

Canada in the Twentieth Century ~ Unit 6 Test

Multiple Choice:

Marking

A. How did the youth of the 1960s express their dissatisfaction with the establishment?

- Through music and poetry
- Through protests
- Through clothing and hairstyles
- All of the above

/5

B. How were women in the 1960s discriminated against?

- Women could not vote
- Education in math and sciences favoured male students
- Women could not get a driving license
- All of the above

/5

C. What did Saskatchewan Premier Tommy Douglas introduce to Saskatchewan?

- The NDP party
- Reduction in taxes
- An opportunity for women to have stronger voice in politics
- A medicare program

/5

D. What was the federal government's response to the October Crisis?

- a. Canadian Armed Forces were brought in to help
- b. Quebec Premier Robert Bourassa was forced to resign
- c. The War Measures Act was declared, thus suspending civil rights in Quebec
- d. Pro-separatist Québécois were arrested and detained without charge

/5

- a, b and d
- b, c and d
- a, c and d
- a, b, c and d

E. What was the goal of the White Paper of 1969?

- Self-government for Aboriginal groups in their lands
- Environmental clean-up of lands affecting Aboriginal communities
- Greater benefits for 'status Indians'
- Assimilation of the Aboriginal people into mainstream society

/5

F. Which province was most united in wanting a Canadian national flag?

/5

- Manitoba
- Ontario
- Nova Scotia
- Quebec

G. Which politician promoted the concept of a Canadian national flag?

/5

- Lester B. Pearson
- Pierre Elliot Trudeau
- John Diefenbaker
- René Lévesque

H. What was the intent of the Official Languages Act of 1969

/5

- The right for immigrant children to education in their first language
- The right for each province to choose whether to become bilingual or not
- The right for both French and English to have equal status in federal institutions
- All of the above

I. Who were the two politicians kidnapped during the October Crisis?

/5

- Robert Bourassa and James Cross
- Pierre Laporte and James Cross
- Claude Ryan and Robert Lemieux
- Michel Chartrand and Robert Bourassa

J. How did Trudeau's foreign policy differ from his predecessor's?

/5

- Trudeau wanted foreign policies which were independent of the U.S.
- Trudeau invested heavily in the military to make up for previous budget cuts
- Trudeau favoured aggressive action over passive negotiation
- All of the above

Definition:

Write definitions for the following terms

Quiet Revolution: *A period of rapid change in Quebec as the government modernized Quebec society and education (1960-1966)*

/5

Medical Care Act: *An Act making medical care available to all Canadians (1966)*

/5

Western Alienation: *The feeling that federal policies heavily favour eastern provinces*

/5

Tied Aid: *Aid given to developing countries with conditions attached*

/5

Short Essay Answer:

A. Assess the importance of Canada's claim for arctic sovereignty.

Markers: Any of the following or other reasonable arguments are acceptable.

Remember that the essay answer is a first draft.

/30

- Canada wants to protect the fragile Arctic ecosystem*
- tanker traffic through the Northwest Passage could damage the ecosystem with pollution and possible oil spills*
- the ecosystem is fragile and would take years to recover from a environmental disaster*
- the livelihood of arctic residents could be endangered with a damaged environment*
- Law of the Sea helps Arctic bordering nations to work together to control activity in the Arctic*
- Canada wants to control activity in the Northwest Passage and around the Arctic Archipelago*
- businesses in environmentally sensitive areas pay a tax to invest in local development*
- Canada's pollution-free zones around Arctic islands allows for strict environmental regulations*
- Law of the Sea helps Canada and other nations control the activities of vessels and businesses in the Arctic regions*
- Canada wants to lay claim to the Arctic Archipelago and has until 2013 to convince the UN of claims*
- natural resources such as oil and minerals now available in the Arctic due to melting sea ice*
- a claim of Arctic islands also includes waters in a radius around the islands*

Essay Command Terms

Command terms tell you what type of essay answer you should be writing.

Learn the following command terms.

- **Explain.** Give reasons for something.
- **Describe.** Present detailed information about an event, situation, or topic.
- **Discuss.** Present a variety of points of views on a particular topic without limiting yourself to one point of view only.
- **Support.** You will be given a thesis which you must argue in favour of.
- **Analyze.** Consider as many sides of the problem as possible.
- **Compare.** Indicate both similarities and differences.
- **Contrast.** This always means to indicate differences.
- **To What Extent?** The question is telling you that there are at least two positions that are possible. You should look at the strengths of each and draw a conclusion as to which position is strongest.
- **Evaluate.** Again, there are at least two possible positions. Weigh them and draw a conclusion. This is the same as “To What Extent?”
- **Assess.** This requires that you estimate a value of something. Judge and use facts, evidence, and details to support your judgment.

Essay Answer Rubric

Criteria	Level 1 (1-2)	Level 2 (3-4)	Level 3 (5-6)	Level 4 (7-8)	Level 5 (9-10)	Marking
Thesis	thesis is vague, off-topic, insufficient	thesis is weak and not clearly stated, does not adhere to command term	thesis is satisfactory with some adherence to the command term	thesis is adequately stated and relevant as directed by the command term	thesis is clearly stated and relevant as directed by the command term	/10
Argument 1	insufficient recall of factual content, lacks organization, no supporting detail	limited recall of factual content, organization is inadequate, little supporting detail	minimum recall of factual content, organization is attempted with some supporting detail	competent recall of factual content, generally organized clearly, adequate supporting detail	proficient recall of factual content, effectively organized, well-developed supporting detail	/5
Argument 2						/5
Argument 3						/5
Conclusion & Communication	conclusion is absent, expression is full of errors making it difficult to understand	conclusion is irrelevant, expression is awkward, errors interfere with meaning	conclusion is barely adequate, errors in communication distract and impede meaning	satisfactory conclusion reiterates thesis, essay is fluent and errors do not distract or impede meaning	exceptional conclusion reiterates thesis, essay flows well with little spelling or grammatical error	/5
						/30