**Grade 7 Social Studies Final Exam Study Guide**

**Canada Before and After Confederation –** **Vocabulary and Terms:**

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

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

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

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

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

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

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

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

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

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

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

**12.**  - 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. –** a viewpoint that uses history to understand why things are the way they are

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

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

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

**17.** - movement of people with a country

**18.** - when only one company or group is allowed to sell or trade a product in a certain area

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

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

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

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

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

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

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

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

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

**30.** - supreme governing authority

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

**32.** - the right to vote

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

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

**35.** - one who betrays one’s country; a cause or a trust

**36.** - a formal agreement between nations

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

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

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

**Key Concepts to Know:**

**1. Describe a hunter-gatherer economy** – society wildlife or fish for food, 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 . These resources made the explorers and the home countries .

**Glory:** explorers gained for their home country

**God:** priests, nuns, missionaries felt it was their duty to go out and . 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 on its North American colonies while overseas

and other natural resources (timber, fish, ores) while to gain military and economic advantage over the other imperial countries (they were competing with Spain and France).

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

New France economy was based on trade while the economies of The Thirteen Colonies were based on .

New France encouraged French to settle there and Thirteen Colonies allowed settlers from faiths and other countries to settle there.

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

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

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

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

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

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

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

The First Nations acted as and . They also food and methods of survival with the Europeans. They provided in the form of . worked by tanning the hides and gathering and cooking food for the . They also made , and moccasins. for the traders.

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

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

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

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

because they became , consumers because they got the hats they wanted.

because they got other such as metal, woven cloth etc.

**11. Why was the Hudson Bay Company formed as the most important fur trading fort?**

* They had lots of
* There were many rivers for
* Large supply could get there

**12. Explain how imperialism worked? Is it still in effect today?**

The home country would send people to a new . They used or force to get the aboriginal people to submit to the imperialists’ will. , it still happens today and many colonies still exist from past times.

**13. How does imperialism create a Pluralistic Society?**

By taking over an existing society, the Imperialists . Then come and the a place becomes.

**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 that empty into the Bay. They cared mostly about and didn’t really have strong relationships with the First Nations.

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

**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 owning the land along the Seaway and renting it to farmers . They worked the and then gave a portion of their to the seigneurs. The Seigneurs had to build a and a on their land for the habitants. The land was divided up into stretching away from the river. This allowed each farm to have access to the for transportation, irrigation etc.

**16. What is an economic system? What different kinds are there?**

A system or way in which people meet their such as food, clothing and shelter. economy, economy, economy etc.

**17. Explain how the mercantile system worked:**

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

**18. Who did the mercantile system benefit?** It benefited the .

**19. What was the Oath of Loyalty?**

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

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

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

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

The British 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 and who to during the American Revolution and to the British North American colonies after 1776.

**23. What is the difference between matrilineal and patrilineal?**

Matrilineal- ancestral descent through the mother’s) line

Patrilineal- ancestral descent through the (father’s) line

**24. How did a fad in Europe affect what happened in early Canada?**

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

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

**26. Geographic reason** -

**27. Political policy** -

**28. Military policy** - . Example: NWMP patrolled borders to protect invaders from coming in

**29. Religious reason** -

**30. What is the difference between a rebellion and a resistance?**

* **:** organized resistance against one’s own government or another authority
* **:** people in a country occupied or controlled by another country who secretly organize and fight for their freedom

**31. Positive vs. Negative aspects** -

**32. Advantage/ disadvantage** -

**33. Role of women in Aboriginal societies** - played a very , helped make

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

In Canada, a gov’t that must to

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

36. **Know why political deadlock occurs.**

equally powerful parties on an issue.

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

- Runner of the Woods- later called ‘voyageurs’

- also known as the “king’s daughters”, sent to New France to become wives and increase the population of New France

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

**38**. **Canoes and York boats** - a boat used by the to transport , replace the canoe as the of transportation on western rivers and lakes

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

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

**-** King’s personal representative, most powerful member of the Sovereign Council

**-** Head of the Church

**40. Why is Laura Secord considered to be a heroine?**

Overheard the planning an attack, she hiked 32 km through a swamp in the middle of the night to them.

**41.** **What was the Great Deportation?**

This was the of the who lived in Nova Scotia. When the British troops captured Fort Beauséjour from the 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, , England, and . Many during this deportation.

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

* and this stopped Americans from trading with the French
* British were American Sailors to serve in the British Navy
* British supported in struggle for land

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

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

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

* Shifting relationships
* of United States taking over

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

* It officially made the Dominion of a .
* would be divided into an elected House of Commons & an appointed senate.
* system of government had power over matters affecting the whole country.
* governments had power over local and regional matters.

**46. Explain and give an example of reciprocity:**

* Reciprocity is the mutual action /or .
* Example- You are practicing reciprocity when we exchange gifts during Christmas time.
* Example- When two countries allow trade to flow back and forth.

**47. Name some examples of natural resources -**

Natural resources are a part of that people can .

**48. Export /Import**

- send goods to another country

- to bring something in from another country

**49. Why did so many Chinese immigrants come to work on the railway?**

They were the only ones who would do the , they were paid and many building the railway.

50. **What was Rupert’s Land?**

First head of the Company

**51. Name the economic boom that was in British Columbia?**

during the 1850’s

**52. Why did Newfoundland finally join Confederation? What year was it?**

Needed from the federal gov’t to pay off debt, March 31,

**53. The Numbered Treaties** were a group of 11 treaties signed by the Canadian gov’t and various First Nations living between the Great Lakes and the Rocky Mountains. It gave the Canadian gov’t of the and of the .

**54. 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  **, a**  an

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

**55. How has technology impacted farming in Canada?**

New technology made it possible for to farm more land. Machines were expensive so everyone couldn’t afford them. People moved to the city, less people left on farms.

**56.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 parallel of latitude the political boundary from west of the Great Lakes to the Rocky Mountain.

57. **In your opinion, was Louis Riel a hero or a villain?**

Why do you think this?

* 1. Some believe Louis Riel was a because he organized people to fight for Métis rights, French language rights, and Catholic religion.
  2. Some believe he was a because in their resistance, they killed people and he was also charged with treason.

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

Suffrage – is the right to

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

- five Albertan who demanded to have the same political and legal as men

59. **Know what immigration is.**

Immigration is ­­ .

**60. Who are these people?**

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

- Aboriginal Peoples of Canada who are not Metis or Inuit

- The original inhabitants of a given area

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

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

- A Francophone citizen of Acadia

- A Francophone farmer of New France

- A person for whom French is the first language learned and still in use, a person of French language and culture

- somebody who speaks English as a first language

**61.**  was created - also known as the Dominion of Canada -

**62. Who was Sir John A. MacDonald?**

**63. Who were the original provinces to join Confederation?**

**1.**

**2.**

**3.**

**4.**

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

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

**65. What is a transcontinental railway?**

A railway that extends a continent. Made and much cheaper and easier, all the provinces together, brought many to work here.

**66.** **Why were the North West Mounted Police stationed in the West?**

* To the that Canada controlled the territory
* To from the outlaws
* To adjust to the frontier
* To make life in the territories and people obey the

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

where Aboriginal children were sent and to adopt English ways and to look like the .

Established after Alberta and Saskatchewan joined Confederation- treaties were signed

Thought they could make where everyone thought and acted the same.

**68.** **Quebec Act -** Recognized Canada as a country

Used French

Kept system of farming

**69. Bilingual/ unilingual/ bilingualism**

- fluent in two languages

- using one language

- a policy of recognizing two official languages

Example of bilingual identity in Canada - bilingual radio station

**70. What is a Francophone?**

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

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

English - in the fur trade, a financier and organizer

English - King or Queen

**72. What is discrimination?**

**73. Who was a homesteader?**

During the 1870s and 1880s, people immigrated to Canada to and . Life could be hard for these families.

**74. What was the important crop that made Canada famous?**  **What was it also called? .**

75. The term **Metis** refers to the people of and ancestry who identify themselves as Metis people.

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

- A factor that people to leave their homelands. Examples: war, , natural disasters, religious or political .

- A factor that influences people to a certain country because of an attraction. Examples: free land, railway, better machinery, friends & , religious and political and jobs.

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

- is something that can be shown to be true

- is a personal view, based on personal judgment

**78. What is an assembly line?**

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

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.

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

needed on the farms, so they to the city. Growth of cites happened all over the world. Many communities became “ .”

**80. Impact of technology on farms today -**

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