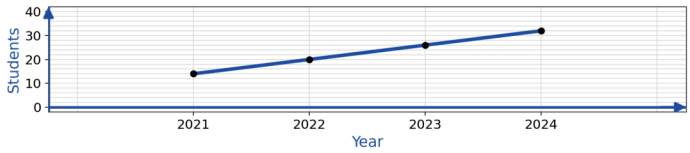
YUKON BC FIRST PEOPLES 12 (MBCFP12) · UNIT C · 10 QUESTIONS

Colonialism, Residential Schools and Resilience — 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.

1 **The graph shows students in one community language class. Between 2021 and 2024, enrolment**



- **A** fell by 18 students, from 32 to 14
- **B** stayed at 14 students
- **C** rose by 18 students, from 14 to 32
- **D** rose by 100 students

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Reading I - Learning About the Indian Act

Use this reading for questions 2 to 4.

A student reads that the Indian Act, passed in 1876, was a federal law that defined who counted as a status Indian, created reserves, and imposed elected band councils. The student learns that the Act also banned ceremonies such as the potlatch for many years, and that it controlled many parts of daily life.

In discussion, the class notes that the Act has been changed many times, but parts of it remain in force today. The teacher stresses that nations had their own governments and laws before the Act, and that many nations continue to work toward governing themselves in their own ways.

- An invented account of a classroom lesson in British Columbia

2 **According to Reading I, what did the Indian Act define, create, and impose?**

- **A** treaties signed by every nation
- **B** provincial laws only
- **C** a law with no lasting effects
- **D** status, reserves, and imposed band councils

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3 **According to Reading I, what did the Act ban?**

- A ceremonies such as the potlatch for many years
- B no ceremonies at all
- C only sports events
- D ceremonies for one year only

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4 **What does Reading I best illustrate about governments before the Indian Act?**

- A no governments before the Act
- B their own governments before the Act, and self government today
- C governments created only by the Act
- D self government that ended in 1876

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5 **What happened to First Peoples in Canada under colonial policies?**

- A disappeared entirely
- B continue only in books
- C nations, cultures, and languages continue today
- D survive only outside Canada

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6 **In 1985, what did Bill C-31 change about the Indian Act?**

- A it restored status to many women who had lost it by marrying a person without status
- B it restored status to no one at all, leaving every woman who had lost status without it forever
- C it restored status only to men in one province
- D it gave status to all Canadians at once

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7 **What are searches for unmarked graves at former residential school sites, led with community guidance, part of?**

- A a search with no connection to schools
- B truth telling about those schools, with community guidance
- C work done without community guidance
- D a topic unrelated to reconciliation

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8 **Why is an apology on its own not enough?**

- A words alone are always enough
- B apologies should never be given
- C policies, funding, and relationships must also change
- D change is never needed after an apology

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9 **What does the contrast between large traditional territories and small reserves show?**

- A that territories and reserves are identical
- B that no land was lost
- C that reserves are larger than territories
- D how much land was lost under colonial policy

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10 **What should students learning about residential schools avoid asking individual survivors to do for a class?**

- A not expect survivors to retell trauma on demand
- B demand personal stories from survivors
- C ignore survivor voices entirely
- D ask only survivors to teach every lesson

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ANSWER KEY

1. C
2. D
3. A
4. B
5. C
6. A
7. B
8. C
9. D
10. A

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