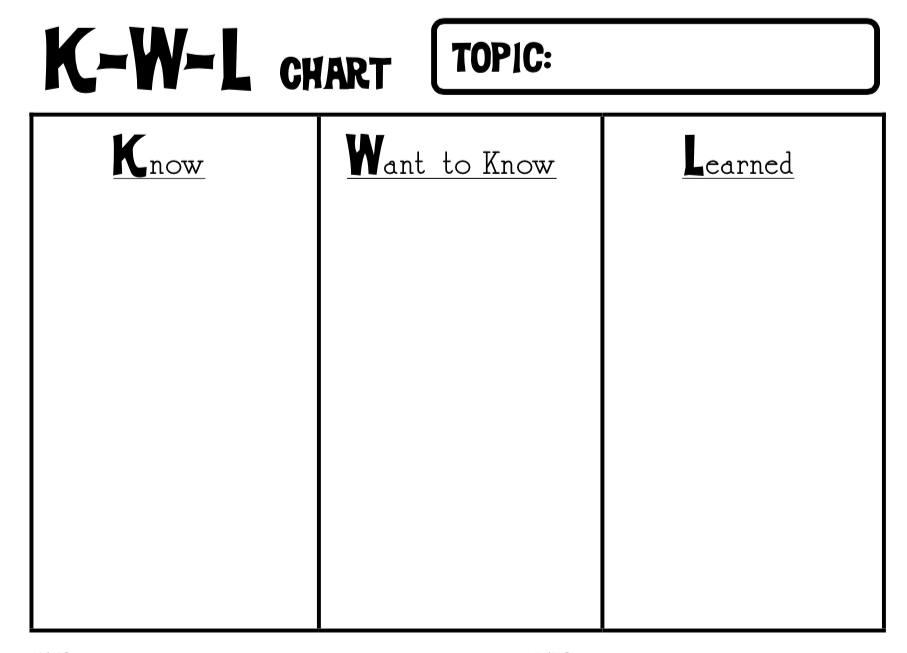
**ABORIGINAL SOCIETIES**

**Who are the diverse Aboriginal peoples who have contributed to the building of the country we now call Canada?**



**NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **7.1.3**: Students will compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues: |
| * What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi’kmaq)? * How did the structures of Aboriginal societies affect decision making in each society (i.e., role an status of women, consensus building)? |



**Culture**

What does culture include?

\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, & \_\_\_\_\_\_\_\_\_\_\_ that a group shares and that shape the way its members see the world. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with nature, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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Explain and defend why you chose to represent Canadian culture with the symbols on your newly designed $20 bill:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Textbook: Page 4-7

**PLURALISTIC SOCIETIES:**

Pluralistic society means that our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has helped us to value all ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We are a society made up of many ­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of people. All these groups have unique\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, ideas, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and ways of seeing the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Individual members within each group have their own points of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which may be different from those of other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| Primary Source Image: |
| Secondary Source Image: |

Values & Viewpoints:

* First Nations peoples have lived in all parts of the land we now call Canada. Each First Nation developed a \_\_\_\_\_\_\_\_\_\_\_\_\_\_culture suited to its surroundings in the **natural world**. The peoples’ cultures became as diverse as the Canadian landscape. (Map page 7)
* Diverse peoples can also share **core values.** Taken together, these values make up a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* First Nations peoples are **indigenous** to North America. Beliefs are often passed from generation to generation through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These teachings are passed down orally by **Elders.** This is why First Nations peoples developed a rich **oral culture.**



Compare & contrast social/economic structures within these 3 aboriginal societies of pre-Confederation Canada

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| **MI’KMAQ**  **(MIG-mah)** | **HAUDENOSAUNEE**  **(Hah-duh-nuh-SAH-nee)** | **ANISHINABE**  **(a-nih-shih-NAH-bee)** |
| **Where Did They Live?**  **Hunters, Fishers and Gatherers:** | **Where Did They Live?**  **Farmers:** | **Where Did They Live?**  **Hunter –Gatherers:**  (Wild Rice Harvesters) |
| **MI’KMAQ** | **HAUDENOSAUNEE** | **ANISHINABE** |
| **Clans:**  **Food:** | **Three Sisters:**  **Other Crops:** | **Hunter-Gatherers (cont’d):** |
| **MI’KMAQ** | **HAUDENOSAUNEE** | **ANISHINABE** |
| **Connection to Nature:**  **Government:** | **Sharing Work & Rewards:**  **Government:** | **Worldview:**  **Government:** |
| **MI’KMAQ** | **HAUDENOSAUNEE** | **ANISHINABE** |
| **Decision Making:**  **Role of Women:** | **Decision Making:**  **Role of Women:** | **Decision Making:**  **Role of Women:** |



**ECONOMY & RESOURCES: Fill in the blanks using information found on pages 26-28.**

First Nations’ economies differed according to resources available to them. The economies of the First Nations were based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ supply. If resources were scarce, people spent most their time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ food. If there was plenty of food available, people had time to spend on other things, such as art and ­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 In **hunter-gather societies**, people gathered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and fished according to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Most of the food was eaten fresh, but some was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and stored to eat during the winter. People had to know about the land, climate and the cycles of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order for this economy to work. Hunter-gathers moved their camps as the seasons and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ supply changed. They didn’t gather many extra goods because they had to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ around so much. Their focus was not on trading, but more on being in rhythm with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and nature.



**Farming economies** developed where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were ideal for growing crops. Farming **DID NOT** move around as hunter-gatherers did. Farming societies could often grow \_\_\_\_\_\_\_\_\_\_\_\_ food than the people needed so less time had to be spent hunting and gathering. People had more time for creating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, performing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The extras could also be used for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with other groups.

**Trading Networks:** name several products that the first Nations people traded: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| When did First Nations start trading? |