



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

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

Recap Activity: Note sections 2.1, 2.2, 2.3, 2.4- 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.

Part 1: Wilfred Laurier & Canada's Status in the British Empire (textbook pages. 114-121)

1. What were the two main linguistic groups in Canada at the end of the 19th century? What was the main subject of disagreement between these two groups?

Main linguistic groups: English and French

Disagreement on Canada's place within the British Empire (how Canada would support the British Empire.)

2. How did the imperialists' attachment to the British Empire manifest itself?

- **Imperialist beliefs within Canada: supporting the British Empire (example: during times of war)**
- **Places names after important British figures (bridges, roads, buildings, etc.)**



3. Consult Document 4, on page 117 in your textbook. What was the territorial situation of the British Empire at the end of the 19th century?

The British Empire was VAST – The British had control of territory on every continent of the world

4. At the turn of the 20th century, how did French Canadian nationalism change? (refer to page 117 in the textbook)

At the turn of the century, French Canadian Nationalism (FCN) was different than the previous form of French nationalism (nationalism of survival)- FCN in the 20th century wanted more independence for Canada-no connection to the British Empire.

5. Why did Wilfrid Laurier oppose the creation of a permanent imperial council in 1897?

Laurier opposed because he thought that joining the Imperial Council would force Canada to ALWAYS say yes to any demands by the British. Laurier wanted to make sure Canada still had its own identity within the British Empire, to make its own decisions.

6. What compromise did the Laurier government make concerning Canada's involvement in the Boer War?

Laurier did not force Canadian soldiers to fight in the Boer war. Instead, he allowed VOLUNTEER soldiers to fight if they wanted to support the British.

7. Consult Document 6, on page 118 in your textbook. What is the common country that Henri Bourassa refers to?

Bourassa is talking about Canada – a Canada where both Anglophones and Francophones are equal and united.



8. Indicate whether the following statements relate to the imperialists (I) or the French Canadian nationalists (FCN).

Statement	I	FCN
a) They questioned the political ties that bound Canada to the British Empire.		X
b) They believed that English should be Canada's only official language.	X	
c) They demanded greater provincial autonomy.		X
d) According to them, Canada was protected within the British Empire.	X	
e) They believed that both language groups in Canada should unite to defend Canada's autonomy.		X
f) They thought that Canada should take part in the British Empire's expansion throughout the world.	X	
g) They believed that Protestantism should be the only official religion.	X	
h) They defended the language rights and religious rights of French Canadian Catholics throughout Canada.		X



9. Indicate if the following statements, regarding the Boer War and the creation of the Canadian navy, are true or false. If you indicate that a statement is false, correct it.

Statement	True	False
a) French Canadian nationalists and imperialists opposed Canada's involvement in the Boer War.		X
b) French Canadian nationalists felt that Canada should be involved in the Boer War.		X
c) Wilfrid Laurier tried to reconcile the positions of the imperialists and the French Canadian nationalists.	X	
d) Wilfrid Laurier imposed conscription during the Boer War.		X
e) Because of its rivalry with Germany, the United Kingdom proposed the creation of a Canadian navy.	X	
<p>Corrections:</p> <p>A & B) Only French Canadian Nationalists opposed the Boer War</p> <p>D) Laurier asked volunteers if they would fight in the Boer War. He did not impose conscription.</p>		



Part 2: Immigration to Canada in the late 19th-early 20th centuries (textbook pages 122-125)

1. Among the following actions, circle the ones that correspond to the strategies used to attract immigrants to Canada at the beginning of the 20th century.

- A. Publish brochures
- B. Designate English as the only official language in Canada
- C. Offer prisoners from the United Kingdom the opportunity to start a new life
- D. Print posters in several languages
- E. Guarantee migrants easy living conditions
- F. Open immigration offices in certain large European cities
- G. Offer free land to immigrants
- H. Develop the railway in the Western prairies
- I. Impose no restrictions on immigrants of any origin
- J. Pay immigrants' passage to Canada by ship

2. Consult Document 19, on page 125 in your textbook, and then answer the following questions.

A) What explains the rise in intolerance toward Asian immigrants at the turn of the 20th century?

English Canadians felt threatened by 'different' cultures – known as XENOPHOBIA.

B) In this context, how did the government respond?

The Federal (Canadian) government implemented restrictions on certain immigrant groups (example: Chinese 'Head tax')



3. What were the origins of the immigrants who settled in Canada between the years 1896-1914?

1/3 were of British origin, 1/3 were from other parts of Europe, 1/3 were from the USA. A small portion were from Asia.

4. Which 2 provinces were created in 1905?

Alberta and Saskatchewan.

5. Besides from the creation of two new provinces. Indicate two more effects immigration from 1896-1914 had on the territory of Canada.

- **The establishment of BLOCK SETTLEMENTS**
- **Increase in settled territory AND farmable land**

6. Why did the Quebec government (and RCC) open up colonization to regions such as Abitibi in the early 20th century?

To stop French Canadiens from EMIGRATING TO THE USA (same as in chapter 1).

7. Consult Document 15, on page 123 in your textbook. What factor explains why the majority of immigrants came from the United States and Europe?

There were very few to no restrictions on immigrants that came from the USA and/or Europe. This allowed them to immigrate to Canada more or less freely. Immigrants from other regions of the world had a much more difficult time immigrating to Canada.



8. Indicate two effects immigration from 1896-1914 had on the demographics (population) of Canada.

- **Canada’s population became more diverse**
- **Increase in Canada’s population**

Part 3: The Francophone Minority & Indigenous Issues (textbook pages 126-129)

1. Consult pages 126 and 127 in your textbook, on instruction in french outside Quebec. On the timeline below, indicate the year in which each of the following events took place.

The Manitoba government adopted an act to abolish separate schools for Francophones	The “Laurier– Greenway compromise” allowed for instruction in French only in classrooms with 10 or more Francophone students.	The Ontario government adopted Regulation 17, which limited French instruction to the first two years of elementary school.	Franco-Ontarians were allowed to receive instruction primarily in French.	
1890	1897	1912	1927	

2. How did the Québec government react to the laws that restricted instruction in French outside Québec?

Accused the federal government of not protecting FC/minority rights- they pressured the federal government to push for rights for French Canadians in Canada (French education, etc.)



3. Who were generally responsible for administering Indian residential schools in Canada?

Both the Catholic and Protestant churches

4. Besides from residential schools, indicate 2 other measures used by the federal government to try and assimilate indigenous populations in Canada in the early 20th century.

- **Continued signing of numbered treaties in Ontario and Western Canada**
- **Not allowing Indigenous populations from hiring a lawyer to defend their land rights.**

5. What elements explain why the mortality rate in Indian residential schools was five times higher than in the rest of the population?

The treatment of Indigenous children in residential schools: malnutrition, abuse, forced labour, accidents, etc.

Part 4: The Catholic Church and Education in the Early 20th Century (textbook pages 143-145, 148)

1. Among the following statements, circle the ones that correspond to the social role of the Catholic Church in Québec.

- A** Running charities
- B** Managing sanitation infrastructure
- C** Managing labour relations in an industrial setting
- D** Running hospitals
- E** Shaping government values
- F** Running schools



2. Indicate if the following statements, regarding the Catholic Church at the beginning of the 20th century, are true or false. If you indicate that a statement is false, correct it.

Statement	True	False
a) In 1931, the number of priests and members of Catholic religious communities was three times greater than in 1901.	X	
b) The clergy had a strong influence on union associations.		X
c) The Catholic Church agreed that union activists should use pressure tactics on employers.		X
d) The Church worried about the growing inequalities that could compromise the social order.	X	

Corrections:

b) The Catholic clergy was not able to influence union associations (until they created their own union organization)

c) The Catholic Church was opposed to union activists that pressured employers

3. What important role did the *École sociale populaire* play?

École sociale populaire was a series of published brochures that help disseminate the social ideas/values of the Catholic Church in Quebec. It was important because it was a way for the population of Quebec to learn about these social values.

4. Consult pages 143 and 144 in your textbook on the Catholic Church and unions. Indicate how the Church's position was in opposition to that of the unions with respect to the measures put in place to reduce socio-economic inequalities caused by industrialization.

The Catholic Church wanted to focus on issues such as charity to help people. However, unions wanted to pressure employers (like strikes) to change working conditions which would also help living conditions. Charity allowed the RCC to maintain control over workers/working class in Quebec.



5. How did the RCC get involved in unions between the years 1907-1911? Name the union that was formed in 1921.

The RCC started their own unions between 1907-1911. The Canadian Catholic Confederation of Labour (CCCL) was formed in 1921.

6. Name two advantages of cooperatives for farmers at the beginning of the 20th century.

With cooperatives, farmers were able to combine financial resources together to buy equipment that was needed (example: expensive equipment to boil maple syrup). This way, all the farmers involved in the cooperative could use the equipment and eventually share profits.

7. Indicate two significant shortcomings of the Québec school system in the early 20th century.

- **Francophone children were dropping out of school earlier than anglophone children.**
- **Attendance rates for Francophones was very low after the age of 12.**
- **Francophone girls were more likely to not continue their education beyond elementary school**
- **Low levels of schooling for many people ensured that they could only work low level factory jobs or other non-skilled tasks**
- **Girls and boys did not receive the same type of education**



8. Indicate 2 measures used by the Quebec government to enhance education in the early 20th century. (page 148 in the textbook)

- **Increase elementary school grades to grades 4, 5, 6 and secondary grades to 9, 10, 11**
- **Establishment of technical school starting in 1907**
- **Establishment of a business school in 1907 (HEC)**
- **Establishment of agriculture schools to help train farmers.**

9. How did the Quebec and Canadian federal government help farmers improve agricultural techniques in the early 20th century?

As mentioned in question 8 → Establishment of agriculture schools to help train farmers.



Dates to Remember:

Imperial Council: **1897**

Boer War: **FROM 1899 TO 1902**

Naval Services Bill/Act: **1910**

Rise in immigration during the late 19th century/early 20th century: **1896 to 1914**

Establishment of Alberta and Saskatchewan: **1905**

Beginning of the 'Chinese Head Tax': **1885**

'Anti-Asian Riots' in Vancouver: **1907**

Francophones lose the right to French schooling in Manitoba: **1890**

Laurier-Greenway Compromise: **1897**

Ontario limits French instruction to grade 1 & 2: **1912**

Establishment of the first OFFICIAL residential school in Quebec: **1934**

Federal government establishes law to deny indigenous populations the right to a lawyer to dispute treaties:
1927

First Catholic unions in Quebec: BETWEEN **1907** AND **1911**

Formation of the Canadian Catholic Confederation of Labour: **1921**

School becomes mandatory for ages 6 to 14: **1943**