

Grade 7 Social Studies
Midyear Review Booklet - KEY

Student Name: _____

Class: _____

Due Date for Review Booklet: _____

Exam Date: February 17, 2016

Parent Signature: _____

Chapter 1: Meet Canada's First Nations

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

1. I can identify the different ways First Nation groups were structured.
2. I can explain how the different First Nations groups made decisions.
3. I can give examples of how environment affects the way different cultures live.

1. On the map below, label the areas where the following First Nations lived: Beothuk, Mi'kmaq, Anishinabe, Haudenosaunee. (p. 8)



2. Fill in the comparison chart below. (Chart - Ch.1)

	Mi'kmaq	Anishinabe	Haudenosaunee
Where they lived?	Nomadic Maritimes (NS, NB)	Nomadic Eastern Ontario, north of L. Superior	Not nomadic South of the St. Lawrence River
What they ate?	Sea food (summer) Hunting (winter)	Fishing, hunting, wild rice, maple syrup	Farmed "Three Sisters" (corn, beans, squash), hunting and gathering
What they lived in?	Birch bark wigwams	Birch bark (dome- shaped) wigwams. Summer and winter camps.	Long houses
How were they organized?	Grand Council Sagamaw (leader) Council of Elders	Midewin Society Part of father's clan. Ogimauh was leader	Hoyaneh (male leader) Clan Mothers (very powerful) Great Law of Peace Grand Council
How did they make decisions?	Men made decisions Consensus Grand Council - all tribes would meet to discuss major decisions	Men and women made decisions. Consensus Dodems (7 clans) Wampum belts for records.	Women had great influence (ran longhouses). Men were leaders, but chosen by the Clan Mothers. Wampum belts. Consensus
Who were their friends and/or enemies?	Against the Haudenosaunee. Allied with French	Allied with French (Huron Ouendat vs	Six Nations in Great Law of Peace. Allied with British Iroquois)

3. What were the "Three Sisters"? Which First Nations group used them? (p. 21)

The Haudenosaunee called corn, beans and squash the "Three Sisters"

4. What is a wampum belt used for? Draw an example. Explain the symbols and why it was made. (p. 24) Shells or beads woven into belts or string to record treaties and other agreements by First Nations.

5. Explain the purpose of a Midewin Society. In which First Nations group does a Midewin Society belong? (p. 19)

A special society of the Anishinabe people. Men and women who had special gifts as spiritual leaders and healers. People would go to them for guidance and medicine.

6. What is an artifact? How are they used to help us explore the history of the First Nations people?

An old object that helps us to understand a past society. A product of human art or workmanship that could be buried or found above ground. They help us to understand how First Nations lived and survived. (eg. pictures, fossils, knives, tools, baskets, wampum belts, weapons, etc.)

7. First Nations leaders are expected to demonstrate certain characteristics. What are they? How do these characteristics help the group to survive? (p. 23)

Respectful, good listener, not controlling but decisive, open heart and mind, concerned with the welfare of the tribe, good hunter and provider, trustworthy, brave, led by example, etc.

People would listen to, and follow, this respected person, and give them their support because they benefitted the group.

8. What were the different methods that First Nations used to teach their history?

Myths and legends, songs, art work, pictographs, wampum belts, powwow, storytelling, Creation stories, dancing, games, etc.

9. Briefly explain the story of Shawnadithit and the Beothuk. Why is this story important? (p. 49-50) **She was the last survivor of the Beothuk tribe of Newfoundland. She died of tuberculosis in 1829. William Cormack (British) realized she was dying and tried to record as much of the Beothuk history as possible from Shawnadithit's drawings in order to understand the people, and to give information to those in the future.**

10. List five examples of First Nations culture and technology still practiced and used today.

Lacrosse stick, totem pole, drum, dream catcher, snow shoe, toboggan, moccasin, canoe, bow and arrow, wild rice, nets, art, symbols, language, powwow, ceremonies, baskets, fishing nets, teepees, festivals, consensus, etc.

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. (p. 396) How did the Europeans use imperialism to take control of North America? (p. 45)

To dominate other lands and people. The goal of exploration was to build an empire to get land and resources for money and power. The Europeans took over North America and sided with different tribes, and also traded and made First Nations dependent upon them so as to take over and trade goods with them. They wanted to build large empires.

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

Ruling over the people of a culture, using ethnocentrism.

- 1) **Cartier and Champlain referred to First Nations as "savages" (p. 57) and treated them as inferior and barbarians.**
- 2) **Cartier kidnapped Donnacona from his homeland and took him to France without taking into consideration how he was affecting Donnacona and his people. (p. 54)**

13. Briefly explain how the Europeans came to know and settle North America, starting with the Vikings. p. 37 – **the Vikings were looking for new land and settled on the northern tip of Newfoundland.** p. 41 – **Portuguese used new ships and instruments to sail east to find China as the overland routes were unsafe due to wars.** p. 42 – **Columbus sailed west to find a passage to China instead of sailing around Africa, and discovered the Americas and the Caribbean.** p. 43 – **other European countries and explorers followed, with fishing and eventually fur trading becoming important reasons to explore.**

14. What is economic imperialism? Give two examples of how the First Nations were affected by economic imperialism. (p. 48) **Colonies were set up to gain resources and money. Land gave the ruling country power and prestige. Fishing provided food and wealth for both the fisherman and their country. The fur trade made wealth for merchants who collected the furs, and manufacturers in Europe who made expensive hats and coats (mercantilism - p. 71)**

15. Why were the Mi'kmaq people the first to trade with French explorers? (p. 47)

The Maritime area is where the French started exploring, and eventually made their way down the St. Lawrence River. The Mi'kmaq wanted good trading relations with Europeans, and wanted the goods that were useful and durable. These goods met their needs with fewer resources and less trouble.

16. Describe, in modern terms, the region where First Nations and Europeans first made contact.

Newfoundland, Nova Scotia, New Brunswick, PEI, eastern Quebec

17. Explorers: Fill in the chart below. (p. 65)

	For which country did they work?	What was the purpose of their exploration?	What region of North America did they explore?	Which First Nations did they meet?
Giovanni Caboto (p. 42-43)	Britain 1497-1498	Claim land for Britain. Fishing for cod.	Newfoundland Cape Breton Island	Mi'kmaq Beothuk
Jacques Cartier (p. 51-55)	France 1534-1536	To explore the coast of N. Am. Find passage to Asia through N. Am Raised cross at Gaspé.	Newfoundland Acadia Gulf of St. Lawrence St. Lawrence River	Mi'kmaq Stadacona Hochelaga
Samuel de Champlain "Father of New France" (p. 56-61)	France 1603-1615	Retrace Cartier's voyages. Explore St. Lawrence River. Establish 1st French Colony Port-Royal,	Southern coast of Nova Scotia. Coast of NE U.S. St. Lawrence River Interior of N. Am.	Mi'kmaq Kichesiprini Innu

		and Quebec. Maps. Cartographer		
Martin Frobisher (p. 62)	Britain 1576-1578	Travel through Arctic with goods for Asia. Found iron pyrite, fool's gold.	Arctic	Innu
Henry Hudson (p. 62)	Britain 1610-1611	Find northwest passage between Europe and Asia. Died of scurvy and starvation. Mutiny.	Hudson Bay	Cree (son adopted by them)
Rene Robert de La Salle (p. 63)	France 1678-1682	Claimed area between Great Lakes and Gulf of Mexico for France.	Great Lakes and down the Mississippi River to the Gulf of Mexico.	Haudenosaunee
Alexander Mackenzie (p. 64)	Britain 1789-1793 First European to travel across western land.	To travel across Canada to find the west coast. River named after him.	Mackenzie River Peace River Interior of BC Pacific Ocean	Innu BC tribes BC coast tribes
John Franklin (p. 66-67)	Britain 1845-1847 No one returned. Lead poisoning.	Search for the Northwest Passage through the Arctic. He was the last explorer to do this.	Eastern half of the Arctic to Beechey Island and King William Island.	Innu

18. Why is Champlain referred to as the “Father of New France”? (p. 57)

Samuel de Champlain founded Port Royal in 1604 and Quebec City in 1608, two very important sites for defense and trade.

19. Was Champlain ethnocentric? Explain. (p. 58)

Yes, because he called the First Nations "savages" because they were different and non-Christian.

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

Push Factors: war, lack of land, poverty, starvation, dangerous trade routes to Asia.

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

Pull Factors: better ships and navigational equipment, land, jobs, resources, adventure.

22. Chart the routes of exploration for each explorer on the map below.



Caboto – p. 42

Cartier - p. 52

Champlain - p. 56

Franklin - p. 67

Mackenzie – p. 64

Hudson – p. 62

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? **(p. 71)**

New France, Rupert's Land, Thirteen Colonies.

They are called colonies because they were a region claimed and governed by another country.

24. Give an example of mercantilism. Explain how it works. **(p. 71)**

Cheap furs made into expensive hats = lots of money

(example: Furs made into hats for rich Europeans.)

It's an economic system whereby a country gets rich from taking cheap resources from its colony and turning it into expensive goods to make a profit.

25. Give an example of a monopoly in the time of the fur trade. Why is it called a monopoly? **(p. 72, 76, 80)**

The Hudson's Bay Company had a monopoly over the fur trade in Rupert's Land.

A monopoly is the complete control of a resource by a single company.

26. Use the chart below to list the similarities and differences of British and French imperialism.

(p. 72)

French	British
<ul style="list-style-type: none">• wanted furs• saw First Nations as partners• worked with natives (coureurs de bois)• wanted to convert First Nations to Catholicism• intermarried with First Nations• New France controlled by the King	<ul style="list-style-type: none">• wanted farmland• saw First Nations as obstacles• pushed First Nations aside to establish their colonies• had a charter granting a monopoly in Rupert's Land• had a large population in the Thirteen Colonies

27. On the map below, draw and shade the colonies of Rupert's Land, New France and the Thirteen Colonies. (p. 77)



28. List two major affects the colonies had on the First Nations. **(p. 82-86)**

Alliances with either the French or British made neighboring First Nations enemies of one another. First Nation resources were taken. They were pushed off the land. Diseases killed many First Nations.

29. Illustrate in the space below the decision making process in New France. **(p. 91)**

Sovereign Council:

Governor (Frontenac) - provided military protection and trade alliances

Intendant (Jean Talon) - chief administrator

Bishop (Laval) - religious leader

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

Habitant— **(p. 94) Peasant farmer who worked on the land for the seigneur.**

Seigneur— **(p. 94) Landlord responsible for the seigneury.**

Coueurs de Bois— **(p. 96) Known as “Runners of the Woods”. Independent fur traders with the First Nations.**

Voyageur— **(p. 100) A traveler between Montreal fur merchants and Great Lakes trading posts. They eventually traveled further west.**

Chapter 4: The Fur Trade

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

1. I can explain how economic competition shaped the fur trade.
2. I can describe the different roles that the British, French, First Nations and Métis played in the fur trade.
3. I can give examples of the impact that the fur trade had on diverse peoples (those listed above).

1. In the chart below identify the positive/negative effects of the fur trade.

	Positives (+)	Negatives (-)
French	Profit, new settlement (New France), expanded French empire, new culture (Metis).	Relocation, hardship, war, starvation, loneliness.
British	Profit, expanded empire, work	(same as above)
First Nations	Peace and trade (early fur trade), goods for an easier life, new technology.	Diseases, new religion, war, loss of land and hunting grounds, death, less family time, dependency on the fur trade.

2. The next few questions deal with the five phases of the fur trade. You need to complete the following on each map:
 - a. Title and date the phase
 - b. Colour the French area blue
 - c. Colour the British area red
 - d. Fill in the chart below each map with two to three points about each side and their effect on the fur trade.

Phase: 1



Title and date of Phase:

The Early Fur Trade: 1500-1603

(p. 108)

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...
<p>Mi'kmaq Europeans</p> <p>1500-1603</p>	<p>Trade brought Europeans onto the land.</p> <p>Trade benefited both sides.</p> <p>Cod fishery began the early fur trade.</p>	<p>Mi'kmaq traded and were friendly.</p> <p>Europeans traded and came ashore to dry fish and get fresh water.</p>	<p>No permanent European settlements during this phase.</p>

Phase: 2



Title and date of Phase:

Expansion Inland: 1603-1670

(p. 110)

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...

<p>French Ouendat Mi'kmaq Innu Kichesiprini</p> <p>1603-1670</p>	<p>France dominated the fur trade during this phase.</p> <p>Started the French-Haudenosaunee war.</p> <p>Intense trapping and hunting began to reduce the numbers of beaver and game animals.</p>	<p>Ouendat were middlemen between the French and FN in the Great Lakes region.</p> <p>Ouendat defeated by Haudenosaunee - 1649.</p> <p>Catholic conversion.</p> <p>Coueurs de bois emerged.</p>	<p>New France was permanently established.</p> <p>Quebec and Montreal became shipping centres for the fur trade. More trade potential than Acadia.</p>
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Phase: 3



Title and date of Phase:

Rival Networks: 1670-1760

(p. 115)

<p>Who was involved? When was it happening?</p>	<p>How did the economic competition influence the fur trade?</p>	<p>What roles did each society play?</p>	<p>Influence on migration and settlement...</p>
<p>British French First Nations</p> <p>1670-1760</p>	<p>HBC had a monopoly on the fur trade in Rupert's Land.</p>	<p>British established HBC 1670 in Rupert's Land.</p> <p>French centered around St. Lawrence R. to Great Lakes and westward.</p> <p>Origins of Francophone and Scottish Metis.</p>	<p>Cree and Nakoda middlemen emerged.</p> <p>Voyageurs emerged.</p>

Phase: 4



Title and date of Phase:

The Drive West: 1760-1821

(p. 121)

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...
First Nations Northwest Company Hudson's Bay Company 1760-1821	North West Company formed in 1779. Owned by British merchants, but used Canadien and Metis workers. Trade in pemmican developed.	Metis people developed a distinct culture at Red River. Missionaries established contact with First Nations in the West to convert to Christianity.	New France became a British Colony in 1763. French wanted resources, but Britain wanted land for farming. Territorial expansion occurred.



Phase: 5

Title and date of Phase:

Monopoly in the West: 1821-1870 (p. 130)

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...
First Nations British French Americans 1821-1870	Due to intense conflict, the HBC and NWC merged under the name HBC in 1821.	Independent Metis traders supplied pemmican and furs to Americans. Britain worried that the Americans may try to gain control of Rupert's Land.	As buffalo disappeared, beaver became scarce, and European demand for furs fell, Britain helped the HBC sell Rupert's Land to Canada in 1869.

3. Give three examples of how technology influenced the fur trade.

European goods made life easier for First Nations. Sharing and guiding by First Nations helped Europeans, fur trade led to war and competition, some First Nations forgot "old

ways” like making weapons, etc. Europeans also benefitted from First Nation technology, which helped them to survive. For example, toboggan, snowshoe, medicine, etc.

4. Describe what a monopoly is in your own words and give an example. **(p. 72)**
A company that has the complete control of a resource.
For example, the Hudson’s Bay Company.

5. Describe what mercantilism means in your own words and give an example. **(p. 71)**
Getting cheap resources and making them into expensive goods to sell for a profit.
For example: Beaver furs -----Expensive Hats-----Money

6. Who were the Métis? In what area did they live? What was their role in the fur trade?
(p. 117, 123-127) Francophone Metis – French father and FN mother
Scottish Metis – Scottish father and FN mother
Originally lived in the Red River area, working for the NWC. They were interpreters, guides, traders, provisioners and carters. They are known for their beadwork, Red River cart, sash, music.

7. Who were the coureurs de bois? When did they begin? What was their role in the fur trade? **(p. 112)** **Independent fur traders known as “Runners of the Woods”. When the Ouendat were removed in 1649, the coureurs de bois formed. They traded directly with the First Nations.**

8. Who were the middlemen in the fur trade? What was their role? **(p. 111-112)****Ouendat, then the coureur de bois, both men and women. They went between the French and First Nations in the Great Lakes region.**

9. Why was Rupert’s Land eventually sold to Canada? **(p. 131)**
In 1869, Britain helped the HBC to sell its territory due to several reasons:
 - **Declining trade in the West**
 - **Disappearance of the buffalo**
 - **Scarcity of beaver**
 - **Fall in European demand for furs**
 - **American threat of taking over Rupert's Land**

10. What caused the French and the Haudenosaunee to go to war? **(p. 111)**
The war started either due to the fur trade or the long-standing conflict between French allies and the Haudenosaunee. The Haudenosaunee gained support from the Dutch and

British, challenging the French control of the fur trade. The Haudenosaunee defeated the Ouendat, key French allies, in 1649. The Ouendat were removed as middlemen in the fur trade. Independent fur traders, the coureurs de bois, replaced the Ouendat and traded directly with First Nations.

11. What technique did the British use to dry their fish? The French? (p. 108)

British had stations on land and dried the fish on flakes. The French salted the fish on the ship in order to preserve them.

12. Who was the leader in the Anishinabe Society? (p. 113)

Ogimauh

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

Pemmican is dried meat mixed with berries and fat for energy. It stayed well-preserved for long journeys between fur trade forts in the West. It was supplied by Metis and First Nations.

14. How do these two fur trade companies compare?

	Hudson Bay Company (p. 115-116)	North West Company (p. 122)
Year it was founded?	1670	1779
Who founded the company?	Britain	Independent merchants in Montreal.
In what area did it trade?	Rupert's Land into the West, and eventually, most of Canada today.	New France and into the west. Francophone Metis were dominant in Red River.
What group (s) did it trade with?	Metis and First Nations in the West.	Metis and First Nations in the West.
What happened to it?	Merged with the NWC in 1821. "The Bay" is still a department store in Canada today.	After intense fighting with the HBC, it merged under the HBC name in 1821.

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

Along with durable metal goods, tin cups, guns, axes, pots and pans, blankets, cloth, beads, etc, they traded for fancy dishes, china, filigreed knives, leather shoes with fashionable buckles, clothing, etc.