

**Grade 7 Social Studies**  
**Midyear Review Booklet**

**Student Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Due Date for Review Booklet:** \_\_\_\_\_

**Exam Date:** February 17, 2016

**Parent Signature:** \_\_\_\_\_

2. Fill in the comparison chart below.

	Mi'kmaq	Anishinabe	Haudenosaunee
Where they lived?			
What they ate?			
What they lived in?			
How were they organized?			
How did they make decisions?			
Who were their friends and/or enemies?			

3. What were the "Three Sisters"? Which First Nations group used them?

4. What is a wampum belt used for? Draw an example. Explain the symbols and why it was made.

## Chapter 2: European Explorers

Here is a checklist of things you should have learned and should be able to explain.

1. I understand and can give examples of social and economic imperialism.
2. I can explain the positive and negative impacts of European imperialism on First Nations.
3. I can explain the role the First Nations had in European exploration.
4. I can explain why the exploration of North America is important to Canadian history.

11. Explain imperialism. How did the Europeans use imperialism to take control of North America?

12. Explain social imperialism. Give two examples of how the Europeans used social imperialism.

13. Briefly explain how the Europeans came to know and settle North America, starting with the Vikings.

14. What is economic imperialism? Give two examples of how the First Nations were affected by economic imperialism.

Martin Frobisher				
Henry Hudson				
Rene Robert de La Salle				
Alexander Mackenzie				
John Franklin				

18. Why is Champlain referred to as the "Father of New France"?

19. Was Champlain ethnocentric? Explain.

20. What factors pushed (forced) the Europeans to leave their countries and explore?

21. What factors pulled (made it less dangerous) to explore the oceans?

## Chapter 3: Early European Colonies

Here is a checklist of things you should have learned and should be to explain.

1. I understand and can give examples of why the first colonies were created.
2. I can list similarities and differences between French and British colonies.
3. I can explain and give examples of how the colonies affected the lives of the First Nations.
4. I can list characteristics of New France.

23. Give two examples of colonies in North America. Why are they called colonies?

24. Give an example of mercantilism. Explain how it works.

25. Give an example of a monopoly in the time of the fur trade. Why is it called a monopoly?

28. List two major affects the colonies had on the First Nations.

29. Illustrate in the space below the decision making process in New France.

30. Describe the role of each New France resident listed below:

Habitant—

Seigneur—

Coureur de Bois—

Voyageur—

Phase: 1



Title and date of Phase:

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<b>Who was involved? When was it happening?</b>	<b>How did the economic competition influence the fur trade?</b>	<b>What roles did each society play?</b>	<b>Influence on migration and settlement...</b>

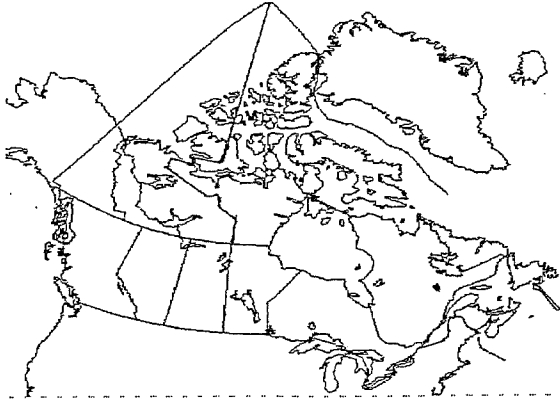
Phase: 2



Title and date of Phase:

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<b>Who was involved? When was it happening?</b>	<b>How did the economic competition influence the fur trade?</b>	<b>What roles did each society play?</b>	<b>Influence on migration and settlement...</b>



Phase: 5

Title and date of Phase:

Who was involved? When was it happening?	How did the economic competition influence the fur trade?	What roles did each society play?	Influence on migration and settlement...

3. Give three examples of how technology influenced the fur trade.
  
4. Describe what a monopoly is in your own words and give an example.
  
5. Describe what mercantilism means in your own words and give an example.



13. What was pemmican? How was it used? (P 122)

14. How do these two fur trade companies compare?

	Hudson Bay Company (P 115-116)	North West Company (P 122)
Year it was founded?		
Who founded the company?		
In what area did it trade?		
What group (s) did it trade with?		
What happened to it?		

15. What type of goods did the First Nations exchange with the Europeans for fur? (p 128-129)