ONTARIO CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10, ACADEMIC (CHC2D) · UNIT C · 25 QUESTIONS

Canada, 1945-1982, 25-question test — Practice Test

This practice test was made by AI and there may be mistakes. If a question or answer looks wrong, use the Flag a mistake button to let Brett know so he can fix it.

Source I - A New Immigrant Arrives at Pier 21, 1954

Use this reading for questions 1 to 4.

The ship docked at Halifax, and officials checked our papers. We had left Europe with little more than suitcases, hoping for work and for schools for our children. In our first year we rented rooms, learned English, and saved for a house of our own.

Canada was not easy at first, but it offered a chance to rebuild a life. Our children would grow up speaking two languages, and belonging to two histories.

- A new immigrant, recalling arrival at Pier 21, Halifax, 1954 (invented source)

1 **The main idea of Source I is that postwar immigration offered**

- **A** a difficult fresh start, with hope for children and a new home
- **B** instant wealth for every newcomer
- **C** no challenges for new arrivals
- **D** a return to Europe within a year

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2 **Source I shows continuity and change in that the immigrant family**

- A forgot its past entirely on arrival
- B refused to learn English
- C returned to Europe at once
- D kept ties to its past while building a new life in Canada

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3 **Pier 21 in Halifax was important after the Second World War as**

- A a factory for wartime ships only
- B the site of the 1967 Expo
- C a main entry point for immigrants to Canada
- D a military base closed to civilians

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4 **A person who would most likely agree with the writer of Source I is**

- **A** a traveller passing through Halifax for a day
- **B** another postwar immigrant building a new life in Canada
- **C** an official who wanted immigration ended in 1945
- **D** a person who believed newcomers faced no hardship

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5 **The postwar baby boom in Canada meant**

- **A** a sharp rise in births from the late 1940s, creating demand for schools and housing
- **B** a fall in births after the war
- **C** a rise in immigration only
- **D** a fall in the population of cities

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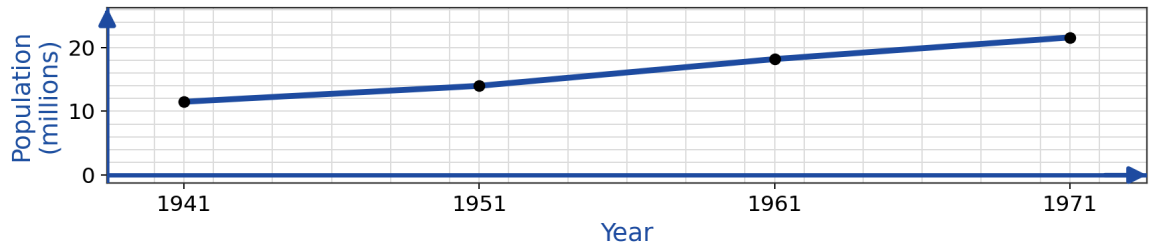
6 **The graph shows the approximate population of Canada in millions. In 1961, the population was about**



- **A** 11.5 million
- **B** 14.0 million
- **C** 18.2 million
- **D** 21.6 million

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7 **Saskatchewan introduced public hospital insurance in 1947, and Medicare later grew into**

- **A** health care for one province only
- **B** the end of all hospitals
- **C** a national system of publicly funded health care
- **D** private health care only

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8 **The Canada Pension Plan, introduced in the 1960s, provided**

- A no benefits for workers
- B retirement, disability, and survivor benefits based on contributions
- C free houses for all seniors
- D pensions only for veterans

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9 **The Quiet Revolution in Quebec in the 1960s involved**

- A modernization of education, health care, and Hydro-Quebec under the provincial state
- B the end of the French language in Quebec
- C Quebec leaving Canada in 1960
- D the closing of all schools in Quebec

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10 **The October Crisis of 1970 led the federal government to invoke**

- **A** the Charter of Rights and Freedoms
- **B** martial law in every province permanently
- **C** the Meech Lake Accord
- **D** the War Measures Act after kidnappings by the FLQ

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11 **The Official Languages Act of 1969 made English and French**

- **A** official only in Quebec
- **B** unofficial in federal services
- **C** the official languages of the federal government
- **D** the only languages allowed in Canada

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12 **The Canadian Bill of Rights of 1960, under John Diefenbaker, was limited because**

A it was written in French only

B it was an ordinary federal law, not part of the Constitution

C it applied only in Quebec

D it gave no rights at all

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13 **In 1960, First Nations people gained**

A the right to vote in federal elections without giving up status

B the right to vote only in Quebec

C automatic seats in the Senate

D the end of the Indian Act

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Source II - An Indigenous Community Member Speaks, 1971

Use this reading for questions 14 to 17.

The government paper of 1969 said we should be treated just like other Canadians, with no special status. But our treaties and our rights were not gifts. They were agreements between peoples, and they cannot be erased by a policy paper.

We do not ask to be set apart. We ask that the agreements made with our nations be honoured, and that our children can learn our languages and govern our own communities.

- An Indigenous community member, speaking at a community meeting, 1971 (invented source)

14 **The main idea of Source II is that the 1969 White Paper was opposed because it**

A gave Indigenous peoples new treaty rights

B was written by Indigenous leaders

C applied only to newcomers

D proposed ending distinct Indigenous status and treaty rights

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15 **According to Source II, treaties should be understood as**

A laws applying only to one generation

B private business contracts

C agreements between peoples that must be honoured

D gifts that can be withdrawn at any time

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16 **The schematic map shows the Normandy coast in 1944. The town shown inland, on the landward side of the coast, is**

A Caen

B Dieppe

C Juno Beach

D Ypres

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17 **Source II best illustrates historical perspective by showing**

- A how a policy seen as equality by government was seen as loss by Indigenous peoples
- B that all Canadians agreed on the White Paper
- C that treaties were never signed
- D that Indigenous peoples sought no rights

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18 **Expo 67 in Montreal is remembered as**

- A a failure with no visitors
- B a military exhibition only
- C a Quebec independence rally
- D a symbol of Canadian pride and modernity in the centennial year

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19 **The Royal Commission on the Status of Women, reporting in 1970, called for**

A a ban on women working outside the home

B equal pay only for teachers

C equal opportunities for women in work, education, and law

D the end of women's right to vote

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20 **Multiculturalism became official federal policy in 1971 under**

A Brian Mulroney, in 1988 only

B Pierre Trudeau, recognizing cultural diversity within a bilingual framework

C John Diefenbaker, ending bilingualism

D Lester Pearson, ending immigration

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21 **The patriation of the Constitution in 1982 meant that Canada**

- **A** could amend its own Constitution without Britain
- **B** became a republic at once
- **C** left the Commonwealth
- **D** gave up the Charter of Rights

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22 **The Canadian Charter of Rights and Freedoms of 1982 guarantees, among others,**

- **A** only the right to vote
- **B** only language rights
- **C** no limits on government power
- **D** fundamental freedoms, democratic, mobility, legal, and equality rights

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23 **The notwithstanding clause in the Charter allows Parliament or a legislature to**

- **A** ignore the Constitution entirely
- **B** appoint judges without review
- **C** override certain Charter rights for a limited period
- **D** override every Charter right forever

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24 **Quebec did not sign the Constitution Act of 1982, a fact that later fuelled**

- **A** the closing of the National Assembly
- **B** debate over Quebec's place in the constitutional order
- **C** Quebec's immediate separation
- **D** the end of French in Canada

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25 **A historian studying continuity and change from 1945 to 1982 would note that Canada became**

A more diverse, more urban, and more independent, while debates over unity continued

B less diverse and less independent

C a single culture with no debate

D independent of Britain in 1945

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ANSWER KEY

1.	A	**10.**	D	**19.**	C
2.	D	**11.**	C	**20.**	B
3.	C	**12.**	B	**21.**	A
4.	B	**13.**	A	**22.**	D
5.	A	**14.**	D	**23.**	C
6.	C	**15.**	C	**24.**	B
7.	C	**16.**	A	**25.**	A
8.	B	**17.**	A		
9.	A	**18.**	D		

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