

- 1) The primary motive for imperialism in the early 1900s was to
  - (A) create the largest country on the planet
  - (B) develop as many global alliances as possible
  - (C) reap the economic rewards of attaining colonies
  - (D) help the civilians of the colonies achieve higher standards of living
  
- 2) Our ancestors agreed, through the treaties, to share the land in the spirit of mutual benefit, that our respective peoples might continue to contribute and flourish as nations. These treaties enhanced the existing foundation of our relationship with the newcomers, defining how we would continue to live and share the land while acknowledging and respecting our diversities. Somehow, along the way, Crown interpretations of Treaty changed. The original "nation to nation" relationship of mutual sharing and respect, began to shift to one that fostered colonization, dependency, loss of self-determination and mobility. The negative impacts of colonization are far more extensive than can be listed here.  
The quote suggests that, overall, European imperialism had a
  - (A) positive impact on First Nations people, because the treaties guaranteed privileges associated with health care, education and taxation.
  - (B) negative impact on First Nations, because the treaties prevented First Nations people from maintaining their traditions and heritage.
  - (C) positive impact on First Nations people, because they were able to find agreement with the imperialists over land and achieved mutual respect for each others' cultures.
  - (D) negative impact on First Nations, because over time, the government has changed the spirit of the treaties and does not honour them in the way that was intended when they were signed.

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- 3) Our ancestors agreed, through the treaties, to share the land in the spirit of mutual benefit, that our respective peoples might continue to contribute and flourish as nations. These treaties enhanced the existing foundation of our relationship with the newcomers, defining how we would continue to live and share the land while acknowledging and respecting our diversities. Somehow, along the way, Crown interpretations of Treaty changed. The original "nation to nation" relationship of mutual sharing and respect, began to shift to one that fostered colonization, dependency, loss of self-determination and mobility. The negative impacts of colonization are far more extensive than can be listed here.
- The quote suggests that when the treaties were signed, First Nations people
- (A) agreed to sign the treaties but really did not understand what they were giving up
  - (B) were tricked into believing that the government would look after their needs and respect their culture
  - (C) believed that the government did not have their best interests in mind but felt they had little choice but to sign the treaties
  - (D) were able to find agreement with the Europeans about a way to respect cultural differences and live together in North America

4) **Speaker I** - Imperialism was a necessary part of the global development. In order for the world's economies to thrive, cultures that were backwards and behind in development needed to be educated and changed to reflect the changing world. The benefits of imperialism certainly outweigh the disadvantages.

**Speaker II** - Many of the problems that we have today are a result of European arrogance in the 19th and 20th centuries. Acculturation led to the loss of traditions and languages, and created generations of people who don't know who they are or where they came from. It's time to own up to the past and find solutions for the future.

**Speaker III** - Hindsight is 20/20! It's easy for us to judge the actions of the people in the past because we have the luxury of knowing what happened next. It's true that damage was done as a result of imperialism, but to continue blaming what happened 150 years ago for the problems of today is ridiculous.

**Speaker IV** - Civil war and genocide, these are the real "legacies" of imperialism. The world is faced with nearly an entire continent that is still cleaning up after the withdrawal of European powers. In this era of globalization, the most powerful countries seem to pick and choose how "global" they would like to be. It should be the responsibility of every country to ensure that the well being of all people is ensured.

The speaker who would most likely be supportive of the establishment of a Truth and Reconciliation Commission is

- (A) Speaker I
- (B) Speaker II
- (C) Speaker III
- (D) Speaker IV

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Taken together, the four speakers provide an example of how

- (A) most people are not well informed about historical events
- (B) studying history is important to ensure past atrocities do not happen again
- (C) it is important for countries to atone for negative or destructive behaviours in the past
- (D) the perception of historical events can vary based on individual experiences or beliefs

6)



Which of the given headlines depicts the establishment of the Permanent Forum on Indigenous Issues?

- (A) Headline I
  - (B) Headline II
  - (C) Headline III
  - (D) Headline IV
- 7) As a result of British imperialism in India, the Indian textile industry
- (A) suffered because Indian products were subject to heavy tariffs by the British
  - (B) flourished because Indian weavers produced fabrics unavailable in Britain
  - (C) flourished because Indian merchants were able to sell their goods to British colonists
  - (D) suffered because Indian made fabrics were of lesser quality than those made in Britain
- 8) Historical globalization took place during which of the following time periods?
- (A) Cold War
  - (B) Enlightenment
  - (C) Age of Imperialism
  - (D) The Second World War

- 9) "We traced the roots of the current hostilities back to the early twentieth century and Belgian colonial rule. When the Belgians chased the Germans out of the territory in 1916, they discovered that the two groups of people shared the land. The Tutsis, who were tall and quite light-skinned, herded cattle; the shorter, darker Hutus farmed vegetable plots. The Belgians viewed the minority Tutsis as closer in kind to Europeans and elevated them to positions of power over the majority Hutu. Enlisting the Tutsis allowed the Belgians to develop and exploit a vast network of coffee and tea plantations without the inconvenience of war or the expense of deploying a large colonial service."

—From: "Shake Hands with the Devil" by Romeo Dallaire, pg. 47

The attitude of the Belgians, as described in the given excerpt, is **best** described as

- (A) pluralism
  - (B) stereotyping
  - (C) Eurocentrism
  - (D) multiculturalism
- 10) Students were subject to all kinds of abuse in residential schools. Emotional abuse, such as denigrating a student's native heritage, was common. The purpose of denigration of heritage, as described in the quote, was to
- (A) humiliate students who were unable to read and write English
  - (B) make other children fearful of disobeying their superiors at school
  - (C) cause First Nations children to abandon their culture and traditions
  - (D) help students understand the importance of maintaining their native languages
- 11) These social control aspects of the Indian Act placed Aboriginals in the position of a colonized people. As Harold Cardinal asserted, "Instead of implementing the treaties and offering much needed protection to Indian rights, the Indian Act subjugated to colonial rule the very people whose rights it was supposed to protect."
- The given quote suggests that the Indian Act
- (A) protected the rights of Aboriginal peoples and ensured that the regulations outlined in the treaties were upheld
  - (B) provided a framework for Aboriginal peoples and the Canadian government to settle land claims and treaty rights
  - (C) put Canadian Aboriginal peoples in the position of being ruled by the Canadian government, which did not have their best interests in mind
  - (D) did not adequately deal with the issues that arose from the treaties and created much tension between the Aboriginal peoples and Canadian government

12) **Speaker I** - I was taken from my parents and forced to change my name and cut my hair. I wasn't allowed to speak my language or practice my religion. Our school was run by nuns and priests and some of my friends were hurt by these people. As an adult, I am trying to come to terms with the treatment I received there and regain some of the knowledge of my culture that I have lost.

**Speaker II** - Just over a decade ago in my country, the laws of the land stated that people like me were not worthy of the same human rights as everyone else. We weren't allowed to go to university or seek medical help at the good hospitals. Finally, in 1994, apartheid was abolished and we were allowed to vote—it was a day I will remember forever.

**Speaker III** - Although I don't remember it, my grandmother often tells me of what life was like in my country before independence. The economy had suffered because we weren't allowed to sell our goods abroad and there were so many poor people. She is very proud of the fact that such a peace-loving man was able to bring about major change in the country and he is now known around the world.

**Speaker IV** - I wish everyone would understand how much the loss of our culture has hurt my people. On my reserve, there are so many broken people, but there are also some leaders who are trying to help us regain pride in our heritage.

I know that if we can be viewed as equals in government and in society, we can then work on repairing the damage that has been done over the last 200 years.

The two speakers who are **most likely** discussing issues faced by First Nations people in Canada are

- (A) Speakers I and II
- (B) Speakers I and IV
- (C) Speakers II and III
- (D) Speakers III and IV

- 13) **Speaker I** - The New Imperialism of 1870-1914 can only be understood in the context of industrialization. No longer were European imperialists gobbling up territories for the sake of "gold, God, and glory," as they were in the 1500s and the 1600s. The new imperialists of the late nineteenth and early twentieth century were after raw materials for their factories and markets for their finished goods.
- Speaker II** - Nineteenth century steamships used coal and needed frequent bunkering. Therefore, European nations required a worldwide network of overseas ports where fuel could be taken on. These supply bases (and the adjacent sea lanes) needed to be protected, so a network of naval bases was also established. Sometimes, territories were seized and fortified by the European powers solely for strategic value.
- Speaker III** - In the late 1800s, many Europeans believed that they had a duty to civilize the so-called "inferior peoples" of Asia and Africa. They felt that it was their duty to share the splendours of European law, science, medicine, and technology with "backward" parts of the globe. they hoped to raise "lesser peoples" out of the mire of poverty and ignorance. Religious and secular missionaries from Europe went overseas in great numbers after 1870 with the intention of improving the general welfare of mankind.
- Speaker IV** - National prestige had become an obsession for Europeans by the end of the nineteenth century. According to the standards of the time, a nation proved its greatness by amassing colonial territories. The nation's standing in the international community was largely determined by the size of its empire. Any nation that did not compete in the Scramble for Africa or the Scramble for Concessions would have been considered a second-rate or third-rate power.
- Which speaker mentions a cultural motive for imperialism?
- (A) Speaker I  
(B) Speaker II  
(C) Speaker III  
(D) Speaker IV
- 14) The depopulation of Africa during the Age of Imperialism was **primarily** the result of
- (A) civil war between enemy tribes  
(B) low birth rates among indigenous populations  
(C) the spreading of infectious, incurable diseases  
(D) the desire for slaves in North America and Europe
- 15) Dispute over Kashmir arose after
- (A) the end of British rule in India  
(B) rich reserves of oil were discovered in the region  
(C) both India and Pakistan developed nuclear capability  
(D) the people of Kashmir began to demand independence

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- (A) Speaker I
- (B) Speaker II
- (C) Speaker III
- (D) Speaker IV

17) Which imperial power had the **greatest** and **most enduring** impact on the development of national identities and national institutions in its overseas colonies?

- (A) Italy
- (B) Britain
- (C) Belgium
- (D) Germany

18) The deindustrialization of India occurred as a result of

- (A) a lack of available natural resources
- (B) protectionist economic policies in Britain
- (C) the achievement of Indian independence in 1947
- (D) a decline in the amount of skilled workers in India

19)



Which of the continents in the source were the **primary** targets of European imperialism during the 19th century?

- (A) I and II
- (B) I and IV
- (C) II and III
- (D) III and IV

20)

1.



Raw Cotton Bound for Britain

2.



3.



Cotton Cloth Bound For India

4.



The process being depicted in the source is called

- (A) exportation
- (B) imperialism
- (C) mercantilism
- (D) industrialization