SASKATCHEWAN INDIGENOUS STUDIES 30: CANADIAN STUDIES · FINAL EXAM · 50 QUESTIONS

Final Exam — 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 - An Indigenous Veteran Speaks, 1946

Use this reading for question 1.

I fought for Canada overseas, but when I came home I could not vote, could not buy land off reserve without losing status, and found my family still living under the Indian Act.

We served as equals in war, yet at home we were not treated as equals. That contradiction would shape our fight for rights.

1 **According to Source I, that contradiction would shape the fight for**

- A land only
- B veterans pensions only
- C rights
- D military honours only

Understand It with Pulse | Flag a mistake

Source I - An Activist Speaks at a Protest, 1973

Use this reading for question 2.

We occupy this office because polite letters have not worked. Our treaties are ignored, our children are taken, and our lands are taken for dams and mines without our consent.

We are not asking for charity. We are asking for our rights to be respected.

2 **According to Source I, activists demanded not charity but respect for**

- **A** rights
- **B** money only
- **C** jobs only
- **D** land only

Understand It with Pulse | Flag a mistake

Source I - A Leader Speaks About Power, 1985

Use this reading for question 3.

Power in Canada has long been held in Ottawa and in provincial capitals, far from our communities. When decisions about our lands are made without us, they are not legitimate, even if they are legal.

Real power sharing means we sit at the table as nations, not as stakeholders to be consulted after the fact.

3 **According to Source I, power in Canada has long been held in Ottawa and provincial capitals, far from**

A communities

B courts

C schools

D hospitals

Understand It with Pulse | Flag a mistake

Source I - A Teacher Speaks About Reconciliation, 2018

Use this reading for question 4.

My students ask why stereotypes about Indigenous people still appear in jokes and textbooks. I tell them stereotypes grow from ignorance, and ignorance grows when history is not taught honestly.

Reconciliation begins in classrooms where truth is told and Indigenous voices are heard.

4 **According to Source I, reconciliation begins in classrooms where truth is told and Indigenous voices are**

- **A** recorded only
- **B** celebrated only
- **C** heard
- **D** studied only

Understand It with Pulse | Flag a mistake

5 **The War of 1812 involved Indigenous allies such as Tecumseh, who fought with the British against American expansion to protect Indigenous**

- A lands and autonomy
- B only British forts
- C only trade routes
- D only American settlers

Understand It with Pulse | Flag a mistake

6 **The Allied Tribes of British Columbia in the early 1900s organized to press land claims and sent delegations to Ottawa and**

- A London
- B only Victoria
- C only Ottawa
- D only Washington

Understand It with Pulse | Flag a mistake

7 **The Crown fiduciary duty means the Crown must act in the best interests of Indigenous peoples in matters concerning their lands and rights, a duty recognized by**

A only Parliament

B Canadian courts

C only treaties

D only custom

Understand It with Pulse | Flag a mistake

8 **The free benefits myth ignores that treaty benefits are part of treaty agreements and that many Indigenous people pay taxes, work, and face**

A only prosperity

B underfunding

C only wealth

D only privilege

Understand It with Pulse | Flag a mistake

9 **Indigenous peoples contributed to Canadian nation building through trade, exploration guidance, military service, and knowledge of**

A only trade

B only military service

C land and resources

D only place names

Understand It with Pulse | Flag a mistake

10 **Indigenous veterans activism after the Second World War pressed for voting rights, equal benefits, and an end to**

A only pensions

B only medals

C only housing

D discrimination

Understand It with Pulse | Flag a mistake

11 **The pass system, residential schools, and bans on potlatch and Sun Dance were exercises of colonial power intended to suppress Indigenous governance and**

A culture

B only economy

C only language

D only religion

Understand It with Pulse | Flag a mistake

12 **The drunk Indian stereotype blames individuals for alcohol problems while ignoring colonial history, trauma, and social determinants such as poverty and**

A lack of services

B only personal choice

C only genetics

D only culture

Understand It with Pulse | Flag a mistake

13 **Residential schools were part of nation building policy that aimed to assimilate Indigenous children and break connections to**

A only schools

B only reserves

C family, language, and land

D only churches

Understand It with Pulse | Flag a mistake

14 **The 1973 occupation of the Department of Indian Affairs offices and other protests in the 1970s raised public awareness of treaty rights and**

A only employment

B only education

C conditions on reserves

D only health

Understand It with Pulse | Flag a mistake

15 **Section 35 of the Constitution Act, 1982 affirms the existing rights of Indigenous peoples in Canada. These are called**

A treaty rights only

B title only

C hunting rights only

D Aboriginal and treaty rights

Understand It with Pulse | Flag a mistake

16 **The myth that treaties are only historical documents ignores that treaties are living agreements with ongoing**

A only anniversaries

B only ceremonies

C only archives

D obligations

Understand It with Pulse | Flag a mistake

17 **The relocation of Inuit families to the High Arctic in the 1950s, partly to assert Canadian sovereignty, caused hardship and is now recognized as an**

A success

B injustice

C voluntary migration

D economic opportunity

Understand It with Pulse | Flag a mistake

18 **Section 35 recognition in 1982 was partly a result of Indigenous activism, though many leaders argued it did not go far enough on**

A only treaty rights

B self government

C only land claims

D only hunting rights

Understand It with Pulse | Flag a mistake

19 **Co management shifts power by sharing decisions about lands, waters, and wildlife between Indigenous nations and other**

A only companies

B only courts

C only communities

D governments

Understand It with Pulse | Flag a mistake

20 **Reconciliation is a process of establishing respectful relationships between Indigenous and non Indigenous peoples, based on truth, acknowledgment, and**

A only apologies

B only education

C only ceremonies

D action

Understand It with Pulse | Flag a mistake

21 **The Red Paper, Citizens Plus, written by the Indian Association of Alberta in response to the White Paper, argued for treaty rights, Indigenous control, and**

A distinct status within Canada

B only assimilation

C only termination

D only provincial control

Understand It with Pulse | Flag a mistake

22 **The Idle No More movement, begun in 2012 by four women in Saskatchewan, used round dances, teach ins, and protests to raise awareness of treaty rights, environmental protection, and**

A legislation affecting Indigenous peoples

B only education

C only health

D only housing

Understand It with Pulse | Flag a mistake

23 **Power within Indigenous communities also matters, including relations between elected and hereditary leaders, women and men, elders and youth, and urban and**

A only elected leaders

B only hereditary leaders

C reserve members

D only elders

Understand It with Pulse | Flag a mistake

24 **Education Calls to Action call for age appropriate curriculum on residential schools, treaties, and Indigenous contributions, and for teacher**

A only textbooks

B only museums

C training

D only field trips

Understand It with Pulse | Flag a mistake

25 **Saskatchewan nation building includes treaty relationships, Metis communities, and northern Dene and Cree peoples whose histories are central to the**

A province

B only south

C only cities

D only farms

Understand It with Pulse | Flag a mistake

26 **The Assembly of First Nations, Metis National Council, and Inuit Tapiriit Kanatami represent Indigenous peoples nationally, while grassroots movements often push these organizations to be more**

A assertive

B only moderate

C only cooperative

D only silent

Understand It with Pulse | Flag a mistake

27 **Economic power shifts when Indigenous communities gain control over resources, businesses, and revenues, reducing dependence on**

A only companies

B government transfers

C only provinces

D only courts

Understand It with Pulse | Flag a mistake

28 **Justice Calls to Action call for reducing overrepresentation of Indigenous people in custody, funding Indigenous justice programs, and addressing**

A only sentencing

B Fetal Alcohol Spectrum Disorder

C only policing

D only courts

Understand It with Pulse | Flag a mistake

29 **Contemporary nation building in Canada includes reconciliation, treaty implementation, and Indigenous self government, which reshape what it means to be**

A only Indigenous

B only federal

C only provincial

D Canadian

Understand It with Pulse | Flag a mistake

30 **Indigenous activism has changed Canada by advancing treaty rights, land claims, constitutional recognition, and public understanding of**

A only land claims

B only constitutional rights

C only public awareness

D colonial history

Understand It with Pulse | Flag a mistake

31 **The Indian Act band council system replaced many traditional governance systems with elected councils under federal supervision, a shift that many communities are now**

A only accepting

B reforming or moving beyond

C only rejecting

D only ignoring

Understand It with Pulse | Flag a mistake

32 **The term Indian in historical documents reflects colonial language, while today many Indigenous people prefer their specific nation names such as Cree, Dene, or**

A only Aboriginal

B Metis

C only Native

D only First Nations

Understand It with Pulse | Flag a mistake

33 **The British North America Act of 1867 assigned Indians and lands reserved for Indians to federal jurisdiction under Section**

A 35

B 91(1)

C 91(24)

D 92(13)

Understand It with Pulse | Flag a mistake

34 **Andrew Paull, a Squamish leader, organized the Allied Tribes and later the North American Indian Brotherhood to press for land claims in**

A only Ontario

B only Saskatchewan

C British Columbia

D only Manitoba

Understand It with Pulse | Flag a mistake

35 **The Guerin decision of 1984 established that the Crown owes a fiduciary duty to Indigenous peoples concerning surrender of**

A reserve lands

B only treaty lands

C only traditional territories

D only urban reserves

Understand It with Pulse | Flag a mistake

36 **Cultural appreciation differs from appropriation when use is respectful, consensual, and informed by**

A knowledge holders

B only payment

C only popularity

D only fashion

Understand It with Pulse | Flag a mistake

37 **The railway as nation building depended on Indigenous lands and labour, and railway construction through Indigenous territories often occurred without**

- A only funding
- B consent
- C only engineering
- D only workers

Understand It with Pulse | Flag a mistake

38 **The Lubicon Lake Cree in Alberta pressed for land rights and a reserve for decades, gaining international attention for their struggle against oil and gas**

- A only farming
- B development
- C only forestry
- D only hunting

Understand It with Pulse | Flag a mistake

39 **Section 35 rights are not absolute, because courts allow infringement if justified by a valid objective and respect for fiduciary duty, a balance that remains**

A only settled

B only theoretical

C only provincial

D contested

Understand It with Pulse | Flag a mistake

40 **Land acknowledgements are most meaningful when speakers understand the territory, its peoples, and their own relationship to**

A only its name

B only its history

C only its geography

D it

Understand It with Pulse | Flag a mistake

41 **The Canadian flag, adopted in 1965, and the anthem O Canada, reflect national symbols that have been debated for their inclusion of Indigenous peoples and**

A diversity

B only French Canadians

C only British heritage

D only military history

Understand It with Pulse | Flag a mistake

42 **The Burnt Church fishing dispute in New Brunswick in the late 1990s arose over Mi kmaq treaty fishing rights affirmed in the Marshall**

A decision

B Sparrow decision

C Delgamuukw decision

D Calder decision

Understand It with Pulse | Flag a mistake

43 **Impact assessment processes that include Indigenous knowledge and Indigenous led assessment shift power by giving communities greater control over**

A only consultation

B only information

C only funding

D evaluation

Understand It with Pulse | Flag a mistake

44 **Memorials for residential school children, including shoes and teddy bears placed at sites, express grief and a demand for**

A only grief

B only memory

C only art

D truth and accountability

Understand It with Pulse | Flag a mistake

45 **The 2010 Vancouver Olympics included Indigenous participation and acknowledgment, showing changing recognition of Indigenous peoples in national**

A only sports

B only ceremonies

C only tourism

D events

Understand It with Pulse | Flag a mistake

46 **The Haida Nation v. British Columbia decision of 2004 established the Crown duty to consult and accommodate Indigenous peoples when decisions may affect their**

A only lands

B only resources

C only treaties

D rights

Understand It with Pulse | Flag a mistake

47 **Power sharing in practice can be seen in co managed parks, joint environmental boards, and Indigenous led guardians programs that monitor**

A only parks

B only wildlife

C lands and waters

D only forests

Understand It with Pulse | Flag a mistake

48 **A reconciled Canada would include Indigenous self determination, equitable services, cultural respect, and freedom from discrimination, as well as shared**

A only self determination

B only equitable services

C prosperity

D only cultural respect

Understand It with Pulse | Flag a mistake

49 **Building a shared Canadian future requires acknowledging past harms, respecting treaties, and supporting Indigenous**

A only apologies

B only funding

C self determination

D only education

Understand It with Pulse | Flag a mistake

50 **The 2020 Wet suwet en protests against the Coastal GasLink pipeline raised issues of Indigenous consent, hereditary leadership, and**

A only jobs

B only gas prices

C jurisdiction

D only provincial politics

Understand It with Pulse | Flag a mistake

ANSWER KEY

1.	C	**18.**	B	**35.**	A
2.	A	**19.**	D	**36.**	A
3.	A	**20.**	D	**37.**	B
4.	C	**21.**	A	**38.**	B
5.	A	**22.**	A	**39.**	D
6.	A	**23.**	C	**40.**	D
7.	B	**24.**	C	**41.**	A
8.	B	**25.**	A	**42.**	A
9.	C	**26.**	A	**43.**	D
10.	D	**27.**	B	**44.**	D
11.	A	**28.**	B	**45.**	D
12.	A	**29.**	D	**46.**	D
13.	C	**30.**	D	**47.**	C
14.	C	**31.**	B	**48.**	C
15.	D	**32.**	B	**49.**	C
16.	D	**33.**	C	**50.**	C
17.	B	**34.**	C		

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