SASKATCHEWAN INDIGENOUS STUDIES 10 · UNIT A

Colonization and Indigenous Resilience — Practice Test

Saskatchewan Indigenous Studies 10 • 25 questions

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 - An Elder Speaks About Survival, 1975

Use this reading for questions 1 to 3.

They tried to take our language from the children and to make us forget who we are. Yet in our homes we still told the old stories, still sang the songs, and still taught the children to respect the land.

Survival was not an accident. It was the work of families and communities who refused to let go.

1 **The main idea of Source I is that Indigenous survival depended on families and communities who**

- **A** accepted all colonial policies
- **B** refused to let go of stories, songs, and respect for land
- **C** forgot their languages willingly
- **D** left their homelands entirely

Understand It with Pulse | Flag a mistake

2 **According to Source I, colonial efforts tried to take language from children and make them**

A learn only hunting skills

B forget who they are

C stay on the land only

D speak only at home

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3 **According to Source I, stories and songs in the home helped preserve**

A only entertainment

B only trade goods

C identity and knowledge

D only school lessons

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4 **Colonization in Canada refers to the process by which European powers claimed land, settled it, and imposed**

A only trade goods

B only new farming methods

C only peaceful cooperation with no loss

D their laws, economies, and cultures on Indigenous peoples

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5 **The fur trade in early Canada involved both cooperation and change, as Indigenous peoples traded furs for goods and also faced**

A new diseases, alcohol, and shifting power

B no changes at all

C only wealth for all

D an end to all Indigenous economies

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6 **European diseases such as smallpox affected Indigenous populations severely because Indigenous peoples had**

A refused all medicine

B no prior immunity to these diseases

C lived only in cities

D welcomed the diseases

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7 **The reserve system was a colonial policy that confined First Nations communities to small areas of land and limited their**

A only religious practices

B only winter hunting

C movement and economic independence

D only summer farming

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8 **Residential schools were institutions that removed Indigenous children from families with the stated aim of**

A teaching Indigenous languages fully

B protecting family life

C preparing all children for university

D assimilating them into Euro Canadian society

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9 **The legacy of residential schools includes intergenerational trauma, loss of language and culture, and**

A ongoing calls for truth and reconciliation

B no lasting effects at all

C only benefits for families

D an end to Indigenous identity

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10 **Resilience among Indigenous peoples is shown by the survival and renewal of languages, ceremonies, governance, and**

A acceptance of all colonial policies

B community life despite colonial policies

C abandonment of all traditions

D migration away from homelands only

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11 **Indigenous resistance to colonization took many forms, including political advocacy, legal action, cultural renewal, and**

A only armed conflict

B only silence

C maintaining land based practices

D only migration

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12 **The Indian Act of 1876 gave the federal government extensive control over First Nations status, lands, and**

- A only trade with the United States
- B only education in cities
- C only military service
- D governance

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13 **Status under the Indian Act historically determined who was legally recognized as an Indian and affected rights to live on**

- A reserve land and receive certain benefits
- B vote in all elections always
- C own land anywhere freely
- D travel abroad freely

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14 **Enfranchisement under the Indian Act was a policy by which a status Indian could give up status in exchange for**

- A extra reserve land
- B full Canadian citizenship rights, including voting
- C a university degree
- D a military rank

Understand It with Pulse | Flag a mistake

15 **First Nations peoples in Canada did not gain the unconditional federal vote until**

- A 1867
- B 1900
- C 1960
- D 1982

Understand It with Pulse | Flag a mistake

16 **The pass system required First Nations people on the Prairies to get permission from an Indian agent to**

A attend school

B hunt in winter only

C vote in band elections

D leave the reserve

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17 **Colonial policies also affected Metis peoples, who faced scrip, displacement after 1885, and**

A loss of land and political recognition

B full treaty protection always

C no displacement at all

D automatic reserve land

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18 **Scrip was a certificate given to Metis individuals that could be exchanged for land or money, but many lost its value through**

A generous government support

B fraud, speculation, and lack of protection

C guaranteed land retention

D automatic community ownership

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19 **Indigenous women were especially affected by colonial policies, including loss of status through marriage rules that were later**

A never challenged

B welcomed by all

C challenged and partly reformed

D reversed fully at once

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20 **Bill C-31 in 1985 amended the Indian Act to restore status to many people, especially women, who had**

- **A** gained status through war service only
- **B** never held status
- **C** lived only off reserve
- **D** lost status through discriminatory marriage rules

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21 **Cultural revitalization today includes language programs, ceremonies, art, and**

- **A** land based education
- **B** only museum displays
- **C** only government reports
- **D** only sports programs

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22 **A student studying colonization should examine both the harms of colonial policies and the ways Indigenous peoples**

- A only the harms
- B resisted, adapted, and survived
- C only the benefits to settlers
- D only European perspectives

Understand It with Pulse | Flag a mistake

23 **Reconciliation in Canada requires acknowledging colonial harms, addressing their ongoing effects, and**

- A forgetting the past
- B ending all Indigenous rights
- C building respectful relationships
- D closing all schools

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24 **The Truth and Reconciliation Commission documented survivor experiences of residential schools and issued Calls to**

- A Silence
- B Forgetfulness
- C Punishment only
- D Action

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25 **An accurate account of colonization must include Indigenous voices and perspectives, because Indigenous peoples are**

- A active participants in their own histories, not only victims
- B only victims with no agency
- C only observers of settler history
- D absent from the historical record

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ANSWER KEY

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

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