

Social Studies 7- Chapter 1: Aboriginal Societies

BIG IDEA: Who are the Aboriginal peoples who have contributed to the building of Canada?



PART A- VOCABULARY

Active citizenship	Taking responsibility and getting involved to make your school, community, country and world the kind of place you want it to be
Alliance	A union in which groups agree to trade and help each other resolve disputes
Clan mother	The head of a Haudenosaunee longhouse
Consensus	An agreement reached by a group as a whole
Core values	Important ideas or beliefs about how people should live
Culture	A way of live shared by a group of people- knowledge, experiences, values
Democracy	System of gov't in which the people are involved in decision making

Economy	The way in which people meet their basic needs, such as food, clothing and shelter
Elders	Respected member of an Aboriginal community, uses traditional teaching, experiences and wisdom to help others make good decisions
Ethnocentric	Belief that one's own ethnic group is superior to others
Matrilineal	Ancestral descent through the maternal (mother) line
Oral culture	Language, teachings and traditional stories are memorized and passed down orally from one generation to the next
Pluralistic society	Society made up of many different groups of people, each with its own identities, ideas, perspectives and culture- have a sense of respect for all cultures
Sovereign	Self-governing and independent of external powers
Stereotype	An overgeneralized portrayal of people from one group, can reflect people's prejudices
World view	A way of looking at the world that reflects one's core values.

PART B - Chapter notes

1. Looking at the map, *Aboriginal Language Groups and Peoples in Canada Before Contact*, where did Aboriginal people live?

All over what we now call Canada.

2. Let's get the terminology right! The First Peoples of Canada were NOT Indians!

Indigenous: The original inhabitants of a given area.



In Canada, the descendants of the original (indigenous) people are called:
Aboriginal



The Canadian government recognizes three groups of Aboriginal peoples:

Aboriginal people of northern Canada: Inuit	People of mixed First Nations and European ancestry: Metis	Aboriginal Peoples who are not Metis or Inuit (more than 600 across Canada): First Nations
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3. In spite of their many differences, what core values did many Aboriginal people share that contributed to their world view?
 - Everything is connected
 - Respect for Elders
 - A spiritual world exists
 - Live in harmony with nature and each other

4.

MI'KMAQ	HAUDENOSAUNEE	ANISHINABE
(MIG-mah)	(hah-duh-nuh-SAH-nee)	(a-nih-shih-NAH-bee)
<p>WHERE DID THEY LIVE?- -woodlands and along the seacoasts of Nova Scotia, PEI, and New Brunswick -Gaspé peninsula</p> <p>HUNTERS, FISHERS, GATHERERS -beavers, seal, rabbits, fish, maple syrup, birds, nuts, caribou</p> <p>CLANS- -lived in small villages of extended families called clans. -people cooperated and shared resources -people lived for a very long time</p> <p>FOOD- -travelled where food was plentiful -each clan had certain areas that they could hunt and fish in</p>	<p>WHERE DID THEY LIVE? -N and S of the Saint Lawrence River</p> <p>FARMERS- -soil was good, became Canada's first farming people -also hunted, fished, gathered nuts, roots and berries</p> <p>THREE SISTERS- -grew corn, beans and squash -planted together because they helped each other grow -3 vegetables made for a well-balanced diet</p> <p>OTHER CROPS- -tobacco, cucumbers, melons, potatoes, turnips and other fruits and vegetables</p>	<p>WHERE DID THEY LIVE? -wooded country of N and central Ontario -S Manitoba</p> <p>WILD RICE HARVESTERS- -hunters and gatherers but also grew wild rice -this grain set them apart from other First Nations</p> <p>HUNTER GATHERERS- -followed seasonal cycle: Fished and trapped while rice was growing -planted corn, potatoes and squash -tapped maple trees for syrup -hunted deer, rabbit, small game, and ice fished</p>

<p>CONNECTION TO NATURE-</p> <ul style="list-style-type: none"> -had a close relationship to nature, which they called Mother Earth - believed humans were equal to everything else in nature -treated all living and non-living things with respect -did not waste anything 	<p>SHARING WORK AND REWARDS-</p> <ul style="list-style-type: none"> -women worked together to plant and harvest the crops -believed all resources belonged to the entire community -shared everything- land, crops, medicine, game and housing 	<p>WORLDVIEW-</p> <ul style="list-style-type: none"> -7 main values <ol style="list-style-type: none"> 1. wisdom 2. love 3. respect 4. bravery 5. honesty 6. humility 7. truth
<p>GOVERNMENT-</p> <ul style="list-style-type: none"> -gov't allowed people to live in harmony -Grand Council helped solved problems 	<p>GOVERNMENT-</p> <ul style="list-style-type: none"> -formed alliances with other groups -Iroquois Confederacy- set up laws for behaviour 	<p>SOLVING PROBLEMS-</p> <ul style="list-style-type: none"> -created a clan system -each clan had specific duties

<p>DECISION MAKING</p> <ul style="list-style-type: none"> -council would listen and then members would agree on what to do -decision making by consensus -everyone had to live with the decision after it was agreed on 	<p>DECISION MAKING</p> <ul style="list-style-type: none"> -Clan Mothers would choose men to be the leaders after watching them carefully -council was made up of 50 members -ideas were discussed until consensus was reached -always put the health of the environment first 	<p>DECISION MAKING</p> <ul style="list-style-type: none"> -each clan had a leader who was responsible for making decisions that affected all people -leader had to display courage, skill in hunting or good character
<p>ROLE OF WOMEN</p> <ul style="list-style-type: none"> -responsible for making sure their family had all they needed to live a good life -raised the children and took care of the homes -collected and prepared food -hunted small game for food and clothing -could voice concern at meetings 	<p>ROLE OF WOMEN</p> <ul style="list-style-type: none"> -women played an important role in gov't -could remove a leader if they thought he was not doing a good job 	<p>ROLE OF WOMEN</p> <ul style="list-style-type: none"> -men and women were equal partners in the cycle of work -women had specific jobs to do -gathered and stored food -looked after the children and maintained the lodge

5. Economies and Resources

First Nations' economies differed according to the resources available to them. The economies of the First Nations were based on the food supply.

Hunger-Gatherer Economy

How did people in this type of economy get food?

- Gathered plants, hunted and fished

How did this type of economy impact their lifestyle?

- Followed a seasonal cycle:
- Had to move camps as seasons and food supply changed
- Could not keep many extra goods

When food was plentiful, they had more time for art and recreation.

An example of a First Nation with a hunter-gatherer economy was:

Mi'kmaq

Farming Economy

This economy developed where soil and weather were ideal for growing crops.

How did this type of economy impact their lifestyle?

- Didn't move around
- Less time spent hunting and gathering
- Extra food could be traded for other goods
- More time for art, ceremonies and recreation

An example of a First Nation with a farming economy was:

Haudenosaunee

Name several products that the First Nations people traded:

Corn, tobacco, copper, seashells, birchbark, silver, obsidian