**HISTORY OF QUEBEC AND CANADA**

**COMPLEMENTARY ACTIVITIES: CHAPTER 1**

Use the notes on the website and the texbook to answer these questions. A free copy of the text book can be found online at this link: <https://www.iplusinteractif.com/books/172>

**PART 1 The first occupants of the territory**

*Textbook, pp. 14–27*

1. Consult Document 7, on page 14 in your textbook. What caused the formation of Beringia during the ice age about 32 000 years ago?

A drop in ocean levels created an immense plain between Asia and Alaska, called Beringia.

1. What are the three large language families to which the Indigenous nations of eastern   
   North America belong?

Eskimo–Aleut, Algonquian and Iroquoian

1. Indicate if the following roles were the responsibility of women or men among the Inuit.

|  |  |  |
| --- | --- | --- |
| **Role** | **Women** | **Men** |
| Hunting sea mammals |  | √ |
| Gathering eggs, seaweed and seafood | √ |  |
| Building dwellings |  | √ |
| Preparing meals | √ |  |
| Fishing | √ | √ |
| Making boats |  | √ |
| Hunting small game | √ |  |
| Skinning sea mammals | √ |  |
| Making tools |  | √ |

1. Indicate if the following statements, regarding the territory of the Algonquians, are true or false. If you indicate that a statement is false, correct it.

|  |  |  |
| --- | --- | --- |
| **Statement** | **True** | **False** |
| The Algonquians occupied a limited territory. |  | √ |
| Vegetation was very different from north to south. | √ |  |
| Algonquian territory bordered both Inuit and Iroquoian territory. | √ |  |
| Climate conditions varied little throughout the territory. |  | √ |
| **Corrections:**  a) The Algonquians occupied a vast territory.  d) The climate varied enormously from north to south. | | |

1. Fill in the blanks:

Around 1500, the Iroquoians lived in the \_\_\_\_\_\_\_\_VALLEE DU ST. LAURENT and the

GREAT LAKES region. Summers were TEMPERATE OR HOT ,

and the land was FERTILE . Consequently, the Iroquoians

could practise FARMING , their main means of subsistence. This

practice prompted them to establish VILLAGES and settle close to their crops. They had a SEDENDARY way of life.

1. Consult Document 20, on page 21 in your textbook. What elements of the Algonquian way of life are represented in this document?

This document represents a hunting scene, which was the main subsistence activity related to the Algonquians’ nomadic way of life. They used snowshoes to walk and a toboggan to transport the moose they had killed.

**PART 2 Social relationships among the Indigenous peoples around 1500**

*Textbook, pp. 28–35*

1. Consult Documents 31 to 36, on pages 28 to 30 in your textbook. Indicate whether each statement refers to the Inuit, the Algonquians or the Iroquoians. Note: Some statements could refer to more than one group.

|  |  |  |  |
| --- | --- | --- | --- |
| **Statement** | **Inuit** | **Algonquians** | **Iroquoians** |
| They had a matrilineal social structure. |  |  | √ |
| A band was made up of 100 to 200 individuals. |  | √ |  |
| In summer, camps were made up of 10 to  20 people. | √ |  |  |
| They had a patrilineal social structure. | √ | √ |  |
| A village, made up of several longhouses, consisted of hundreds, even thousands,  of people. |  |  | √ |
| One family lived in a wigwam. |  | √ |  |

1. How did Indigenous peoples transmit their culture and knowledge?

Through oral tradition

1. What did the legends or stories of Indigenous peoples help to explain?

Legends or stories helped to explain the origins of the world as well as the relationships between humans and nature.

1. Fill in the blanks

The different Indigenous groups had a similar concept of territory. For them, it was a

COLLECTIVE GOOD that belonged to THE NATION

and was never considered INDIVIDUAL PROPERTY . However, they

DEFENDED their territory and RESOURCES

from other nations.

**PART 3 Economic activities and systems of alliances around 1500**

*Textbook, pp. 38–41*

1. Indicate if the following statements, regarding systems of alliances, are true or false. If you indicate that a statement is false, correct it.

|  |  |  |
| --- | --- | --- |
| **Statement** | **True** | **False** |
| Trading, defending each other, fighting a common enemy and maintaining political relations were reasons that justified alliances. | √ |  |
| Systems of alliances were rigid and had to be respected at all times. |  | √ |
| The different systems of alliances ensured harmonious relationships among all First Nations. |  | √ |
| Contesting hunting territories, controlling certain trade goods or charging a toll for a trade good passing through a territory could lead to tensions between certain First Nations. | √ |  |
| Diplomatic spokespersons were not always able to prevent war. | √ |  |
| **Corrections:**  b) Systems of alliances were flexible, with nations joining or leaving them based on their evolving interests.  c) The different systems | | |

1. What qualities could First Nations warriors demonstrate during war?

They could demonstrate bravery and courage.

3. Indicate the two possible fates of First Nations prisoners of war.

They could be adopted by a family in order to replace a deceased family member, or could be

tortured and killed.

**PART 4 Contacts between Indigenous peoples and Europeans in the 16th century**

*Textbook, pp. 42–51*

1. In what year did Christopher Columbus cross the Atlantic to reach the Americas? Circle the correct answer.

**A.** 1482 **B.** 1492 **C.** 1532

1. What goods did the Europeans trade with Indigenous peoples in exchange for furs?

Glass beads, axes, knives, hammers, nails, clothing, etc.

1. Present, in a few steps, the relationships established between Indigenous peoples and the French at the end of the 16th century and beginning of the 17th century.

* Indigenous peoples traded goods with fishermen.
* Meetings were held for the purposes of trade.
* First Nations people helped the French during their explorations and in their attempts

at settlement.

* An alliance was concluded at Tadoussac between the French, Innu, Algonquin and Maliseet.