

**Social 9 - Units 3 and 4  
Charter and Collective Rights**

**Take-Home Exam  
Due February 13 at the beginning of class**

Name \_\_\_\_\_

1. The objectives underlying this take-home exam are threefold:
  - (i) to demonstrate your knowledge of the curricular outcomes required within units 3 and 4 of Social Studies 9;
  - (ii) to facilitate members of the class to acquire transferrable skills of data research - not just to demonstrate 'what you know' , but also that you know 'how to find the content you need to know';
  - (iii) to use multiple sources to acquire and articulate information.
2. Feel free to consult widely with any fellow students.
3. Regarding Section F of the test... although you may consult with other students, the answers must be your own work and in your own words, but can reflect, come out of, and rely on the collaborative and consultative work you have done with other students.
4. Be creative in looking for the answers. Use, for example, our course website, the internet, and texts (i.e. textbook, articles, etc).
5. Please ensure that you hand in the answer sheet (I have provided one for you, but you could create your own to accurately reflect the test sections) - it clearly identifies the section(s) and question(s) that are being answered. The short response can be completed on the back of the answer sheet - it can be in point form and should only be one page in length.
6. The finished test is due at the beginning of class on Tuesday, February 26.
7. There is no reason why every one of you should not do exceptionally well on this test!

**A. Matching for Chapter 3: Please correctly match the following terms with their appropriate definitions. Not all definitions will be used. 10 marks**

- |                           |                            |
|---------------------------|----------------------------|
| 1. _____ War Measures Act | 6. _____ Indian Act        |
| 2. _____ Prejudice        | 7. _____ Labour Union      |
| 3. _____ Suffrage         | 8. _____ Democratic rights |
| 4. _____ Discrimination   | 9. _____ Individual rights |
| 5. _____ Diversity        | 10. _____ Constitution     |

- A. treatment or consideration of, or making a distinction in favour of or against, a person or thing based on the group, class, or category
- B. an organization of workers that acts to protect workers' rights and interests
- C. a legislation passed by government during times of war that restricts individual rights and freedoms
- D. individual rights and rights for groups in society
- E. federal legislation related to the rights and status of First Nations peoples
- F. a special set of laws that establish a framework of governance
- G. women's right to vote
- H. rights held by individual people regardless of their group membership or lack thereof
- I. a "pre-judgment"
- J. to hold sacred; cherish; treasure
- K. the state or quality of being different or varied

**B. Multiple Choice for Chapter 3: Select the BEST response for each of the following questions. Signify your answer by clearly circling the corresponding letter (14 marks).**

1. Under which Act did the Canadian government intern thousands of people in the early 20<sup>th</sup> century?
  - a. Indian Act
  - b. Wartime Emergencies Act
  - c. Internment Act
  - d. War Measures Act
  
2. Ukrainian Canadians were interned at the beginning of which major historical event?
  - a. WWI
  - b. Russian Revolution
  - c. Bloody Sunday
  - d. March on Red Square
  
3. Suspicions were raised about Japanese Canadians after the 7/12/1941 bombing of...
  - a. Marshall Islands
  - b. Paschendale
  - c. Pearl Harbor
  - d. Tokyo
  
4. Most interned Japanese peoples were sent to the interior of which province?
  - a. Alberta
  - b. Saskatchewan
  - c. Quebec
  - d. British Columbia
  
5. Ukrainian Canadians were interned **mostly** because at the time...
  - a. Russian and Ukrainian troops were gaining territory in Europe.
  - b. Many Slavic spies had already been apprehended in Atlantic Provinces.
  - c. Ukraine, as a nation, fell within a territory that was enemy to Canada.
  - d. Winston Churchill ordered all commonwealth nations to do so.
  
6. Who was Canada's first female doctor, founder of the Toronto Women's Literary Club, and key figure in the fight for women's suffrage in Canada?
  - a. Emily Murphy
  - b. Nellie McLung
  - c. Susan B. Anthony
  - d. Emily Howard Stowe
  
7. The Indian Act was passed in which year?
  - a. 1867
  - b. 1876
  - c. 1887
  - d. 1878

8. Women such as Nellie McLung, Emily Murphy, and Emily Howard Stowe fought for gender equality during which major historical event?
- Civil Rights Movement
  - Pink Revolution
  - Orange Revolution
  - Women's Suffrage Movement
9. The Canadian Charter of Rights and Freedoms was completed and finalized in which year?
- 1980
  - 1928
  - 1982
  - 1882
10. A belief in Catholic doctrine, and the liberty to attend mass would fit under which section of The Canadian Charter of Rights and Freedoms?
- Religion Rights
  - Freedom to worship
  - Fundamental Freedoms
  - Constitutional Rights
11. The Charter of Rights and Freedoms is extended to every person in Canada, citizen or not, with the exception of which two rights?
- Right to vote & right to enter/leave Canada freely
  - Right to free association & right to obtain employment
  - Right to enter/leave Canada freely & right to free association
  - Right to obtain employment & right to vote
12. As defined in the Indian Act, an "Indian Agent" was a/an...
- lawyer who determined native status.
  - official assigned to each reserve.
  - governmental title assigned to Chiefs.
  - Aboriginal languages interpreter.
13. Which of the following is **NOT** true about the Indian Act?
- It remains in force today.
  - A committee of government officials and Aboriginal Elders created it.
  - It restricted the rights of First Nations people.
  - Today it is viewed as highly ethnocentric.
14. In the story "Crossing the Line," from the textbook, charges against the student were dropped because...
- the search by the police was determined to be unreasonable.
  - the police found basil, not marijuana.
  - there was less than 10 grams of illicit drugs in the student's locker.
  - the police did not announce the search in a timely fashion.

**C. Scenarios for Chapter 3: For each scenario, record which right or freedom is being abused. Record the section number. If no right appears to be violated, write “none” on the blank line (10 marks).**

1. \_\_\_\_\_ A Canadian working as an engineer in Saudi Arabia is not given the opportunity to vote for her Member of Parliament.
2. \_\_\_\_\_ A Muslim man is told he may not pray in a public park.
3. \_\_\_\_\_ A group of people opposed to the government’s decision to proceed with wind farms is not permitted to walk holding signs showing their opposition.
4. \_\_\_\_\_ A new citizen from Thailand is denied his request to have his children educated in his native language at his local school.
5. \_\_\_\_\_ A naturalized Canadian (born in another country) is not permitted back in Canada after having lived elsewhere for six years.
6. \_\_\_\_\_ Police stop a man and question him when they see his shirt that reads “Fire the Prime Minister”.
7. \_\_\_\_\_ After many attempts to get help with her passport, Marie cannot find an agent who can speak to her in French.
8. \_\_\_\_\_ Charged with possession of stolen goods, the suspect is told his case will be heard in about 14 months.
9. \_\_\_\_\_ Having served eight years for committing an assault on a child, outrage in the community keeps him behind bars.
10. \_\_\_\_\_ A speaker at a public event states his belief that the holocaust did not happen and that Hitler was only misguided. Protesters, are arrested when they begin swearing and uttering threats at him.

**D. Matching for Chapter 4: Please correctly match the following terms with their appropriate definitions. Not all definitions will be used. 10 marks**

- |                              |                                     |
|------------------------------|-------------------------------------|
| 1. _____ Annuity             | 7. _____ Indian Act                 |
| 2. _____ Affirm              | 8. _____ Patriated                  |
| 3. _____ Collective identity | 9. _____ Official language minority |
| 4. _____ Entrenching         | 10. _____ Publicly funded           |
| 5. _____ Assimilate          |                                     |
| 6. _____ Ethnocentrism       |                                     |

- A. paid for by taxes and provided by government
- B. the shared identity of a group of people, especially because of a common language and culture
- C. a group that speaks one of Canada's official languages and that does not make up the majority of the population of a province
- D. become part of a different cultural group
- E. federal legislation related to the rights and status of First Nations peoples
- F. to bring to a country something that belongs to the country
- G. land for the exclusive use of First Nations
- H. an annual payment
- I. fixing firmly within
- J. the belief that one's culture is superior to all other cultures
- K. to validate and express commitment to something
- L. the umbrella name for the diverse Aboriginal peoples who have collective rights that are recognized and protected in Canada's constitution

**E. True or False. Indicate in the blank provided if the statement is T (true) or F (false). 10 marks**

1. \_\_\_\_\_ All Alberta treaties included health care and annuities.
2. \_\_\_\_\_ Jean Chretien, as Minister of Indian Affairs, sought to end treaties.
3. \_\_\_\_\_ The Manitoba Schools Act was a piece of legislation that sought to promote minority language rights.
4. \_\_\_\_\_ The Métis consider their rights to their land, and use of the land in traditional ways, to be a result of their Francophone forefathers.
5. \_\_\_\_\_ The Indian Act was translated into aboriginal languages; however, the translations were not exact.
6. \_\_\_\_\_ Treaties were seen as peaceful negotiations by the Canadian Government.
7. \_\_\_\_\_ The Haultain Resolution sought to affirm the rights of Francophones in what is now known as Alberta.
8. \_\_\_\_\_ Aboriginals were given tracts of land for farm use which could be used for personal use and to supplement personal income.
9. \_\_\_\_\_ Aboriginal peoples assumed that in becoming a “status Indian” that they gave up their right to govern themselves.
10. \_\_\_\_\_ In Quebec, the official language minority are Anglophones.

**F. Short Answer. Please provide the best answer(s) to the following questions. You may use point form.**

1. What pieces of legislation affirms the collective rights of First Nations peoples (2 marks)?
2. What are the specific terms (areas) of negotiation outlined in the Numbered Treaties (2 marks).
3. Of the \_\_\_\_\_ Numbered Treaties signed, only Treaties \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ pertained to Alberta (4 marks).
4. Explain the differences in perspectives through time between the First Nations and the Canadian Government regarding the Numbered Treaties (4 marks).
5. Explain the current need for publicly funded Francophone schools if Canada has always been a bilingual nation (2 marks).
6. What are collective rights? List the groups (3) in Canadian society who have collective rights (2 marks).