

Student Workbook

Coherent representation question: Competency 1 for Origins to 1608

Name : _____

Group : _____

Competency 1 : Characterize a period in the history of Quebec and Canada

Describe an Indigenous society prior to 1608, in terms of social and cultural aspects

- Consult the document file
- Select only the documents relating to the period and the territory concerned.
- Complete the diagram on the next page basing your answer on the selected documents.

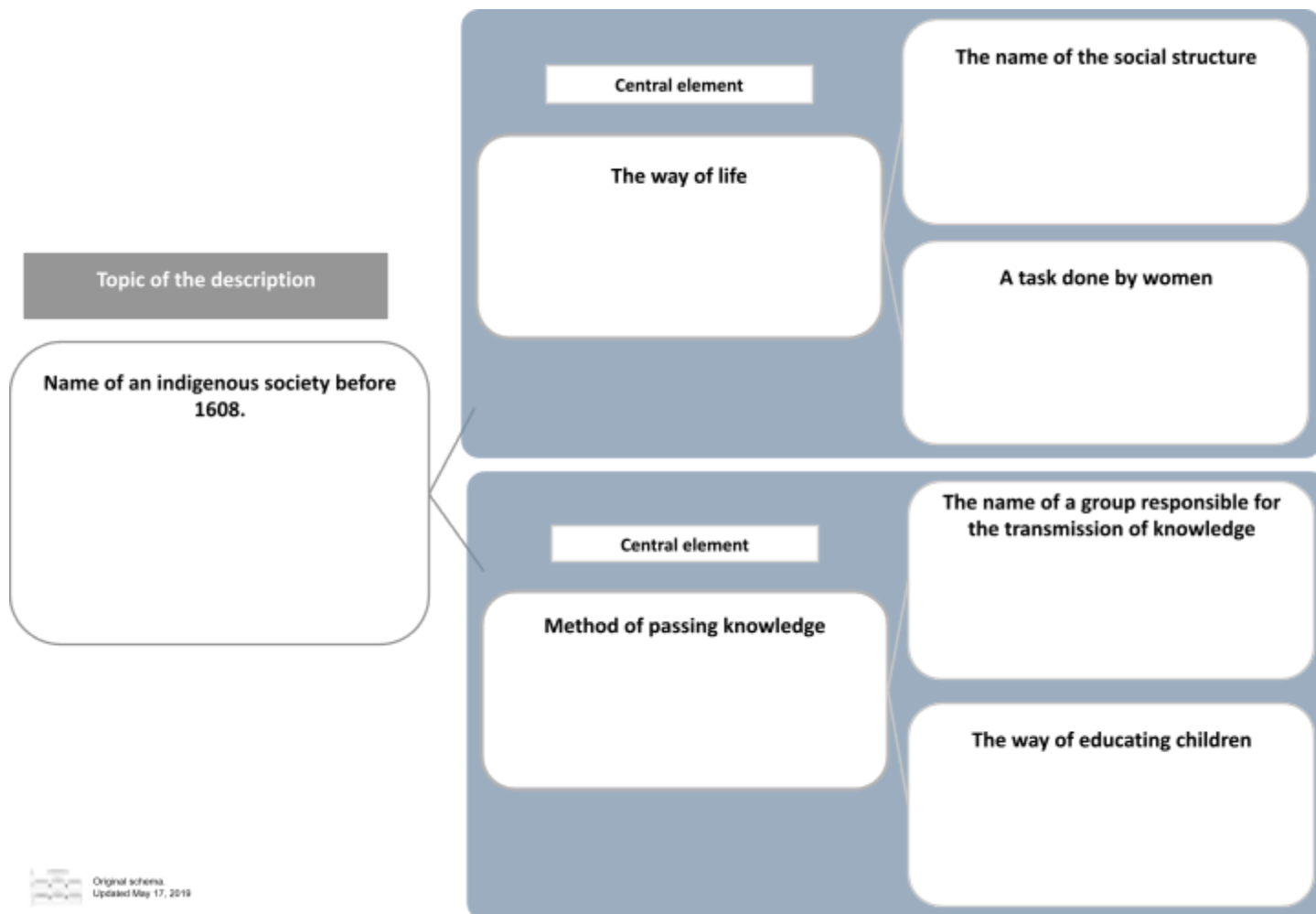
Version consistent with the assessment model provided by the MEES (February 2018)

Evaluation grid / RUBRIC

Criterion: Coherent representation of a period in the history of Québec and Canada

Indicates the topic of the description				
The student indicates the topic correctly. 2 marks		The student indicates the topic to some extent. 1 mark		The student indicates the topic incorrectly or does not indicate it. 0 marks
/2				
Provides details on connected elements				
First connection	The student provides details on the central element	and provides details on the other two elements.		3 marks
		and provides details on one of the other two elements.		2 marks
		but does not provide details on the other two elements.		1 mark
	The student does not provide details on the central element	but provides details on the other two elements.		1 mark
		but provides details on one of the other two elements or does not provide any details.		0 marks
Second connection	The student provides details on the central element	and provides details on the other two elements.		3 marks
		and provides details on one of the other two elements.		2 marks
		but does not provide details on the other two elements.		1 mark
	The student does not provide details on the central element	but provides details on the other two elements.		1 mark
		but provides details on one of the other two elements or does not provide any details.		0 marks
Total				/8

Note: This grid was updated May 2019 to match current MEES examples and the French original [here](#)



Note: This schema was updated May 2019 to match current MEES examples and the French original [here](#)



DOCUMENT FILE

Competency 1

Document 1

"Sometimes some people develop a relationship with particularly strong spirits. Even if they do not hold exclusive rights in that area, they essentially become specialists in that religious universe [...]."

Source du texte : Sébastien Brodeur-Girard, *Les spiritualités autochtones*, Laval, Éd. Grand Duc, 2010, p. 8.

Document 2



Source de l'image : Claude-Louis Dorais, *Un chasseur micmac*, [Bibliothèque et Archives Canada](#), C-041613, MIKAN 2877687. Licence : image du domaine public.

Document 3



Source de l'image : Diane Boily, *Femme et fille pilant le maïs*, Site Éducatif-UQTR, [AKI : Sociétés et Territoires autochtones](#). Licence : Libre de droit pour une utilisation pédagogique.

Document 4

Their duties include farming and gathering fruits, roots and medicinal plants.

Source du texte : Service national du RÉCIT, domaine de l'univers social.

Document 5

Hunting, fishing and gathering were their ways to subsist (survive). Through these activities, they provide food and materials to manufacture their clothes and homes. They fish especially in summer, when they establish their camp on the edge of the water for several weeks.

Source : Service national du RÉCIT, domaine de l'univers social.

Document 6

In these tribes, it is the father who established the family parental lines (parenté). When a couple marries, the woman joined the family of the man and lives with him.

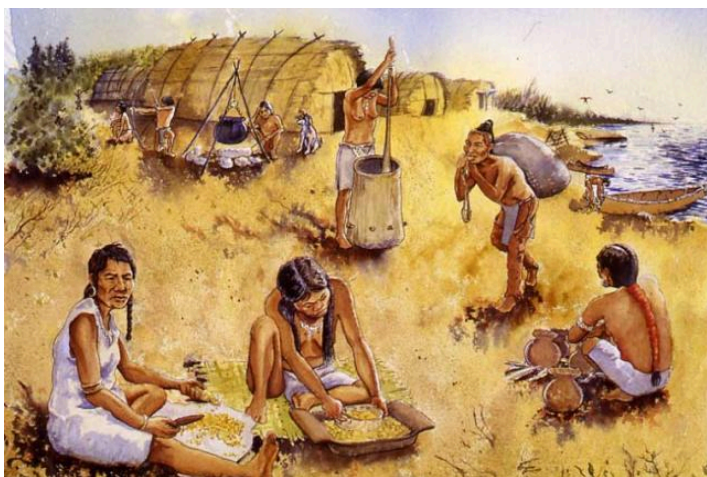
Source du texte : Service national du RÉCIT, domaine de l'univers social.

Document 7

Trade, hunting, fishing, construction of boats and houses and fortifications are tasks reserved for them.

Source du texte : Service national du RÉCIT, domaine de l'univers social.

Document 8



Source de l'image : Vidéanthrop, *Les femmes préparent ... (17^e siècle)*, © Vidéanthrop. Licence : Illustration gratuite pour une utilisation dans un contexte éducatif seulement et avec mention de la source originale « Vidéanthrop ». [Pour plus d'informations sur la licence.](#)

Document 9



Source de l'image : Walter Baker, *Jacques Cartier érigeant une croix à Gaspé*, [Bibliothèque et Archives Canada](#), C-011050, Mikan 2837262. Licence : image du domaine public.



Document 10

According to the beliefs of Native Americans, every person, animal, plant and object is inhabited by a spirit.

Source du texte : Service national du RÉCIT, domaine de l'univers social.

Document 11

Children belong to the clan of their mother. They live with their mother's family in the longhouse. The longhouse is led by the mother of the clan, which is the oldest woman.

Source du texte : Service national du RÉCIT, domaine de l'univers social.

Document 12

"The myths explained the formation of the universe, the creation of the world and natural phenomena like thunder. Around the fire inside the house, [they] often took the floor to tell legends that were perpetuated by the faithful repetition of them throughout the seasons that followed. "

Source du texte : Site Éducatif-UQTR, [AKI : Sociétés et Territoires autochtones](#).

Document 13



Source de l'image : Frederick Arthur Verner, *Tipis* (1890), [Bibliothèque et Archives du Canada](#), C-094103, MIKAN 2897993. Licence : image du domaine public.