

Important Concepts . . .

# Preview Review



**Social Studies Grade 9 TEACHER KEY**  
**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  
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Publisher: Alberta Distance Learning Centre  
Written by: Tom Dirsa  
Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon  
Preview/Review Publishing Coordinating Team:  
Heather Martel and Marlyn Clark



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# Preview/Review Concepts for Grade Nine Social Studies

===== **Teacher Key** =====



*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)

- B**   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
- C**   2. The Numbered Treaties have their roots in the
- A. British North America (BNA) Act
  - B. Canadian Constitution
  - C. Royal Proclamation
  - D. Northwest Resistance
- A**   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
- D**   4. The belief that the European culture is superior to other cultures is an example of
- A. assimilation
  - B. sovereignty
  - C. entrenchment
  - D. ethnocentrism

- C 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
- A 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
- C 7. Scrip was provided to the Métis of Manitoba instead of
- A. furs
  - B. housing
  - C. land
  - D. schools
- B 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
- C 9. Canada's point system for immigration applies only to
- A. refugees
  - B. family-class immigrants
  - C. economic immigrants
  - D. compassionate immigrants
- D 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)

- |                     |   |                         |
|---------------------|---|-------------------------|
| <u>  <b>G</b>  </u> | the political recognition of two languages  | A. First Nations        |
| <u>  <b>H</b>  </u> | the right of people to have independent self-government over a territory            | B. Métis                |
| <u>  <b>D</b>  </u> | a course of action to resolve an issue  | C. Haultain Resolution  |
| <u>  <b>F</b>  </u> | led to the formation of Manitoba  | D. resolution           |
| <u>  <b>A</b>  </u> | the name used to describe Aboriginal peoples  | E. migrants             |
| <u>  <b>B</b>  </u> | Aboriginal people of mixed First Nations and European ancestry                      | F. Red River Resistance |
| <u>  <b>J</b>  </u> | a written agreement between two nations   | G. bilingualism         |
| <u>  <b>E</b>  </u> | people who move from one country to another country                                 | H. sovereignty          |
| <u>  <b>C</b>  </u> | established English as the official language of the North-West Territories Assembly | I. patriate             |
| <u>  <b>I</b>  </u> | 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 percentage of immigrants coming to Canada that corresponds to Québec's population.
2. The Accord allows Québec to seek out immigrants whose first language is French.
3. Potential economic immigrants to Canada must provide proof that they are in good health.
4. The *Immigration and Refugee Protection Act of 2002* respects the bilingual and multicultural character of Canada.
5. A community whose members speak either French or English as their first language is called an official language community (3 words).
6. Canada's government believes First Nations gave up their land under the Treaties.
7. The Manitoba Act (2 words) established Manitoba as a bilingual province with educational rights for Catholics and Protestant.
8. Louis Riel (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)

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

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

***The Northwest Resistance occurred in the territory known today as Saskatchewan.***

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

***In the past, Canada favoured immigrants of British ancestry and restricted immigration from Asian countries.***

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

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

***Governments in Canada cannot require immigrants to settle in particular places or work in particular jobs.***

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

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     **F** 7. The *Indian Act* was originally aimed to preserve First Nations culture.  
***The Indian Act was originally aimed to assimilate First Nations people.***

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

***The Singh decision stated that everyone physically present in Canada has rights under the Charter of Rights and Freedoms.***

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     **F** 9. Most immigrants new to Canada settle evenly throughout Canada.

***Most new immigrants to Canada settle in one of three cities: Toronto, Montreal, or Vancouver.***

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

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**Scoring Criteria: Paragraph** (x2 = 10 marks)

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

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





