

Canadian History (CHC2D) Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

- 1. Which crisis involved Egypt's challenge to Britain, France, and Israel over a critical shipping canal?**
 - A. Arab-Israeli War**
 - B. Suez Crisis**
 - C. Persian Gulf Conflict**
 - D. Balkan Crisis**
- 2. Which act allowed the Canadian government to censor news, regulate the economy, and arrest suspected enemies during wartime?**
 - A. Emergency Powers Act**
 - B. War Measures Act**
 - C. Nebraska Act**
 - D. National Defense Act**
- 3. What pandemic, which occurred in 1918, resulted in the deaths of more than 50 million people worldwide?**
 - A. Asian Flu**
 - B. Spanish Flu**
 - C. Swine Flu**
 - D. Ebola Virus**
- 4. What was the separatist slogan used during Expo 67?**
 - A. Vive la France**
 - B. Liberté pour le Québec**
 - C. Vive le Québec Libre**
 - D. Québec est ici**
- 5. In what way did residential schools in Canada impact Aboriginal students?**
 - A. They provided a nurturing educational environment**
 - B. They facilitated cultural exchange**
 - C. They aimed at acculturation and often resulted in abuse**
 - D. They improved job prospects for graduates**

- 6. What impact did the War Measures Act have on enemy aliens in Canada during World War I?**
- A. It granted them citizenship.**
 - B. It provided economic support.**
 - C. It suppressed their rights.**
 - D. It allowed them to serve in the army.**
- 7. Who was the fascist leader of Italy during World War II?**
- A. Hitler**
 - B. Mussolini**
 - C. Franco**
 - D. Stalin**
- 8. What name is given to the mass extermination of European civilians, particularly Jews, during World War II?**
- A. Genocide**
 - B. Holocaust**
 - C. Ethnic Cleansing**
 - D. War Crimes**
- 9. What term describes the compulsory service required in the armed forces during wartime?**
- A. Voluntary Service**
 - B. Militia Service**
 - C. Conscription**
 - D. Enlistment**
- 10. What type of camps did the government establish during the Depression for single unemployed men?**
- A. Golden Age of Radio**
 - B. Relief Camps**
 - C. Assembly Line**
 - D. Post War Slump**

Answers

1. B
2. B
3. B
4. C
5. C
6. C
7. B
8. B
9. C
10. B

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Explanations

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1. Which crisis involved Egypt's challenge to Britain, France, and Israel over a critical shipping canal?

A. Arab-Israeli War

B. Suez Crisis

C. Persian Gulf Conflict

D. Balkan Crisis

The Suez Crisis is significant in Canadian history and international relations as it showcases the tensions of post-colonial power dynamics and the strategic importance of the Suez Canal. This crisis emerged in 1956 when Egypt, under President Gamal Abdel Nasser, nationalized the Suez Canal, which had previously been controlled by British and French interests. The canal was a crucial maritime route for trade, particularly for oil transportation to Europe, and its control was seen as vital by both Britain and France. In response to Egypt's actions, Britain, France, and Israel coordinated a military intervention aimed at regaining control over the canal and removing Nasser from power. This situation escalated into a conflict that drew global attention, particularly because it also had Cold War implications, with the United States and the Soviet Union becoming involved in the diplomatic negotiations that followed. The crisis highlighted the declining influence of European colonial powers and the rise of nationalism in the Middle East. For Canada and other countries, it marked a shift in international policy, as many nations began to advocate for neutral resolutions to conflicts rather than military interventions. The Suez Crisis ultimately led to the establishment of the first United Nations Emergency Force (UNEF) to supervise the withdrawal of invading forces, reinforcing the

2. Which act allowed the Canadian government to censor news, regulate the economy, and arrest suspected enemies during wartime?

A. Emergency Powers Act

B. War Measures Act

C. Nebraska Act

D. National Defense Act

The War Measures Act is the correct answer because it was specifically designed to give the Canadian government extensive powers during times of war or national emergency. This act, first passed in 1914 during World War I, allowed the government to enact measures that included censorship of the press, regulation of the economy, and the authority to detain or arrest individuals deemed to be a threat to national security without the usual legal processes. The context of the act's implementation illustrates its broad scope, particularly during significant conflicts such as World War I and World War II, when national security was prioritized over certain civil liberties. It reflected the government's need to react swiftly to perceived threats and manage society for the war effort, distinguishing it from other pieces of legislation that did not carry such extensive powers. In contrast, the Emergency Powers Act and the National Defense Act have different focuses and limitations regarding governmental authority, while the Nebraska Act is unrelated to Canadian law and pertains to American history regarding the organization of territories.

3. What pandemic, which occurred in 1918, resulted in the deaths of more than 50 million people worldwide?

- A. Asian Flu
- B. Spanish Flu**
- C. Swine Flu
- D. Ebola Virus

The pandemic that occurred in 1918 and resulted in the deaths of more than 50 million people worldwide is known as the Spanish Flu. This influenza outbreak was particularly deadly, affecting a large proportion of the global population and leading to significant mortality across various demographics, including healthy young adults, which was unusual for influenza viruses. The Spanish Flu is notable for its rapid spread, facilitated by the conditions of World War I, where troop movements and the close quarters of soldiers contributed to its transmission. The pandemic had a profound impact on public health responses and highlighted the importance of understanding contagious diseases, shaping future pandemic preparedness. In contrast, the Asian Flu occurred in the late 1950s, the Swine Flu is associated with outbreaks in 2009, and the Ebola virus, while deadly, has not caused a pandemic of that scale, affecting more localized regions primarily in Africa. Hence, the correct identification of the Spanish Flu reflects its historical context and significant impact during the early 20th century.

4. What was the separatist slogan used during Expo 67?

- A. Vive la France
- B. Liberté pour le Québec
- C. Vive le Quebec Libre**
- D. Québec est ici

The slogan "Vive le Quebec Libre" was used prominently during Expo 67, reflecting a significant sentiment of the time regarding French-Canadian nationalism and the desire for Quebec's independence. This phrase, meaning "Long live free Quebec," was famously declared by then-Quebec Premier Jean Lesage and later used by French President Charles de Gaulle during his visit to Expo 67. It became a rallying cry for the separatist movement and symbolized the aspirations of many Quebecers for greater autonomy or full independence from Canada. The other options, while related to Quebec's identity and political aspirations, do not carry the same historical weight or recognition in the context of Expo 67 specifically. "Vive la France," for instance, emphasizes French patriotism rather than Quebec separatism. "Liberté pour le Québec," while expressing a desire for freedom, lacked the immediate connection to the events and sentiments experienced during the Expo. "Québec est ici" translates to "Quebec is here," which could signify presence but does not convey the strong separatist sentiment captured by "Vive le Quebec Libre."

5. In what way did residential schools in Canada impact Aboriginal students?

- A. They provided a nurturing educational environment**
- B. They facilitated cultural exchange**
- C. They aimed at acculturation and often resulted in abuse**
- D. They improved job prospects for graduates**

The impact of residential schools in Canada on Aboriginal students was profound and deeply detrimental, primarily because these institutions were designed to assimilate Indigenous children into Euro-Canadian society. This aim of acculturation meant that Aboriginal children were forcibly removed from their families and communities, with the expectation that they would abandon their languages, cultures, and traditional practices in favor of Western customs and Christianity. This process often led to significant trauma, as many students experienced various forms of abuse, including physical, emotional, and sexual abuse. The harsh discipline methods and neglectful conditions created an environment of fear rather than a nurturing educational setting. The goal was not to promote the well-being of Aboriginal students, but rather to erase their cultural identities, leading to long-lasting psychological effects and a disconnection from their heritage. Although there may have been isolated instances where some individuals found success after attending these schools, the overarching intent and consequences of these institutions were devastating, emphasizing the aim of cultural assimilation rather than genuine education or personal development.

6. What impact did the War Measures Act have on enemy aliens in Canada during World War I?

- A. It granted them citizenship.**
- B. It provided economic support.**
- C. It suppressed their rights.**
- D. It allowed them to serve in the army.**

The War Measures Act significantly impacted the treatment of enemy aliens in Canada during World War I by suppressing their rights. This legislation was enacted in 1914 and granted the government extensive powers to maintain security and order during wartime, leading to the internment of many individuals classified as enemy aliens—primarily those from countries that were enemies of Canada, such as Germany, Austria-Hungary, and the Ottoman Empire. Under the War Measures Act, the government could apprehend and detain enemy aliens without formal charges or trials. Many were placed in internment camps where they faced harsh conditions, contributing to a sense of fear and mistrust within communities. Additionally, their property could be confiscated, and they were often subjected to discrimination from the wider public, further suppressing their civil liberties. This broader context illustrates the lengths to which the Canadian government went to address perceived threats during a time of conflict, emphasizing that national security concerns took precedence over individual rights for those identified as enemy aliens. Consequently, the implementation of the War Measures Act during World War I had a profound and detrimental effect on the rights and freedoms of these individuals.

7. Who was the fascist leader of Italy during World War II?

- A. Hitler
- B. Mussolini**
- C. Franco
- D. Stalin

The correct answer is Mussolini, who was the fascist leader of Italy during World War II. Benito Mussolini founded the National Fascist Party in 1921 and became Italy's Prime Minister in 1922. His regime was characterized by a totalitarian approach that emphasized nationalism, militarism, and authoritarianism. Mussolini's Italy allied with Nazi Germany during the war and participated actively in military conflicts alongside the Axis powers. The other figures mentioned had different roles and ideologies. Hitler, while a significant figure during World War II, was the leader of Germany and the Nazi Party. Franco was the authoritarian ruler of Spain, known for his fascist regime but not directly involved in World War II as an Axis power. Stalin was the leader of the Soviet Union, representing a communist regime in opposition to fascist ideologies. Thus, Mussolini is specifically recognized for his fascist leadership in Italy during this period.

8. What name is given to the mass extermination of European civilians, particularly Jews, during World War II?

- A. Genocide
- B. Holocaust**
- C. Ethnic Cleansing
- D. War Crimes

The term "Holocaust" specifically refers to the systematic mass extermination of Jews and other groups deemed "undesirable" by the Nazi regime during World War II. It represents one of the darkest chapters in human history, characterized by the use of concentration camps, gas chambers, and mass shootings as methods of annihilation. The term itself comes from the Greek word "holokauston," which means "sacrifice by fire," reflecting the horrific methods used during this period. While "genocide" is a broader term that encompasses any systematic extermination of a particular group, including the Holocaust, the term "Holocaust" is uniquely tied to this specific historical event and context. Ethnic cleansing and war crimes are also related concepts but do not encompass the full scale and intent of the extermination that occurred during the Holocaust. Ethnic cleansing often involves the forced removal of a group from a certain area, while war crimes refer to violations of the laws of war. Hence, the term that best encapsulates the events of the mass extermination of Jews and others during this period is "Holocaust."

9. What term describes the compulsory service required in the armed forces during wartime?

- A. Voluntary Service**
- B. Militia Service**
- C. Conscription**
- D. Enlistment**

The term that describes the compulsory service required in the armed forces during wartime is conscription. This process mandates that eligible citizens join the military, especially during times of significant conflict when the need for personnel exceeds the number of volunteers. Historically, conscription has been implemented in various countries, including Canada, during major wars such as World War I and World War II. In contrast, voluntary service refers to military service that individuals choose to join without any legal obligation to do so. Militia service typically pertains to a reserve or part-time military force rather than compulsory full-time service. Enlistment usually refers to the act of signing up for military service, which can occur either voluntarily or through conscription, but does not capture the compulsory nature that defines conscription. Thus, conscription is the most accurate term for mandatory military service during wartime.

10. What type of camps did the government establish during the Depression for single unemployed men?

- A. Golden Age of Radio**
- B. Relief Camps**
- C. Assembly Line**
- D. Post War Slump**

During the Great Depression, the Canadian government established Relief Camps specifically designed for single unemployed men. These camps were intended to provide work and relief to those who were struggling to find employment during this challenging economic period. In these camps, men worked on public projects such as road construction and other infrastructure improvements in exchange for basic sustenance and shelter. The establishment of Relief Camps was part of broader social and economic measures intended to alleviate the hardships faced by many during the Depression. The program was controversial, as workers in these camps often faced poor conditions, minimal pay, and a lack of respect for their dignity. The situation ultimately led to protests and public outcry, culminating in events like the On-to-Ottawa Trek, where former Relief Camp workers sought to present their grievances to the federal government. The other options do not pertain to this specific context. The Golden Age of Radio refers to a period of significant growth in radio broadcasting rather than a government intervention related to the unemployed. The Assembly Line is a manufacturing process that allows for mass production, not related to unemployment relief efforts. The Post War Slump refers to an economic downturn that occurred after World War II, which is a different historical context from the Great Depression.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://chc2d.examzify.com>

We wish you the very best on your exam journey. You've got this!