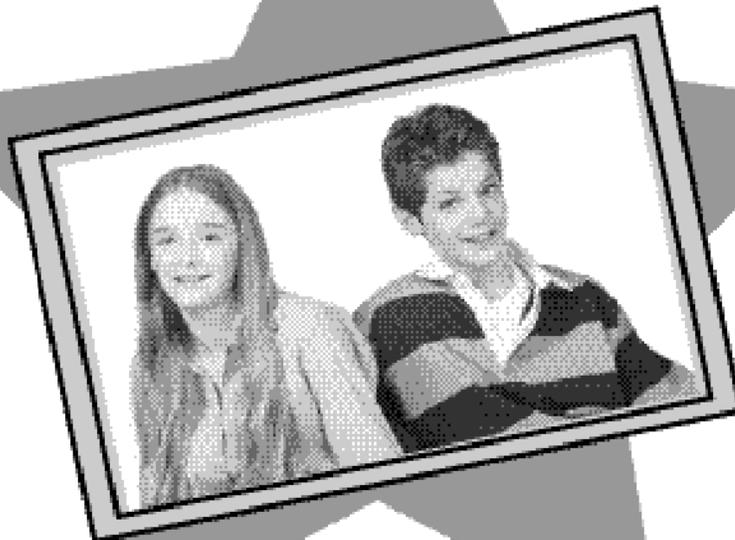


Important Concepts . . .

Preview Review



Social Studies Grade 7 TEACHER KEY
**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 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 1

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Preview/Review Concepts for Grade Seven Social Studies

Teacher Key



***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

Teacher Information:

Overview:

Lesson 1 provides students with an understanding of the diversity among First Nations and how that diversity impacted the shaping of Canadian society. The lesson explores the values and viewpoints of three First Nations. Lessons 2 and 3 explore the role of the French and British in the foundation of Canada. Lesson 4 investigates the important role of the fur trade in the development of the Canadian economy. Lesson 5 is a review and quiz of the first four lessons.

Lesson Template:

Each lesson begins with the lesson's objectives and a glossary of important terms.

The middle section presents information and contains a series of worksheets based on the objectives of the lesson. Most reading sections are from the textbook *Voices and Visions*. Teachers may wish to explore the supplemental material provided in the textbook if time permits. Teachers can decide how the students read the textbook sections (as individuals or through groups either silently or orally) depending on the make-up of the class and/or the approach the teacher wishes. Students working independently should have an opportunity to express their understanding with their facilitators.

Each lesson ends with a review section and a bonus activity. The teacher/facilitator may use the bonus as part of the evaluation. The teacher may use the student's performance on the review assignment to assess the student's knowledge of the material.

Instructional Strategies:

- The teacher and students together may read text materials included in the student workbook. A more in-depth look at a topic involve additional readings in the textbook or from the teacher's own resources.
- The teacher may lead class discussions based on text materials.
- Students may read text materials and work on activities independently.
- Students may work in small groups and/or engage in small group discussions.
- The teacher may provide assistance on a one-to-one or teacher-to-small group basis.

Effective learning will involve a combination of the above instructional approaches.

Course Evaluation Criteria:

The students' grades can be determined through compilation of the following records.

- Class participation (to be determined and/or designated by the teacher)
- Effort shown in the student workbook (to be determined and/or designated by the teacher)
- Review assignments
- Weekly Quizzes

The teacher may also select particular activities to contribute to students' final marks for this topic. The decision regarding the determination of student marks should be shared with students at the beginning of the course.

Answer Guide:

For most of the activities, the answers are provided in the Teacher Key. In some cases, answers will vary and will require the teacher to evaluate appropriateness of student responses either written or oral responses.

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 and should be reviewed after you complete Lesson 1.

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?

It encouraged self-centred vanity in the individual.

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

The stories were passed down through an oral culture. The Elders were responsible for remembering the stories.

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?

Many First Nations believe that they must treat Mother Earth with respect and not abuse it and that decisions should look seven generations into the future. This belief has intrigued people who are looking for answers to global warming.

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 *pluralistic* society.
2. *Core values* (two words) are important ideas or beliefs about how people should live.
3. First Nations people are called *indigenous people* (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 *traditional teaching*. (two words)
5. *Elders* 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 *oral* culture.
7. *Ethnocentric* 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 Nations 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.

 T 1. The Mi'kmaq lived in small villages of extended families called clans.

 F 2. The Mi'kmaq lived long and healthy lives. It was not unusual for Mi'kmaq people to reach the age of 75 years.
It was not unusual for Mi'kmaq people to reach the age of 100 years.

F 3. Each community had a local leader called a mamomin.
Each community had a local leader called a sagamaw.

 T 4. The Mi'kmaq made decisions through consensus.

 F 5. Mi'kmaq women could not become Elders.
Mi'Kmaq women could become Elders.



Reading 3: The Haudenosaunee

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

Reading 4: The Anishinabe

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



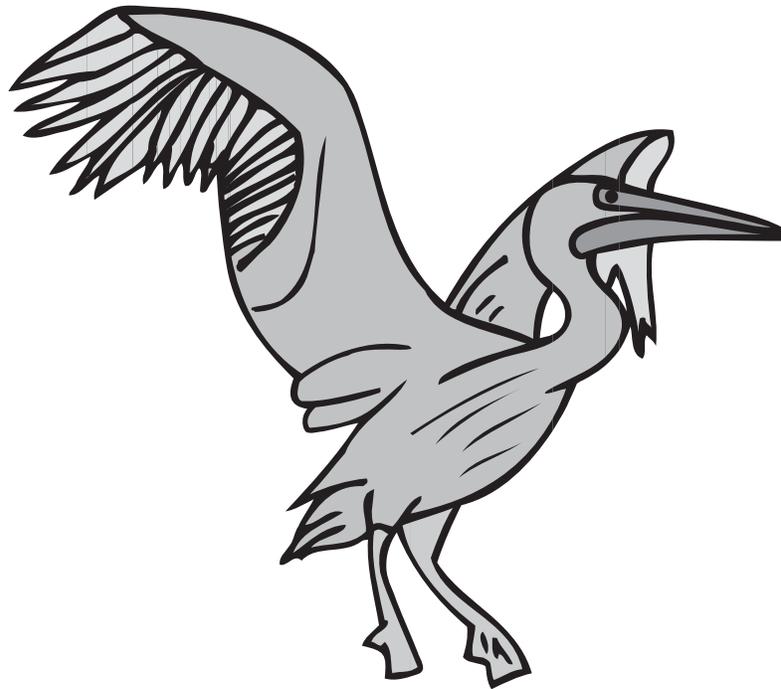
Activity 4: The Anishinabe

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.

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

1. The Anishinabe lived in the wooded country of northern and central Ontario and southern Manitoba.
2. The first of seven main values of the Anishinabe was wisdom because they cherished knowledge.
3. Wild rice, which the Anishinabe called mamomin, played a central role in their way of life.
4. The work of the women was very important to the Anishinabe's economy.
5. To meet their needs for protection, education, food, medicine, and leadership, the Anishinabe people created a clan system.

6. The harvest of wild rice was *communal*. Everyone helped with the harvest at the same time.
7. The *Fish* clan was responsible for teaching young people and settling disputes.
8. The *Crane* 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.

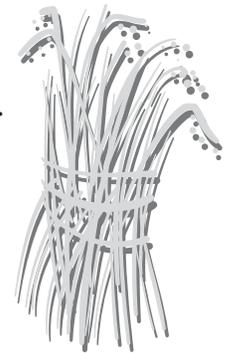
	WHO is the leader?	HOW is this leader chosen?
Mi'kmaq	sagamaw	The clan would elect the best hunter who knew how to find game.
Haudenosaunee	<i>Council of 50 leaders</i>	<i>The Clan Mothers</i>
Anishinabe	<i>The Seven Clans leaders</i>	<i>They displayed courage, good character, or hunting skill.</i>
at home	<i>Parents</i>	<i>Answers may vary.</i>
in the school classroom	<i>Teacher/Class Representative</i>	<i>Answers may vary. Possible replies – Principal/Sch. Bd/Superintendent/or committee. For class reps – elections.</i>
on a school sports team	<i>Captain/Coach</i>	<i>Answers may vary.</i>
on school council	<i>President</i>	<i>Elected by students.</i>
in your local government	<i>Mayor/Reeve</i>	<i>Elected by the citizens.</i>
in the provincial government	<i>Premier</i>	<i>Elected by his party.</i>

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 pemmican.
2. First Nations that developed farming 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 hunter gatherers. (two words)
4. First Nations communities of the plains depended on the buffalo for survival.
5. The Anishinabe traded copper for the surplus food of the Haudenosaunee. Meanwhile, the Mi'Kmaq traded seashells and birch bark with the Haudenosaunee.
6. The disappearance of the buffalo had a negative effect on the First Nations communities' way of life.
7. Farming societies usually have more time to develop their arts/crafts and recreation.

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

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

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

8. First Nation communities that developed *farming* _____ 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 *First* _____ *Nation* _____ (two words).
10. The Anishinabe's *world* _____ 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)

The land of the Mi'kmaq was divided into seven districts. Each district had a leader and a council that had power to make peace or war. The leaders were called sagamaw.

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

The message of peace was given to the Haudenosaunee. The peacemaker created the Great Law of Peace.

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

They used a communal method where they were supposed to harvest the wild rice at the same time. The women organized the harvest and only the women and children took part in the harvest.

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)

The Haudenosaunee traded crops with other nations. From the Anishinabe they obtained copper and from the Mi'kmaq they obtained seashells and birch bark.

- 5. Why were buffalo significant to the way of life of First Nations peoples who lived on the Plains? (1 mark)

The buffalo provided them with all the necessities of life including food, shelter, clothing, and tools.

- 6. Why was the role of women important to **each** of the three First Nations? (3 marks)
To help you, an example for the Mi'kmaq is provided.

Women could become elders and pass on the Mi'kmaq traditions and were consulted before decisions were made. They raised the children, took care of the homes, and collected the food.

You must identify an additional point for the Mi'kmaq.

Haudenosaunee: Women were Clan Mothers and appointed leaders to the Council of 50 and could dismiss them. They owned all the possessions in the house. They grew the crops.

Anishinabe: Women organized the harvest of wild rice and played an important role in the economy.

Mi'Kmaq: The women raised the children and took care of the homes. They also collected and prepared food.

Total: _____
25 Marks

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 | Iroquois confederacy | pluralistic |
| elder | indigenous people | |
| economy | ethnocentric | |
| culture | hunter-gatherer | |
| oral | matrilineal | |

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
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 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
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 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.

