Grade 7 Social Studies
Study Guide

Chapter 1: Aboriginal Societies

Culture: is a way of life or a way of being that is shared by a group of people.

Ethnocentrism: Believing one's own ethnic group is better than another.

Pluralistic Society: Canada is a pluralistic society. This means that our history has helped us to value all cultures.

World View: A way of looking at the world that reflects one’s core values.

Core values are important ideas or beliefs about how people should live.

Aboriginal Societies:
• The decedents of the original inhabitants of North America.
• It’s now politically correct to use First Nations, Metis & Inuit or FNMI.
• There are more than 600 First Nations across Canada.

Similarities and Differences among First Nation Societies?

Haudenosaunee (Iroquois)
- Matrilineal society
- Clan Mother was the head of the household
- the Clan Mother selected leaders

Anishinabe (Ojibwa)
- Clan system was used to make decisions
- Women contributed to the economy

Mi’kmaq (Micmac)
- Grand Council represented each district
- Women voiced their concerns in all areas

Which quality can you find in all three First Nation societies?
• Use of councils to make important decisions?
• The importance of constructing permanent homes?
• The importance of working together to share benefits?
They followed the seasons to collect resources for food and shelter?

**Hunter-Gatherers:**
- hunt game & collect plant foods rather than growing crops.
- The Mi’kmaq lived according to the seasons: Spring & summer on the coast & then camping inland during the fall and winter.
- The Anishinabe were even busier:
  - March – April: Maple trees for sugar
  - May: Fishing
  - June – July: Planting corn, squash & beans, gathering berries.
  - August: Fishing at rice camps
  - September – October: Wild rice harvest
  - November – February: in southern camps, they hunted deer, rabbit & went ice fishing.

**Mi’kmaq World View**

**Historical Perspective:**
- A viewpoint that uses history to understand why things are the way they are.
- Things happen because other things happen.
- History helps understand why things are the way they are.

**Stereotype:**
- A widely held and oversimplified image or idea of a particular type of person.
- Stereotypes can be negative.
• “Teens are troublemakers.”
• “All Canadians are polite.”

**Consensus:**
• an agreement reached by a group as a whole.

**Haudenosaunee and the Role of Women**
• The society of the Haudenosaunee was matrilineal.
• Matrilineal means that the head of each longhouse was a woman.
• She was known as the Clan Mother.
• When a marriage took place, the husband went to live in the wife’s longhouse.
• The women of the clan owned all the possessions in the house.
• Women even had the power to decide if the men went to war.

**Economy**
• The way in which people meet their basic needs, such as food, clothing and shelter.

**Chapter 2: The French in North America**

**Imperialism**
• A country extending it’s control over other countries, often using economic or military means.

**Colonization**
• the process of claiming and controlling new lands and territories for one’s homeland.
• France was interested in North America and created New France.
• Britain was interested in North America and created Rupert’s Land and the Hudson’s Bay Company.
• Spain colonized half of the United States and South America.
• Russia colonized part of Alaska.

**Natural Resources**
• A part of nature people can use.
• They can include fish, land, trees, water, oil, and minerals.
France Expands its Empire
- By the early 1600’s, the demand for furs in Europe was growing.
- The French king, Louis XIII, decided France should build a colony in North America.
- Then they would have access to abundant supply of furs.
- Another reason was that Louis XIII wanted to be the most powerful ruler in Europe and resources from the colonies would give it a military advantage.
- Religion had an important place in the lives of the French. Most colonists were Catholic.
- The most important goal of the Catholic Church was to spread the Catholic faith.
- Finally, it provided a wonderful opportunity to get rich and become famous.

Coureurs de Bois
- a Canadien trader
- a “runner of the woods” in English
- they paddled on long journeys into the wilderness to trade for furs with the First Nations
- later they would be called voyageurs.
- Many married First Nations women, and These couples became parents of the first Metis.

Farms & the Seigneurial System

The French and the Metis divided up their farmland in river lots.
This allowed families to live closer together.
It also gave each farm access to the water, which was used for travel.
Chapter 3: The British in North America

Mercantilism

- An economic system that allowed an imperial country to become rich by selling the resources taken from its colonies.

Population Growth in New France & The Thirteen Colonies

<table>
<thead>
<tr>
<th>Year</th>
<th>New France</th>
<th>The Thirteen Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1660</td>
<td>3,000</td>
<td>90,000</td>
</tr>
<tr>
<td>1710</td>
<td>18,000</td>
<td>331,711</td>
</tr>
<tr>
<td>1720</td>
<td>24,474</td>
<td>446,185</td>
</tr>
<tr>
<td>1730</td>
<td>34,118</td>
<td>629,445</td>
</tr>
<tr>
<td>1740</td>
<td>44,000</td>
<td>905,563</td>
</tr>
<tr>
<td>1750</td>
<td>53,000</td>
<td>1,170,760</td>
</tr>
<tr>
<td>1760</td>
<td>64,000</td>
<td>1,593,625</td>
</tr>
</tbody>
</table>

Why did New France grow slower than Thirteen Colonies?

<table>
<thead>
<tr>
<th>New France</th>
<th>Thirteen Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>France was not interested in spending heavily on it North American colonies.</td>
<td>Britain invested a lot of money in its colonies overseas.</td>
</tr>
<tr>
<td>The climate of the St. Lawrence Valley and Acadia was extreme.</td>
<td>The climate was mild especially in the southern colonies.</td>
</tr>
<tr>
<td>The early economy of New France was based mainly on the fur trade.</td>
<td>The economies of the British colonies were based mainly on farming, fishing, and logging. There were more opportunities to earn a living.</td>
</tr>
<tr>
<td>Only French Catholics were encouraged to come to New France.</td>
<td>The Thirteen Colonies allowed settlers from many faiths to settle there.</td>
</tr>
</tbody>
</table>
The Hudson’s Bay Company

- In 1670, King Charles II granted a monopoly to the Hudson’s Bay Company.
- The monopoly covered all the lands drained by the rivers that flowed into Hudson’s Bay.
- monopoly: When only one company or a group is allowed to sell or trade a product in a certain area.
- They called it Rupert’s Land.
- They were merchants, interested only in trade.
- They were not interested in building a colony.

Chapter 4: Competition for Trade

Partners in Trade & Economic Benefits

- In the beginning, the fur trade was a partnership between Europeans traders and First Nation hunters and trappers.
- The First Nations peoples valued the metal goods that came from Europe: pots, knives, axes, copper wire, and guns.
- The First Nations also traded for blankets, cloth & thread.
- The Europeans wanted just one thing: fur and lots of it. Fox, marten, otter, bear, lynx, muskrat, wolf, & beaver.
- They used them for trims on coats & jackets, but the most popular was the beaver felt hat.

Perspectives on the Fur Trade

Which historian has the most positive perspective?

#1
The fur trade reduced the population of beaver and other fur-bearing animals, and of game. As resources became depleted in one area, the trade moved on to the next. This disrupted societies that traditionally lived on the land.

#2
The trade established a rich cross-cultural environment that allowed a new culture — the Métis culture — to flourish. The Métis people sometimes call themselves “the children of the fur trade.”

“They built trading posts at the mouths of important rivers.”

“First nations and Inuit hunters brought the furs to these posts.”
Which *historian* has the most *negative perspective*?

**British vs. French Interests in the Fur Trade**

<table>
<thead>
<tr>
<th>British</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>The King of England <em>gave control</em> of the fur trade to a privately owned company . . . HBC.</td>
<td>The King of France <em>controlled</em> French interests in the fur trade.</td>
</tr>
<tr>
<td>HBC just wanted to make a <em>profit</em>.</td>
<td>Coureurs de bois lived in New France, and spent their <em>money</em> in their <em>settlements</em>.</td>
</tr>
<tr>
<td>Britain built <em>forts</em> along the Hudson Bay so that <em>ships</em> could <em>easily reach</em> the forts.</td>
<td>To avoid conflict with First Nations, French settlers were <em>not allowed</em> to <em>build forts</em> in the <em>interior of North America</em>.</td>
</tr>
<tr>
<td>Britain wanted land for <em>farms</em>.</td>
<td>France wanted resources such as <em>furs</em>.</td>
</tr>
<tr>
<td>British colonists saw First Nations as <em>obstacles</em>.</td>
<td>French colonists saw First Nations as <em>partners</em>.</td>
</tr>
<tr>
<td>Britain viewed non-Christian people as <em>inferior</em>.</td>
<td>France viewed non-Christian people as <em>inferior</em>.</td>
</tr>
<tr>
<td>How did the British treat First Nation peoples? <em>Pushed them aside</em>.</td>
<td>How did the French treat First Nation peoples? <em>Convert them to Catholicism</em>.</td>
</tr>
</tbody>
</table>

"*Filles du Roi*"

- The "king’s daughters"
- Few French women were interested in living in New France.
- The king had a solution.
- Between 1665 and 1673, he sent 800 single young *women* and *girls* to New France to *become wives*.
- Some were *orphans*, and others were *poor*.
- If they married, the king gave each couple an ox, cow & two pigs, two chickens, some salt beef and a purse of money.
Chapter 5: War & Peace

The Struggle for Acadia?

Who would control Acadia? During the late 1600s this was a very BIG question.

- **France** used it as a base to attack the English and protecting their own colonies and trade routes.
- **Britain** used it as a base to attack the French and protecting their own colonies and trade routes.
- **Mi’kmaq** called it home.

Acadia (in the French language l’Acadie) as the name given to a colonial territory in northeastern North America that included parts of eastern Quebec, the Maritime provinces, and modern-day New England.

- In 1713, when the **British** took control of **Acadia**, it told the **Acadians to leave with a year**.
- In 1730, the **British** required the **Acadians** to take an oath. It was an **"oath of neutrality."**
- But by 1755 when a war seemed likely – the **Seven Years War** (1756-1763) - **Britain** now wanted the **Acadians** to take an **"oath of allegiance."** It meant the **Acadians would have to fight for Britain** in a war against **France**.
- When the **Acadians refused, Britain** decided to **deport** them.

**Quebec Act**

Britain decided to **return to the Canadians some rights** that the **Royal Proclamation of 1763 had taken away**.

It did this by passing the **Quebec Act** **in 1774**.

The Quebec Act ensured that the **French language** and the **Canadien culture was maintained** in what would later become Canada.

**Bilingualism**
- A policy of recognizing **two official languages**.
Chapter 6: Becoming Canada

United Empire Loyalists
The American war of independence, or American Revolution, pressured people in the Thirteen Colonies to choose sides.

During and after the war many people who supported British rule left the Thirteen Colonies for the British colonies of Quebec and Nova Scotia.

These refuges included:
- 30 000 white Loyalists
- 3 000 black Loyalists
- 3 000 German Mennonites
- 2 000 Haudenosaunee (Iroquois)

Laura Secord

In 1813, Laura Secord overheard that the Americans were planning to attack.

Leaving in the middle of the night, she hiked 32 kilometers through swamp and forest to warn an outpost.

49th Parallel

The Treaty of Ghent ended the War of 1812.

It helped define the border between British North America and the United States.

The border was set at the 49th parallel.
Responsible Government
- a government that must answer to elected representatives.
- In responsible government, elected representatives in the Assembly would express the wishes of the citizens.
- Responsible government would keep the governor’s power in check.

Underground Railroad
- A secret network that transported enslaved African Americans escapees to the British colonies where they would be free.

Chapter 7: Creating a New Country

Political Deadlock
- the inability to decide on a course of action
- can’t decide what to do because of a disagreement between equally powerful decision makers

What the Maritime Colonies Decided

New Brunswick
- The promise of a railway ($) appealed to many colonists. They voted to support the union.

Nova Scotia
- Once again the promise of a railway ($) changed their minds. They voted to support the union.

Prince Edward Island
- The colony was isolated from the other colonies and they thought they would be swamped by the other colonies. PEI did not join the union until 6 years later in 1873.

Newfoundland
- Newfoundland had little in common with the other colonies.
- They didn't think they would have much influence.
- They were more interested in their ties to Britain.
- They didn't join the rest if Canada until 1949 – 72 years later.

Federalism
- a system of government in which a central government has power over matters affecting the whole country
- provincial governments have power over local and regional matters

British North America Act
- The BNA Act is called a federal system.
- It created two levels of government.
- The central government had power over matters affecting the whole country.
- The provincial governments had power over local and regional matters.

Making It Official
- In 1867, the British Parliament passed the BNA Act.
- The Dominion of Canada was country.
- July 1, 1867 marks the creation of our country.

John A MacDonald

John A MacDonald was the first Prime Minister of Canada.

“I get sick … not because of drink, but because I am forced to listen to the ranting of my honorable opponent.”

Election of 1863

Original Provinces to join Confederation in 1867?

O – Ontario
N – New Brunswick
N – Nova Scotia
O – Well, it’s actually a Q for Quebec

The BIG Picture?

Uncle Sam is the United States.

He wants mother Britannia (Britain) to leave baby Canada alone, so if we fall, he’ll be there to grab us.

The lady is Queen Victoria of England or Britannia.

She’s like a proud mother who’s wants to protect baby Canada.

Child Canada Takes Her First Steps
Mother Britannia: See! Why the child can stand alone!  
Uncle Sam: Of course he can! Let go of him, Granny; if he falls I’ll catch him.

Who should baby Canada be worried about? What do you think good ol’ Uncle Sam really wants?

Chapter 8: The Metis

Sale of Rupert’s Land
- In 1869, Canada purchased Rupert’s Land from the Hudson’s Bay Company for $1.5 million.

Second Metis Uprising in 1885
- Once again, the government ignored the Metis concerns about land claims.
- The Canadian government responded to the second Metis uprising during the North West Rebellion by rushing thousands of soldiers west aboard the newly built railway.
- After three days of fighting at Batoche, the Metis and their Cree and Dakota allies surrendered.

The Government Tightens Its Grip
- Forty four First Nation men were found guilty of crimes: eight were hanged & the rest sent to prison.
- While only a few First Nations had joined the resistance, whole communities were punished severely by having their government food rations stopped even though in all of Canada there were only 100 buffalo left.

Louis Riel surrendered, and stood trial for treason.

John A. Macdonald was at the center of it all.

Louis Riel was like a great weight on his back.

English Influence

French Influence
• There were **great debates** in the Canadian Parliament on the issue.

> How does this political cartoon show how difficult the situation was for John A. Macdonald?

• Finally, the Prime Minister made up his mind. On November 16, 1885, Riel was taken from his Regina jail cell and hanged.
• When the news reached Quebec, flags were dropped to half-mast and Macdonald was burned in effigy in the streets.

**Chapter 9: Growth in the West**
* A policy is a **formal plan** of action to **achieve** a specific **goal**.

**Protective Tariff**
* A **tax** placed on a **product crossing a border**.

Chapter 10: Expanding Confederation

**A Gold Colony**
* In the **1850’s** word spread that the First Nations were mining gold on the Fraser river.
* Before long, **prospectors** in search of gold stamped into the region. The **gold rush** and the **economic boom** was on.
* The **gold rush lasted** only until about **1868**.

**Newfoundland & Confederation**
* At the end of World War II, Britain wanted Newfoundland to take over its own affairs once again.
* Once again, deciding the future of colony sparked a huge debate.
* Those in **favor** were eager to point out the potential benefits:
  • more **social services**
  • a **stable economy**
* The Canadian government also promised to pay off their debts, provide money for their economy & create a ferry service. (Wow!)
* On July 22, 1948, they voted and the results were close.
* **52.3%** voted to join Canada & **47.7%** voted to remain a British colony.
* On March 31, **1949**, **Newfoundland and Labrador** became the **10th province in Canada**.
Chapter 11: Encouraging Immigration

Spreading the Word
- The person in charge of immigration to Canada was Clifford Sifton.
- He started a publicity campaign that advertised Canada as a good place to live.
- He sent advertisements to three regions: United States, Great Britain & Eastern Europe.
- He offered free land and made it look like an agricultural heaven on earth.

Push & Pull Factors of Immigration

<table>
<thead>
<tr>
<th>Push Factors</th>
<th>Pull Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population growth</td>
<td>Freedom</td>
</tr>
<tr>
<td>Agricultural changes</td>
<td>Economic opportunity</td>
</tr>
<tr>
<td>Crop failures</td>
<td>Abundant land</td>
</tr>
<tr>
<td>Industrial Revolution</td>
<td></td>
</tr>
</tbody>
</table>

- Canada had many attractive features for immigrants around the world: free land, jobs, completed railway, better machinery, improved farming techniques, growing demand for wheat, religious and political freedom, and friend & family.

Chapter 12: Changing Societies in the West

Chinese Immigration to the West
- The first Chinese came in 1858 with the gold rush in British Columbia.
- Faced with a shortage of workers, the CPR employed about 17,000 Chinese workers to help build the railway in the mountains between 1881 and 1885.
- The work here was so hard and so dangerous that no one wanted to do it.

Language and Education Rights in the Northwest Territories
- Education and language rights became a controversy during the creation of Alberta and Saskatchewan.
- Francophones wants rights for Catholic separate schools spelled out and guaranteed.
- Anglophones argued that the new province should have complete control over education.
Creation of Alberta & Saskatchewan

- Laurier insisted that two provinces were better than one.
- He was afraid that a single large province would be too powerful.
- By dividing it into two, Laurier hoped that one of them would support minority education rights.
- Laurier made sure that the Alberta Act gave a guarantee of separate schools.

Treaties in the West

- From 1871 to 1921, the First Nations living between the Great lakes and the Rocky Mountains made 11 treaties with the Canadian government.
- These are known as the Numbered Treaties.
- The Canadian’s government main reason for making these treaties was to gain control of their land and natural resources.
Assimilation

- The Canadian government had another policy in mind that it didn’t discuss at the treaty negotiations.
- This was the policy of assimilation.
- Assimilation means that one culture dies out because of the strong influence of a dominant group.
- To accomplish this, it targeted First Nation Children.
- It separated them from their parents by making them attend residential schools.
- They were forbidden from speaking their own language or practicing their own beliefs.
- Because they were forced to spend so much time away from their families, they were cut off from their roots.

In 2006, the Canadian government agreed to a $2 000 000 000 settlement for the abuse and neglect that students suffered in our residential schools.

On June 11, 2008, Prime Minister Stephen Harper apologized, on behalf of the sitting Cabinet, in front of an audience of Aboriginal delegates, and in an address that was broadcast nationally on the CBC, for the past governments’ policies of assimilation.

Reserves

- A parcel of land that the government agreed to set aside for the exclusive use of a First Nation.
- The treaties created 2300 reserves.

Chapter 13: A New Canada

The Age of Radio

Before Facebook, before email, before the Internet, there was CBC Radio

- Ever since the invention of the radio in the 1920s, Canadians have been tuning into American culture beaming in from the United States.
- The Canadian government created the Canadian Broadcasting Corporation – CBC – in 1936 because it wanted Canadians to have Canadian radio programs.
- As Canada’s first national radio station, it connected Canadians across the country and help create Canadian spirit and citizenship.

Canadian Women Stepping Up

- The industrial era saw many women entering the workforce. As they took on a wider role outside of the home, women began to demand the same rights as men.
- As women moved into the workforce, more and more of them wanted to have all the rights of citizenship.
• They wanted **equality**.
• They wanted to be **considered a “person” under the law** and have the same **social, political** and **legal rights as men**.
• Women began to organize. They wanted **suffrage – the right to vote**.

In 1929, Nellie McClung became one of the “Famous Five” – **five Alberta women** who demanded recognition for women as **“persons” in Canadian law**.

The Famous Five launched a legal case, called the Person’s Case, which **caused Britain to change the BNA Act** to make women and men **equal under the law**.

**Chapter 14: Canada Today**

**Does the Family Farm Have a Future?**

• After World War II, technology allowed farms to become **much bigger, more productive**.
• **New machinery** had come into use.
• These **machines** made it possible for **fewer people to farm more land**.
• **Companies**, rather than families owned some of the **biggest farms**.
• These **commercial farms** can produce **very large amounts of crops** and **raise large numbers of animals**.
• The family farms could not compete.

**Urbanization**

• The process of people moving **from the countryside to towns and cities**.
• It’s causing areas to be come more urban, more **rural communities are shrinking**.
This chart shows Canada’s urbanization rate from 1871 – 2001.

Rural areas have been steadily shrinking.