

Social Studies 7: Final Exam Review

Name : _____

Class: _____

The following is a study guide to help you prepare for your Social Studies Final Exam. The most important thing about exams is **DO NOT STRESS**. Here are a few tips that can help you with your review:

Your final exam covers everything you've learned in Social Studies this year. You need to make sure you understand what the "**big ideas**" which are:

- *Compare and contrast the different social and economic structures of the Aboriginal, French and British in Canada*
 - *Understand how control of the fur trade led to the control of North America.*
 - *Explain how politically French and the British fought for control of North America.*
 - *Explain what events politically, economically and militarily lead to the foundation of Canada.*
 - *Explain the role of Métis and First Nations in the development of Western Canada.*
 - *Evaluate the impact of Confederation and Immigration had on Canada up until 1918.*
 - *Explain the impact of social and political changes on individual and collective identities I Canada since 1918.*
- Try to answer the questions in your own words (it helps you understand and remember the material better)
 - Use your notes from class to answer the questions. It might help you remember what we discussed in class or give you an example. (It also might help to make sure your notes are organized before you start studying)
 - **DON'T WAIT UNTIL THE NIGHT BEFORE!!** Work on your review a little each day. It helps prevent brain overload plus it's a lot easier to review one thing each day as opposed to 60 in a night.
 - Have someone quiz you... it helps you explain things in your own words and is a good test to see if you really know your stuff.
 - We will take up the review with all of the correct answers before the test but if you still don't understand something **ASK FOR HELP!**

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Chapter 1 – Meet Three Of Canada's First Nations

1. How did the Mikmaq, Anishinabe and Haudenosaunee transport goods and food in the winter?
2. What did the Mikmaq use for transportation on rivers and ocean travel?

Chapter 2 – European Explorers

3. Define Imperialism –
4. What is the connection between imperialism and the flags and crosses European explorers raised on the shores of North America?
5. Agriculture provided basic needs for native tribes and later European settlers. Explain how fishing and the fur trade could help the economy of Europe and New France (page 47 text).
6. What were the results of the expeditions of Martin Frobisher, Henry Hudson, Rene-Robert Cavelier de La Salle, and Pierre Gaultier de La Verendrye?

Chapter 3 – Early European Colonies

7. Define Mercantilism and provide an example –
8. What are Seigneuries and what were the duties of the Habitants who lived on them?

Chapter 4 – The Fur Trade

9. Which geographic routes did the French and British use to establish their quest for furs?
10. Did the French or the British have the best relationship with the First Nations?

Explain the reasons for your answer.

Chapter 5 – War and British Conquest

11. Why was the geographic location of Acadia important to both the British and the French?

12. How is the Great Deportation an example of how conflict can draw out prejudices towards other people?

13. Why is the Battle of the Plains of Abraham depicted as decisive?

Chapter 6 – The United States Breaks Away

- 1) What was the War of Independence?
- 2) Who were the Patriots?
- 3) Who were the United Empire Loyalists?
- 4) Why did people move from the Thirteen Colonies to Quebec and Nova Scotia during and after the War of Independence?
- 5) How did the Loyalist migration impact the Canadiens and the First Nations?
- 6) Describe how the War of 1812 shaped Canada.

Chapter 7 – The Great Migration and the Push for Democracy

1. When was the Great Migration?

Where did people migrate or travel from?

Where did they settle?

List three reasons for the Great Migration.

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-
-

2. Define demographic change –

3. What is a reformer?

4. Name two reformers in British North America:

-
-

5. What was the Act of Union?

6. Describe the: *Chateau Clique-*

Family Compact-

7. What was the cause of the Rebellions of 1838 in Upper and Lower Canada?

8. a) What was the purpose of the Durham Report?

b) Give the three recommendations of the Durham Report:

-
-
-

9. Describe assimilation –

Give an example –

10. What is the difference between a:

republic –

monarchy –

democracy –

11. Give five examples of the responsibilities of these governments:

Provincial

Federal

12. Why was the British North America (BNA) Act established?

Chapter 8 – Confederation

13. Name four “Fathers of Confederation”:

14. What was the purpose of the Charlottetown Conference?

15. Which colonies joined Confederation in 1867?

List the dates when the other provinces joined Confederation:

16. How did First Nations people feel about Confederation?

17. Give the main reasons for these colonies joining Confederation:

Nova Scotia –

Prince Edward Island –

British Columbia –

Newfoundland –

18. Define tariff –

Explain how it can be viewed as either positive or negative depending on perspective.

19. Why would a country want a constitution?

Chapter 9 – The Métis Rise Up

20. The people of the new culture of Red River were called _____. They were a mixture of _____ and _____ people.

21. What were the concerns of the Métis at Red River?

22. Who did the Métis ask to help them and be their leader?

23. The province of _____ was created from Riel's demands.

24. Compare the perspectives of the Métis at Red River and the people of Ontario regarding the outcome of the Red River Resistance.

Métis –

People of Ontario –

25. Fill in the chart comparing the Red River Resistance and the North West Rebellion.

	Red River Resistance	Northwest Rebellion
Who was Involved		
Main Issue		
Main Event		
Result		

26. List the key points of the following:

<i>Manitoba Act</i>	<i>Manitoba Schools Act</i>

Chapter 10 – Western Expansion and the National Policy

27. The Métis supplied the fur traders with _____ to eat. It provided much needed energy because it was made of _____, _____ and _____.

28. What were the two main reasons the Canadian government wanted to develop Western Canada?

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29. Who were the following people?

John A. Macdonald –

Louis Riel –

Wilfred Laurier –

Clifford Sifton –

30. Explain the Pacific Scandal.

31. What was the purpose of building the Canadian Pacific Railway?

Which culture was brought over to help build the railway?

Why?

32. List the three main points of John A. Macdonald's National Policy:

-
-
-

33. In _____, the Hudson Bay Company sold _____ to Canada for _____ pounds, which was \$_____.

34. When Clifford Sifton promoted immigrant settlers for the west, what type of citizen did he prefer?

Why?

35. What was the job of the North West Mounted Police?

36. List two reasons for the government negotiating treaties:

-

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Why were the treaties numbered?

37. List the six rights the government promised the First Nations in the Numbered Treaties:

-

-

-

-

-

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38. Define urbanization –

39. Define mechanization –

40. Large factories created _____ for many people, so they were located in large cities. As the population grew, so did the demand for services such as _____, _____ and _____ . (p. 372)

41. Using the chart on page 372, which sector employed the most people in:

1871 --

2001 –

42. How has urbanization and technology changed the jobs people have and where people live?

43. Why was the CBC created in 1936?

What benefit does the CBC provide to rural and northern areas?

44. Give two reasons for aboriginal people leaving reserves:

-

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45. List three opportunities for Aboriginal people in today's society:

-

-

-

46. Canada officially became bilingual in 1867 due to _____ and the passing of the _____ Act. However, Francophones did not feel equal to Anglophones, so the government passed the _____ Act in 1969. This Act was to provide services in both _____ and _____, and to employ both _____ and _____. (348)

47. Why did the government pass the Multiculturalism Act of 1988?

48. State the differences between:

French immersion schools --

Francophone schools --

List any questions that you have here:

-

-

List any chapters that you understand well:

List any chapters for which you would like more information:

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 - Explain how politically French and the British fought for control of North America.
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 - Explain the role of Métis and First Nations in the development of Western Canada.
 - Evaluate the impact that Confederation and Immigration had on Canada up until 1918.
 - Explain the impact of social and political changes on individual and collective identities in Canada since 1918.
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Parent Signature: _____

Chapter 1 – Meet Three Of Canada’s First Nations

1. How did the Mikmaq, Anishinabe and Haudenosaunee transport goods and food in the winter?
 - **Toboggan, snow shoes**
2. What did the Mikmaq use for transportation on rivers and for ocean travel?
 - **Canoes**

Chapter 2 – European Explorers

3. Define Imperialism –
 - **A policy or decision on the part of a ruler or government of one territory to dominate other territories. (eg. New France)**
4. What is the connection between imperialism and the flags and crosses European explorers raised on the shores of North America?
 - **European explorers used the flags to claim the land. The flags and crosses were like, no trespassing signs, to identify lands for other European Countries not to settle.**
5. Agriculture provided basic needs for native tribes and later European settlers. Explain how fishing and the fur trade could help the economy of Europe and New France (page 47 text).
 - **Catching cod could make good, reliable profits. It was hoped that an established fur trade would bring the same results.**
6. What were the results of the expeditions of Martin Frobisher, Henry Hudson, Rene-Robert Cavelier de La Salle, and Pierre Gaultier de La Verendrye?
 - **Frobisher: found no gold, but mined iron pyrite**
 - **Hudson: mutiny rebellion**
 - **La Salle’s: rebellion and shot**
 - **La Verendrye: Built forts to establish French Control of fur Trade, two of his sons became first non-aboriginals to travel plains and see Rocky Mountains.**

Chapter 3 – Early European Colonies

7. Define Mercantilism and provide an example –
 - **Mercantilism is a regulated economic system that made a country rich from its colonies. A beaver pelt is manufactured into a product such as a hat, shipped and sold for profit in the European country.**
8. What are Seigneuries and what were the duties of the Habitants who lived on them?
 - **Large plots of land, owned by the seigneur or landlord, the habitants were the farmers who worked their land in exchange for the right to build a house and draw some profit from the land.**

Chapter 4 – The Fur Trade

9. Which geographic routes did the French and British use to establish their quest for furs?
- **The French used the St. Lawrence River system and established Quebec and Montreal. The British set up Rupert's Land accessing it through the Hudson Bay.**
10. Did the French or the British have the best relationship with the First Nations? Explain the reasons for your answer.
- **Answers will vary.**
 - **The French had a more positive relationship with the First Nations as they were trading partners. The British also traded with the First Nations but saw them more as savages.**

Chapter 5 – War and British Conquest

11. Why was the geographic location of Acadia important to both the British and the French?
- **Acadia was in between the two and access to the waterway that was strategic for both French and British supply and military ships.**
12. How is the Great Deportation an example of how conflict can draw out prejudices towards other people?
- **The British assumed they could not trust the Acadians because of their French heritage and Catholic religion.**
13. Why is the Battle of the Plains of Abraham depicted as decisive?
- **It produced long lasting change in Canada. The British eventually won the battle and this is a major reason why Canada has been predominately English.**

Chapter 6 – The United States Breaks Away

14. What was the War of Independence? (American Revolution)
- **The War of Independence was fought in the United States, it was based upon a willingness or lack thereof having independence from Britain.**
15. Who were the Patriots?
- **Wanted to break away from Britain. Loyal soldiers to the US**
16. Who were the United Empire Loyalists?
- **Wanted to stay loyal to Britain and maintain ties. Fled to British North America.**
17. Why did people move from the Thirteen Colonies to Quebec and Nova Scotia during and after the War of Independence?
- **They moved because they did not want to be discriminated against because of their side in regards to the war, as well they could start new if their land was destroyed in the war.**
18. How did the Loyalist migration impact the Canadiens and the First Nations?
- **It brought in different ethnic groups and many English speaking settlers began to settle in British North America which meant that those two groups became minorities.**
19. Describe how the War of 1812 shaped Canada.
- **This was important because it was the first time the British, Canadiens and First Nations fought together to defeat the Americans. Border defined and still the same today.**

Chapter 7 – The Great Migration and the Push for Democracy

1. **When was the Great Migration?**

1815 - 1850

Where did people migrate or travel from?

Britain, British Isles

Where did they settle?

British North America

List three reasons for the Great Migration.

-Industrial Revolution

-famine in Ireland

-end of the war with France created unemployment

-colonies provided opportunities for a better life

2. **Define demographic change –**

--a change in the characteristics of a population

3. **What is a reformer?**

--someone who wants the change the rules of a society

4. **Name two reformers in British North America:**

--Louis-Joseph Papineau (Lower Canada)

--William Lyon Mackenzie (Upper Canada)

--Joseph Howe (Nova Scotia)

5. **What was the Act of Union?**

1841—based on recommendations made in the Durham report

--combined Upper and Lower Canada into a single province of Canada

--made English the official language

-tried to assimilate the Canadiens

6. **Describe the: Chateau Clique-**

--a group of politicians appointed by the governor

--English speaking merchants in Lower Canada

Family Compact-

--a group of politicians appointed by the governor

--wealthy English Canadian families from Upper Canada

7. **What was the cause of the Rebellions of 1838 in Upper and Lower Canada?**

--struggle for power between the governor-appointed council and the elected assembly

--food shortage caused by crop failures

--in Lower Canada, the cholera epidemic

a) What was the purpose of the Durham Report?

- to investigate why the rebellions of 1838 took place
- make recommendations to keep peace in the colonies
- insure the colonies remain British

b) Give the three recommendations of the Durham Report:

- Unite Upper and Lower Canada
- provide colonists a more democratic government
- assimilate the French into the British culture

9. Describe assimilation

- to blend into another's cultural group and accept it as one's own

Give an example

- First nations were being assimilated when they were forced into residential schools
- Canadiens were being assimilated when the Durham report made English the official language of the colony

10. What is the difference between a:

republic —a democratic government that has no ties to a monarch (ie. USA)

monarchy —has a king or queen as its ruler (ie Canada)

democracy —a government where the citizens of the country vote to elect the representatives of government

11. Give five examples of the responsibilities of these governments:

<u>Provincial</u>	<u>Both</u>	<u>Federal</u>
--local affairs	--agriculture	--peace, order and good gov't
--civil law	--immigration	--public property
--health and welfare	--taxation	--defense
--education		--regulation of trade
--natural resources		--post office
		--Aboriginal peoples
		--criminal law
		--fisheries
		--navigation
		--banks

Why was the British North America (BNA) Act established? 1867

- to create the Dominion of Canada (Canada West, Canada East, New Brunswick and Nova Scotia)

Chapter 8 – Confederation

13. Name four “Fathers of Confederation”:

- John A. Macdonald
- George-Etienne Cartier
- George Brown
- Etienne-Paschal Tache

14. What was the purpose of the Charlottetown Conference?

--to discuss uniting the colonies of Canada West, Canada East, NS, NB, and PEI into a single colony with one government

15. Which colonies joined Confederation in 1867?

Canada West (Ontario), Canada East (Quebec), NS, NB

List the dates when the other provinces joined Confederation:

- 1870—Manitoba
- 1871—B.C
- 1873—PEI
- 1905—AB and SK
- 1949--NFLD

16. How did First Nations people feel about Confederation?

--dissatisfied, ignored (were not consulted!)

17. Give the main reasons for these colonies joining Confederation:

Nova Scotia --promised a railway link with the interior
--money for roads and bridges

Prince Edward Island—economic troubles, hoped joining Confederation would solve the problems
--Canada felt threatened that PEI would join the US

British Columbia—economic trouble, promise of debts paid by the gov’t
--building of a railway to link BC to the rest of Canada

Newfoundland- after WWII, Britain couldn't finance Newfoundland anymore.

18. Define tariff – Extra charge/tax on goods

Explain how it can be viewed as either positive or negative depending on perspective.

Good for the country charging the tax, to make money, bad for businesses that must pay the tax.

19. Why would a country want a constitution?

- Official set of rules
- Gives people rules to follow
- Rules are the same for everyone
- People's rights are official

Chapter 9 – The Metis Rise Up

20. The people of the new culture of Red River were called _____. They were a mixture of _____ and _____ people. Metis, European, Aboriginal

21. What were the concerns of the Metis at Red River? Surveyors, food shortages, Metis rights

22. Who did the Metis ask to help them and be their leader? Louis Riel, President of Provisional Government (temporary gov't)

23. The province of _____ was created from Riel's demands.
Manitoba--officially bilingual (Manitoba Act)

24. Compare the perspectives of the Metis at Red River and the people of Ontario regarding the outcome of the Red River Resistance.

Thomas Scott was shot/killed.

Metis – They thought Scott was racist. Felt they had to set an example. Had to support the elected government of Red River.

People of Ontario – Scott was a legal British subject. They were shocked over Scott's death. They wanted Riel hanged.

25. Fill in the chart comparing the Red River Resistance and the North West Rebellion.

	<i>Red River Resistance</i>	<i>North West Rebellion</i>
Who was involved?	Louis Riel, Gov't, Surveyors, Metis (Thomas Scott)	Louis Riel, Gabrielle Dumont, Gov't, Troops, Metis and FN (military strategist)
Main Issue	Land ownership, rights	Land ownership, rights
Main Event	Thomas Scott shot and killed.	Canadian troops sent to Batoche by train
Result	Province of Manitoba created. Riel exiled to U.S. for 15 years	Riel tried and hanged. CPR built. Native reserves created. (treason)

26. List the key points of the following:

Manitoba Act (1870)

- Recognized Metis and First Nations right to land.
- Funds for Protestant and Catholic schools.
- French and English official languages.
- Established Manitoba as a province.
- *Higher population of French speaking people.

Manitoba School Act (1890)

- Canada response to the uprising.
- Separate schools abolished.
 - English the only official language.
- *Higher population of English speaking

Chapter 10 – Western Expansion and the National Policy

27. The Metis supplied the fur traders with _____ to eat. It provided much needed energy because it was made of _____, _____ and _____ . pemmican, buffalo, fat, berries

28. What were the two main reasons the Canadian government wanted to develop western Canada?

- Settlement, farming, finish railway, keep out the Americans
- Economic growth

29. Who were the following people?

John A. Macdonald – Canada's first Prime Minister, created a nation from sea to sea

Louis Riel – Metis leader, tried for treason and hanged, responsible for creation of Manitoba

Wilfred Laurier – Canada's first French Canadian Prime Minister

Clifford Sifton – Laurier's Minister of Interior. Advertised for immigrants to settle the west.

30. Explain the Pacific Scandal.

1837 - John A. MacDonald's government was accused of accepting a bribe to award the contract to build the CPR to BC. Sir Hugh Allan gave \$350,000 to MacDonald's Conservative party. He lost the election.

31. What was the purpose of building the Canadian Pacific Railway?

Made settlement possible (settlers to the west brought products or crops back to Eastern Canada and linked Canada from coast to coast). Help to unify a very large country.

Which culture was brought over to help build the railway?

Chinese.

Why?

Hardworkers. Cheap labour. Ethnocentric attitude by the British. Treated poorly.

A "head tax" was later put on the Chinese to keep them out of Canada.

32. List the three main points of John A. Macdonald's National Policy:

- Promote Canadian industry for a better economy
- Finish National railway.
- Settle the west.

33. In _____, the Hudson Bay Company sold _____

_____ to Canada for _____ pounds, which was _____
1869, Rupert's Land, £300,000 (\$1.5 million)

34. When Clifford Sifton promoted immigrant settlers for the west, what type of citizen did he prefer?

English speaking farmers from Ontario and Britain, Americans, Europeans but not French.

Why? To blend in easily. Make Canada more British.

35. What was the job of the North West Mounted Police?

Assist Aborigines. Keep peace during building of railway. Keep peace during arrival of settlers. Enforce the law, especially for American traders.

36. List two reasons for the government negotiating treaties:

(Royal Proclamation of 1763)

- resist American expansion
- assimilation of First Nations (residential schools)

Why were the treaties numbered? According to the year they were negotiated.

37. List the six rights the government promised the First Nations in the Numbered Treaties:

- Education
- Health Care
- Reserves
- Hunting and Fishing Rights
- Farming assistance
- Payments or allowances

Ch. 11

38. Define urbanization – More people moving and living in the cities from the country (rural)

Define mechanization – Using machines instead of people to do work.

40. Large factories created _____ for many people, so they were located in large cities. As the population grew, so did the demand for services such as _____, _____ and _____. (p. 372) jobs, schools, hospitals, stores
41. Using the chart on page 372, which sector employed the most people in:
1871 - agriculture
2001 – services
42. How has urbanization and technology changed the jobs people have and where people live?
Less jobs in agriculture and more in services. Factories built near cities. Cities grow. People need more services, therefore more jobs in the city.
43. Why was the CBC created in 1936? To provide Canadian programming and foster National identity.

What benefit does the CBC provide to rural and northern areas?

To feel connected to the rest of Canada.

44. Give two reasons for aboriginal people leaving reserves:
- jobs
- education
45. List three opportunities for Aboriginal people in today's society:
- Political influence
- More recognition for rights and identities
- Source of future workers.

46. Canada officially became bilingual in 1867 due to _____ and the passing of the _____ Act. However, Francophones did not feel equal to Anglophones, so the government passed the _____ Act in 1969. This Act was to provide services in both _____ and _____, and to employ both _____ and _____. (348)
confederation, BNA, official languages, English, French, Francophones, Anglophones

47. Why did the government pass the Multiculturalism Act of 1988?

It affirms that Canada's government will support languages that contribute to the multicultural heritage of Canada.

48. State the differences between:

French immersion schools – English speaking students learn the French language.

Francophone schools - Publicly funded schools for Francophone students. Are French in language, culture and identity.

