

Important Concepts . . .

Preview Review



Social Studies Grade 9

W2 - Quiz

Important Concepts of Grade 9 Social Studies

W1 - Lesson 1 Citizenship, Government, and Identity
 W1 - Lesson 2 Making Laws in Canada and the Role of the
 Media
 W1 - Lesson 3 Youth Criminal Justice
 W1 - Lesson 4 The Charter of Rights and Freedoms
 W1 - Lesson 5 The Charter and the Workplace
 W1 - Quiz

W2 - Lesson 1 Collective Rights
 W2 - Lesson 2 Collective Rights of the French and Métis
 W2 - Lesson 3 Immigration Issues
 W2 - Lesson 4 Immigration
 W2 - Lesson 5 Review
 W2 - Quiz

W3 - Lesson 1 Market and Mixed Economies
 W3 - Lesson 2 The Roles of Government, Labour, and
 Consumers in the Economy
 W3 - Lesson 3 . Quality of Life, Consumerism, and the Economy
 W3 - Lesson 4 Social Programs and Political Parties
 W3 - Lesson 5 The Environment
 W3 - Quiz

Materials Required

Textbook Required
Issues For Canadians

Social Studies Grade 9
 Version 6
 Preview/Review W2 - Quiz
 1-894894-82-0

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Preview/Review Concepts for Grade Nine Social Studies



Week 2 - Quiz

QUIZ

The quiz covers material studied in **Week 2 – Lessons 1 to 4**.

This quiz is to be completed **without** the use of a dictionary, thesaurus, or any reference materials such as notes or a textbook.

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 complete it.

The quiz has five sections and is worth 50 marks.

Week 2 - Quiz

Part I: Multiple-Choice

Be sure to read each question carefully. Write the letter of the **best** answer in the blank in front of each question. (10 marks)

- _____ 1. Which of the following groups of people do **not** have collective rights in Canada's constitution?
- A. Francophones
 - B. Immigrants
 - C. Anglophones
 - D. Aboriginals
- _____ 2. The Numbered Treaties have their roots in the
- A. British North America (BNA) Act
 - B. Canadian Constitution
 - C. Royal Proclamation
 - D. Northwest Resistance
- _____ 3. The Canadian government decided that the best way to assimilate First Nations people was
- A. through education
 - B. by providing jobs
 - C. in the improvements of health standards
 - D. in improving housing
- _____ 4. The belief that the European culture is superior to other cultures is an example of
- A. assimilation
 - B. sovereignty
 - C. entrenchment
 - D. ethnocentrism

- _____ 5. What act did the British pass to recognize Francophone rights?
- A. The Charter of Rights and Freedoms
 - B. The British North America Act
 - C. The Quebec Act
 - D. The Official Languages Act
- _____ 6. The Métis believe they have inherent rights to
- A. use land in traditional ways
 - B. post secondary education
 - C. well paid jobs
 - D. being appointed to the Senate
- _____ 7. Scrip was provided to the Métis of Manitoba instead of
- A. furs
 - B. housing
 - C. land
 - D. schools
- _____ 8. Alberta was the first province in Canada to provide the Métis with
- A. health care
 - B. land
 - C. schools
 - D. the right to vote
- _____ 9. Canada's point system for immigration applies only to
- A. refugees
 - B. family-class immigrants
 - C. economic immigrants
 - D. compassionate immigrants
- _____ 10. Resolution No. 49 called for a freeze in immigration to Canada and was passed by the
- A. Indian Association of Alberta
 - B. Métis Nation of Alberta
 - C. House of Commons
 - D. Assembly of First Nations

Part II: Matching

Match the definition on the left with the correct term on the right. Write the letter on the appropriate line to indicate your choice. Each answer will be used only once. (10 marks)

- | | |
|---|-------------------------|
| _____ the political recognition of two languages | A. First Nations |
| _____ the right of people to have independent self-government over a territory | B. Métis |
| _____ a course of action to resolve an issue | C. Haultain Resolution |
| _____ led to the formation of Manitoba | D. resolution |
| _____ the name used to describe Aboriginal peoples | E. migrants |
| _____ Aboriginal people of mixed First Nations and European ancestry | F. Red River Resistance |
| _____ a written agreement between two nations | G. bilingualism |
| _____ people who move from one country to another country | H. sovereignty |
| _____ established English as the official language of the North-West Territories Assembly | I. patriate |
| _____ the return of an item to the original owners | J. treaty |

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. Under the Canada - Québec Accord, Québec can nominate the _____ of immigrants coming to Canada that corresponds to Québec's _____.
2. The Accord allows Québec to seek out _____ whose first language is French.
3. Potential economic immigrants to Canada must provide proof that they are in good _____.
4. The *Immigration and Refugee Protection Act of 2002* respects the _____ and _____ character of Canada.
5. A community whose members speak either French or English as their first language is called an _____ (3 words).
6. Canada's government believes First Nations gave up their land under the _____.
7. The _____ (2 words) established Manitoba as a bilingual province with educational rights for Catholics and Protestant.
8. _____ (2 words) led the Northwest Resistance.

Part IV: True or False

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the lines provided. Then **rewrite the sentence correctly to make the statement true**. (10 marks)

- _____ 1. For First Nations, the Numbered Treaties are sacred agreements between two nations, solemnly made, that cannot be changed without their agreement.

- _____ 2. The Northwest Resistance occurred in the territory known today as Alberta.

- _____ 3. Canada's immigration policy has always included people regardless of their race or country of origin.

- _____ 4. In 1976, Canada made refugees one of its immigration categories.

- _____ 5. Governments in Canada can require immigrants to settle in particular places or work in particular jobs.

_____ 6. Residential schools were an attempt to isolate First Nations children from their parents.

_____ 7. The *Indian Act* was originally aimed to preserve First Nations culture.

_____ 8. The Singh decision stated that only Canadian citizens have rights under the *Charter of Rights and Freedoms*.

_____ 9. Most immigrants new to Canada settle evenly throughout Canada.

_____ 10. Many Aboriginal peoples continue to face health, education, and employment challenges linked to poverty and the impact of past policies and laws.

Part V: Short Answers

Read the following questions. Choose **one** of the questions to answer in a well-written paragraph. Be sure to provide support for your opinion. (10 marks)

How well has Canada affirmed the collective rights of its founding peoples?

Are Canada's immigration policies today fair to applicants wishing to come to Canada?

Read the scoring criteria on page 9 to understand how your paragraph will be evaluated. Additional lines are provided on the following page.

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.

[illegible]

Scoring Criteria: Paragraph (x2 = 10 marks)

You have ...	Relevance of Information
5 Excellent	<ul style="list-style-type: none"> provided thoughtful ideas and thorough explanations provided specific, relevant, and accurate support for your ideas written clearly, accurately, and effectively with well-organized ideas
4 Proficient	<ul style="list-style-type: none"> provided meaningful ideas and appropriate explanations provided relevant and appropriate support for your ideas written in an organized way with effective vocabulary and few errors
3 Satisfactory	<ul style="list-style-type: none"> provided straightforward ideas and general explanations provided general and adequately developed support for your ideas written satisfactorily (Minor errors do not interfere with the message.)
2 Limited	<ul style="list-style-type: none"> provided limited ideas with simplistic or unnecessary explanations provided obvious and/or irrelevant support for your ideas written unclearly with inappropriate vocabulary (Major errors interfere with the message.)
1 Poor	<ul style="list-style-type: none"> provided few or no ideas provided superficial, irrelevant, or incomplete support for your ideas written unclearly with disorganized ideas (Many errors interfere with the message.)

Total: _____
50 marks

