

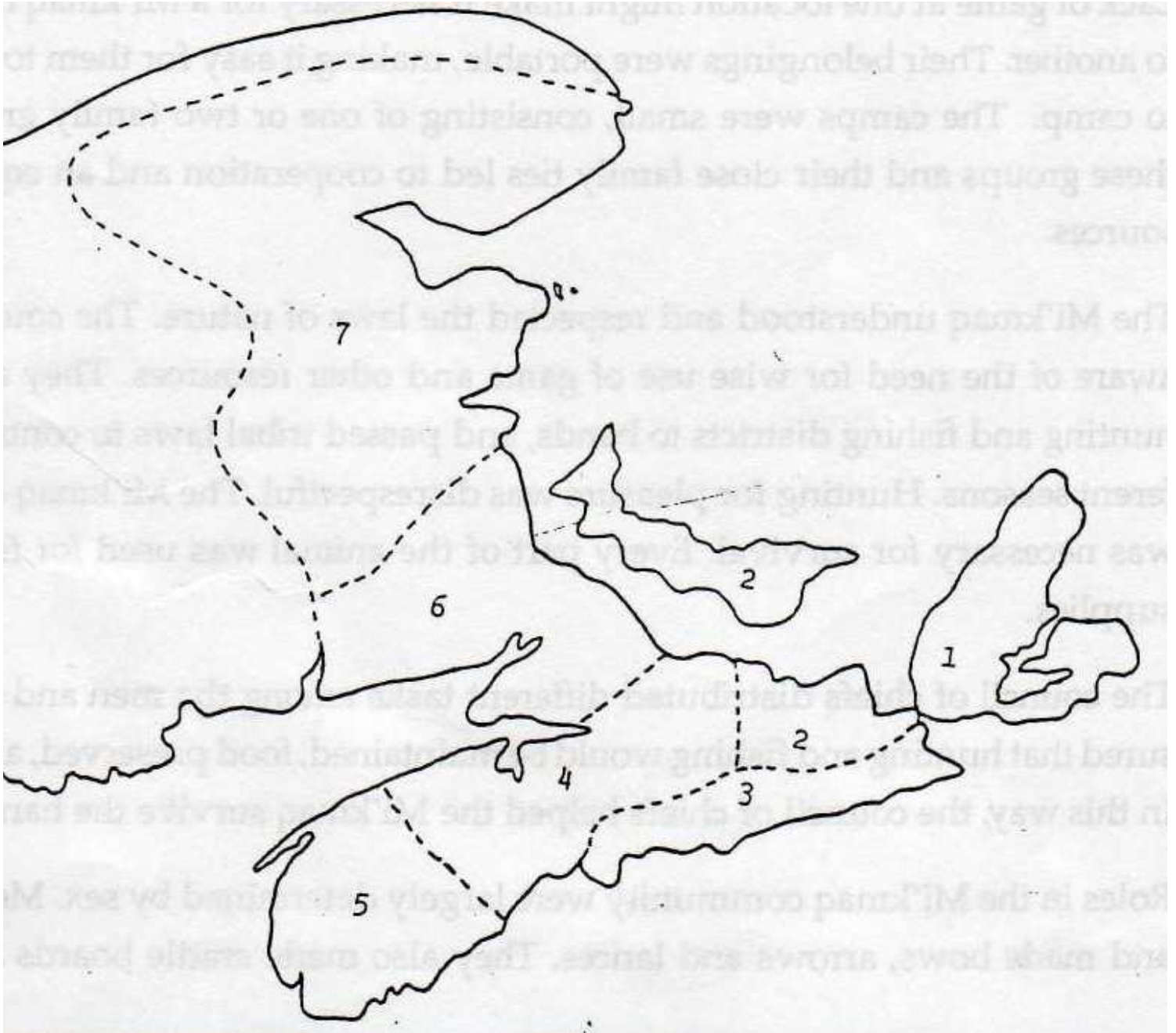
Name: \_\_\_\_\_

# The Seven Districts of Mi'kma'ki

## Mapping Assignment

### Part 1: Map

Using the overhead shown in class, label the seven districts on the map below. Include the Mi'kmaq name for the district and what that name means in English.



Name: \_\_\_\_\_

## Part 2: Looking at the map

- Using a modern map of Nova Scotia, list 3 familiar (that you've heard of before) cities, towns or villages that are located in the following districts. If you haven't heard of any cities, towns or villages in that area, simply choose any three.

<p style="text-align: center;"><b>Kespek (Example)</b></p> <ol style="list-style-type: none"><li>1. Bathurst _____</li><li>2. Miramichi _____</li><li>3. Restigouche _____</li></ol>	<p style="text-align: center;"><b>Kespukwitk</b></p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li></ol>
<p style="text-align: center;"><b>Sipekne'katik</b></p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li></ol>	<p style="text-align: center;"><b>Eskikewa'kik</b></p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li></ol>
<p style="text-align: center;"><b>Unama'kik</b></p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li></ol>	<p style="text-align: center;"><b>Agg Piktuk</b></p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li></ol>
<p style="text-align: center;"><b>Epexiwitk</b></p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li></ol>	<p style="text-align: center;"><b>Siknikt</b></p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li></ol>

- Look at the map that you labelled in Part 1. The Mi'kmaq names for these places seem to be descriptions for what you could expect to find there. **Choose 3 districts**, in the space below provide the English translation of the name, and an explanation of why you think each place was given that name.

**English Translation:** \_\_\_\_\_

**Possible reason for the name:** \_\_\_\_\_

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Name: \_\_\_\_\_

**English Translation:** \_\_\_\_\_

**Possible reason for the name:** \_\_\_\_\_

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**English Translation:** \_\_\_\_\_

**Possible reason for the name:** \_\_\_\_\_

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3. Prior to contact with Europeans, the borders of the seven districts were never written down on a map and could be altered if resources in one area were scarce. Since this is the case, the Mi'kmaq would have to use landmarks (not statues or recognizable buildings like we have today because they didn't exist) to explain where the borders to the districts were located. **Brainstorm at least 3 landforms that could be used to describe the location of these districts.**

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4. As discussed in class, we know that prior to contact with Europeans, the Mi'kmaq had no concept of private property ownership. If this is true, why did the Mi'kmaq divide the land into seven districts? (For help with this question, refer to the Mi'kmaq Reserves in Nova Scotia Article)

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Name: \_\_\_\_\_

5. The borders of the seven districts could be changed depending on the resources (food etc) that were available in each area. Explain how this redistribution of territories and resources fits in with the concept of collective ownership or communal property.

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6. If we were studying the borders of European towns, counties or countries, would these borders change if one area did not have enough food to eat? Why or why not? Explain this in terms of the concept of property ownership.

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## Assessment

**Outcome:**

G2.3 Map the territory of the Mi'kmaq.

**Indicators of Mastery:**

<hr/> 7	All 7 districts are labelled on the map
<hr/> 7	Can recognize that each district name corresponds with an English translation
<hr/> 7	Can locate modern cities and towns within the traditional area of the seven districts.
<hr/> 21	Total

Name: \_\_\_\_\_

**Outcome:**

G2.4 Analyze the geographical features that may have influenced the boundaries of the traditional seven districts.

**Indicators of Mastery:**

<u>3</u>	Can provide possible reasons for the naming of the districts that are based on the geography of the region.
<u>3</u>	Can describe how landforms and geographical features may be used to describe the boundaries of the traditional seven districts.
<u>3</u>	Can explain why the traditional seven districts were needed.
<u>9</u>	Total

**Outcome:**

G2.5 Investigate the relationship between "worldview" and economic decisions.

**Indicators of Mastery:**

<u>3</u>	Can explain how the seven districts fits in with the Mi'kmaq worldview (concept of collective ownership or communal property)
<u>1</u>	Can articulate the difference between the Mi'kmaq worldview and the European worldview
<u>2</u>	Can explain how worldview influences economic/political decisions.
<u>6</u>	Total