



Name: **ANSWER KEY** Group: 404- _____ Date: _____

Chapter 1: The Formation of the Canadian Federal System (1840-1896)

Recap Activity: Note sections 1.10, 1.11, 1.12, 1.13, 1.14 ANSWER KEY

Task:

Use your class notes, Mr. O’Neill’s PowerPoints and your textbook to help you answer the questions below. **DO NOT** leave any question blank. This activity is to be completed at home if not finished in class.

Part 1: Presence of the Catholic Church & Socio-Cultural Expressions (Notes 1.10/Textbook page 75-78, 81-83)

1. According to the Ultramontanes (people who believed in ultramontinism), what obligation(s) did Quebec Catholics have to fulfill?

Quebec Catholics had to submit to the authority of the Catholic Church (clergy-priests, etc.) in all matters: religious, moral, culture and politics.

2. What values promoted by the INSTITUT CANADIEN opposed ultramontinism and displeased the Catholic Church?

Tolerance, freedom of thought and the ideas that the Church SHOULD NOT have influence over aspects of society, especially politics.



3. Do the following statements express the ideas of ultramontanist or anticlericalism? Classify them in the table below.

1. Defended liberal ideas
2. Advocated the Church’s dominance over the state
3. Advocated tolerance and freedom of thought
4. Disseminated ideas through the newspaper *L’Avenir*
5. Made accessible certain titles banned by the Vatican
6. Was open to Protestants
7. Founded the *Institut canadien de Montréal*
8. Founded the *Institut canadien-français*
9. Excluded Protestants
10. Respected the clergy’s moral instructions
11. Advocated the separation of church and state
12. Controlled the intellectual life of the population

Ultramontinism	Anticlericalism
2, 8, 9, 10, 12	1, 3, 4, 5, 6, 7, 11

4. What were the characteristics of French Canadian identity according to the ‘nationalism of survival’?

The Catholic religion, French Canadian culture and language, traditional ways of life (like agriculture) and traditional family structure



5. What distinguished the *Mouvement patriotique et littéraire de Québec* from the *École littéraire de Montréal*? In other words, how are they different? (use your textbook!)

The Mouvement patriotique et littéraire de Québec was more focused on patriotic literature, whereas the École littéraire de Montréal was focused on free style of writings with less of a focus on patriotic literature.

Part 2: Women’s Roles in the late 19th Century (Notes 1.11/ Textbook pages 79, 80-82)

1. Give two examples that illustrate the fact that women were considered minors in the eyes of the law at the end of the 19th century.

- **They could not do many things without the consent of their husbands or fathers.**
- **They did not have the right to vote or run for political office.**

2. What jobs were available to women who worked outside the home in the 19th century?

Teacher, factory worker, domestic servant OR nun

3. Among the following statements, circle the ones that pertain to the social role of women’s religious communities at the end of the 19th century.

- | | |
|--|--|
| A. Managed the colonization of new regions | <input checked="" type="radio"/> F. Managed orphanages |
| <input checked="" type="radio"/> B. Managed charitable organizations | <input checked="" type="radio"/> G. Managed private colleges |
| C. Promoted agriculture | H. Managed the installation of running water in working-class neighbourhoods |
| <input checked="" type="radio"/> D. Managed hospitals | <input checked="" type="radio"/> I. Managed shelters |
| E. Managed immigration programs | |

4. What types of publications facilitated the emergence of women’s literature in the second half of the 19th century?

Newspapers and magazines



5. Indicate if the following statements, regarding the role of women in Québec during the late 19th century, are true or false. If you indicate that a statement is false, correct it.

Statement	True	False
a) In Québec, most charitable associations were composed primarily of women.	X	
b) The Montreal Local Council of Women was a major reformist association comprising mainly working-class women.		X
c) The first Francophone association was founded at the end of the 20th century.		X
d) Reformist associations rejected the traditional view of the role of women.		X
e) Reformist women believed it was their duty as mothers to look after education and health.	X	

Corrections:

- b) the Montreal Local Council of Women was a major reformist association comprising mainly women from wealthy Anglophone communities.**
- c) The first association was founded at the start of the 20th century**
- d) Reformist associations held a traditional views of women at first**

Part 3: The Metis Rebellions (Notes 1.12/ Textbook pages 84-88)

1. Indicate two reasons that motivated the Dominion of Canada to purchase the lands in the West (Rupert’s Land/Northwest Territories).

Possible answers:

- Offer new immigrants a place to settle**
- Create a larger economic base as a means of promoting Canada’s development**
- Protect this land from American interests and annexation**



2. Consult Documents 29 and 74, on pages 51 and 84 in your textbook. Identify the territorial changes that the Dominion of Canada underwent between 1867 and 1873.

By 1873: Canada had 4 new provinces/territories: British-Columbia, Manitoba, PEI and the Northwest Territories (including what used to be Rupert’s Land)

3. What was the cause of the displeasure between of the Métis and Indigenous populations around Red River in 1869-1870?

The cause included the Canadian government’s desire to settle the territories traditionally used by the Metis and other Indigenous groups (and the arrival of European/British settlers).

4. Consult Document 76, on page 86 in your textbook. What were Louis Riel’s demands to the federal government after the formation of the provisional government at Red River?

Possible answers:

- **The Northwest territories become a province (Manitoba)**
- **The Metis keep their territorial rights**
- **That anglophones and Francophones have separate schools**
- **The legislative assembly of Manitoba be bilingual**

5. Indicate two consequences of the seizure of control of the Manitoban government by English Canadian settlers?

Possible answers:

- **The occupation of Metis land by colonists**
- **The abolition of Francophone rights in Manitoba**
- **The departure of many Metis further West**



6. Consult Document 75, on page 85 in your textbook. Explain why the second Métis uprising occurred at Batoche in the mid 1880s.

Once again, settlers and the construction of the railway pushed the Metis of territory they were using in Batoche (what is now central Saskatchewan). This led the Metis to assert themselves-calling on Louis Riel to help defend the rights of the Metis again.

7. Complete the following statements pertaining to the political consequences of the Métis uprising.

- a) The Riel affair Divided Canada.
- b) French Canadians, already mistrustful of English Canadians, were scandalized by Riel’s fate.
- c) Riel became a symbol of the defence of the Culture and Values of the French Canadian nation.
- d) Many French Canadians felt that the federal government did not respect the rights of minorities.

Part 4: Treatment of Indigenous people in the Late 19th Century (Notes 1.13/ Textbook pages 89-91)

1. In what context did Indigenous populations of the West agree to sign treaties with the Government of Canada? Indicate some promises made by the federal government during treaty negotiations, that were not always kept.

Possible answers:

- **Famine**
- **Disappearance of the bison**
- **Arrival of thousands of colonists and the construction of the Transcontinental Railway reduced the hunting and fishing territory of Indigenous groups in the West.**



2. Why were reserves often times detrimental to the way of life/subsistence of Indigenous groups in Western Canada?

The lands that were ‘granted’ to Indigenous groups were often times not suitable for hunting or fishing (subsistence activities practiced by Indigenous groups). Therefore, they were not able to sustain themselves using traditional means.

3. What did Euro-Canadians think about the spiritual beliefs of Indigenous groups in the late 19th century? How did Euro-Canadians try to ‘change’ the beliefs of Indigenous people in the late 19th century?

Euro-Canadians did not think the spiritual beliefs of Indigenous groups were inferior to those of Euro-Canadians. The Canadian government and Protestant/Catholic Churches aimed to convert Indigenous populations through the establishment of missions.

4. Indicate the goal of residential schools in the late 19th century. In addition, indicate HOW residential schools and the people that ran them attempted to accomplish this goal.

The goal of residential groups was to assimilate Indigenous children and change them to be more ‘Euro-Canadian’. The attempts made to do this included: not allowing the children to speak their mother tongues or wear traditional clothing, forcing children to be educated in a Western/Christian manner and did not allow these children to see their families on a regular basis (remember, these children were taken from their homes).

5. a) What was the main objective of the *Indian Act of 1876*?

The goal was to ENFRANCHISE indigenous people in hopes to assimilate them.

b) Among the following statements, circle the one that constitutes a consequence of the *Indian Act* for the legal status of First Nations people.

A. The *Indian Act* sought to defend First Nations lands threatened by colonists.

B. This act reflected the desire of the government to assimilate Indigenous people.

C. First Nations people were defined as minors and wards of the state.



Part 5: The National Policy & Politics at the End of the 19th Century (Notes 1.14/ Textbook pages 92-99)

1. Indicate 3 problems faced by Canada and Canadian businesses during the economic recession of 1873-1878.

Possible answers:

- **Lack of investment in Canada**
- **Canadian companies had completion from American companies**
- **Canadian companies cannot hire new workers**

2. In the table below, write the number of each component of John A. Macdonald’ conservative government’s National Policy under its corresponding objective. The three components of the National Policy were:

1. Increased customs duties (protection tariffs)
2. Expansion of the railway network
3. Population growth through immigration to Western Canada

Objective of the policy	Increase settlement in Western Canada in order to develop the land	Protect Canadian businesses from American competition	Develop the domestic market by connecting all parts of Canada
Component of the policy	3	1	2



3. Indicate the economic objective behind building the transcontinental railway AND indicate the demographic (population) objective behind building the transcontinental railway.

- Economic objective:

Transport raw materials and finished products from coast to coast

- Demographic objective:

Transport immigrants to Western Canada so they can settle there

4. Among the following statements, circle the ones that accurately describe the building of the transcontinental railway.

- A. The rail network was completed in 1885.
- B. Trains facilitated emigration to the West.
- C. Trains facilitated the circulation of goods and people.
- D. The construction of the rail network ended in 1879.
- E. Trains promoted settlement and the development of the West.
- F. Trains promoted settlement of the West Coast and the development of industries in the East.

5. Consult Document 87, on page 96 in your textbook. Where did the Macdonald government encourage immigrants to settle?

- **Manitoba**
- **The Northwest Territories**
- **British Columbia**



6. Classify the following statements in the table according to whether they represent a success or a failure of the measures to settle Western Canada.

- A. From 1871 to 1891, the population of Western Canada quadrupled.
- B. Most of the colonists were from the eastern region of the Dominion, particularly Ontario.
- C. The railway allowed many immigrants to settle in the West.
- D. At the very end of the 19th century and the beginning of the 20th century, Western Canada received immigrants from Eastern Europe.

Success	Failure
A, C, D	B

Summary:

1. In your own words, describe how the Canadian government treated....

a) Minority Groups in the late 19th century

Horribly: there was almost no consideration regarding minority rights in Canada (access to French schools in Manitoba, etc.).

b) Indigenous groups in the late 19th century

The treatment of Indigenous groups was horrible: treaties, residential schools, laws that restricted the rights of Indigenous groups.



2. In your own words, describe how society viewed and treated women in the late 19th century.

Women were not treated fairly: they did not have the same rights as men (lack of access to education, lack of access to jobs, not right to vote in provincial or federal elections).

3. How could it be argued that the development of the Canadian federation in the late 19th century was a “Western affair”?

The development of Canada in the 19th century could be considered a ‘Western Affair’ because much of Canada’s development (territory, railway infrastructure, and settlement) was focused on the Western regions of Canada:

- **Purchase of lands West of Ontario**
- **Construction of the Transcontinental railway**
- **Promoting settlement in Western Canada/prairies**



Dates to Remember:

The School Act in Quebec: **1841**

The Red River Rebellion: **1869 TO 1870**

Manitoba Act: **1870**

The North-West Rebellions: **1885**

The hanging of Louis Riel: **1885**

An Act for the Gradual Enfranchisement of Indians: **1869**

The ‘Indian Act’: **1876**

The approximate start of the National Policy: **1876-1879 (introduced in 1876, implemented in 1879)**

The completion of the Transcontinental Railway: **1885**

Wilfred Laurier becomes Canada’s Prime Minister: **1896**