

Important Concepts . . .

Preview Review



Social Studies Grade 9 TEACHER KEY
W2 - Lesson 5: Review

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 - Lesson 5

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Preview/Review Concepts for Grade Nine Social Studies

Teacher Key



*Week 2 - Lesson 5:
Review*

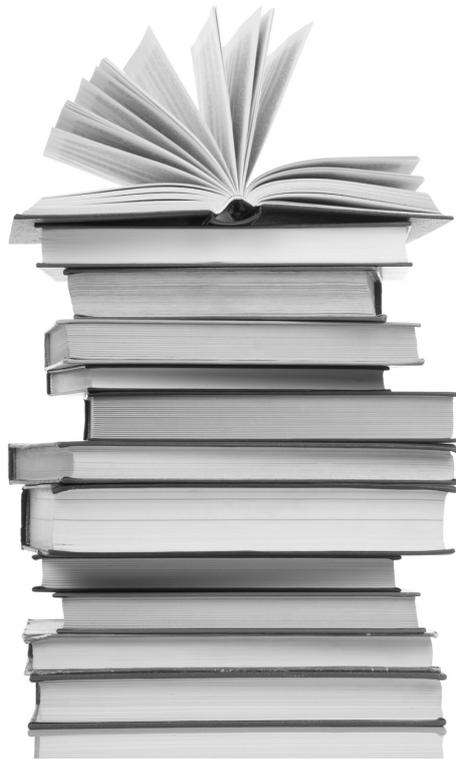
OBJECTIVES

By the end of this lesson, you should

- review concepts from Week 2 – Lessons 1 to 4 in preparation for the Week 2 Quiz

GLOSSARY

Review the glossaries in Week 2 – Lessons 1 to 4 to prepare for the quiz.



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Week 2 - Lesson 5: Review

The activities in this lesson are provided to assist you in reviewing for your quiz on Week 2 - Lessons 1 to 4.

If you are working in a classroom, you may discuss these activities. If you are working individually, complete the activities and check your work with your learning facilitator or teacher. Use your notes and work from your lessons to help you.

You will need to know the terms in the glossary of each lesson. You should spend some time reviewing these terms in your lessons.

Reviewing the objectives for each lesson is also a valuable study tool.



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Section A: Short Answers

Answer the following questions in complete sentences.

1. Identify and explain how the Provincial Nomination Program provides provinces with an opportunity to have input into immigration.

- *The Provincial Nomination Program allows a province to specify the needs of the province regarding immigrant skills.*
- *The Provincial Nomination Program allows some provinces to establish their own immigration offices in foreign countries.*
- *The Provincial Nomination Program increases the likelihood that immigrants will settle in the provinces whose labour needs match their skills.*

2. Identify **two** ways the Canada - Quebec Accord protects the use of the French language in Quebec.

Students are to identify any two of the following points.

- *The Accord allows Quebec to require immigrants to the province to send their children to French-language schools.*
- *The Accord allows Quebec to seek immigrants whose first language is French.*
- *The Accord allows Quebec to nominate a percentage of immigrants to Canada that corresponds to Quebec's population within Canada.*

3. Identify **three** laws Canada has passed to affirm collective rights. Identify which group or groups have benefited from each law.

Students may identify any three of the following points.

- *Numbered Treaties 6, 7, and 8 benefit Aboriginal peoples.*
- *The Indian Act benefits Aboriginal peoples.*
- *The Official Languages Act benefits Anglophones and Francophones.*
- *Minority Language Education Rights (from Charter of Rights and Freedoms) benefit Anglophones and Francophones.*
- *The Manitoba Act benefited Francophones and Aboriginal peoples.*
- *Section 35 of the Constitution Act benefits Aboriginal peoples.*

4. The Métis were involved in two resistance movements. What were these resistance movements called? Where did they occur and who was their leader?

The first movement was called the Red River Resistance and it occurred in Manitoba.

The second movement was called the Northwest Resistance (Rebellion) and it occurred in Saskatchewan.

In both cases the leader was Louis Riel.

5. What were **three** of the reasons the Canadian government and the First Nations negotiated treaties?

Students are to have any three of the following points.

- *Canada wanted to build a railway to link British Columbia to the rest of Canada.*
- *Canada (and the First Nations) wanted to avoid war.*
- *First Nations wanted to secure their future.*
- *Canada wanted to open up the west to immigration.*

Section B: Matching

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

- | | | |
|--------------------|---|--------------------|
| <u> </u> C | the freedom from anxiety or fear | A. affirm |
| <u> </u> D | a conference where a topic can be publicly discussed | B. autonomy |
| <u> </u> G | a written agreement between two parties or groups | C. security |
| <u> </u> B | a self-governing community | D. symposium |
| <u> </u> H | a thorough inquiry and investigation into a subject | E. bilingualism |
| <u> </u> I | when something cannot be removed except by agreement | F. inherent rights |
| <u> </u> F | the right to self-determination and self-government of land | G. accord |
| <u> </u> A | to establish the validity of something | H. research |
| <u> </u> E | the political recognition of two languages | I. entrench |

Section C: Multiple-Choice

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

- D 1. Agreements between First Nations, Métis, and Inuit peoples and the Canadian government are called
- A. Proclamations
 - B. Resolutions
 - C. Assimilation
 - D. Treaties
- C 2. The Canadian government tried to assimilate First Nations peoples by establishing
- A. reserves
 - B. treaties
 - C. residential schools
 - D. interment camps
- D 3. The Canadian government's ethnocentric beliefs were shown when the government passed the
- A. Quebec - Canada Accord
 - B. Manitoba Act
 - C. Métis Settlements Act
 - D. Indian Act
- C 4. The name of the act that provides the Canadian government exclusive authority to legislate over First Nations peoples is called the
- A. British North America Act
 - B. Quebec Act
 - C. Indian Act
 - D. Canadian Constitution

- B** 5. Under the Canadian constitution, Aboriginal peoples
- A. have no rights
 - B. have collective rights
 - C. are not recognized
 - D. are not mentioned
- B** 6. The refugee class of immigrants in Canada includes those who are
- A. accepted as immigrants for humanitarian or compassionate reasons
 - B. escaping persecution, torture, or cruel and unusual punishment
 - C. spouses, partners, children, parents, and grandparents of people living in Canada
 - D. skilled workers and businesspeople
- A** 7. Minority language education rights are protected in the
- A. Charter of Rights and Freedoms
 - B. Manitoba Schools Act
 - C. Haultain Resolution
 - D. Indian Act
- D** 8. Albertans today have different views and perspectives about Métis
- A. fundamental freedoms
 - B. democratic rights
 - C. civil rights
 - D. harvesting rights
- A** 9. Which act established Manitoba as a bilingual province with educational rights for Catholics and Protestant?
- A. The Manitoba Act
 - B. The Manitoba Schools Act
 - C. The Haultain Resolution
 - D. The British North America Act

- A 10. When England signed the first treaty with Aboriginal peoples, England recognized Aboriginals as
- A. a nation
 - B. a colony
 - C. slaves
 - D. inferior

Section D: Fill-in-the-Blanks

Complete each of the following sentences by writing the correct word or phrase on the lines provided.

1. Bill 101 requires Francophones and *immigrants* in Quebec to attend Francophone *schools*.
2. The Canadian government provided *scrip* instead of land to the Métis in Manitoba.
3. *Economic* immigrants make up the largest group of immigrants coming to Canada.
4. The fastest growing group of Canadians is *Aboriginals*.
5. The Canadian government believed that all First Nations peoples needed to be *guided* and fully *integrated* into mainstream Canada.

Section E: 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.**

- F** 1. Aboriginal peoples no longer face health, education, and employment challenges linked to poverty and the impact of past polices and laws.
Aboriginal peoples continue to face health, education, and employment challenges linked to poverty and the impact of past polices and laws.
- T** 2. In 1976, Canada made refugees one of its immigration categories.

- T** 3. The Haultain Resolution called for the assembly of the North-West Territories to only use English.

- F** 4. Numbered Treaties 6, 7, and 8 are the treaties that affect Quebec.
Numbered Treaties 6, 7, and 8 are the treaties that affect Alberta.
- F** 5. In the past, Canada favoured immigrants of German ancestry and restricted immigration from eastern European countries.
In the past, Canada favoured immigrants of British ancestry and restricted immigration from Asian countries.

If you have additional time remaining for review, you may use the following questions to guide your study.

1. Who has collective rights in Canada? How does the *Charter of Rights and Freedoms* recognize collective rights?
2. How does the *Indian Act* acknowledge the status and identity of Aboriginal peoples?
3. How do the Numbered Treaties recognize the status and identity of Aboriginal peoples?
4. How does the Canadian *Charter of Rights and Freedoms* meet the needs of Francophones in a minority setting?
5. To what extent do the federal and provincial governments support and promote the rights of official language minorities in Canada?
6. How have governments recognized Métis cultures and rights through legislation?
7. What are the factors that influence immigration policies in Canada?
8. What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian *Charter of Rights and Freedoms*?
9. To what extent does Canada benefit from immigration?
10. What is the impact of increasing immigration on Aboriginal peoples and their communities?
11. How does the implementation of immigration policies in Quebec strengthen the French language in North America?

