



BRITISH  
COLUMBIA

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# BC First Nations Studies 12

## Sample Examination

### Student Instructions

1. Ensure that in addition to this **Student Booklet**, you have a **Written-Response Booklet** and a **Response Form**.
2. **Disqualification** from the examination will result if you bring books (including dictionaries), paper, notes, or unauthorized electronic devices into the examination room.
3. This examination is designed to be completed in **two hours**. *Students may, however, take up to 30 minutes of additional time to finish.*
4. At the end of the examination, return this **Student Booklet**, the **Written-Response Booklet** and the **Response Form** to the supervisor.

## BC FIRST NATIONS STUDIES 12 PROVINCIAL EXAMINATION

	<b>Value</b>	<b>Suggested Time</b>
This examination consists of <b>two</b> parts:		
PART A: 66 selected-response questions	66	50
PART B: 2 written-response questions	24	70
<b>Total:</b>	<b>90 marks</b>	<b>120 minutes</b>

### BC FIRST NATIONS STUDIES 12 PROVINCIAL EXAMINATION GENERAL INSTRUCTIONS

1. All multiple-choice, true-false and matching answers must be entered on the Response Form using an **HB pencil**. Answers entered in this examination booklet will **not** be marked.
2. For each of the written-response questions, write your answer **in ink** in the space provided in the written-response booklet.

## PART A: SELECTED-RESPONSE

Value: 66 marks

Suggested Time: 50 minutes

**INSTRUCTIONS:** For each question, select the **best** answer and record your choice on the **Response Form** provided. Using an HB pencil, completely fill in the circle that has the letter corresponding to your answer.

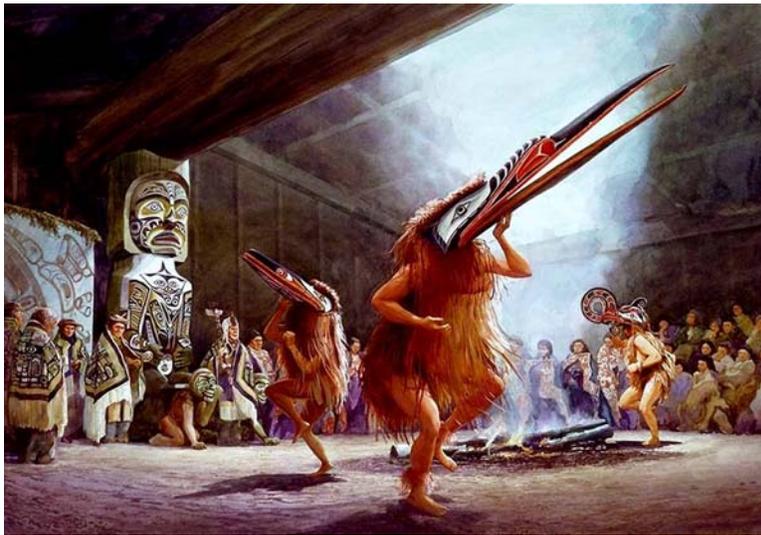
You have **Student Booklet Form A**. In the box above #1 on your **Response Form**, fill in the bubble as follows:

Student	A	B	C	D
Booklet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. What is the traditional First Nations belief about ownership of land?
  - A. band
  - B. private
  - C. corporate
  - D. community
  
2. What is a seasonal round?
  - A. celebration of the return of the salmon
  - B. number of territories that provide resources throughout the year
  - C. pattern of movement from one resource-gathering area to another
  - D. transfer of inherited territorial rights from one generation to the next
  
3. Which of the following is an example of a cause-and-effect relationship about pre-contact trade?
  - A. varied climate → isolation of communities
  - B. shortage of resources → permanent settlement
  - C. availability of resources → frequency of movement
  - D. oolichan processing camps → decreased trade opportunities

4. Why do most BC First Nations feel an important spiritual connection to the land?
- A. It represents wealth and ownership.
  - B. It represents the cycle of life and death.
  - C. It represents the right to maintain resources.
  - D. It represents their belief systems and world view.
5. Which of the following First Nations has its traditional territory on Vancouver Island?
- A. Haida
  - B. Okanagan
  - C. Nlaka'pamux
  - D. Nuu-chah-nulth

**Use the following illustration to answer question 6.**



*Winter Dance* by Gordon Miller © 1986

6. Where in BC would this event most likely have taken place?
- A. Coast
  - B. Plains
  - C. Northeast
  - D. Southern Interior

7. What is the glass-like volcanic rock used by some BC First Nations to make knife blades?
- A. granite
  - B. catlinite
  - C. obsidian
  - D. sandstone

**Use the following illustration to answer question 8.**



Drawings by Hilary Stewart. Published by Douglas & McIntyre Ltd. Copyright © by Hilary Stewart. Used by permission of the publisher.

8. What raw material was most likely used by coastal First Nations to produce these canoes?
- A. birch bark
  - B. cedar bark
  - C. spruce root
  - D. animal hide

**Topic: First Nations Education**

**Determine if the information in Column I is True or False as it relates to First Nations Education.  
Record your answers on the Response Form.**

**Column I**

- 9. Many First Nations societies had ceremonies to mark the passage into adulthood.
- 10. Young men and women from the Southern Interior went on a vision quest.
- 11. Dreams are an important source of knowledge.
- 12. The potlatch ceremony is an important method of education.
- 13. Land forms in BC are explained as the work of the Creator.

- A. True
- B. False

14. Which of the following is an example of traditional education for BC First Nations children?

- A. observing Elders
- B. attending boarding schools
- C. learning to write their language
- D. gathering together for lectures by the leaders

15. Which statement **best** reflects BC First Nations traditional view of resources?

- A. They are worshipped.
- B. They require little care.
- C. They are gifts from the Creator.
- D. They should be admired but not used.

16. Why is stewardship important to BC First Nations?
- A. it encourages respect for artifacts
  - B. it recognizes existing Aboriginal title
  - C. it promotes the use of First Nations languages
  - D. it promotes the protection of resources for future generations

**Use the following quotation to answer question 17.**

Because we live off the land, we must also protect the land.

Rita George, Wetsuwet'en Nation

17. What message is Rita George conveying?
- A. We are not properly caring for our land.
  - B. Our land no longer ensures our livelihood.
  - C. We are allowed unlimited use of natural resources.
  - D. Our livelihood depends on how we care for the land.
- 

18. What term did the Canada Fisheries Act introduce to control the sales of fish by BC First Nations?
- A. food fishery
  - B. sport fishery
  - C. resource fishery
  - D. commercial fishery

19. What do copper and dentalium have in common?
- A. Both were abundant throughout BC.
  - B. Both were used as building materials.
  - C. Both were mined from a sacred site on Vancouver Island.
  - D. Both were used in trading relationships among First Nations.

20. Before contact, which of the following **best** describes the trading network among BC First Nations?
- A. Limited to regional trade.
  - B. Limited to perishable items.
  - C. Simple with inexperienced traders.
  - D. Well-developed with expert traders.
21. What were the 14 treaties signed during the mid-19th century on Vancouver Island?
- A. Sproat Treaties
  - B. Trutch Treaties
  - C. Morris Treaties
  - D. Douglas Treaties

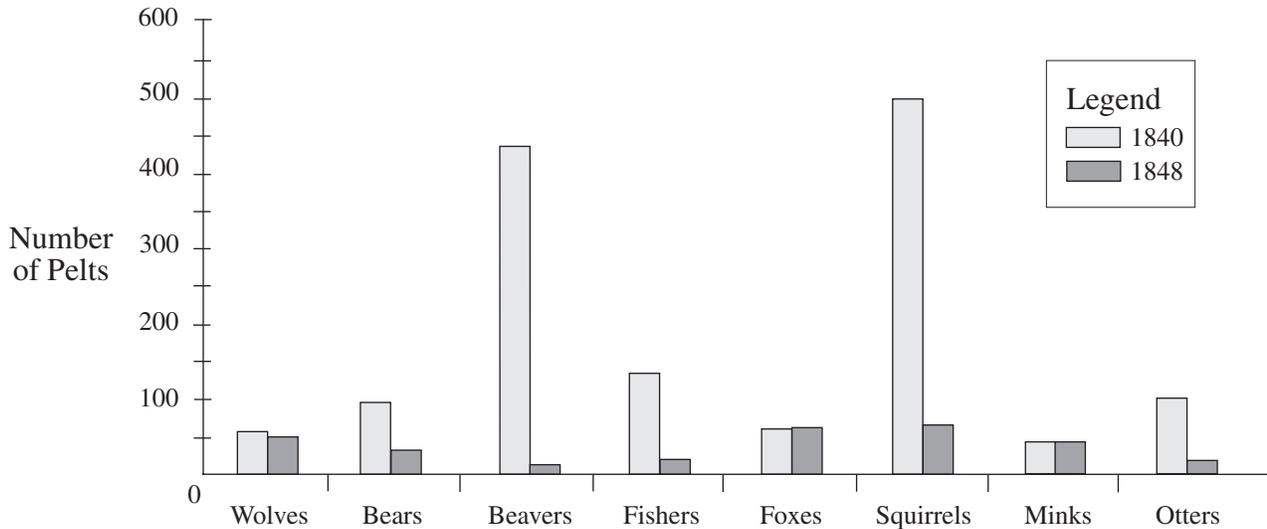
**Use the following illustration to answer question 22.**



*Discovery of Canada* by J.D. Kelly

22. What scenario is being portrayed in the picture?
- A. First Nations signing a treaty
  - B. a war between First Nations and Europeans
  - C. First Nations surrendering to the Europeans
  - D. a first meeting between First Nations and Europeans

Use the following graph to answer questions 23 and 24.



23. Which is an accurate statement about the graph between the years 1840 and 1848?

- A. The number of fisher pelts declined.
- B. The number of squirrel pelts increased.
- C. Fox and otter pelts show no decrease.
- D. Wolf pelts show a larger increase than beaver pelts.

24. Which **best** explains the decline in otter pelts from 1840 to 1848?

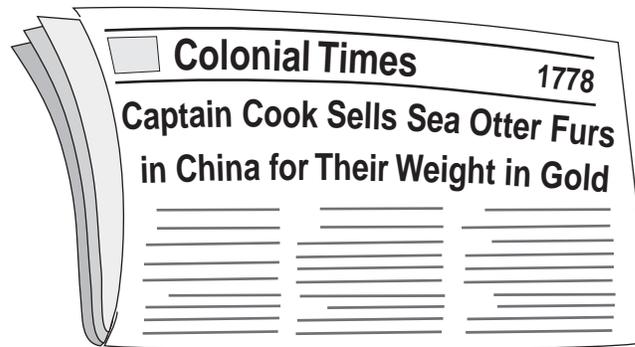
- A. Settlement displaced animal habitats.
- B. Animals were hunted to near extinction.
- C. The number of First Nations trappers decreased.
- D. The merger of the HBC and NWC reduced the amount of trade.

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25. What impact did the fur trade have on traditional BC First Nations settlement patterns?

- A. Some First Nations relocated to be close to the forts.
- B. Some First Nations followed the fur trade westward.
- C. Some Interior First Nations groups moved closer to the coast.
- D. Some Coastal First Nations groups stopped building longhouses.

Use the following headline to answer question 26.



26. What impact did this event have on coastal BC First Nations?
- A. First Nations declared war on Cook.
  - B. Coastal First Nations lost power to those in the interior.
  - C. The arrival of fur trading ships changed First Nations life.
  - D. The HBC hired Maquinna to oversee trading at Fort Tofino.
- 
27. Who was the leader of both provisional governments established by the Métis?
- A. Louis Riel
  - B. Cuthbert Grant
  - C. Wilfred Laurier
  - D. Gabriel Dumont
28. Why do many First Nations consider Big Bear's prison term unfair?
- A. He was not Métis.
  - B. He tried to stop his men from fighting at Frog Lake.
  - C. He did not support any protest against the government.
  - D. He was not aware of the circumstances of the Rebellion.
29. Which treaty applies to part of Alberta and northern BC?
- A. Treaty 5
  - B. Treaty 6
  - C. Treaty 7
  - D. Treaty 8

Use the following table to answer question 30.

Reserve	Size in 1864 (Hectares)	Size in 1868 (Hectares)
Aitchelitz	162	18
Skwah	1,296	291
Sumas	3,077	209
Saamoqua	202	0
<b>TOTAL</b>	<b>4,737</b>	<b>518</b>

adapted from *You Are Asked to Witness*

30. Which of the following explains the trend in reserve size shown in the table?
- A. First Nations were moving off the reserves.
  - B. First Nations land was appropriated for farming.
  - C. First Nations populations were declining due to smallpox.
  - D. First Nations children were removed to residential schools.

**Topic: Indian Act Amendments**

**Match the Indian Act Amendment in Column I to the correct decade it was introduced in Column II. Record your answers on the Response Form.**

Column I	Column II
31. banned the potlatch	A. 1880 – 1889
32. prohibited the pursuit of land claims	B. 1890 – 1899
33. made it easier to enfranchise	C. 1900 – 1909
34. prohibited ceremonial wear and dancing in public	D. 1910 – 1919
	E. 1920 – 1929
	F. 1930 – 1939

**Use the following quotation to answer question 35.**

The Indians really have no right to the lands they claim,  
nor are they of any actual value or utility to them.

Chief Commissioner of Lands and Works

35. What was the government attempting to rationalize in this quote?
- A. The BC Treaty process.
  - B. Their objection for the Indian Act.
  - C. Their support for the Royal Proclamation.
  - D. Their refusal to recognize Aboriginal title.
- 

36. After contact, why did Shamans lose influence within their communities?
- A. They were willing to go to war.
  - B. They cooperated with missionaries.
  - C. They refused to trade with Europeans.
  - D. They were unable to treat new diseases.

**Use the following quotation to answer question 37.**

...The happiest future for the Indian race is absorption into the general population,  
and this is the policy of our government...

Duncan Campbell Scott, Deputy Superintendent of Indian Affairs, 1913–1932

37. What government policy does this statement reflect?
- A. integration
  - B. assimilation
  - C. enfranchisement
  - D. multiculturalism

38. What industry did government policies encourage for BC First Nations in the early 1900s?
- A. logging
  - B. steel work
  - C. agriculture
  - D. fish farming
39. How did residential schools contribute to the breakdown of First Nations families?
- A. Mandatory attendance led to increased graduates.
  - B. Increased school funding led to higher enrollment rates.
  - C. Renaming of children led to adoption by European families.
  - D. Children's removal from their homes led to a loss of cultural ties.
40. Which of the following is an example of a cause-and-effect relationship for BC First Nations?
- A. Indian Act → prosperity
  - B. Potlatch ban → increased wealth
  - C. Residential school → loss of language
  - D. Reserve system → traditional governance

**Use the following quotation to answer question 41.**

My great grandmother told my mother's parents not to send their children to school. "Don't let them go to the white school. They won't like you." She thought we would become like white people and forget how to hunt and fish and get food from the hills.

Shirley Sterling

41. How does this quote reflect a First Nations response to residential schools?
- A. They understood the importance of self-esteem.
  - B. They did not appreciate the offer of free education.
  - C. They felt the children would forget traditional learning.
  - D. They thought hunting and fishing were more important than learning.

42. How did the Allied Tribes of BC respond to the recommendations of the McKenna-McBride Commission?
- A. They took legal action.
  - B. They supported the recommendations.
  - C. They prepared a comprehensive land claim.
  - D. They joined forces with the Native Brotherhood of BC.
43. Which level of government is responsible for the funding of Band Schools?
- A. Federal
  - B. Provincial
  - C. Municipal
  - D. International

**Use the following quotation to answer question 44.**

Aboriginal peoples are entitled to negotiate freely the terms of their relationship with Canada.

1996 Report of the Royal Commission on Aboriginal Peoples

44. What message is conveyed in this document?
- A. Self-determination is a basic right for First Nations people in Canada.
  - B. First Nations do not have to negotiate with the Canadian Government.
  - C. First Nations should create their own government separate from Canada.
  - D. Self-determination will never be fully achieved by First Nations in Canada.

Use the following headline to answer question 45.



45. Why was this event significant for BC First Nations?
- A. British Columbia agreed to negotiate land treaties.
  - B. Government control through the Indian Act ended.
  - C. Government restrictions for land claims were removed.
  - D. British Columbia was compelled to sign the Nisga'a Treaty.
- 
46. All of the following are characteristics of traditional First Nations governance systems **except**
- A. leadership that is based on families.
  - B. leaders who are democratically elected.
  - C. the Elder's role as the keeper of language.
  - D. behaviour based on respect for land and resources.
47. Who is Canada's most decorated Aboriginal soldier?
- A. Sam Globe
  - B. Ted Burrlling
  - C. Tommy Prince
  - D. Tom Longboat

48. Which statement reflects the experience of Aboriginal soldiers in the Canadian Armed Forces during both World Wars?
- A. They were conscripted.
  - B. They were organized into separate regiments.
  - C. They received a higher percentage of medals for bravery.
  - D. They rarely enlisted as a protest against unequal treatment.

Use the following headline to answer question 49.



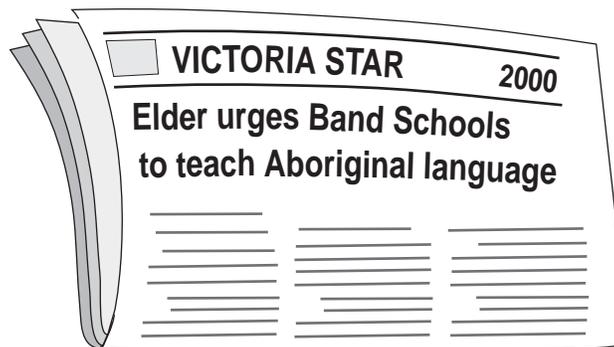
49. What was the significance of this bill for many First Nations women?
- A. They could live off-reserve.
  - B. They could pursue higher education.
  - C. Those who lost their status could regain it.
  - D. Those who kept their status had to pay taxes.

**Topic: Key Court Cases**

**Match the Aboriginal Right in Column I with the Supreme Court Case in Column II.  
Record your answers on the Response Form.**

<b>Column I</b>	<b>Column II</b>
50. right to fair compensation for resources	A. Van der Peet
51. right to fishing	B. Delgamuukw
52. right to title of land	C. Guerin
53. right to sale of food fishery	D. Marshall
	E. Calder
	F. Sparrow

**Use the following headline to answer question 54.**

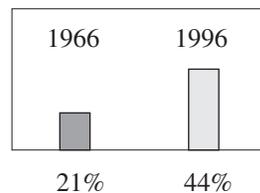


54. What is the intent of the Elder's statement?
- A. Elders want to create more teaching jobs.
  - B. Schools should preserve First Nations culture.
  - C. Band schools are for First Nations students only.
  - D. Elders should control what First Nations students learn.

55. Why was the Constitution Act so important to the Métis?
- A. It vindicated Louis Riel.
  - B. It granted Métis their land base.
  - C. It recognized Michif as an official language.
  - D. It recognized Métis as a distinct group of Aboriginal people.

Use the following graph to answer question 56.

Off-Reserve Registered  
BC First Nations



56. Which of the following **best** explains the trend shown in the graph?
- A. Birthrates are declining.
  - B. There are limited economic opportunities on reserves.
  - C. Traditional ways are no longer important to First Nations.
  - D. Large reserves prevent the development of close communities.

Use the following quotation to answer question 57.

Through my language I understand I am being spoken to, I'm not the one speaking.  
The words are coming from many tongues and mouths of...people and the land around them.

Jeanette Armstrong, Okanagan writer

57. What message is being conveyed in this quotation?
- A. The land is the source of language.
  - B. The Okanagan language is still alive.
  - C. Storytellers hear voices from the past.
  - D. Storytellers pass on knowledge of past generations.

58. The Oral tradition includes all of the following story types **except**
- A. epic.
  - B. origin.
  - C. trickster.
  - D. transformer.
59. Which of the following is a reason First Nations lessons are told in the form of stories?
- A. They present simple ideas.
  - B. They are easier to remember.
  - C. They are too long to write down.
  - D. They can be changed from generation to generation.
60. Why does the trickster play a significant role in First Nations stories?
- A. The trickster is a funny and harmless character.
  - B. The trickster is a symbol of political activism for First Nations.
  - C. The trickster shows the consequences of unacceptable behaviour.
  - D. The trickster explains the role of Europeans in Aboriginal culture.

**Use the following quotation to answer question 61.**

It has been said that there was no Fire at all amongst the human people. ...The human people wanted fire very much. ...Great chiefs and their wise councillors would sit and make plans and more plans to find a way in which to capture the wondrous fire.

George Clutsei

61. What is this excerpt an example of?
- A. creation story
  - B. oral narrative
  - C. trickster story
  - D. family narrative

Use the following product label to answer question 62.



*You Are Asked to Witness*

62. Why is this product label inappropriate?
- A. It is outdated.
  - B. It is poorly drawn.
  - C. It capitalizes on stereotypes.
  - D. It promotes a useless product.
- 
63. Why is contemporary Aboriginal literature important?
- A. It fictionalizes creation stories.
  - B. It makes First Nations writers famous.
  - C. It raises revenue for the author's band.
  - D. It gives accurate First Nations points of view.

64. Which of the following is an example of cultural appropriation?
- A. stealing First Nations art from a museum
  - B. writing First Nations stories without permission
  - C. enacting government laws that prohibit use of a sacred site
  - D. banning First Nations cultural activities such as the potlatch
65. Which of the following is an example of repatriation?
- A. re-teaching of lost languages
  - B. policies that increase reserve size
  - C. laws that enforce cultural equality
  - D. returning stolen artifacts to their rightful owners
66. Where did most seized articles end up as a result of the potlatch ban?
- A. schools
  - B. city halls
  - C. museums
  - D. police stations

You have **Student Booklet Form A**. In the box near the top of page 2 of your **Response Form**, fill in the bubble as follows:

Student Booklet	A	B	C	D
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**This is the end of the selected-response section.  
Answer the remaining questions directly in the Written-Response Booklet.**

## PART B: WRITTEN-RESPONSE

Value: 24 marks

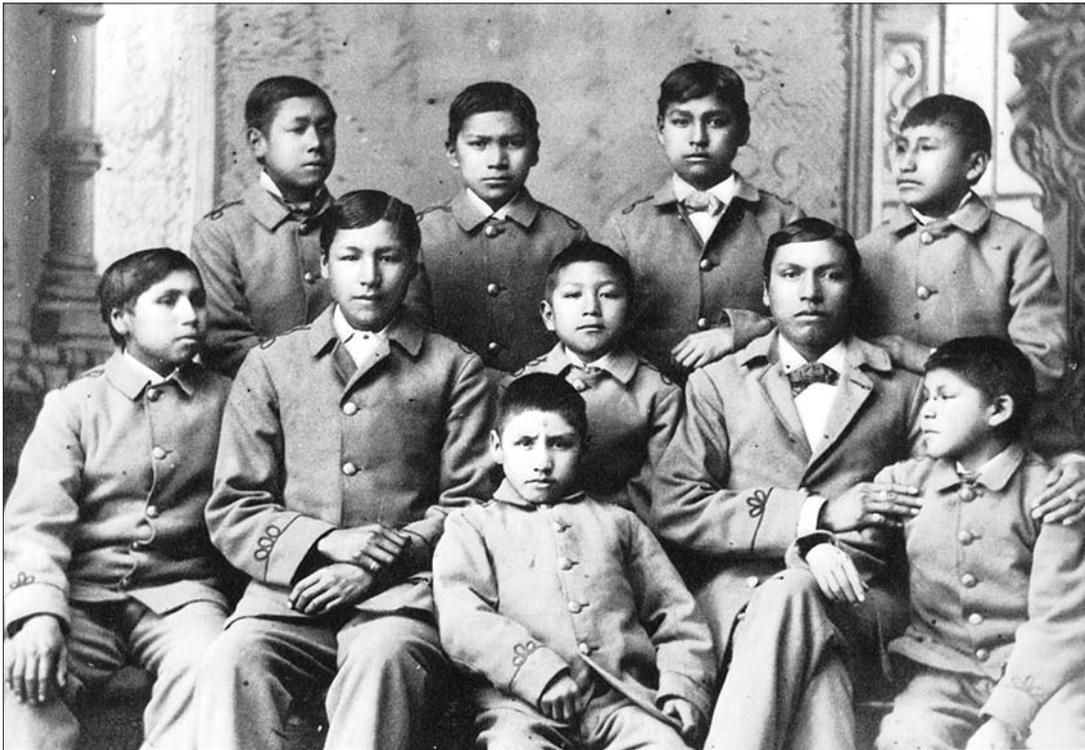
Suggested Time: 70 minutes

**INSTRUCTIONS:** Answer each question in the space provided in the **Written-Response Booklet**. No work written in this examination booklet will be marked.

- You may choose to use the documents provided to help you answer the questions.
- Your response should be written in paragraph form and include an introduction and a conclusion.

1. Discuss how residential schools impacted the cultural identity of BC First Nations.

(12 marks)



*The Encyclopedia of North American Indian Tribes.*  
Bison Books Ltd, 1986.

In 1863, St. Mary's Mission was the first residential school to open in BC. It was also the last school to close in 1984. Between those dates, at least another 14 residential schools and 10 boarding schools opened. This meant that BC had more residential schools than the other provinces.

## Organization and Planning

2. Compare the governance of BC First Nations before and after the Indian Act.

**(12 marks)**

First Nations were self-governing long before Europeans arrived in Canada.  
In 1876, the Indian Act came into effect, undermining traditional governance systems.

BC Treaty Commission

### **Organization and Planning**

**END OF EXAMINATION**