Indigenous Peoples and Canadian Nation-Building — Practice Test

Saskatchewan Indigenous Studies 30: Canadian Studies • 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 Indigenous Veteran Speaks, 1946

Use this reading for questions 1 to 3.

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 **The main idea of Source I is that Indigenous veterans faced a contradiction between equal service in war and unequal treatment at**

- A work only
- B home
- C school only
- D church only

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2 **According to Source I, the veteran could not vote, could not buy land off reserve without losing status, and found his family still living under the**

- A Charter
- B Indian Act
- C Constitution only
- D Manitoba Act

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

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

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4 **Canadian nation building involved Indigenous peoples from the start, as fur trade alliances, treaties, and military service shaped the emerging**

- A only economy
- B only military
- C only west
- D country

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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

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6 **Tecumseh confederacy united Indigenous nations in the early 1800s to resist American expansion, and his death in 1813 weakened**

- A only British forces
- B Indigenous resistance
- C only American forces
- D only French forces

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7 **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

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8 **The numbered treaties in the prairies were part of nation building as Canada sought to secure the west for settlement, railway building, and**

A only mining

B only forestry

C only fishing

D agriculture

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9 **Treaty making was also nation building for Indigenous peoples, who sought to protect lands, livelihoods, and**

A futures for their children

B only annuities

C only reserves

D only schools

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10 **The Indian Act of 1876 was part of nation building that sought to control and assimilate Indigenous peoples, undermining their governance and**

A only trade

B land base

C only language

D only religion

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11 **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

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12 **Metis nation building includes the Red River Resistance, the Manitoba Act, and the North West Resistance, through which Metis people asserted their rights as a**

A only a religious group

B only a trade group

C only a military group

D distinct people

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13 **Inuit in Canadian nation building were long ignored by southern governments until the twentieth century, when Arctic sovereignty concerns and resource interest brought greater**

A attention

B only neglect

C only relocation

D only assimilation

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14 **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

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15 **Indigenous veterans of the First and Second World Wars and Korea served Canada, yet many lost status, faced discrimination, and received unequal**

A only medals

B only pensions

C benefits

D only housing

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16 **The 1969 White Paper proposed abolishing the Indian Act and special status, presenting assimilation as equality, but Indigenous leaders rejected it as a threat to**

A only federal funding

B only provincial services

C only reserve lands

D treaty rights and distinct status

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17 **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

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18 **Nation building narratives that present Canada as empty land settled by Europeans ignore Indigenous presence and**

A only French presence

B sovereignty

C only British presence

D only American presence

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19 **The phrase Canada inconvenient truths refers to aspects of nation building such as dispossession, residential schools, and discrimination that challenge celebratory**

A only economic stories

B only military stories

C national stories

D only political stories

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20 **Indigenous peoples are not only subjects of Canadian nation building but also builders of Canada through governance, culture, economy, and**

- A only culture
- B only economy
- C only military service
- D resistance

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21 **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

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22 **A student studying nation building should ask whose story is told, whose is omitted, and how Indigenous peoples shaped and were shaped by**

- A only settlers
- B Canada
- C only governments
- D only railways

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23 **Reframing Canadian history to include Indigenous perspectives does not erase settler history, it makes the national story more**

- A only longer
- B only controversial
- C accurate and complete
- D only Indigenous

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24 **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

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25 **The National Day for Truth and Reconciliation on September 30 commemorates residential school survivors and calls Canadians to learn about**

A colonial history

B only Indigenous cultures

C only treaties

D only veterans

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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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