ALBERTA SOCIAL STUDIES 20-1 · FULL COURSE · 50 QUESTIONS

Source Analysis — 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 — From a political science textbook, 2015

Use this reading for questions 1 to 5.

A nation is a group of people who share a sense of belonging and who believe they form a distinct people. This shared identity may rest on a common language, history, culture, religion, or set of values. A nation is an idea held in common, and it can exist even when the people have no country of their own.

A nation-state exists when a nation has achieved sovereignty, governing itself within a recognized territory. Many modern states contain several nations within their borders, while some nations are divided among several states. Nation and nation-state are therefore not the same thing.

1 **The main idea of this source is that**

- **A** A nation is based on identity, a nation state on sovereignty
- **B** The words nation and nation state mean the same thing
- **C** A nation exists only when the United Nations recognizes it
- **D** A state is created whenever people share one language

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2 **According to the source, a people spread across several states without a state of their own would best be described as**

A A nation state

B A sovereign country

C A nation without a state

D An international organization

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3 **The source assumes that collective identity is mainly formed by**

A Military power and wealth

B Shared beliefs, history, and values

C International treaties

D Geographic size of territory

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4 **Which situation would the author most likely use as an example of a multinational state**

- **A** A nation with no territory at all
- **B** A single nation ruling its own state
- **C** An alliance of independent states
- **D** A state containing several distinct nations

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5 **A separatist leader would most likely agree with which idea from the source**

- **A** Nations should never seek sovereignty
- **B** A nation can exist before it gains its own state
- **C** Identity has no effect on politics
- **D** Only large states can contain a nation

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Source II — A citizenship judge speaking to new citizens, 1998

Use this reading for questions 6 to 10.

Today you become citizens, and in doing so you join our nation. Look around this room. You were born in many lands, you speak many languages, and you follow many faiths. None of that prevents you from belonging here, because our nation is not built on blood or birthplace.

What unites us is a choice. By living under our laws, respecting the equal rights of others, and accepting the duties of citizens, you become full members of this nation. Ancestry does not make a citizen. Commitment to our shared values does.

6 **The main idea of this source is that membership in the nation depends on**

- **A** Shared ancestry and birthplace
- **B** Commitment to shared values and laws
- **C** Speaking only one language
- **D** Living in the country for many years

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7 **The understanding of nation in this source is best described as a**

- **A** Civic nation
- **B** Ethnic nation
- **C** Religious nation
- **D** Racial nation

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8 **The perspective in this source would most likely be supported by**

- **A** A nationalist who defines nation by ancestry
- **B** A supporter of a single official culture
- **C** A leader seeking to expel minority groups
- **D** A supporter of inclusive citizenship laws

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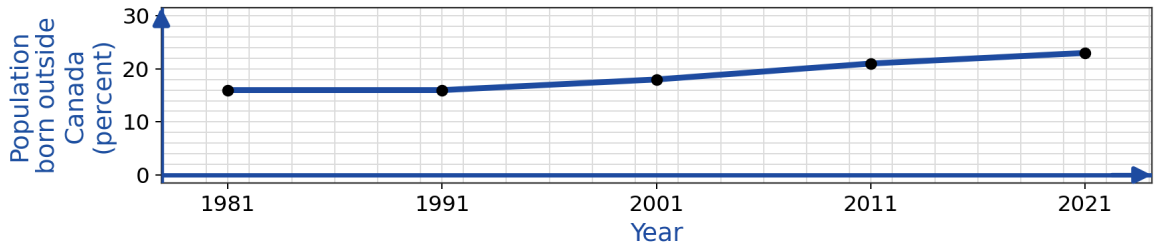
9 **The chart shows the share of Canada's population born outside Canada. In 2021, that share was about**



- **A** 16 percent
- **B** 23 percent
- **C** 18 percent
- **D** 30 percent

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10 **According to the source, the strongest bond uniting this nation is**

- **A** Shared values such as equality and freedom
- **B** A common ethnic background
- **C** One shared mother tongue
- **D** Loyalty to a single leader

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Source III — A French revolutionary pamphlet, 1789

Use this reading for questions 11 to 15.

For centuries the common people of France have paid the taxes, filled the armies, and grown the food, yet in the councils of the kingdom they have counted for nothing. Two small orders enjoy every privilege by right of birth, while the nation carries every burden.

We declare that the nation is the whole people, and that all authority flows from it. Kings rule only by the will of the nation. Let the privileges of birth be abolished, let laws be made in the name of the nation, and let France at last be governed by her own citizens.

11 **The main idea of this pamphlet is that political authority should rest with**

- **A** The king and his court
- **B** The clergy and nobility
- **C** The nation as a whole
- **D** The army and its generals

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12 **The pamphlet would most likely support an end to**

- **A** All forms of government
- **B** Legal privileges based on birth
- **C** Taxes collected by the state
- **D** Written laws and constitutions

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13 **The pamphlet illustrates nationalism as a force because it presents the nation as**

- **A** The source of political legitimacy
- **B** A purely cultural tradition
- **C** A subject of the monarch
- **D** A threat to public order

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14 **Which group in France in 1789 would most likely disagree with this pamphlet**

A Members of the Third Estate

B Paris workers and artisans

C Supporters of representative government

D Aristocrats defending inherited privilege

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15 **The writer of the pamphlet assumes that the Third Estate**

A Is too divided to act together

B Wants the king to keep absolute power

C Forms the true nation of France

D Has no grievances against the old order

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Source IV — A letter from an Italian unification volunteer, 1860

Use this reading for questions 16 to 19.

I write to you from the camp, where men from every corner of the peninsula have gathered under one flag. At home we were ruled by foreign princes and petty kings, and a traveller needed a passport to journey between cities that speak the same tongue.

We share a language, a history, and the memory of a common greatness. Why should we remain a patchwork of weak states for foreign empires to bargain over? Italy must become one free nation, governing itself. Whatever this struggle costs me, it will be worth it.

16 **The main idea of the letter is that Italians should**

- **A** Remain loyal to their separate kingdoms
- **B** Accept rule by foreign empires
- **C** Divide the peninsula into more states
- **D** Unite into a single nation state

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17 **The writer justifies unification mainly by pointing to**

- **A** A shared language, history, and culture
- **B** The orders of a foreign emperor
- **C** The wealth of the northern kingdoms
- **D** A decision of an international congress

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18 **The letter presents nationalism mainly as a force for**

- **A** Separatism
- **B** Isolationism
- **C** Unification
- **D** Colonization

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19 **The perspective in this letter would most likely be opposed by**

- A Italian poets celebrating a common culture
- B Foreign rulers benefiting from a divided Italy
- C Volunteers fighting for a united Italy
- D Villagers who share the language of the writer

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20 **The writer assumes that political borders in Italy in 1860**

- A Do not match the identity of the people
- B Were chosen freely by all Italians
- C Protect every Italian community equally
- D Had been drawn by the Italian people

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Source V — A political cartoon on separatism, 1995

Use this reading for questions 21 to 22.

The cartoon shows a large ship named Federation sailing through rough seas. Fastened to its stern by a rope is a small boat painted in the colours of one province. The rope is worn and fraying, and several strands have already snapped.

In the small boat, a smiling captain rows eagerly toward a bright sunrise labelled Independence. Behind him, the passengers look worried. They clutch boxes marked Jobs, Currency, and Pensions. On the deck of the big ship, the other captains wave and call out, some urging the boat to stay and others simply shrugging.

21 **The main message of the cartoon is that separatism**

- **A** Is supported by every citizen in the province
- **B** Promises freedom but carries risks and costs
- **C** Has no effect on the rest of the federation
- **D** Is mainly a dispute about shipping routes

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22 **The fraying rope in the cartoon most likely symbolizes**

A A new trade agreement

B A shared currency union

C Growing tourism between regions

D Weakening ties within the federation

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23 **The cartoonist most likely views the separatist captain as**

A Optimistic about independence, unlike his passengers

B Frightened of leaving the federation

C Indifferent to the future of the province

D Loyal to the federal government

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24 **The schematic map highlights one region of Canada. The highlighted region is**



A Prairies

B Ontario

C Quebec

D Atlantic

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25 **A federalist in the province would most likely agree with the cartoonist that**

A Independence has no possible drawbacks

B Leaving the federation involves real risks

C The province should cut all ties at once

D The federation should be dissolved quickly

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Source VI — A government propaganda poster in a European dictatorship, 1938

Use this reading for questions 26 to 29.

The poster is dominated by the stern face of the national leader, gazing down from the top of the image. Beneath him, hundreds of soldiers, workers, and children are arranged in identical rows, all marching or saluting in perfect unison. No individual face in the crowd stands out.

Across the bottom, bold letters proclaim: The Nation Is Everything — Obey, Work, Sacrifice. At the edges of the poster, dark enemy figures crouch along the borders of the homeland, daggers drawn, while a shaft of light falls only on the leader and the flag.

26 **This poster is an example of ultranationalism mainly because it presents**

- **A** The state and leader as more important than the individual
- **B** Citizens as free to criticize the government
- **C** Many nations as equal partners in peace
- **D** National identity as a private choice

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27 **The identical rows of marching citizens are most likely intended to suggest**

A Respect for individual differences

B Unity, discipline, and obedience

C Opposition to military service

D Support for democratic debate

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28 **The main purpose of posters such as this one was to**

A Encourage citizens to question authority

B Advertise a commercial product

C Promote tourism in the country

D Build loyalty and readiness for sacrifice

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29 **The dark figures at the borders of the poster are used to create**

A Fear of an external enemy

B Sympathy for foreign nations

C Interest in foreign cultures

D Support for free migration

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30 **A citizen who placed the interests of humanity above the state would most likely be viewed by this regime as**

A A model citizen

B A loyal patriot

C A traitor to the nation

D A national hero

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Source VII — A Canadian newspaper editorial, 1917

Use this reading for questions 31 to 34.

Canada has sent her volunteers overseas for three years, and still the call comes for more men. Volunteering alone can no longer fill the ranks. If this country is to do its full part in the war, Parliament must require military service of every able-bodied man.

Conscription is not tyranny; it is fairness. It is unjust that the burden should fall only on those generous enough to volunteer, while others stay safely at home. In a national crisis, the needs of the nation must come before the comfort of the individual.

31 **The main idea of this editorial is that Canada should**

- **A** Remain neutral in the European war
- **B** Rely only on paid professional soldiers
- **C** Introduce conscription to share the burden of war
- **D** Withdraw its forces from Europe at once

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32 **The editorial justifies conscription mainly as a question of**

A Fairness in sharing sacrifice

B Increasing government revenue

C Expanding national territory

D Winning votes in an election

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33 **The schematic map shows Western Front battle sites. The site marked by the Canadian Corps attack arrow on the schematic map is**

A Ypres

B Vimy Ridge

C Passchendaele

D Somme

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34 **The editorial assumes that in wartime the needs of the nation should**

- A Come second to individual preference
- B Be decided only by local governments
- C Never require personal sacrifice
- D Take priority over individual choice

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35 **The writer sees conscription as serving the national interest because it protects**

- A National honour and the allied war effort
- B Trade with the enemy powers
- C A policy of strict isolation
- D A reputation for neutrality

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Source VIII — A Canadian diplomat speaking at the United Nations, 1956

Use this reading for questions 36 to 40.

Two armies stand facing each other, and a wider war threatens. No single nation, however strong, can keep the peace alone. We therefore propose an international emergency force, drawn from many member states, to stand between the combatants under the flag of the United Nations while a settlement is negotiated.

Some call this a surrender of national freedom. It is the opposite. Small and middle nations are safest in a world governed by agreed rules rather than by force. By cooperating, nations protect not only world peace but their own long-term security.

36 **The main idea of this speech is that peace is best protected through**

- **A** Each nation acting entirely on its own
- **B** Secret alliances between great powers
- **C** The military strength of one nation
- **D** Cooperation among nations in the United Nations

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37 **The approach described in the speech is best known as**

- A Ultranationalism
- B Isolationism
- C Internationalism
- D Separatism

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38 **The proposed international force was intended to**

- A Separate opposing armies and prevent wider war
- B Conquer territory for the United Nations
- C Replace the governments of member states
- D Enforce the policy of a single great power

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39 **The speaker would most likely support Canadian peacekeeping because it**

- A Guarantees Canada a larger territory
- B Serves world peace and also protects Canada
- C Keeps Canada out of all world affairs
- D Proves Canada is a military superpower

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40 **The perspective in this speech would most likely be opposed by a person who believes that**

- A Small nations benefit from a stable world
- B Diplomacy can prevent the spread of war
- C Member states should cooperate in a crisis
- D A nation should never accept outside involvement

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Source IX — A chart based on census results, Canada

Use this reading for questions 41 to 45.

The chart shows the language spoken most often at home in Canada, as a percentage of the population, in two census years. In 1971, English was spoken at home by 67 percent of Canadians, French by 26 percent, and other languages by 7 percent.

By 2021, the shares had changed. English accounted for 63 percent, French for 20 percent, and other languages for 17 percent. The chart notes that most of the growth in other languages reflects immigration from many parts of the world.

41 **Between 1971 and 2021, the share of Canadians speaking mainly other languages at home rose from 7 percent to 17 percent. Over that period, the share**

- **A** Stayed exactly the same
- **B** More than doubled
- **C** Fell by half
- **D** Disappeared completely

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42 **The chart best illustrates which feature of Canadian society**

- **A** Growing linguistic pluralism
- **B** A single uniform culture
- **C** The end of official bilingualism
- **D** Declining immigration to Canada

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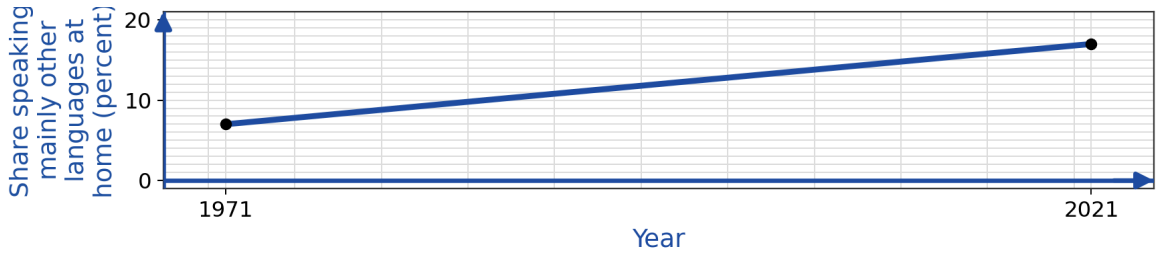
43 **The chart shows the share of Canadians speaking mainly other languages at home. In 2021, that share was**



- **A** 7 percent
- **B** 20 percent
- **C** 17 percent
- **D** 26 percent

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44 **Census data on the languages spoken at home would be of most use to a government deciding**

A Where to build military bases

B How to set income tax rates

C Which sports teams to sponsor

D What language services communities need

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45 **The chart assumes that the language spoken at home is a useful measure of**

A Loyalty to the Canadian state

B The cultural makeup of the population

C Support for separatist movements

D The quality of public education

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Source X — A First Nations chief addressing a parliamentary committee, 1990

Use this reading for question 46.

Long before there was a Canada, our people were a nation. We governed ourselves, made our own laws, and treated with other nations as equals. When we signed treaties, we did not surrender our nationhood. We agreed to share this land in peace.

Self-government is not a gift that Ottawa can grant or withdraw. It is a right we have never given up. Our first loyalty is to our own nation and to our children. We ask only to decide for ourselves in matters of our lands, our schools, and our laws, as we did for thousands of years.

46 **The main idea of this statement is that the people of the speaker**

- **A** Wish to leave North America entirely
- **B** Have no history of self government
- **C** Remain a nation with a right to govern themselves
- **D** Want Ottawa to make all decisions for them

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47 **The statement is best described as a demand for**

- A Assimilation into Canadian society
- B Membership in the United Nations
- C A larger role in the Canadian army
- D Self determination for an Indigenous nation

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48 **Compared with the understanding of nation in Source II, the nation in this source is based mainly on**

- A Chosen commitment to shared values
- B A shared history and nationhood older than Canada
- C Membership open to any newcomer
- D Loyalty to the Canadian constitution

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49 **The speaker of Source VIII would most likely respond to this statement by**

- **A** Rejecting any claim made outside a state
- **B** Insisting the chief deal only with foreign states
- **C** Recognizing self determination as a principle nations claim
- **D** Arguing that only great powers have rights

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50 **The relationship between the loyalty in this source and loyalty to Canada is best described as**

- **A** Identical, with no possible tension
- **B** Unrelated to the idea of nation
- **C** A rejection of law and government in general
- **D** An example of contending loyalties within one state

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ANSWER KEY

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

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