Grade 7 Social Studies Final Exam Study Guide

Canada Before and After Confederation - Vocabulary and Terms:

1. **Assimilation** - a process by which culture or individual is absorbed into a more dominant culture because of its overwhelming influence.

2. **Barter** - the exchange of goods for other goods rather than for money.

3. **Colonization** - the process of claiming & controlling new land for one’s homeland.

4. **Communal lifestyle** - a means of living whereby a group has no private property and shares both possessions and responsibilities.

5. **Consensus** - an agreement reached by a group as a whole.

6. **Culture** - a way of life being shared by a group of people, includes the knowledge, experiences and values a group shares that shape the way its members see the world.

7. **Debate** - to discuss something in detail, argument.

8. **Democracy** - a system of government in which the people of a nation are involved in decision making.

9. **Diverse** - an economy with many different types of industry.

10. **Economy** - the way in which people meet their basic needs, such as food, clothing and shelter.

11. **Ethnocentric** - a viewpoint that judges other global cultures and ideas according to personal values and standards, believing one’s own ethnic group is superior.

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

13. **Historical perspective** - a viewpoint that uses history to understand why things are the way they are.

14. **Immigrant** - a person who moves to a new country.

15. **Imperialism** - a country extending its control over other countries, often using economic or military means.

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

17. **Migration** - movement of people within a country.
18. **Monopoly** - when only one company or group is allowed to sell or trade a product in a certain area

19. **Multiculturalism** - government policy designed to promote cultural understanding and harmony in a society made up of people from varied cultural, racial, and ethnic backgrounds

20. **Oral culture** - a way of life in which language, teachings, and traditional stories are memorized and passed down orally from one generation to the next

21. **Pemmican** - dried, shredded buffalo meat mixed with fat and berries

22. **Petroglyph** - a drawing on a rock recording events or information

23. **Pluralistic** - a society made up of many different groups of people, each with its own unique identities, ideas, perspectives and culture; the resulting society has a sense of respect for all cultures

24. **Policy** - a formal plan of action to achieve a specific goal

25. **Tariff** - a tax placed on a product crossing a border

26. **Referendum** - a public vote on an issue

27. **Refugee** - a person who flees to a country because he or she can no longer live in safety in his or her own country because of war, torture, famine or persecution

28. **Reserve** - a parcel of land that the government agreed to set aside for the exclusive use of a First Nation

29. **Sovereign** - self-governing and independent of external powers

30. **Sovereignty** - supreme governing authority

31. **Stereotype** - an overgeneralized portrayal of people from one’s group; stereotypes can reflect people’s prejudices

32. **Suffrage** - the right to vote

33. **Technology** - everything we use to carry out our tasks, the tools we use and the way we use them

34. **Traditional Teachings** - a unique belief of the First Nations passed down orally from generation to generation that explains how the earth was created

35. **Traitor** - one who betrays one’s country; a cause or a trust
36. **Treaty** - a formal agreement between nations

37. **Underground railroad** - a secret network that transported enslaved African American escapees to the British

38. **Urbanization** - the process of people moving from the countryside to towns and cities, causing an area to become more urban

39. **Worldview** - a way of looking at the world that reflects one's core values

**Key Concepts to Know:**

1. **Describe a hunter-gatherer economy** - society **Hunted** wildlife or fish for food, **gathered** fruit, berries, nuts, roots & wild rice - dried and stored them for the winter

2. Early explorers set out to discover new worlds mainly for three reasons. Sometimes these reasons are categorized as “Gold, Glory and God”. Explain what each of these are:

   - **Gold**: explorers found natural resources that they could **take back to the homeland**. These resources made the explorers and the home countries **rich**.
   - **Glory**: explorers gained **fame from claiming new lands** for their home country.
   - **God**: priests, nuns, missionaries felt it was their duty to go out and **spread the word of God**. They felt they were doing the Aboriginal people they met a favour by converting them to the Catholic religion.

3. **What were the differences between the Thirteen Colonies and New France?**

   The government of **France** didn’t want to spend money on its North American colonies while **Britain** invested lots of money **overseas**

   **France** was interested in collecting **furs** and other natural resources (timber, fish, ores) while **Britain** **wanted colonies** to gain military and economic advantage over the other imperial countries (they were competing with Spain and France).

   New France had **harsh** weather (not good for farming) but the furs (pelts) were good there. The Thirteen Colonies had a **milder** climate so farms flourished and life was **easier**.

   New France economy was based on **fur** trade while the economies of The Thirteen Colonies were based on **farming, fishing and logging**.
New France encouraged French Catholic to settle there and Thirteen Colonies allowed settlers from many faiths and other countries to settle there.

New France was allowed to trade only with France while Thirteen Colonies were allowed to trade with a variety of other countries.

**4. Where did the English build their trading forts? Why?**

The English built their trading forts at the mouths of the rivers that flowed into the Hudson Bay. They did this because the First Nations could travel up the rivers with the pelts and sell them to the English. The ships carrying the pelts home could easily travel through the Bay and across the Atlantic to England.

**5. How did the French approach the fur trade?**

The French went out and bought the pelts directly from the First Nations. They developed close relationships to the First Nations.

**6. Who worked more closely with the First Nations? French**

**7. What was the First Nations’ role in the Fur Trade?**

The First Nations acted as guides and interpreters. They also shared food and methods of survival with the Europeans. They provided transport in the form of canoes. Women worked by tanning the hides and gathering and cooking food for the traders. They also made clothes and moccasins for the traders.

**8. What role did the English merchants have in the fur trade?**

The merchants financed and organized the trade. They purchased trading goods in Europe and shipped them to Canada. Then they shipped the furs back to Europe to sell to the hat makers.

**9. What goods did the First Nations people want to trade for the furs?**

Hatchets, guns, iron tools, blankets

**10. Who did the fur trade benefit the most? Why?**

English and French because they became rich, and consumers because they got the hats they wanted.

First Nations because they got other goods such as metal, woven cloth etc.
11. Why was the Hudson Bay Company formed as the most important fur trading forts?

- They had lots of furs
- There were many rivers for transportation
- Large supply of ships could get there

12. Explain how imperialism worked?

The home country would send people to colonize a new country. They used economic or military force to get the aboriginal people to submit to the imperialists' will.

13. How does imperialism create a Pluralistic Society?

By taking over an existing society, the Imperialists add cultures and blend cultures. Then more new people come and the place becomes more multicultural.

14. How did the French fur trade differ from the English fur trade? Think about location of trading posts, relationships with the First Nations, and control of the trade.

The English had the First Nations bring the pelts to them at their forts they had built on the mouths of the rivers that empty into the Hudson Bay. They cared mostly about profit and didn't really have strong relationships with the First Nations.

The French coureurs de bois traveled along the rivers picking up furs from the First Nations Peoples. They made strong bonds with the First Nations and intermarried to create a new culture called the Metis.

15. Know the importance of the seigneurial system of farming. Draw a sketch to help you remember what the seigneurial system looked like along the St. Lawrence River.

This was a social system based on the French nobles called seigneurs owning the land along the St. Lawrence Seaway and renting it to farmers habitants. They worked the land and then gave a portion of their crop to the seigneurs. The Seigneurs had to build a mill and a church on their land for the habitants. The land was divided up into long strips stretching away from the river. This allowed each farm to have access to the water for transportation, irrigation etc.
16. What is an economic system? What different kinds are there?

A system or way in which people meet their basic needs such as food, clothing and shelter. Trading economy, hunter/gatherer economy, agricultural economy etc.

17. Explain how the mercantile system worked:

The English merchants traded token items for the natural resources from their colonies and sent them back to England. Sometimes, they made products from these natural resources and took them back to the colony and sold these items for a large price. The mercantile system made the merchants rich on both ends of the transactions and took advantage of the colonies (land, resources, First Nations and settlers).

18. Who did the mercantile system benefit? It benefited the English merchants.

19. What was the Oath of Loyalty?

The British wanted the Acadians to swear an oath of loyalty to them that would say they wouldn’t ever fight with the First Nations or French against the British.

20. Why didn’t the Acadians want to pledge allegiance to Britain?

The Acadians wanted to remain neutral so they wouldn’t have to fight the French (who were same origin as the Acadians) but they also wanted to get along with the First Nations and the British.

21. What happened because they wouldn’t take side in the conflict?

The British deported the Acadians so Acadians had to leave to other French colonies or the Southern States. The British no longer had to worry that the Acadians would fight against them.

22. Who were the United Empire Loyalists?

The United Empire Loyalists were the people who lived in the Thirteen Colonies and who remained loyal to Britain during the American Revolution and fled to the British North American colonies after 1776.

23. What is the difference between matrilineal and patrilineal?

Matrilineal- ancestral descent through the female (mother’s) line
Patrilineal- ancestral descent through the male (father’s) line
24. How did a fad in Europe affect what happened in early Canada?

People wanted **fur hats** and were willing to pay high **prices** for them. Fur traders wanted to get all the furs they could get from Canada.

25. **Pemmican Proclamation** - The governor stopped the **Metis** from trading fish, meat and vegetables outside of the Red River Settlement.

26. **Role of women in Aboriginal societies** - Women played a very **important role**, helped make **decisions**.

27. **What is a responsible government?**

In Canada, a government that must **answer** to **elected representatives**.

28. **What was the Manifest Destiny?** An **American** belief that it is the natural **right** of the U.S. to **control** all of North America.

29. **Know why political deadlock occurs.**

Two **equally powerful parties** **cannot agree** on an issue.

30. **Understand what these people did:**

**Coureur de bois** - Runner of the Woods - later called 'voyageurs'.

**Fille de rois** - also known as the "king's daughters", sent to New France to become wives and increase the population of New France.

**Missionary** - somebody sent to another country by a church to spread their faith/religion.

31. **Canoes and York boats** - a boat used by the **Metis** to transport **furs**, replaced the canoe as the **main means** of transportation on western rivers and lakes.

32. **These people were in charge of New France. What did they do?**

**Intendant** - In charge of the day-to-day affairs of the colony, 2nd most important figure of the Sovereign Council.

**Governor** - King's personal representative, most powerful member of the Sovereign Council.

**Bishop** - Head of the Church.
33. Why is Laura Secord considered to be a heroine?

Overheard the ____ Americans______ planning an attack, she hiked 32 km through a swamp in the middle of the night to ____warn the British______.

34. What was the Great Deportation?

This was the _expulsion___ of the Acadians______who lived in Nova Scotia. When the British troops captured Fort Beauséjour from the ____French____ they found 300 armed Acadians defending the fort. Governor Lawrence gave the order to round up Acadians at gunpoint, burn their homes and churches and destroy their farms. Acadians had to leave and go to the Caribbean, France________, England, New Orleans and ____Louisiana________________.

Many__died______during this deportation.

35. What were the factors that lead up to the War of 1812?

- Britain was at war with France and this stopped Americans from trading with the French
- British were _____kidnapping_______ American Sailors to serve in the British Navy
- British supported First Nations____ in struggle for land

36. What happened to change the identity of British North America after the War of 1812 was over?

_The Great Migration:_ more than 800 000 immigrants came to Halifax, Saint John and Quebec City. These areas began to have a very strong British culture.

37. What were the factors that led British North America to Confederation?

- Political deadlock____
- Shifting ____trade_______ relationships
- Fear___ of United States taking over

38. What were the main points of the British North America Act?

- It officially made the Dominion of ____Canada_____ a ____country____.
- Parliament____would be divided into an elected House of Commons & an appointed senate.
- Federal____system of government had power over matters affecting the whole country.
- Provincial____ governments had power over local and regional matters.

39. Explain and give an example of reciprocity:

- Reciprocity is the mutual action /or ____give and take______.
- Example- You are practicing reciprocity when we exchange gifts during Christmas time.
- Example- When two countries allow trade to flow back and forth.
40. Name some examples of natural resources - **water, trees, coal, oil, natural gas**
   
   Natural resources are a part of **nature** that people can **use**.

41. **Export /Import**
   
   **Export** - send goods to another country
   
   **Import** - to bring something in from another country

42. **Why did so many Chinese immigrants come to work on the railway?**
   
   They were the only ones who would do the **hard work**, they were paid **poorly** and many **died** building the railway.

43. **What was Rupert's Land?**
   
   **Land controlled by HBC, all land that drained into the Hudson Bay**

44. **Name the economic boom that was in British Columbia?**
   
   **Gold rush** during the 1850's

45. **Why did Newfoundland finally join Confederation? What year was it?**
   
   Needed **money** from the federal govt to pay off debt, March 31, **1949**

46. **The Numbered Treaties** were a group of 11 treaties signed by the Canadian govt and various First Nations living between the Great Lakes and the Rocky Mountains. It gave the Canadian government **control** of the **land** and **resources** of the **First Nations**.

47. **Immigration Campaign** - How did Clifford Sifton encourage settlers to come to the Canadian West? What did he use to spread the word about the great Canadian West?
   
   Promised them **free land**, a **good life** an **agricultural haven**

   Started a **publicity** campaign - posters, brochures, speakers, newspaper stories

48. **How has technology impacted farming in Canada?**
   
   New technology made it possible for **fewer farmers** to farm more land. Machines were expensive so everyone couldn’t afford them. People moved to the city, less people left on farms.
49. Know that the Treaty of Ghent helped define the political boundaries of the United States of America. What did it do?

Ended the War of 1812 and made the 49th parallel of latitude the political boundary from west of the Great Lakes to the Rocky Mountains.

50. In your opinion, was Louis Riel a hero or a villain? __________________________
Why do you think this? ____________________________________________

a. Some believe Louis Riel was a hero because he organized people to fight for Métis rights, French language rights, and Catholic religion.

b. Some believe he was a traitor because in their resistance, they killed people and he was also charged with treason.

51. What was the main reason that women wanted to be allowed to vote?

Suffrage – is the right to vote

Wanted to have the rights of citizenship, and be regarded as persons

Famous Five - five Albertan women who demanded to have the same political and legal rights as men

52. Know what immigration is.

Immigration is people moving from one country to another.

53. Who are these people?

Aboriginal - descendants of the original inhabitants of North America, the first inhabitants of a given area.

First Nations - Aboriginal Peoples of Canada who are not Metis or Inuit

Indigenous People - The original inhabitants of a given area

Metis - People of mixed First Nations and European ancestry who identify themselves as Metis people

Canadien - A Francophone descendant of the settlers of New France living anywhere in North America

Acadian - A Francophone citizen of Acadia

Habitant - A Francophone farmer of New France
**Francophone** - A person for whom French is the first language learned and still in use, a person of French language and culture

**Anglophone** - somebody who speaks English as a first language

54. **Canada** was created on this day- also known as the Dominion of Canada - **July 1, 1867**

55. Who was Sir John A. MacDonald? **Canada’s first Prime Minister**

56. Who were the original provinces to join Confederation? NOQN (noon spelled incorrectly)

1. **New Brunswick**
2. **Ontario**
3. **Quebec**
4. **Nova Scotia**

57. Why were Alberta and Saskatchewan divided into two provinces when they joined Confederation in 1905?

Thought it would be **too large** an area to manage, might be too powerful, wanted each region to be properly **represented** in Parliament

58. What is a transcontinental railway?

A railway that extends **across** a continent. Made **trade** and **travel** much cheaper and easier, **connected** all the provinces together, brought many **newcomers** to work here.

59. Why were the North West Mounted Police stationed in the West?

- To **show** the **United States** that Canada controlled the territory
- To **protect the aboriginal people** from the outlaws
- To **help newcomers** adjust to the frontier
- To make life in the territories **peaceful** and people obey the **laws**

60. What is a residential school? When were they established? Why were they established for Native children?

**Boarding schools** where Aboriginal children were sent and **forced** to adopt English ways.

Established after Alberta and Saskatchewan joined Confederation- treaties were signed
Thought they could make **one unified society** where everyone thought and acted the same.

61. **Quebec Act** - Recognized Canada as a **bilingual** country

   Used French **civil law**

   Kept **seigneurial** system of farming

62. **Bilingual/ unilingual/ bilingualism**

   **Bilingual** - fluent in two languages

   **Unilingual** - using one language

   **Bilingualism** - a policy of recognizing two official languages

63. **What is a Francophone?**

   A person for whom **French** is the **first language** learned, a person of French culture and language

64. **What did these people do?**

   English **merchant** - in the fur trade, a financier and organizer

   English **monarch** - King or Queen

65. **What is discrimination?** **Unfair treatment of a person or group based on prejudice**

66. **Who was a homesteader?**

   During the 1870s and 1880s, people immigrated to Canada to **farm the land** and **setting in communities**. Life could be hard for these families.

67. **What was the important crop that made Canada famous?** **wheat** What was it also called? **Prairie gold**

68. The term **Metis** refers to the people of **mixed First Nations** and **French** ancestry who identify themselves as Metis people.

69. **Know the difference between push and pull factors. Give some examples of each factor.**

   **Push factors** - A factor that **pushes** people to leave their homelands. Examples: war, **poverty**, natural disasters, religious or political **persecution**.
Pull factors - A factor that influences people to **choose** a certain country because of an attraction. Examples: free land, railway, better machinery, friends & **family**, religious and political **freedom** and jobs.

70. What is **fact** and what is **opinion**

**Fact** - is something that can be shown to be true

**Opinion** - is a personal view, based on personal judgment

71. What is an assembly line?

A production method used in **factories**, a product moves **down a line**, each worker does one **task** and by the end of the line, the product is **complete**.

Hoped to make factories more efficient. But did not take into account how people were treated- hot, dangerous and like a jail. Often people worked 10 -12 hours a day, 6 days a week.

72. How has urbanization affected rural communities? What happens when urbanization occurs?

**Less people** needed on the farms, so they **move** to the city. Growth of cites happened all over the world. Many communities became “**ghost towns**.”

73. Impact of technology on farms today -

Need **less** human labour to produce food, **less** people staying on farms, they are **moving to cities** to find work.