



Name: \_\_\_\_\_ Group: 404- \_\_\_\_\_ Date: \_\_\_\_\_

## **Chapter 2: 1896-1945: Nationalisms and the Autonomy of Canada**

**In class activity- Recap Activity: Notes 12 (Parts 1 & 2)**

## **Chapter 3: 1945-1980: The Modernization of Quebec & the Quiet Revolution**

**In class activity- Recap Activity: Notes 1 (Parts 1 & 2)**

### **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.**

### **Part 1: Textbook, pages. 164-189**

1. What was the socio-political ideology of the parties that took power in Italy, Spain and Germany in the 1930s?

### **Facism**

2. What act did the federal government implement in order to obtain the decision-making power necessary to adopt measures essential to the war effort?

### **The War Measures Act (just like WW1)**



3. What was the result of the 1942 conscription plebiscite?

**Canada as a whole said ‘YES’ as a majority and allowed the federal government to go back on its promise of no conscription. While Quebec as a province said ‘NO’ as a majority.**

4. In what capacity did women participate in the women’s divisions of the Canadian armed forces during the Second World War?

**Women involved themselves in branches of the Canadian military such as the Canadian Womens’ Army Corps (CWAC). In the CWAC, women held many duties such as mechanics, radar operators, nurses, drivers, food preparation, etc.**

5. Which labour force did industries turn to in order to meet their needs during the Second World War?

**Because many men were away fighting in Europe or the Pacific, WOMEN worked in factories that supplied the war effort with military equipment.**

6. The *Ligue des droits des femmes* celebrated the first anniversary of what event in 1941?

**Women gaining the right to vote in Provincial elections in Quebec.**

7. Indicate HOW the Canadian government was able to fund the war effort from 1939-1945.

**The Canadian government sold “Victory Bonds” to Canadians to help fund the war effort. In addition, the Canadian government sold “Victory stamps”, which children bought and collected to earn \$5 “Victory Certificates”.**



8. Indicate WHY the Canadian government put a freeze on the prices of goods during the Second World War.

**Canada put a FREEZE on the price of goods in Canada during WW2 so that Canadians not off fighting in the war could still afford to live their lives and have reasonably priced goods such as food.**

9. Canadians on the home front during the Second World War did what they could to help the war effort. Indicate 2 ways in which Canadians in Canada helped the war effort.

- 1. Canadians rationed items such as sugar, meat and coffee. They did this to make sure EVERYONE in Canada and soldiers fighting in the war had enough food.**
- 2. Canadians salvaged materials such as steel and rubber. They did this to help provide materials to the armed forces so they could build the military equipment needed to fight the war.**

10. Describe the experience of Japanese Canadians in Canada after 1942.

**Japanese Canadians were not trusted by the general population (because Japan was an enemy/axis country). After the bombing of Pearl Harbour, Canada over a period of 1 year, decided to move all Japanese Canadians from the West Coast to the interior of British Columbia. Japanese Canadians were stripped of their land and possessions. They were forced to live in makeshift internment camps. Japanese Canadians were not treated well at all during WW2, even if they were Canadian born and had NEVER been to Japan.**



11. Indicate the reason WHY Adelard Godbout was voted out of office in Quebec in 1944.

**Godbout promised to resign as a symbolic act if Canada implemented conscription during WW2. Canada DID implement conscription and Godbout DID NOT resign. He was held accountable and was voted out of office.**

12. Indicate 2 measures taken up by the Quebec Liberal Party under Godabout during the second World war.

- 1. In 1944 → the creation of Hydro-Quebec (a CROWN CORPORATION)**
- 2. 1943 → Law making schooling compulsory for children until age 14**
- 3. Granted right to vote for women in provincial elections → 1940**

13. In the spaces provided, indicate the dates of each of the events described below:

The year Canada joined World War 2 (declared war on Germany): **1939**

The creation of the Department of Munitions and Supply: **1940**

The establishment of the National Resources and Mobilization Act: **1940**

The Plebiscite to ask Canadians to release the federal government from their promise of NO CONSCRIPTION:

**1942**

The year conscription was implemented: **1944**

Registration of Japanese Canadians: **1941**

ALL Japanese Canadians moved from the West Coast to internment camps: **1942**

D-DAY: **1944**

Establishment of Hydro-Quebec: **1944**



Establishment of the law to make schooling mandatory until age 14 in Quebec: **1943**

The end of World War 2 in both Europe and the Pacific:

**Europe (“VE DAY”) → May 1945**

**Pacific (“VP DAY”) → August 1945**

## **Part 2: Textbook pages 206-223**

1. What consequence did the Second World War have for the European continent’s cities and infrastructure?

**After WW2, many European cities/infrastructure were completely destroyed.**

2. Document 7, on page 210 in your textbook, presents the means used by the federal government to intervene in the Canadian economy during the Second World War.

a) Which economic theory was the federal government’s intervention based on?

**Keynesian economic ideas/theories.**

b) Give two reasons that prompted the federal government to intervene in the economy.

**1. To manage economic cycles better (the ‘ups’ and ‘downs’ of the economy → such as the Great Depression)**

**2. To help all Canadians, no matter which province/territory they live in → help distribute wealth across the country → this will make sure ALL Canadians have a decent standard of living.**



3. Indicate the factors that explain the growth of Canadian exports after the Second World War.

- **The rebuilding of Europe → cities and infrastructure**
- **The arms race due to the COLD WAR → supplying the USA’s military with raw materials so they can build military equipment.**

4. Consult Documents 8 and 9 on Page 211 in your textbook.

a) Indicate what motivated Maurice Duplessis’s statements and actions regarding the federal government.

**Duplessis wanted to defend Quebec’s autonomy and its identity within Canada.**

b) Indicate two actions taken by Duplessis which back up his position on the federal government.

- 1) Duplessis refused to involve Quebec in the federal government programs (such as allowing subsidies/money for universities in Quebec)**
- 2) He created an official flag for Quebec**

5. Indicate the names of 2 cities that emerged due to the exploitation of natural resources in the Cote-Nord and Nouveau Quebec regions. In addition, indicate the types of transportation infrastructure developed by the Quebec government to help transport natural resources.

- **The 2 cities were Schefferville and Gagnon**
- **They were established next to iron ore mines → the Quebec government connected these cities/mines to ports on the St. Lawrence River using railways.**

6. Consult Document 12, on page 213 in your textbook. Indicate two consequences for farmers having access to electricity.

- 1) Access to electricity increased production on farms.**
- 2) Farmers could now use electric farming equipment which meant there was less of a need for farm workers.**



7. Consult Document 15, on pages 215 in your textbook. Identify a change and a continuity with regard to healthcare in Quebec towards the end of the 1950s.

Change:

**There was a growing number of SECULAR (non-religious) healthcare workers.**

Continuity:

**Healthcare continued to be the responsibility of the Catholic Church**

8. Consult Document 17, on page 216 in your textbook. What did the authors of the “Refus Globale” manifesto denounce in 1948?

**The authors of the “Refus Globale” denounced the control the Catholic Church had within Quebec society.**

9. Consult Document 20, on page 218 in your textbook. Indicate the consequence of the phenomenon illustrated for Québec’s population at the beginning of the 1950s.

**The consequence illustrated was the “BABY BOOM” →the consequence was that many babies were born, which meant that 25% of Quebec’s population was under 10 years of age. So a natural increase in the population which dropped the average age.**

10. Where did most immigrants who settled in Québec between 1945 and 1960 come from?

**The USA, United Kingdom, Italy, Germany, France, Austria, Greece, Hungary**



11. What were the main demands of unions and workers in the 1940s and 1950s? How did the DuplessisUnion Nationale government respond to union protests?

- **The main demands included better wages and safer working conditions**
- **The Union Nationale did not treat unions/stikes with respect → they usually sided with the companies and NOT the workers during labour disputes. Sometimes using the police to break up strikes.**

12. Consult page 216 in your textbook. Among the following statements, circle the ones that correspond to the positions advocated in *Cité libre* by young intellectuals, like Pierre Elliott Trudeau and Gérard Pelletier.

- A. They promoted individual freedoms.**
- B. They promoted Québec’s traditional values.
- C. They called for greater freedom of expression.**
- D. They promoted democracy.**
- E. They denounced the Duplessis government’s corruption and favouritism.**
- F. They denounced unions.
- G. They wanted the Church to take greater control of education and health.
- H. They denounced social conservatism.**
- I. They promoted state support of employers.
- J. They denounced nationalism.**



13. Indicate a cause AND a consequence of Canada’s transformation into a consumer society during the late 1940s into the 1950s.

Cause:

**Prosperity after WW2/ increased purchasing power / the influence of American Culture**

Consequence:

**Many consumer goods were bought (cars, appliances, etc.) → MASS CONSUMPTION**

14. Indicate a consequence of the influence American Culture had on Quebec and Canada.

**Canadians across the country were influenced by American media/advertising and values such as individual and economic freedom**

15. What distinguished the federal government’s approach to the economy from that of the Québec government during the 1950s?

**The federal government wanted to constantly intervene in the economy. The Quebec government under Maurice Duplessis and the Union Nationale did not want to intervene in the economy. Duplessis wanted economic liberalism → he let American companies come to Quebec and do ‘whatever they wanted’.**



16. Describe the treatment of the Inuit in Quebec during the the time between 1945 and 1960. Provide examples to support your answer.

- **The Inuit were not treated with respect by the Quebec/federal governments during this time.**
- **Inuit were forcibly relocated to the High Arctic in order to assure Canadian sovereignty in the arctic. In addition, the creation of hydro-electric dams flooded traditional hunting/fishing lands used by the Inuit and other indigenous groups.**

17. Indicate two consequences of natural resource exploitation on the Indigenous people of Quebec between 1945-1960.

- 1) The creation of hydro-electric dams flooded traditional hunting/fishing lands used by the Inuit and other indigenous groups. (mentioned in answer for #16)**
- 2) Established mines disrupted delicate ecosystems depended upon by the Inuit and other indigenous groups.**

18. How did Paul Sauvé’s approach as Quebec premier differ from Maurice Duplessis’s?

**Sauvé wanted to modernize Quebec after Duplessis’s 16 years of keep Quebec ‘behind the times’ with traditional ideas and values (such as allowing the RC church to run healthcare and education).**



19. In the spaces provided, indicate the dates of each of the events described below:

The establishment of NATO: **1949**

Warsaw Pact: **1955**

Establishment of the Act to Promote Electrification By Means of Electric Cooperatives: **1945**

Montreal Cotton Strike: **1946**

Asbestos Strike: **1949**

Publication of the “Refus Globale”: **1948**

Beginning of the magazine “Cite Libre”: **1950**

Establishment of CBC’s first television stations in Canada: **1952**

The period of the “Baby Boom”: **1945** to **1960**

‘Indian Act’ amended to allow Indigenous children to attend provincial schools: **1951**

The right to vote in federal elections for Indigenous people in Canada: **1960**

Completion of the St. Lawrence Seaway: **1959**

Newfoundland joins the Canadian Confederation: **1949**

Establishment of the Flerdelise flag in Quebec: **1948**

Maurice Richard riots: **1955**