**Student Package – Chapter 1: Aboriginal Societies**

NAME:

DATE:

Vocabulary for this Chapter

Culture sterotype Primary Source image Secondary source image *Natural World* Communal

Pluralistic Society Point of View World View Indigenous Traditional Teachings

Authentic Oral Culture Ethnocentric clans Alliance Iroquois Confederacy Economy

Culture is a way of or a way of being that is by a group of people. It includes (list below):

* K .
* E .
* V .

Examples of Culture:

Canada is a pluralistic society. Write the definition below:

* A society made up of different groups of , each with its own unique identities, ideas, perspectives, and ; the resulting society has a sense of respect for all .

First Nations peoples have lived in all parts of the land we now call Canada. Each First Nation group developed a unique suited to its surroundings in the natural world.

Natural World means the , , mountains, forests, , wildlife and climate.

There are many unique First Nations cultures in Canada. However, these diverse peoples also share some core .

Core : Definition (write it below) –

Taken together, these values make up a **world view.** Many First Nations peoples, including the Mi’kmaq, Anishinabe, and Haudenosaunee, shared values relating to:

* Their relationship with the .
* The natural world
* Other people
* Themselves

For example, they believed the following:

* People are not separate from nature of from the non-living world. Everything on earth is connected to everything else
* The wisdom and experience of the Elders is highly-valued. Elders deserve the respect of all members of the community
* A spiritual world does exist. It plays and important role in all that happens on earth.
* People must live in harmony with each other and in balance with nature

First Nations peoples are to North America. This means that they are the people of this land. Each First Nation has unique beliefs about how the earth was created and how people came to exist.

These beliefs are often passed from generation to generation through teachings. These teachings help to explain the relationships among the plants, animals, land, people and the spirit world.

Elders have traditionally been the most respected members of Aboriginal communities. They have used their and to help people in their communities make good decisions.

One way Elders taught youngsters morals and values was by telling .

**Oral Culture**: Write the Definition below

During the first meetings of Europeans and First Nations in the 1400s and 1500s, Europeans tended to be **ethnocentric.** (write definition in the box below)

Generally, the Europeans did not respect perspectives that differed from their own.

For example, explorer Christopher Columbus sailed from Spain across the Atlantic Ocean in . When he arrived in North America, he mistakenly thought he had reached India. He called the indigenous people he met “ “ rather than asking them what they called themselves. Today, many First Nations people affirm their identity using their original names.

Fill in the Chart Below:

|  |  |
| --- | --- |
|  | This term came to use in the 1970s in Canada to replace the words *band* and *Indian.*  They are the original inhabitants of the land, along with the Inuit |
|  | Several different peoples. They are the original inhabitants of the coastal regions of the Canadian Arctic and Greenland |
|  | French word meaning “mixed blood”. They are decendents of Frist Nations women and European explorers and fur traders |

The Mi’kmaq of the East Coast

* Live in what is now Eastern Canada
* They were one of the first peoples to make contact with who sailed from Europe hundreds of years ago.
* Lived in the woodlands and along the seacoasts of what are now the provinces of Nova Scotia, , New Brunswick and the Gaspe Peninsula of Quebec.
* Hunters, , and .
* Lived in small villages of extended families, called . This system helped the people co-operate and allowed them to live together in harmony and organize the sharing of resources.
* Close relationship with nature, which they called . They believed that humans were not separate from mountains, plants and animals, nor were they better than them.
* Due to this spiritual belief, the Mi’kmaq treated all living and non-living things in nature with .
* Own system of government: local leader = , grand council =
* They agreed on important issues through **decision making by consensus** (write the definition below).
* Women: raised children, took care of homes, collected and prepared food and hunted small game for food and . Also had an important role in Mi’kma q , by voicing their opinions on all matters. There were many female .

The Haudenosaunee of the Northeastern Woodlands

* Group that included different First Nations:
	+
	+ Oneida
	+ Onondaga
	+
	+ Seneca
	+ Tuscarora
* Lived either to the north or south of the St.Lawrence River
* Shared similar language = .
* Some Haudenosaunee values:
	+ Collective thinking and considering the future generations
	+ Decision making by consensus: considering all points of view
	+ Sharing labour and the benefit of that labour
	+ Duty to family, clan, nation and the Confederacy
	+ ; everyone is equal and is a full partner int eh society, no matter what their age or gender
* Original Farmers
* The Three :
	+ Corn, beans and .
* The Haudenosaunee society was . This means that the head of each longhouse was a , known as the Clan .
* Women were respected for their ability to create life: gave birth to children and grew food crops from the Earth.
* The Iroquois Confederacy was an . (write the definition below)
* It included the five Haudenosaunee nations living south of the Great Lakes:
	+ Seneca, Cayuga, Onodaga, , and Mowhawk.
* The Haudenosaunee believed they were responsible for the health of their environment. They were very careful when making important decisions. This was called the Principle.

The Anishinabe

* Lived in the wooded country of northern and central Ontario and Manitoba.
* The Europeans called them Ojibway or Saulteaux
* Anishinabe means “ “
* Seven main values forming their worldview:
	+ 1. Wisdom
	+ 2.
	+ 3. Respect
	+ 4. Bravery
	+ 5.
	+ 6. Humilty
	+ 7.
* They not only hunted and gathered but they had an additional food source that played a central role in their way of life. It was .
* Beleived in equality and balance between men and women
* When harvesting rice, only and took part in it. The men were hunting and trapping game.
* The harvest was . This meant that everyone was supposed to harvest rice at the same time, in an organized way.
* Created a clan system in order to meet their needs for protection, education, food, medicine and leadership. Named after animals and each was responsible to carry out a certain task for the good of the whole nation.
* Each clan had a leader, and certain clans were responsible for leading and governing the entire nation.

An important part of every culture is the . This is the way in which people meet their , such as food, clothing, and shelter.

There were 3 different types of First Nations economies:

* Fill in the chart below by including 4 points from each section in your textbook

|  |  |
| --- | --- |
| Hunter-Gatherer Economies |  |
| Farming Economies |  |
| Trading Economies |  |