

*Important Concepts . . .*

# Preview Review



**Social Studies Grade 7**

**W3 - Lesson 5: Quiz**

## Important Concepts of Grade 7 Social Studies

W1 - Lesson 1 ....	Role of First Nations in the Foundation of Canada
W1 - Lesson 2 .....	Role of French in the Foundation of Canada
W1 - Lesson 3 .....	Role of British in the Foundation of Canada
W1 - Lesson 4 .....	Competition for Trade
W1 - Lesson 5 .....	Quiz
W2 - Lesson 1 .....	War and Peace
W2 - Lesson 2 .....	Becoming Canada
W2 - Lesson 3 .....	Creating a New Country
W2 - Lesson 4 .....	The Métis
W2 - Lesson 5 .....	Quiz
W3 - Lesson 1 .....	Growth in the West
W3 - Lesson 2 .....	Expanding Confederation
W3 - Lesson 3 .....	Immigration
W3 - Lesson 4 .....	A New Canada
W3 - Lesson 5 .....	Quiz

## Materials Required

**Textbook Required**  
*Voices and Visions*

Social Studies Grade 7

Version 5

Preview/Review W3 - Lesson 5

Publisher: Alberta Distance Learning Centre

Written by: Tom Dirsá

Reviewed by: Donna Klemmer

Project Coordinator: Dennis McCarthy

Preview/Review Publishing Coordinating Team:

Kelly Kennedy and Marvin Sheets



Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

### ALL RIGHTS RESERVED

Copyright © 2008, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

# **Preview/Review Concepts for Grade Seven Social Studies**



***W3 – Lesson 5:  
Quiz***



## Review

If time permits, review concepts covered in W3 – Lessons 1 to 4.

## Quiz

The quiz covers material studied in W3 – Lessons 1 to 4.

Be sure you have a pen, pencil, and eraser.

Print your name neatly on the quiz.

Complete all questions on the quiz.

Hand in the quiz when you have completed it.

The quiz has five sections and is worth 50 marks.



## W3 – Quiz

### Part 1: Multiple-Choice Questions

Read each question carefully. Print the letter of the **best** answer in the blank in front of each question. 20 marks (1 mark for each correct answer)

- \_\_\_\_\_ 1. Which Prime Minister proposed the National Policy?
- A. Wilfrid Laurier
  - B. Pierre Trudeau
  - C. Robert Borden
  - D. John A. Macdonald
- \_\_\_\_\_ 2. Which event caused the Canadian government to make the North West Mounted Police a priority?
- A. The whiskey trade at Fort Whoop-Up
  - B. The Riel Rebellion
  - C. The Cypress Hills Massacre
  - D. The Massacre at Duck Lake
- \_\_\_\_\_ 3. Which Canadian act provided cheap land for settlers?
- A. The Douglas Treaties
  - B. The Dominion Lands Act
  - C. The Homesteaders Act
  - D. The Immigration Act
- \_\_\_\_\_ 4. What is the name given to individuals or groups who do not believe in fighting wars?
- A. Pacifists
  - B. Traitors
  - C. Fanatics
  - D. Zealots

- \_\_\_\_\_ 5. What did the Canadian government do to protect Canadian companies?
- A. Embargoed certain goods from entering the country
  - B. Established a diverse Canadian economy
  - C. Allowed for free trade between countries
  - D. Established a protective tariff on goods entering Canada
- \_\_\_\_\_ 6. What was the event that brought thousands of people to British Columbia in the 1850s?
- A. The completion of the railway
  - B. The signing of the Douglas Treaties which provided land
  - C. The discovery of gold
  - D. The development of ski slopes
- \_\_\_\_\_ 7. Which of the following factors helped convince the people of Prince Edward Island to reconsider joining Canadian Confederation?
- A. Absentee land owners
  - B. Fishing rights
  - C. Need for a bridge
  - D. Importing of goods and supplies
- \_\_\_\_\_ 8. Who believed that it would be better if the North-West Territories became one province?
- A. Thomas Greenway
  - B. Frederick Haultain
  - C. Wilfrid Laurier
  - D. Father Lacombe
- \_\_\_\_\_ 9. What issue did Prime Minister Laurier want to protect with the formation of the provinces of Alberta and Saskatchewan?
- A. Control of financial resources and public lands
  - B. Completion of the railway to Edmonton
  - C. Minority education rights
  - D. First Nations and Métis land rights



- \_\_\_\_\_ 10. Which province is the only province to manage the education and health needs of First Nations and Inuit peoples?
- A. Alberta
  - B. Saskatchewan
  - C. Prince Edward Island
  - D. Newfoundland and Labrador

Read the following information to answer questions 11 and 12.

**Perspectives of the changes occurring on the Prairies**

- Speaker One:** I worry about losing my language rights because many newcomers do not speak my language.
- Speaker Two:** Working on the railway was hard. Now I wish to start a restaurant and bring the rest of my family to Canada.
- Speaker Three:** There are many people coming to our land. I wonder what will happen now.
- Speaker Four:** We keep moving west to find land, but there is no place left to go to now.
- Speaker Five:** I'm going broke from the high cost of shipping wheat by rail.

- \_\_\_\_\_ 11. Speaker Five is most likely representing the perspective of a
- A. First Nations Elder
  - B. Métis grandmother
  - C. Homesteader
  - D. Francophone doctor
- \_\_\_\_\_ 12. Speaker One is most likely representing the perspective of a
- A. First Nations Elder
  - B. Métis grandmother
  - C. Homesteader
  - D. Francophone doctor

- \_\_\_\_\_ 13. What are people who leave their homelands called?
- A. Refugees
  - B. Immigrants
  - C. Emigrants
  - D. Migrants
- \_\_\_\_\_ 14. What is the name of the city established by the Barr colonists?
- A. Saskatoon
  - B. Lloydminster
  - C. Barrie
  - D. Lethbridge
- \_\_\_\_\_ 15. At the turn of the 19<sup>th</sup> century, which crop was shipped around the world and became the most important crop in Canada?
- A. Barley
  - B. Canola
  - C. Oats
  - D. Wheat
- \_\_\_\_\_ 16. What did the Canadian government establish in an attempt to assimilate First Nations people?
- A. NWMP
  - B. Residential schools
  - C. Cash payments
  - D. Reserves
- \_\_\_\_\_ 17. What is the production of goods from workshops located in a home or small workshop?
- A. Assembly line
  - B. Division of labour
  - C. Factory
  - D. Cottage industry

- \_\_\_\_\_ 18. What organizations developed to improve working conditions?
- A. Political parties
  - B. Unions
  - C. Bargaining agents
  - D. Co-operatives
- \_\_\_\_\_ 19. What event brought the Great Depression to an end?
- A. Passing of the Old-Age Pension Act in 1927
  - B. Beginning of World War II
  - C. Formation of the Social Credit Party of Alberta
  - D. Formation of work camps for unmarried, unemployed men
- \_\_\_\_\_ 20. What did the Canadian government introduce in 1978 to rate individuals wanting to immigrate to Canada?
- A. The education level of individuals
  - B. The skills of the individual
  - C. The wealth of the individual
  - D. A points system

## Part II: Matching Exercise

Match the individuals on the right with the items on the left that they are associated with. Write the appropriate letters in the spaces provided. 10 marks (1 mark for each correct answer)

- |  |       |                           |
|--|-------|---------------------------|
| A. Catholic missionary                           | _____ | 1. Frederick Haultain     |
| B. multiculturalism                              | _____ | 2. Emily Murphy           |
| C. Canada's first French-Canadian prime minister | _____ | 3. Clifford Sifton        |
| D. North-West Territories                        | _____ | 4. James Douglas          |
| E. Famous Five                                   | _____ | 5. George Lloyd           |
| F. first Governor of British Columbia            | _____ | 6. Joey Smallwood         |
| G. in charge of immigration policy               | _____ | 7. Pierre Trudeau         |
| H. Barr colonists                                | _____ | 8. Wilfrid Laurier        |
| I. first premier of Newfoundland                 | _____ | 9. Thomas Barnardo        |
| J. English Home Children                         | _____ | 10. Father Albert Lacombe |

## Part III: Fill-in-the-Blanks

Complete each of the following sentences by writing the correct word or phrase on the lines provided. 10 marks (1 mark for each correct answer)

1. By building a \_\_\_\_\_ (two words) Canada hoped to bring British Columbia into Confederation and keep the Americans out.
2. Early western \_\_\_\_\_ businesses gave people jobs and helped get the economy moving.
3. \_\_\_\_\_ means that one culture dies out because of the strong influence of a dominant group.
4. The factors that attracted immigrants toward Canada are referred to as \_\_\_\_\_ factors.
5. The rights to schooling in a Catholic school system were \_\_\_\_\_ by the 1870 Manitoba Act.
6. Early factories were organized with \_\_\_\_\_ in mind, not people.
7. The Industrial era saw many women entering the \_\_\_\_\_.
8. In a \_\_\_\_\_, unionized workers refuse to work until their employer agrees to give them what they want.
9. In 1951, First Nations leaders went to the federal government and argued for \_\_\_\_\_ - \_\_\_\_\_.
10. The process of people moving from the countryside to the cities is called \_\_\_\_\_.

## Part IV: True or False

Read each of the statements carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the line provided, and then **rewrite the sentence to make the statement true**. 5 marks (1 mark for each correct answer)

- \_\_\_\_\_ 1. The completion of the railway had a tremendous positive impact on the development of Canada.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 2. The North-West Territories had a difficult decision to make about joining Canada.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 3. During the last part of the 19<sup>th</sup> Century, more Quebec Francophones decided to move to the Canadian West than to New England in the United States.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 4. First Nations peoples believed the Numbered Treaty negotiations were a way to meet the government on a nation-to-nation basis.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 5. The growth of the automobile industry resulted in a need for a better road system.  
\_\_\_\_\_  
\_\_\_\_\_

## Part V: Short Answers

Below are three topics. **Choose one of the following topics**, and answer the question(s) that follow. Answer in complete sentences. 5 marks

**Topic A: Natural Resources.** How did gold and wheat affect the development of Canada? Be specific and mention at least three ways Canada was affected by each of these resources.

**Topic B: Immigration.** How did the massive immigration of people to Canada change the identity of Canada? How did this immigration affect First Nations people and Francophones?

**Topic C: The Industrial Revolution.** How did the industrial revolution change the role of women in Canadian society? How did it change the places where people live? Why did labour unions develop?

Topic Chosen \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

**Total:** \_\_\_\_\_  
**50 marks**



