

# 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 **ones 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**.

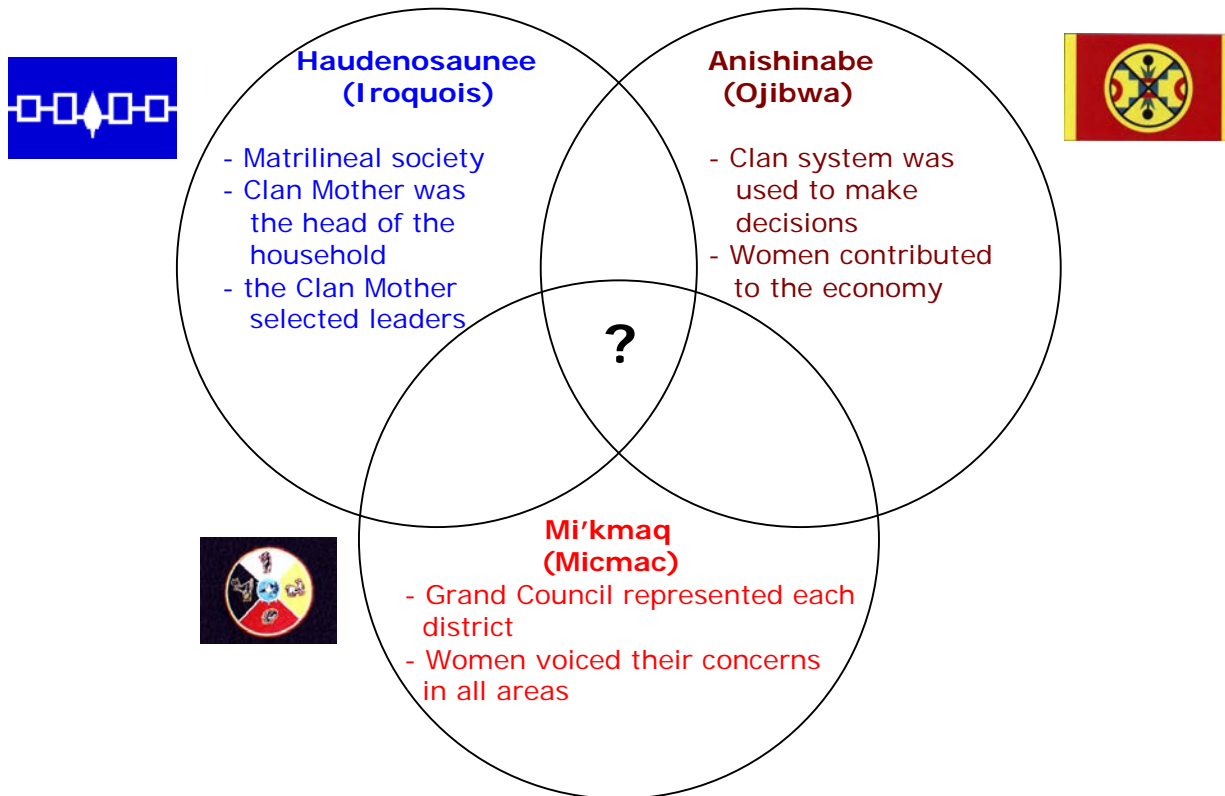
**World View:** A **way of looking at the world** that reflects one's core values.

**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?



Which **quality** can you find in **all three** First Nation societies?

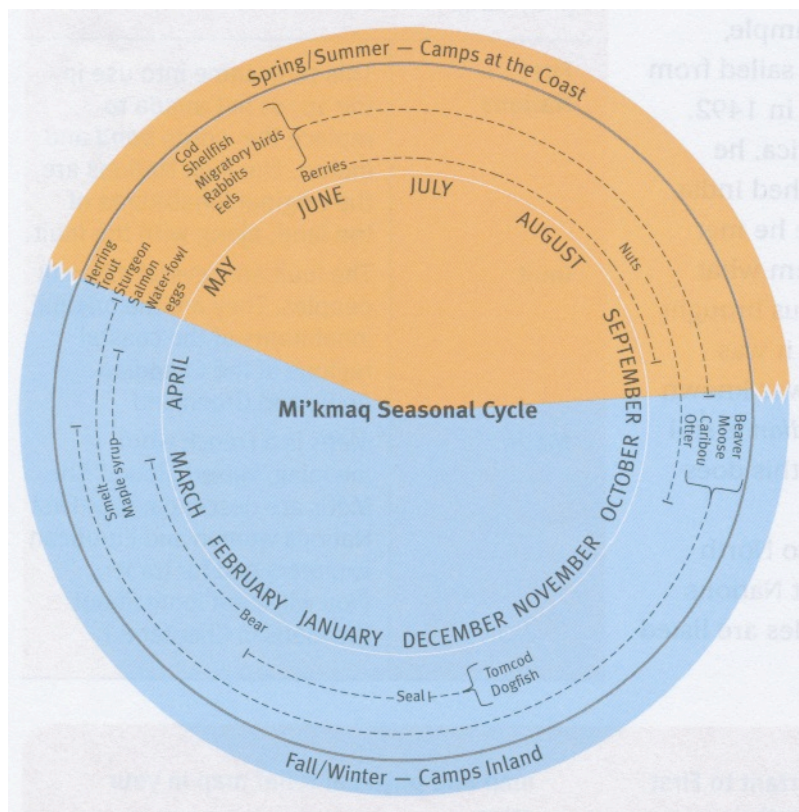
- Use of councils to make **important decisions**?
- The importance of **constructing permanent homes**?
- The importance of **working together to share benefits**?

- 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**.

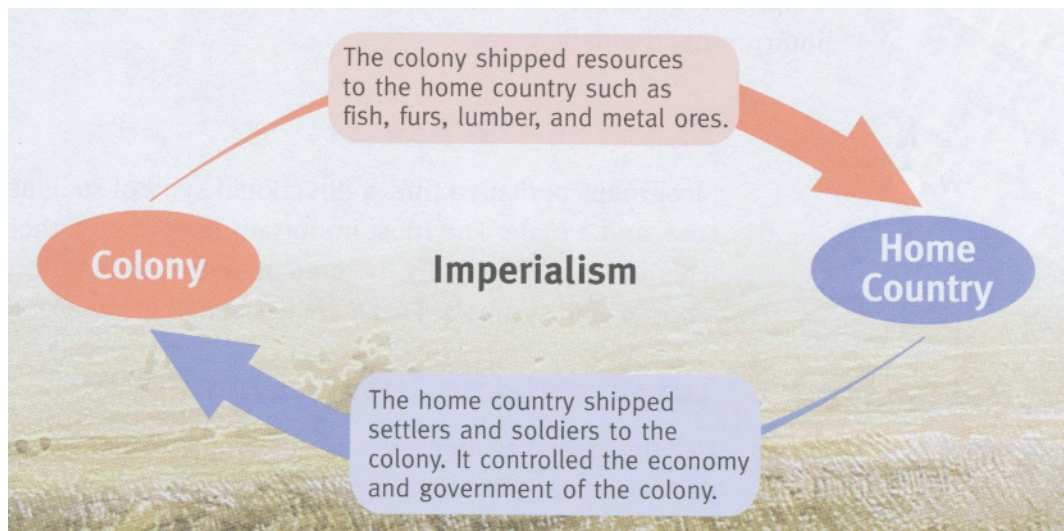
### Economy

- 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 it 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

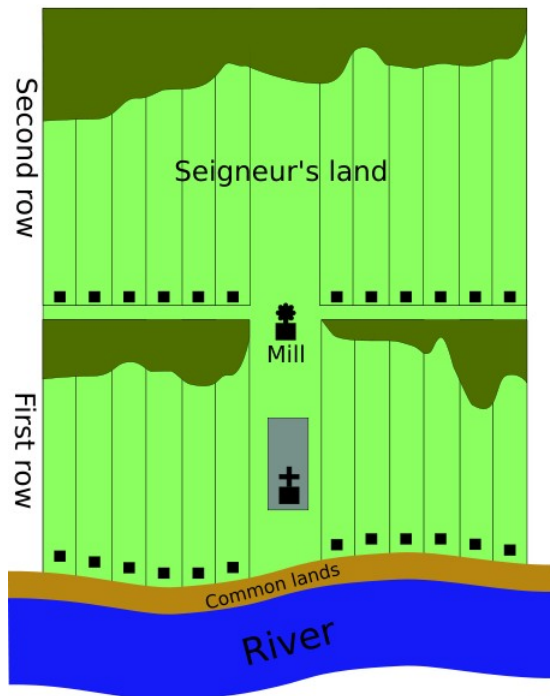
- By the early 1600's, the **demand for furs in Europe was growing**.
- The **French king, Louis XIII**, decided France should **build a colony** in North America.
- Then they would have access to **abundant supply of furs**.
- Another reason was that Louis XIII wanted to be the most powerful ruler in 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**.

## Couereurs 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.

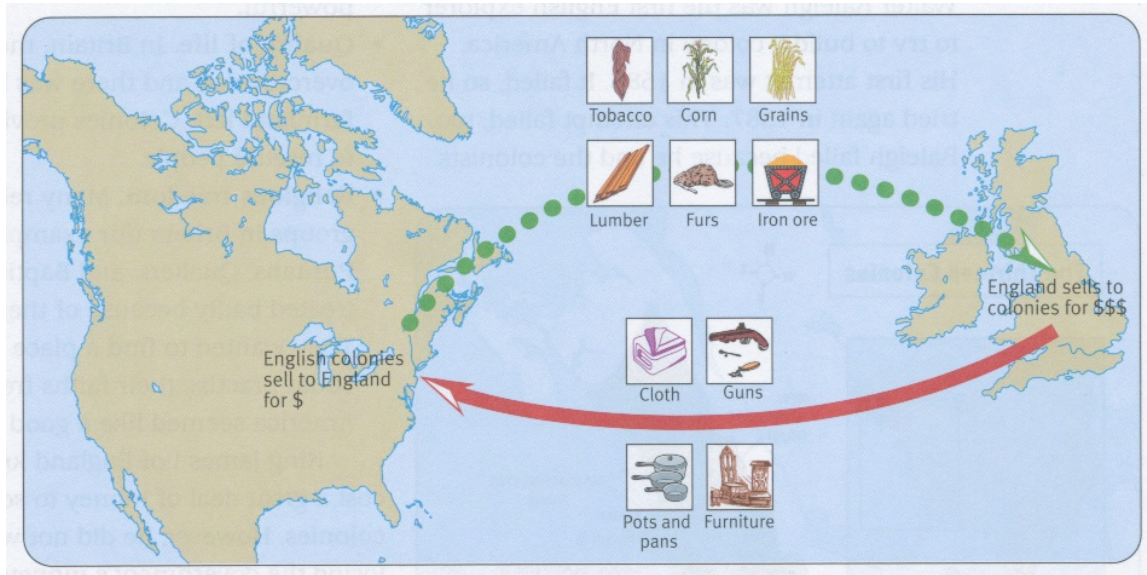
This allowed families to live closer together.

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

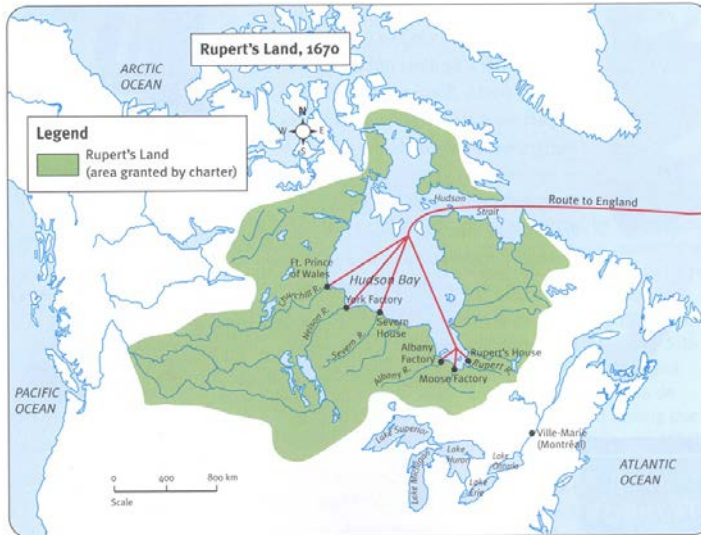
	New France	The Thirteen Colonies
1660	3 000	90 000
1710	18 000	331 711
1720	24 474	446 185
1730	34 118	629 445
1740	44 000	905 563
1750	53 000	1 170 760
1760	64 000	1 593 625

Why did **New France** grow slower than **Thirteen Colonies**?

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

## 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**.



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

“First nations and Inuit hunters brought the furs to these posts.”

## 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.”

#3

Because of the fur trade, First Nations began to see European goods as essential. Guns, for example, changed the way First Nations hunted, and also made them more dependent on trade for ammunition. This placed First Nations at a disadvantage in their relations with Europeans, who became more dominant and powerful.

Which **historian** has the most **negative perspective**?

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

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

### *"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

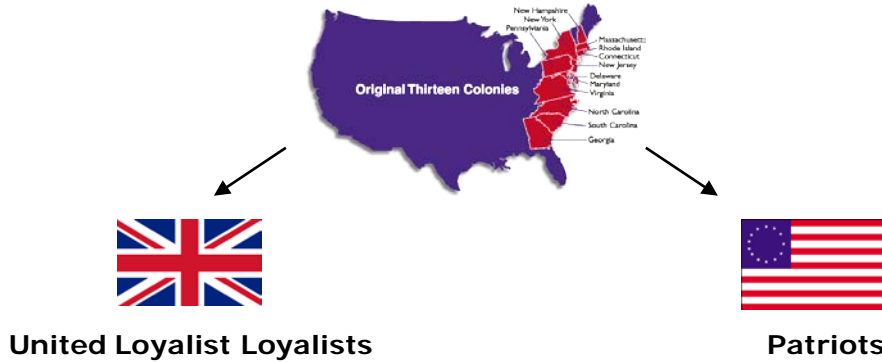
- A policy of recognizing **two official languages.**



# 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 refugees included:

- 30 000 white Loyalists
- 3 000 black Loyalists
- 3 000 German Mennonites
- 2 000 Haudenosaunee (Iroquois)

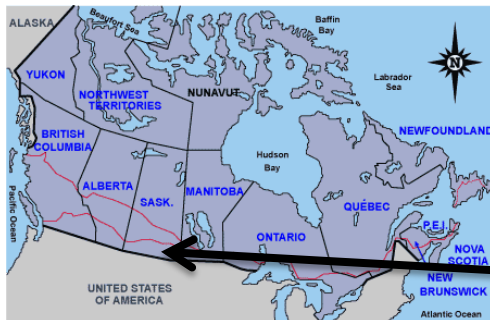
**38 000 Loyalists**  
fled to Quebec and Nova Scotia!!

## 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**.

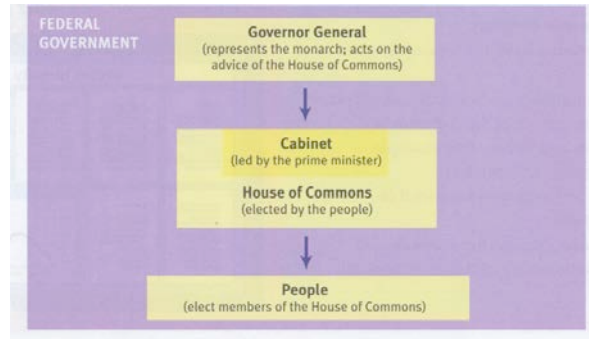
It helped define the **border** between British North America and the United States.

The **border** was set at the **49th parallel**.

**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 of 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.



Canada's flag from 1868-1921

## 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**.



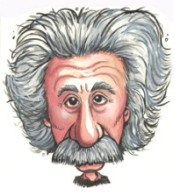
The lady is **Queen Victoria of England** or **Britannia**.

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

CHILD CANADA TAKES HER FIRST STEP  
MOTHER BRITANNIA: See! Why, the dear child can stand alone!  
UNCLE SAM: Of course he can! Let go of him, Granny, if he falls I'll catch him!

## 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

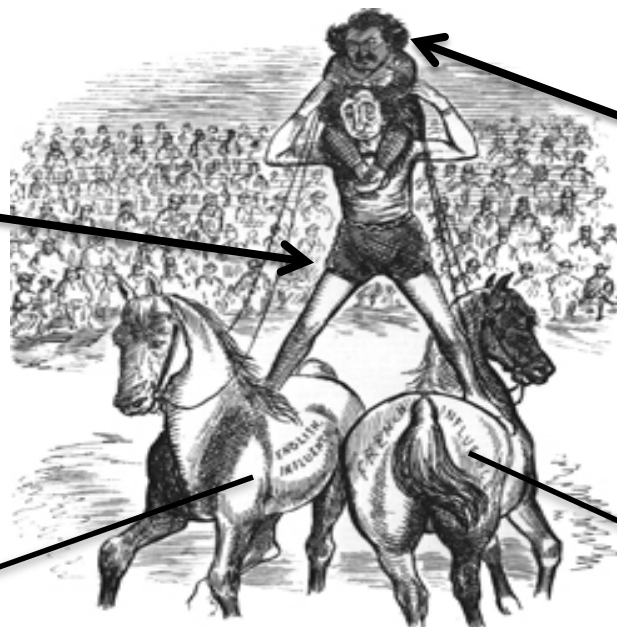
- **Forty four First Nation** men were found guilty of crimes: **eight** were **hanged** & the rest sent to **prison**.
- While **only a few First Nations** had joined the resistance, **whole communities** were punished severely by having their **government food rations stopped** even though in all of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

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

**Louis Riel** was like a great weight on his back.



**English Influence**

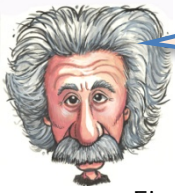


**French Influence**

A RIEL UGLY POSITION.

- **Louis Riel** surrendered, and stood trial for treason.

- 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?**

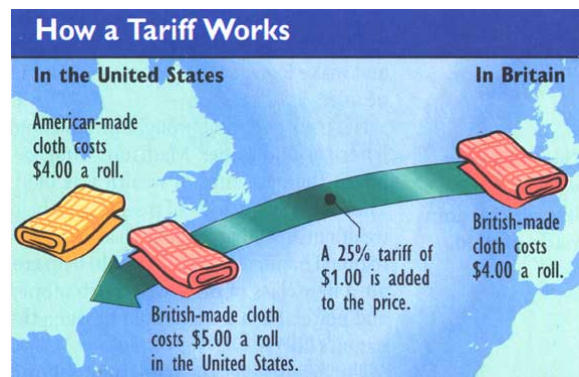
- Finally, the Prime Minister made up his mind. On November 16, 1885, Riel was taken from his Regina jail cell and hanged.
- When the news reached **Quebec**, **flags were dropped to half-mast** and **Macdonald** was **burned in effigy** in the streets.

## 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 stampeded into the region. The **gold rush** and the **economic boom** was on.
- The **gold rush lasted** only until about **1868**.

### Newfoundland & Confederation

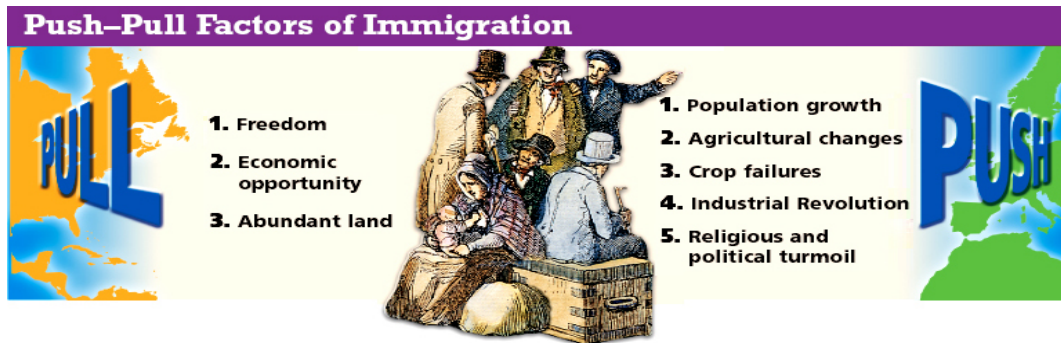
- At the end of World War II, Britain wanted Newfoundland to take over its own affairs once again.
- Once again, deciding the future of colony sparked a huge debate.
- Those **in favor** were eager to point out the potential benefits:
  - more **social services**
  - a **stable economy**
- The Canadian 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 **10<sup>th</sup> 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



- 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.
- The most important reason that pulled immigrants to Canada? **FREE LAND!**

# 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.

David Mowat



Antonio Prince



### A Timeline of Language and Education Rights in the North-West Territories

**1875 – North-West Territories Act**

- Establishes public funding for Protestant schools and Catholic schools.
- Gives official status to English and French as languages of the territory's assembly.

**1892 – Haultain Resolution**

- Frederick Haultain, leader of the territory's assembly, proposes a resolution to remove French as a language of the assembly. The resolution passes, but is not signed into law.

**1892 – Mowat Resolution**



- David Mowat, a member of the elected assembly from Regina, proposes a bill to require all schools in the territory to teach in English.
- The assembly votes to allow instruction in French only for grades one and two. All other instruction must be in English.

**1905 – Alberta Act, Saskatchewan Act**

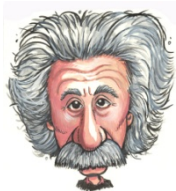
- Create publicly funded separate Protestant and Catholic schools.
- Accept restrictions on French as a language of instruction.

*As to language, French people are not foreigners. They were the first Canadians. They loved their language and would teach it to their children. But they were not less loyal citizens or true Canadians, as has been proved on many a battlefield.*

— Antonio Prince

Antonio Prince (left) was a Francophone member of the North-West Territories assembly from St. Albert. Frederick Haultain (right)



What do you think was **Antonio Prince's point of view**?

What was **David Mowat's point of view**?

How was this problem solved?

### 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



- 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**.

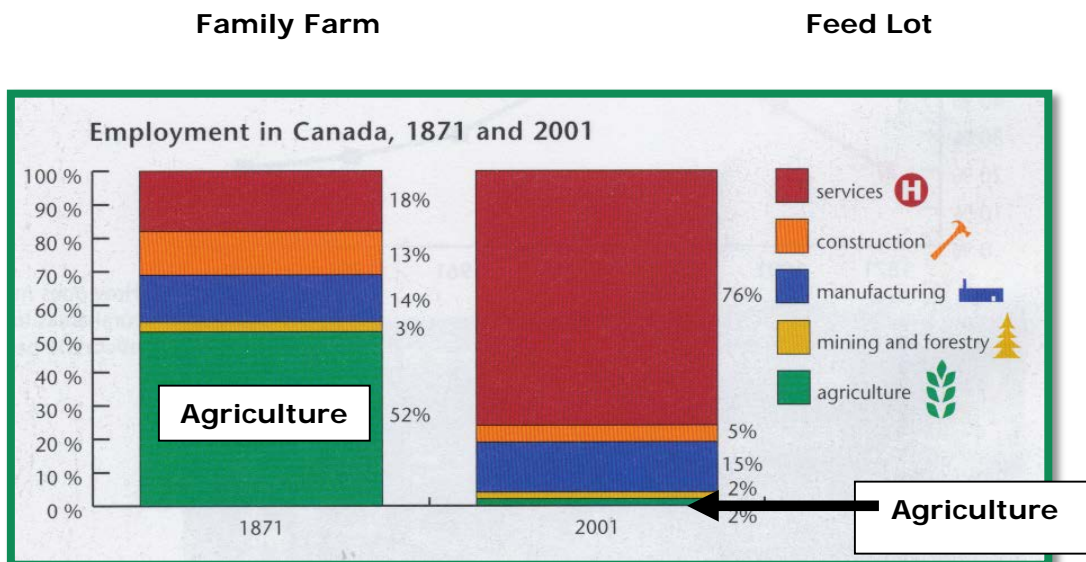
In 1929, Nellie McClung became one of the “Famous Five” – **five Alberta women** who demanded recognition for women as **“persons” in Canadian law**.

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

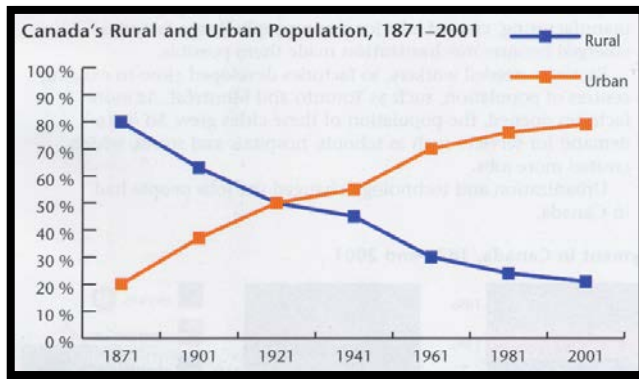
### Does the Family Farm Have a Future?

- 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**.