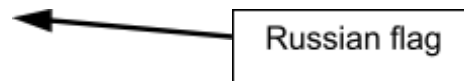

Related Issue 2 Unit Exam

➔ **PLEASE - DO NOT MARK ON THIS EXAM BOOKLET!**

MULTIPLE CHOICE

Use the following image to answer questions 1 and 2.



- 1.) The scenario presented in the cartoon above suggests that a direct challenge has been made regarding Canada's:
- A) imperialism
 - B) ultranationalism
 - C) sovereignty
 - D) national ideology
- 2.) The statement, "*Maybe we should respond now?*", likely means a change to Canada's:
- A) policy machine
 - B) foreign policy
 - C) domestic policy
 - D) peacekeeping policy
-

Use the quote to answer question 3.

We cannot defend America and our friends by hoping for the best. We cannot put our faith in the word of tyrants, who solemnly sign non-proliferation treaties, and then systemically break them. If we wait for threats to fully materialize, we will have waited too long — our security will require transforming the military you will lead — a military that must be ready to strike at a moment's notice in any dark corner of the world. And our security will require all Americans to be forward-looking and resolute, to be ready for preemptive action against other nations when necessary to defend our liberty and to defend our lives.

-President George W. Bush

3.) The excerpt from the 'Bush Doctrine' clearly prioritizes:

- A) multilateralism over a unilateralism
 - B) economic power over political power
 - C) internationalism over national sovereignty
 - D) national interest over international diplomacy
-

Use the following source to answer question 4



4). According to the cartoon, the pre-1914 period in Europe was dominated by countries pursuing their national interest through:

- A) spheres of influence
 - B) imperialist policies
 - C) arms stockpiling
 - D) alliance systems
-

- 5.) "Going over the top"... in fruitless attempts to capture a few hundred yards of enemy territory was characteristic of this type of warfare during World War I?
- A) submarine warfare
 - B) trench warfare
 - C) artillery warfare
 - D) air warfare

Use the following source to answer questions 6.

Article 231

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

- 6.) Article 231 is better known as the _____, and was part of the _____.
- A) War Guilt Clause: Berlin Peace Accord
 - B) Reparations Clause: Treaty of Versailles
 - C) German Aggression Clause: Allied Manifesto
 - D) War Guilt Clause: Treaty of Versailles

Use the following source to answer questions 7 to 10.

HISTORIC MAP 1



HISTORIC MAP 2



- 7.) Which of the following statements is **true**?
- A) Historic Map 1 describes Europe in 1914 and Historic Map 2 describes Europe in 1919
 - B) Historic Map 1 describes Europe in 1919 and Historic Map 2 describes Europe in 1914
 - C) Historic Map 1 describes Europe in 1919 and Historic Map 2 describes Europe in 1945
 - D) Historic Map 1 describes Europe in 1945 and Historic Map 2 describes Europe in 1919

- 8). The nation created after World War I by combining the Balkan states of *Serbia, Bosnia, Croatia* and *Montenegro* was:
- A) Czechoslovakia
 - B) Rumania
 - C) Yugoslavia
 - D) Estonia
- 9). Many people in *Serbia, Bosnia, Croatia* and *Montenegro* were angered because they were not given the opportunity:
- A) to form new military alliances
 - B) to join the United Nations
 - C) for self-determination
 - D) for appeasement
- 10.) The newly created countries shown on the maps are commonly referred to as:
- A) colonies.
 - B) successor states.
 - C) protectorates.
 - D) provinces.
-
- 11). The German territory which remained part of Germany, but which had to be “demilitarized” immediately following World War I?
- A) Alsace-Lorraine
 - B) West Prussia
 - C) Polish Corridor
 - D) Rhineland

Use the sources to answer questions 12.

SOURCE 1

The League of Nations was a vehicle without a driver. Its engine was well built, but no one wanted to grab the wheel, put it in gear, and step on the gas.

-Mr. Boshcee

SOURCE 2

The dynamic leaders of the interwar years, sneered at the League of Nations and ultimately turned their backs on it. The League's chief supporters, Britain and France, were lukewarm and flaccid.

-Margaret MacMillan

SOURCE 3

How can the League find success if all of the world's nations of substance are not involved?

*-Sir Richard Gervais
of Britain*

- 12.) The sources comment on the failure of the League of Nations ability to:
- A) organize and conduct meetings.
 - B) ensure self-determination.
 - C) have effective leadership.
 - D) maintain the status quo.
-

Use the following source to answer question 13.



13.) The concept the cartoon implies is that the:

- A) United States was attempting to destroy the League of Nations.
 - B) League of Nations was not viable without the United States as a member.
 - C) United States was attempting to obstruct the work of the League of Nations.
 - D) Americans were attempting to take credit for the creation of the League of Nations.
-

14.) Which of the following statements was **not true** of the 'home front' in Canada?

- A) Women took up the work in factories with men gone to fight.
- B) There was a boost to the industrial output of the Canadian economy.
- C) Citizens were expected to ration key materials and goods need for the war effort.
- D) The vast majority of Canadians were unaffected by the war.

15). A crisis involving a different vision of nation between *Anglophones* and *Francophones* occurred in Canada during World War I and World War II over the issue of:

- A) food rationing
- B) spending on the submarine technology
- C) mandatory military service
- D) the sale of war bonds

16). The relationship between race and nationality in Canada was questioned during World War I and World War II as a result of:

- A) internment camps set up to detain potential enemies of the state
- B) hyperinflation in Toronto and Montreal
- C) the collapse of the Stock Market in the United States
- D) bilingualism and multiculturalism policies introduced by Parliament

Use the following quotation to answer questions 17 and 18.

...schools operated like miniature military units. In-deed, some of the teachers were military officers, who lectured students on their duty to help the country to fulfill its divine destiny of conquering Asia and being able to stand up to the world's nations as a people second to none. They taught young boys how to handle wooden models of guns, and older boys how to handle real ones. Textbooks became vehicles for military propaganda; one geography book even used the shape of the country as justification for expansion: We appear to be standing in the vanguard of Asia, advancing bravely into the Pacific. At the same time we appear ready to defend the Asian continent from outside attack." Teachers also instilled in boys hatred and contempt for the Chinese people, preparing them psychologically for a future invasion of the Chinese mainland. One historian tells the story of a squeamish schoolboy who burst into tears when told to dissect a frog. His teacher slammed his knuckles against the boy's head and yelled, "Why are you crying about one lousy frog? When you grow up you'll have to kill one hundred, two hundred chinks!"
-adapted from the 'Rape of Nanking'

17). The country referred to in the article is **most likely**:

- A) Isolationist America in the 1920's
- B) Communist Russia in the 1940's
- C) Colonial Britain in the 1890's
- D) Imperial Japan in the 1930's

18). The European country **most similar** to the one described in the passage would be:

- A) Fascist Spain in the 1890's
- B) Communist Italy in the 1920's
- C) Nazi Germany in the 1930's
- D) Revolutionary France in the 1790's

Use the following chart to answer question 19.

Colonial Power	Name in 1945	Status in 2008
Belgium	Belgian Congo	Independent states of Democratic Republic of Congo, Burundi, and Rwanda
France	French Indochina	Independent states of Cambodia, Laos, and Vietnam
France	French West Africa	Independent states of Bénin, Burkina Faso, Côte d'Ivoire, Guinea, Mali, Mauritania, Niger, Sénégal, and part of Togo

19). The chart could be **most useful** in explaining which of the following concepts?

- A) ultranationalism
- B) internationalism
- C) globalization
- D) decolonization

Use the following source to answer questions 20-22.

Shirt says
"THE APPEASER"

20.) The cartoon would **likely** have been published as commentary on events from the:

- A) interwar years in Europe
- B) interwar years in North America
- C) years leading up to World War I
- D) years immediately following World War II

21.) The *lollypops* in the cartoon would **best represent** which of the following events:

- A) the stock market crash and hyperinflation
- B) the invasion of Poland and the Non-Aggression Pact
- C) the Munich Pact and the re-occupation of the Rhineland
- D) the Hitler's appointment as Chancellor and Mussolini's March on Rome

22.) The figure labeled as 'THE APPEASER' **most likely** represents:

- A) Stalin of Russia
 - B) Hitler of Germany
 - C) Wilson of the United States
 - D) Chamberlain of Britain
-

Use the following source to answer question 23.

Already some Tibetan nongovernmental organizations are advocating a referendum in Tibet. They argue that the best way to resolve this issue once and for all is to allow the Tibetans inside Tibet to choose their own destiny through a freely held referendum. They demand to let the Tibetan people speak out and decide for themselves. I have always maintained that ultimately the Tibetan people must be able to decide the future of Tibet. I would in fact whole-heartedly support the result of such a referendum.

-Dalai Lama, 2001.

23). The Dalai Lama is calling for the people of Tibet to have:

- A) the right to self-determination
- B) their own military infrastructure
- C) the right to vote for a leader
- D) their own national symbols

24). In order to find an case study for the Dalai Lama to use as a model for the process he describes, he would be **best served** by researching which place and time in history?

- A) Sudetanland (Czechoslovakia) in 1938
- B) Quebec (Canada) in 1995
- C) Kashmir (India-Pakistan) 1947
- D) Kigali (Rwanda) 1994

Use the following visuals to answer question 25.

?

25). The **best title** for the collection of visuals would be:

- A) Self-government for the Inuit People
- B) Ultrnationalism in the Canadian North
- C) First Nations Peoples of Canada
- D) Self-determination for the Metis People

Use the following sources to answer questions 26 and 27.

SOURCE I

SOURCE II

26.) Which intended purpose is evident in **both** of the above posters from World War One?

- A) Promotion of war bonds
- B) Dehumanization of the enemy
- C) Encouragement of voluntary enlistment
- D) Support for leaving the war before it is over

27.) Which tactic is the artist of **Source II** not using?

- A) Use images of women and children to garner emotional support
 - B) Calling opponents names designed to arouse people's anger and fears
 - C) Appeal to people's fears when trying to persuade them to support particular actions
 - D) Overemphasize nationalist symbols from both sides of the war
-

Use the following source to answer questions 28 and 29.

Source I

The dropping of atom bombs without specific warning may have been inexcusable; but the decision to do so was taken by harassed men in the extremity of a life and death conflict. It aroused immediate feelings of revulsion. The mass murder of Jews and Russians was a deliberate policy made possible by the war but had nothing to do with the winning of it. It was carried out systematically and in cold blood by men who knew what they were doing and watched their victims die.

Source II

...the cruelties were not all on Hitler's side. We all became ultranationalists, in certain respects, in Second World War, and indeed, in later, less extensive struggles such as the Korean War. We condemned vast numbers of innocent men, women, and children to horrible, flaming deaths, because they happened to be on the other side. The atomic bomb merely perfected a technique of mass slaughter with which we were already doing very well before that.

--both sources from *The Rise of the Nazi Horror*

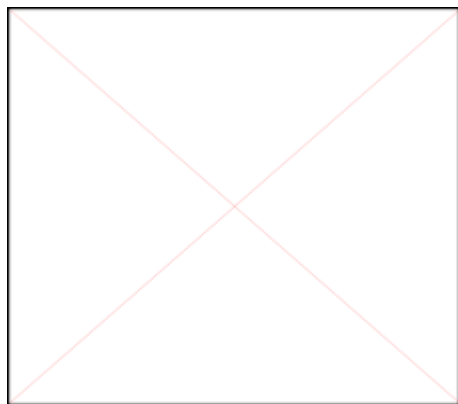
28.) The focus of the sources is reflected in which of the following questions?

- A) Did the allied powers turn a “blind eye” to Nazi atrocities?
- B) Should nations continue to pursue and prosecute war crimes?
- C) Which actions taken in time of conflict should be considered “criminal”?
- D) Can collective security organizations effectively monitor human rights abuses?

29.) Which of the following statements **best** summarized the point of view expressed in Source I?

- A) Only the losing side of a conflict should be blamed for crimes against humanity.
- B) In times of war both sides are forced to engage in evil in order to win.
- C) The decision to drop the atomic bomb was made without remorse.
- D) Extreme measures taken during wartime are never justifiable.

Use the following source to answer question 30.



Yugoslavia – 1919



Former Yugoslavia - 1995

30. The relationship shown between the maps could be used to explain which concepts?

- A) Successor states and self-determination
- B) Decolonization and successor states
- C) Self-determination and imperialism
- D) Imperialism and ultranationalism