came, they did not go away. Their language is strange. When you gathered around them, they became frightened and made loud noises with the long sticks they held. They dress in strange clothing and are interested in your furs. You trade them some of your food and furs for pots and knives that did not break. Many of the trade goods from the strangers change the way your people do things. Some improve life while others cause problems. Each year thereafter, more and more square wigwams are built.

Now, return to today. How did this meeting of the Europeans and the Mi'kmaq change their cultures over time? Address two main questions:

- Did one culture change more than the other?
- If so, which culture changed more and why?

The additional questions below are to be considered for discussion.

1. How could a mirror affect a culture that is used to seeing their appearance reflected in the smiling eyes of a friend or a beloved?

2. How did the Mi'kmaq share the stories of their meetings with the strangers? Who was responsible for sharing this information?

3. Recently, people have begun to look to aboriginal cultures for answers regarding global warming. What aspects of aboriginal cultures have drawn people for those answers?

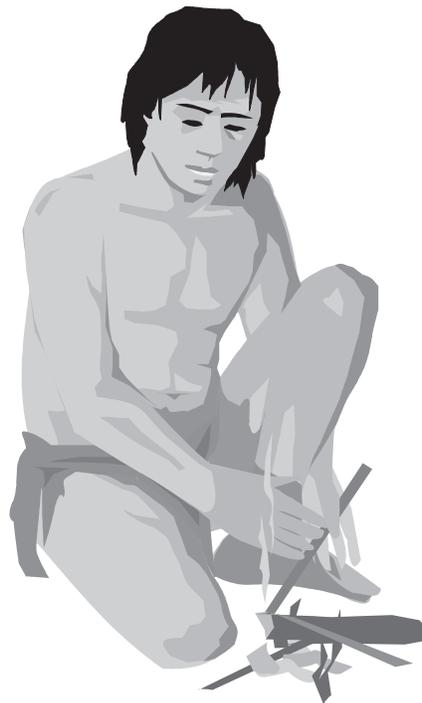
Reading 1: Values and Viewpoints

Canada is a **pluralistic society**, a society in which two or more ethnic groups or nationalities are organized politically into one territorial state while maintaining their cultural differences.

Even before the Europeans arrived in North America, the First Nations and Inuit [IN-yoo-it] shared the land and respected each other. Each had individual ways of expressing themselves in their culture and how they dealt with the environment. As Canada grew, the cultures of Europe were added to the cultures already located in North America.

Today, Canada is a blend of cultures from throughout the world, and Canadians have learned to value all cultures. Canada is a society made of many different groups of people, each with unique identities, ideas, and cultures. *Pluralism* means that people respect and value the unique contributions that various cultural groups have made towards the development of Canada. This respect for diversity has resulted in an exciting, vibrant, and democratic society called Canada.

Although they had different methods for surviving the wilderness, First Nations each had a set of core values. These values provided them with a common view of the world and their place in the world. To learn more about these core values and how they were passed from one generation to the next generation, read pages 8 to 10 and 12 to 13 of your textbook, *Voices and Visions*. Then, complete Activity 1.



Activity 1: Values and Viewpoints

To finish the activity, you must complete each given statement by writing the correct word on the line provided. The answers can be found in *Reading 1: Values and Viewpoints* and your textbook (pages 8 – 10, 12, and 13). If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. A society in which two or more ethnic groups or nationalities are politically organized into one territorial state but maintain their cultural differences is called a _____ society.
2. _____ (two words) are important ideas or beliefs about how people should live.
3. First Nations people are called _____ (two words) because they are the original people of North America.
4. The First Nations people passed their beliefs orally from generation to generation using _____. (two words)
5. _____ were highly respected by First Nations communities and used their experience and wisdom to help the community to make good decisions.
6. A culture in which information is memorized and passed from one generation to the next is known as an _____ culture.
7. _____ is a viewpoint that judges other global cultures and ideas according to personal views and standards. It also means one believes one's own ethnic group is superior.

Reading 2: The Mi'kmaq

The first three peoples to have contact with European explorers were the Mi'kmaq [MIG-mah], the Haudenosaunee [hah-duh-nuh-SAH-nee], and the Anishinabe [a-nih-shih-NAH-bee].

The textbook, *Voices and Visions*, explores all three groups and many aspects of the First Nations people's culture. To further your knowledge of the Mi'kmaq First Nation community, read pages 14 to 16 of the textbook. Then, complete Activity 2.



Activity 2: The Mi'kmaq

To finish the activity, 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, and then **correctly rewrite the sentence to make the statement true**. An example is given to help you begin. Information for this activity is in your textbook on pages 14 to 16. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

Example:

 F The Mi'kmaq lived, and continue to live in what is now Western Canada.
The Mi'kmaq lived and continue to live in what is now Eastern Canada.

 1. The Mi'kmaq lived in small villages of extended families called clans.

 2. The Mi'kmaq lived long and healthy lives. It was not unusual for Mi'kmaq people to reach the age of 75 years.

_____ 3. Each community had a local leader called a mamomin.

_____ 4. The Mi'kmaq made decisions through consensus.

_____ 5. Mi'kmaq women could not become Elders.



Reading 3: The Haudenosaunee

To further your knowledge of the Haudenosaunee First Nation community, read pages 17 to 20 of the textbook, *Voices and Visions*. Then, complete Activity 3.

Activity 3: The Haudenosaunee

To complete Activity 3, review pages 17 to 20 of your textbook; then, match the item on the left with the correct phrase on the right. Write the letter on the appropriate line to indicate your choice. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- | | | |
|--------------------------|-------|---|
| A. Haudenosaunee | _____ | an alliance of five First Nations |
| B. Three Sisters | _____ | a member of the Six Nations Confederacy |
| C. Clan Mothers | _____ | considered when making decisions |
| D. Iroquois Confederacy | _____ | corn, beans, and squash |
| E. Peacemaker | _____ | chosen by the Clan Mothers |
| F. matrilineal | _____ | the head of each longhouse |
| G. council of 50 leaders | _____ | Canada's first farming peoples |
| H. seventh generation | _____ | Great Law of Peace |
| I. Tuscarora | _____ | society where man went to live in wife's home |

Reading 4: The Anishinabe

To further your knowledge of the Anishinabe First Nation community, read pages 22, 24, and 25 of the textbook, *Voices and Visions*. Then, complete Activity 4.



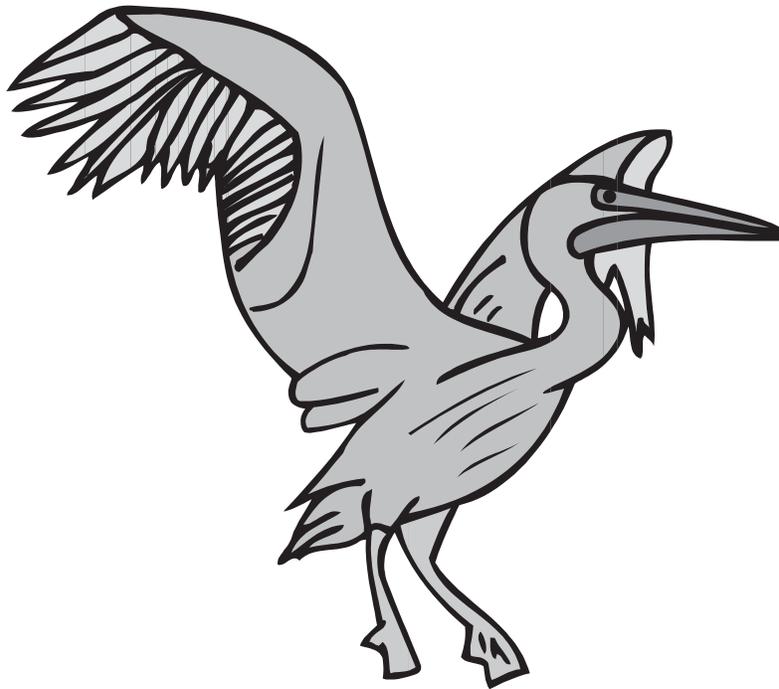
Activity 4: The Anishinabe

To complete Activity 4, use the provided list of words. Choose the **best** word to complete each statement. Write the correct word on each of the lines. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- | | | | | |
|-------------|----------|---------|----------|--------|
| Anishinabe | communal | Fish | Manitoba | wisdom |
| clan system | Crane | mamomin | truth | women |

- The _____ lived in the wooded country of northern and central Ontario and southern _____.
- The first of seven main values of the Anishinabe was _____ because they cherished knowledge.
- Wild rice, which the Anishinabe called _____, played a central role in their way of life.
- The work of the _____ was very important to the Anishinabe's economy.
- To meet their needs for protection, education, food, medicine, and leadership, the Anishinabe created a _____.

6. The harvest of wild rice was _____. Everyone helped with the harvest at the same time.
7. The _____ clan was responsible for teaching young people and settling disputes.
8. The _____ clan was responsible for providing leadership in matters outside the community.



Classroom Discussion 2: Leadership Roles in Society

Think it through – Use the sample chart on page 25 of your textbook, *Voices and Visions*, as a guide to help you in the discussion.

Use the chart below to help organize your thoughts and develop your ideas. The Mi'kmaq example will help you begin. If you are in a classroom, you may discuss these ideas as a group. If you are working individually, complete the chart below and discuss your ideas with your learning facilitator or teacher.

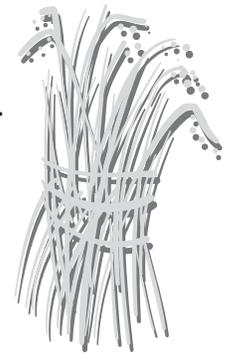
	WHO is the leader?	HOW is this leader chosen?
Mi'kmaq	sagamaw	The clan would elect the best hunter who knew how to find game.
Haudenosaunee		
Anishinabe		
at home		
in the school classroom		
on a school sports team		
on school council		
in your local government		
in the provincial government		

Reading 5: Economics and Resources

Hunter-Gatherer Economics – Many First Nations communities depended on a food supply that changed from season to season and moved from one area to another. As a result, they moved their camps as the seasons and food supply changed. First Nations communities that depended totally on wildlife and wild berries travelled long distances over well-used trails. The First Nations that depended entirely on these food sources were referred to as hunter-gatherers. **Hunter-gatherers** generally describes people from ancient societies who survived entirely by hunting, fishing, or gathering wild foods.



You have read how the Haudenosaunee developed farming. As a result, the Haudenosaunee were able to spend less time on hunting and gathering. Most of the farming societies were able to grow more food than they needed. The Haudenosaunee could then spend more time developing their arts and crafts. The extra food could be used for trade with other First Nations or clans who had resources that did not exist in the farming regions.



The surplus food allowed the Haudenosaunee to trade with their neighbours. The Haudenosaunee traded with the Anishinabe for copper. They traded with the Mi'kmaq for seashells, which were used for money, and for birch bark for making canoes. The First Nations traded goods with one another long before European traders arrived. When the Europeans arrived, they joined this trading network.

The economy of most of the First Nations who lived on the plains depended on the buffalo. Before the arrival of the Europeans millions of buffalo were on the prairies. For the First Nations peoples who lived on the Plains, the buffalo was the basis of their economy. The buffalo supplied the First Nations with not only food but also materials for making tools, clothing, tipis, weapons, blankets, and medicine. Some of the meat was cut into strips and dried. These strips were called **pemmican** and were an important source of food for early European explorers.

When the Europeans began to settle on the Plains, they had a disastrous effect on First Nations communities and their way of life. As the Europeans settlers established farms, they introduced barbed wire fences, a railway system, better hunting weapons, and the idea of land ownership. These changes placed tremendous pressure on the buffalo herds. In a short period, the buffalo came near to extinction. This had a negative effect on the way of life of First Nation's communities.

Now, complete Activity 5.

** If you would like some additional information on the role of the buffalo in the life of First Nations communities living on the plains, read the case study on page 27 of your textbook, *Voices and Visions*.

Activity 5: Economies and Resources

In the following worksheet, you must complete each statement by writing the correct word on the line provided. The answers can be found in the *Reading 5: Economies and Resources*. If you are in a classroom, you may discuss the activity as a group. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

1. Strips of dried buffalo meat were called _____.
2. First Nations that developed _____ usually had a surplus of food to trade to other First Nation communities.
3. First Nation communities who followed wildlife and picked berries were called _____ (two words)
4. First Nation communities of the plains depended on the _____ for survival.
5. The Anishinabe traded _____ for the surplus food of the Haudenosaunee. Meanwhile, the _____ traded seashells and birch bark with the Haudenosaunee.
6. The disappearance of the _____ had a _____ effect on the First Nation communities' way of life.
7. Farming societies usually have more time to develop their _____ and _____.

W1 - Lesson 1: Role of First Nations in the Foundation of Canada Review Assignment

Complete pages 13 to 17 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from today to help you. This assignment is worth 25 marks.

Section A - Matching

Match the item on the left with the correct phrase on the right. Write a letter on the appropriate line to indicate your choice. This section is worth 10 marks (1 mark each).

- | | | |
|-----------------|-------|---|
| A. elder | _____ | a small village of extended families |
| B. mamomin | _____ | an agreement reached by a group as a whole |
| C. matrilineal | _____ | a society with many different groups of people |
| D. ethnocentric | _____ | a society in which the head of the household is a woman |
| E. sagamaw | _____ | judging others from a personal viewpoint |
| F. clan | _____ | a respected member of an Aboriginal community |
| G. pluralistic | _____ | history passed down the generations by speech |
| H. oral | _____ | a local leader among the Mi'kmaq |
| I. consensus | _____ | wild rice |

Section B - Fill-in-the-Blanks

Using the list of words, choose the **best** word to complete each statement. Write the correct words on the lines. Not all the words will be used. This section is worth 5 marks (1/2 mark each).

buffalo	ethnocentric	people	seven	traditional
consensus	farming	mamomin	pluralistic	world
Clan Mothers	First Nation	matrilineal	indigenous people	
elder	sagamaw	oral	Iroquois Confederacy	

1. A society made up of many groups of people with unique identities, ideas, cultures, and ways of seeing the world is called _____.
2. _____ (two words) are the original inhabitants of a given area.
3. The Anishinabe depended on the _____ to supply them with their basic needs.
4. An elder uses _____ teaching to pass the knowledge and customs of his _____ using stories told orally.
5. In the Haudenosaunee community, the _____ (two words) appointed the members of the council of 50 leaders.
6. When the Haudenosaunee made a decision, they tried to think what effect the decision would have _____ generations into the future.
7. The _____ (two words) included the Mohawk as one of five member nations.

8. First Nation communities that developed _____ were able to trade their surplus food with other First Nations.
9. Aboriginal peoples of Canada who are not Métis or Inuit are referred to as members of a _____ (two words).
10. The Anishinabe's _____ view included seven main values.



Section C - Short Answers

Complete the review assignment for this lesson by answering the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 10 marks.

1. How did the Mi'kmaq govern? (1 mark)

2. To which First Nation community did a peacemaker deliver a message of peace? What did he create? (2 marks)

3. What method did the Anishinabe use to harvest wild rice? Who was in charge of harvesting this crop? (2 marks)

4. The First Nations traded goods with one another long before European traders arrived. What did the Haudenosaunee trade and with whom did they trade? (1 mark)

First Nations Bonus Word-Search Puzzle

Find the following words and phrases in the puzzle below. These words should be familiar to you after you complete W1 – Lesson 1 about the First Nations. Can you find them all?

aboriginal
elder
economy
culture
oral

Iroquois confederacy
indigenous people
ethnocentric
hunter-gatherer
matrilineal

pluralistic

y p i y s l m r r e g l i e r t l e
c p r i n i a t c r i m h i n o o l
a t t g e h b h p r p c e r o g l i
r u l t t l o e l l o l s t l e l h
e o u a s o r e e u o n y l l t n o
d l a n e y i r a l u n m p r h r c
e r u c c n g i i l o r o y n n i r
f f l u r g i e l r n e n r b o u y
n e c e e l n l a c p l o o h c a i
o s p l u r a l i s t i c f u e n p
c q l r e d l e u r o t e e r n s e
s p l y u s l o t u t r l u g t c a
i o t m h u n t e r g a t h e r e r
o e o e e e t t a o a l m i u i n s
u d p a g p r h n r u i q u i c i e
q a n i a n m m g c l g n u i i g s
o e d l t i e l e g e b n r p e n c
r n l n r u i h p a t r c e s a e g
i e c l r n o t c n s e c h t o c i

* This puzzle was made using the www.armoredpenguin.com/wordsearch website.

