YUKON SOCIAL STUDIES 10: CANADA AND THE WORLD, 1919 TO THE PRESENT · UNIT D · 25 QUESTIONS

Historical and Contemporary Injustices — 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 - A Letter About the Komagata Maru, 1914

Use this reading for questions 1 to 2.

A ship carrying passengers from India has waited in Vancouver harbour for weeks. The men aboard hoped to land and work in Canada, but officials say they do not meet the rules. Many people in the city argue about it in the newspapers.

I do not understand how a country that calls itself fair can keep people on a ship for so long without letting them land. My neighbour says the rules were made to keep people like them out, and I fear he is right.

- A Vancouver resident, in an invented letter, 1914

1 **The main idea of Source I is that the Komagata Maru incident of 1914 showed**

- A. a ship welcomed at once
- B. a voyage that never reached Canada
- C. fair treatment of all newcomers, with every passenger welcomed ashore and given land and work on arrival
- D. passengers kept aboard for weeks and largely denied entry to Canada

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2 **According to Source I, the writer suspects the immigration rules were designed to**

A protect passengers from disease only

B speed up landing for everyone

C help all newcomers equally

D keep people from India out of Canada

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3 **The Komagata Maru carried passengers who were mostly from**

A China, the largest country in Asia by land area and the home of the Great Wall

B Japan

C India, then part of the British Empire

D Italy

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4 **The continuous journey regulation of 1908 required immigrants to arrive by**

- **A** any route they chose, by land or by sea, with no rules about where they sailed from, which ports they stopped at, or where they landed
- **B** a ship built in Canada
- **C** a train from the United States
- **D** a direct voyage from their country of birth or citizenship, which was almost impossible from India

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5 **The Chinese head tax in Canada, imposed from 1885, required Chinese immigrants to pay**

- **A** nothing at all
- **B** a fee only for return journeys, paid when Chinese immigrants sailed back to China for a visit home
- **C** taxes only on goods they sold
- **D** a fee to enter Canada, later rising to 500 dollars, as a deterrent

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6 **The Chinese Immigration Act of 1923, often called the Exclusion Act, mainly**

- A almost completely banned Chinese immigration until its repeal in 1947
- B gave Chinese Canadians the vote
- C ended the head tax with compensation, paying every Chinese immigrant family for every dollar of the fees collected
- D welcomed Chinese immigrants

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7 **In 2006, the Canadian government formally apologised for**

- A the Winnipeg General Strike
- B the Suez Crisis
- C the Komagata Maru only
- D the Chinese head tax and exclusion

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8 **In 2008, Prime Minister Stephen Harper formally apologised in the House of Commons for**

A the Komagata Maru

B Japanese internment

C residential schools

D the head tax

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Source II - A Survivor Remembers Residential School

Use this reading for question 9.

They cut my hair the first day and gave me a number instead of my name. We were punished for speaking our language, and we were far from home for months at a time. I learned to read and write, but I lost much of what my family had taught me.

Years later, I tell my grandchildren what happened so that they will know. I want schools today to teach the truth about those schools, even when the truth is painful.

- A residential school Survivor, in an invented account based on common Survivor testimony themes

9 **The main idea of Source II is that residential schools**

- **A** taught only Indigenous knowledge
- **B** preserved Indigenous languages
- **C** separated children from families and punished their languages and cultures
- **D** were attended voluntarily by all families, with parents free to send their children or keep them at home

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10 **Residential schools in Canada were mainly run by**

- A churches under federal government policy and funding
- B the United Nations
- C Indigenous governments alone
- D provincial school boards only

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11 **A central purpose of the residential school system was to**

- A assimilate Indigenous children into Euro-Canadian culture
- B protect Indigenous governance
- C strengthen Indigenous languages
- D train all children as teachers

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12 **The last federally run residential school in Canada closed in**

A 1969

B 1986

C 1996

D 2015

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13 **The Truth and Reconciliation Commission of Canada was established to**

A rewrite the Constitution

B punish individual teachers only, by removing them from their jobs, banning them from teaching again, and fining their schools

C document the history and lasting impacts of residential schools and guide reconciliation

D close all schools in Canada

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14 **The Truth and Reconciliation Commission released its final report in**

- A 2008
- B 2015
- C 1982
- D 1996

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15 **The Truth and Reconciliation Commission issued Calls to Action that call for changes in areas such as**

- A child welfare, education, language, health, and justice
- B military spending only, with new money for bases, ships, and aircraft across the country
- C trade tariffs only
- D sports funding only

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16 **Most Japanese Canadians at the time of internment lived in**

A Ontario

B British Columbia

C Quebec, the province with the largest French-speaking population in Canada

D Manitoba

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17 **During the Second World War, Japanese Canadians were interned beginning in 1942 after**

A Japan attacked Pearl Harbor in December 1941 and Canada declared war on Japan

B Japan joined NATO

C Canada left the British Empire

D Japanese Canadians asked to be moved, writing letters to the government asking to be sent to camps inland for their own safety

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18 **Japanese internment in Canada involved**

- A moving Japanese Canadians from the BC coast to camps inland and selling their property
- B giving Japanese Canadians new homes on the coast, building new houses for them in Vancouver and Victoria at government expense
- C a voluntary holiday program
- D no loss of property at all

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19 **In 1988, the Canadian government formally apologised to Japanese Canadians and offered**

- A no compensation of any kind
- B redress payments to survivors
- C a new province
- D citizenship only to newcomers

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20 **Ukrainian Canadians were interned during the First World War under the War Measures Act because many were labelled**

- **A** enemy aliens, as Ukraine was then part of the Austro-Hungarian Empire
- **B** British citizens, protected by the Crown and free to travel anywhere in the Empire without papers at all
- **C** American spies
- **D** neutral diplomats

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21 **Italian Canadians were interned during the Second World War after**

- **A** Italy joined the Allies
- **B** Italy declared war on Britain and France in 1940
- **C** Italy signed a peace treaty with Britain in 1940
- **D** Italy was invaded by Germany in 1940

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22 **Advocacy for human rights in Canada includes the work of people who**

A campaigned for the vote, fair treatment, and redress for past injustices

B opposed all rights for everyone, arguing that no one in Canada should have any rights at all, in any province

C worked only for one province

D banned all protests

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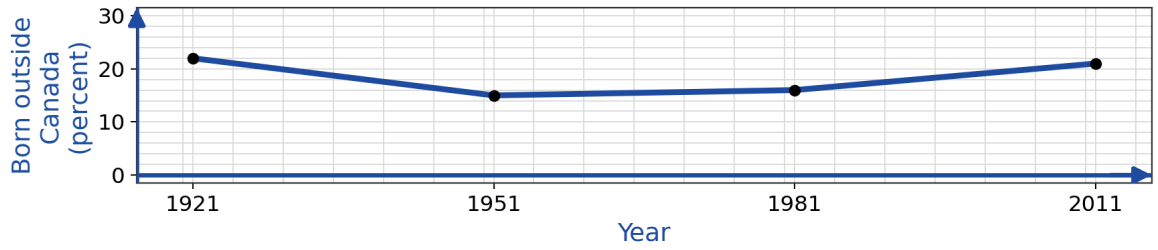
23 **The graph shows the approximate share of Canadians born outside Canada. The share in 2011 was about**



A 21 percent

B 15 percent

C 50 percent

D 5 percent

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24 **Truth and reconciliation in Canada today includes**

A ignoring the Calls to Action, leaving the report on a shelf and taking no steps at all to carry out any of its recommendations in full

B teaching residential school history, supporting language revitalisation, and addressing inequities

C closing all museums

D ending all Indigenous governments

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25 **A student studying historical injustice should judge past actions by**

A present standards alone, with no context, judging every action only by the values of today and ignoring the world people lived in then

B evidence about the standards, choices, and impacts of the time, while still recognising harm

C ignoring Survivor testimony

D assuming every policy was fair

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ANSWER KEY

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

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