SS11

**Unit:** Canada up to World War One

**Topic:** Turn of the Century Canada

**Assignment:** ***Canada in the early 1900s***

**A Different Canada**

Society and Manners (pp. 6-7)

1. Explain the major influence on Canadian social values in the early 20th century.

* Victorian England was the major influence.
* Moral strictness was the order of the day.
* Belief

1. In the early 20th century women did not have the same rights that they have today. Explain how life was different.

* No right to vote
* Few property rights
* Not considered “persons” under the law
* Salary legally property of husband

1. Why was prohibition seen as a needed policy in the early 1900s?

Still a British Nation (pp. 7-8)

1. Why was Canada unable to resolve the Alaska Boundary Dispute alone?

* Britain controlled relations with other nations

1. Explain the two main outlooks of the people of Canada regarding the British Empire.

* English speakers were proud of the empire
* French-

1. French-Canadians felt their rights were violated in Canada. Why did they feel this way?

* Loss of French language instruction in Catholic schools in Manitoba, then Sask. and Alberta.

Canada’s Changing Population (pp. 9-17)

1. Prime Minister Laurier saw that Canada needed more people. What attracted immigrants to Canada?

* Cheap land
* Ads promoting the “Last Best West”

1. Immigration made Canada a multicultural nation. Explain how.

* British and French “founding nations”
* East Europeans attracted to Prairies
* Asian immigrants in BC

1. What problems did immigration stir up in Canadians?

* Prejudice against foreigners
* Fear of losing French culture
* Unfamiliar customs and languages of newcomers

1. What “injustices” does “Counterpoints” (pp. 10-11) describe?

* Head tax on Chinese immigrants (1885) and Chinese Exclusion Act
* Refusal to
* Student answers will vary.

1. As the 20th century unfolded, Aboriginal peoples of Canada faced cultural extinction. What is this? How did it become a threat to native peoples?

* Cultural extinction is the dying out of a culture. The old culture disappears.
* Loss of traditional ways. Farming replaced hunting/gathering
* Residential schools to suppress language and culture
* Confined to reserves
* Controlled by Indian Act

monarch just a figurehead.

Analyzing Evidence: Primary and Secondary Sources (pp. 14-15)

1. What is the difference between primary and secondary historical sources?

* Primary are created at the time of the event
* Secondary are created after the event

1. Identify the following as a primary (P) or secondary (S) source:

A history of the Korean War written in 2005 S

A government minister’s diary P

A soldier’s letter home to his wife P

An encyclopaedia article about atomic bombs S

A photo of a WW I battlefield taken in 1998 S

A journal kept by a Hudson Bay Company trader P

A biography of Marco Polo written in 1997 S

A sketch made by a British officer at the Battle of Waterloo P

1. Are the photographs on page 16 examples of primary or secondary sources? What do these photos tell you about life in Canada in the early 20th century?

* Primary. They were taken at the time of the events.
* Sugg
* ests a wide gulf between rich and poor.

**An Economy Transformed (pp. 18-19)**

1. What concerns did early unions have?

* Better pay, safety, fewer work hours

1. What economic impact did recession have on Canada just before World War I began in 1914?

* Reduced production
* Lay offs, unemployment
* Loss of markets for wheat

Resources and Environment/War and Change (pp. 20-21)

1. What “lesson” did the Hell’s Gate Canyon rockslide demonstrate?

* “that our actions could have lasting negative effects on the environment”

**Vocabulary**

Provide a concise definition for each of the following terms found in this chapter.

Assimilation

Autonomy

Canadiens

Ethnocentric

Head tax

Homesteaders

Hydroelectric power

Imperialists

Indian Act

Industrialization

Nationalists

Prohibition

Recession

Reserves

Residential schools

Suffragist

Trade union

Urbanization

Victorian