

# Social Studies Connections Canada Outlooks 5

## Chapter Six: Aboriginal Peoples and Government

**Directions:** read pages eighty-two to ninety-eight. Answer the questions below in your Social Studies duo-tangs on a **new page**. Start with the **date & your name – underlined with a ruler**, and the **title** printed below that. All answers must be in **complete sentences, handwritten, COPS** and very **neat**. (Capitals, periods, spelling and punctuation count!)

### **Chapter 6.1: Aboriginal Government.**

1. In the past, how did aboriginal leaders become leader?
2. What happened if a leader lost the respect of the people?
3. How did most aboriginal groups make decisions?
4. Explain the difference between consensus and majority rule?
5. The European immigrants to Canada negotiated treaties with the Aboriginal peoples. What did the Aboriginal people agree to do? What did the Europeans agree to do?
6. Why do Aboriginal peoples have “special rights” compared to non Aboriginal peoples in Canada?

### **Chapter 6.2: When Cultures Meet.** *(Remember to rule a line, and write this new title – underline with a ruler)*

1. When European settlers first came to North America they had a policy of “assimilation”. What does this mean?
2. In 1876 the government of Canada passed the Indian Act: what did the act outline? Did it give Aboriginal peoples the same rights as other Canadians?
3. What are “reserves”? Who are they reserved for? Who needs permission in order to hunt, settle or fish on “reserves”?
4. Long ago, how did Aboriginal children learn about their culture?
5. What were “residential schools” and why were they set up?
6. What did “residential schools” force Aboriginal students to do?

### **Chapter 6.3: Self Government.** *(Remember to rule a line, and write this new title – underline with a ruler)*

1. What does “self government” mean to Aboriginal peoples?
2. What new territory was created on April 1<sup>st</sup>, 1999?