



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

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

### In class activity- Recap Activity: Notes 5, 6, 7

#### Task:

Use your class notes, Mr. O’Neill’s PowerPoints and your textbook to help you answer the questions below. Take this activity seriously as it meant for review for quiz 2 of chapter 2. DO NOT leave any question blank.

#### The Second Phase of Industrialization: Pages 130-139 AND notes 2.5

1. Match the factors below, which contributed to the development of industrial activity in Canada, with their consequence(s).

Factor	●	●	Consequence
a) The First World War	●	●	1) The maintenance of high customs duties on imported products
b) The development of wheat cultivation in Western Canada	●	●	2) An abundant labour force
c) The intensification of foreign trade	●	●	3) The increased demand for manufactured products
d) The application of protectionist policy	●	●	4) The development of a lucrative war industry
e) The large influx of immigrants	●	●	5) The intensification of trade with the United States and the United Kingdom
		●	6) The generation of wealth for the whole country



2. What geographical features of the territory of Québec led to the province’s industrial growth during the second phase of industrialization? How did provinces benefit from this geographical feature?

**This feature is the large amount of natural resources found in Quebec. The province benefitted by leasing land to private companies that extracted the natural resources. In addition, the government made royalties of these companies as they profitted from selling the natural resources.**

3. Name regions that developed as a result of the exploitation of natural resources.

**Abitibi, Saguenay, Outaouais, Mauricie regions**

4. Which means of energy became the most used during the second phase of industrialization?

**Hydroelectricity**

5. Consult document 26, on page 131 in your textbook. Which elements in this document illustrate that the town of Thetford Mines was industrializing at the beginning of the 20th century?

**The railway, the electric lines**

6. Which foreign countries invested the most in Québec and Canada during the second phase of industrialization?

**The United Kingdom (British) then eventually Americans**

7. Among the following industrial sectors, indicate those that developed during the second phase of industrialization. NOT which sectors continued from the first phase.

A. Textiles

B. Food

**C. Electrochemistry**

**D. Ore processing**

**E. Pulp and paper**

**F. Electrometallurgy**

G. Leather

**H. Hydroelectricity**



8. Indicate TWO means of transportation that enabled Québec to export its goods and materials.

**Railways, Ships, to a lesser extent: roads and the use of trucks**

9. What objective do businesses pursue in a capitalist system?

**The objective of a business is to accumulate as much profit as possible.**

10. What strategy did businesses use to attain exclusive rights to market a product (monopoly)?

**Acquisitions or ‘buy outs’ of competing companies in order to become the only company to sell a product or service.**

11. Consult Document 35, on page 136 in your textbook, and then answer the following questions.

a. What change does this document illustrate?

**The increase in VALUE of Canadian wheat exports between 1900 and 1920**

b. What explains this change?

**The major increase in wheat exports to both Europe and the USA. Especially to the United Kingdom during World War 1.**

12. Explain why Montreal became a wheat hub at the beginning of the 20<sup>th</sup> century.

**Montreal was/is a port city. Trains brought wheat from Western Canada to be shipped to Europe by boat. Other products came through Montreal by boat from other parts of the world.**



## **The Union Movement in the early 20<sup>th</sup> Century: Pages 140-142 AND notes 2.5**

1. What were unions demanding with respect to the working conditions of their members?

**Reduced working hours, better working conditions, better protection for workers who were sick or injured while working.**

2. Consult Document 45, on page 141 in your textbook. Which union demand can be associated with the adoption of the *Workmen’s Compensation Act*?

**The demand for better protection for workers on the job.**

3. How did the governments respond to union-led strikes at the beginning of the 20th century?

**The government did not always think strikes were a good thing. At times, the government used force to repress (stop) strikes.**

4. What was the role of a ‘scab’/strikebreaker?

**A person that was temporarily hired to replace striking workers.**



**Social Action of the Catholic Church in the early 20<sup>th</sup> Century: 143-146 AND notes 2.6**

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

**This monthly publication (magazine) help elabotate and diffuse the ‘social doctrine’ of the Catholic Church. In other words, it helped explain what the Catholic Church in Quebec was all about.**

3. Consult page 145 in your textbook and your notes to answer this question : why did the Catholic Church become involved in the cooperative movement?

**Coopertives are a way for people to work together. The Catholic Church in Quebec believed in this idea.**

**Another word for this is ‘solidarity’. This is why they believed in cooperatives.**



4. Indicate if the following statements, regarding the Church’s social doctrine, are true or false.

Statement	True	False
a) The Catholic Church finally ended up accepting the presence of the unions and sought to oversee them in order to ensure that they respected Catholic principles.	X	
b) To reduce the socio-economic inequalities that arose from industrialization, the Church advocated pressure tactics to obtain changes in workers’ living conditions.		X
c) The <i>École sociale populaire</i> , made up of clergy members and laypersons, trained activists to work in the many associations affiliated with the Catholic Church.	X	
d) The Catholic Church collaborated with laypersons to found Catholic unions, which grouped together, in 1921, to form the <i>Confédération des travailleurs catholiques du Québec</i> (CTCQ).		X
e) Cooperative members pooled some of their assets and shared resources, and their power was based on the size of their contribution.		X

### The Education System in Quebec in the early 20<sup>th</sup> century: Page 148 AND Notes 2.6

1. Use your textbook (page 148) and your notes (2.6) to answer the following questions.

a. Name one of the main shortcomings of the Québec school system at the beginning of the 20th century.

**The low level of schooling among Francophones in Quebec (compared to Anglophones). Many Francophone youth did no complete elementary school – usually before 12 years old.**

b. Indicate one consequence of this shortcoming.

**Francophones were not able to pursue higher education and were forced to work as labourers (factories or on farms)**



2. Indicate an educational measure established by provincial and federal governments to help farmers in the early 20<sup>th</sup> century.

**The government established agricultural colleges to teach farmers better farming techniques, etc.**

### **World War 1 and Canada’s Involvement: Pages 154-163 AND Notes 2.7**

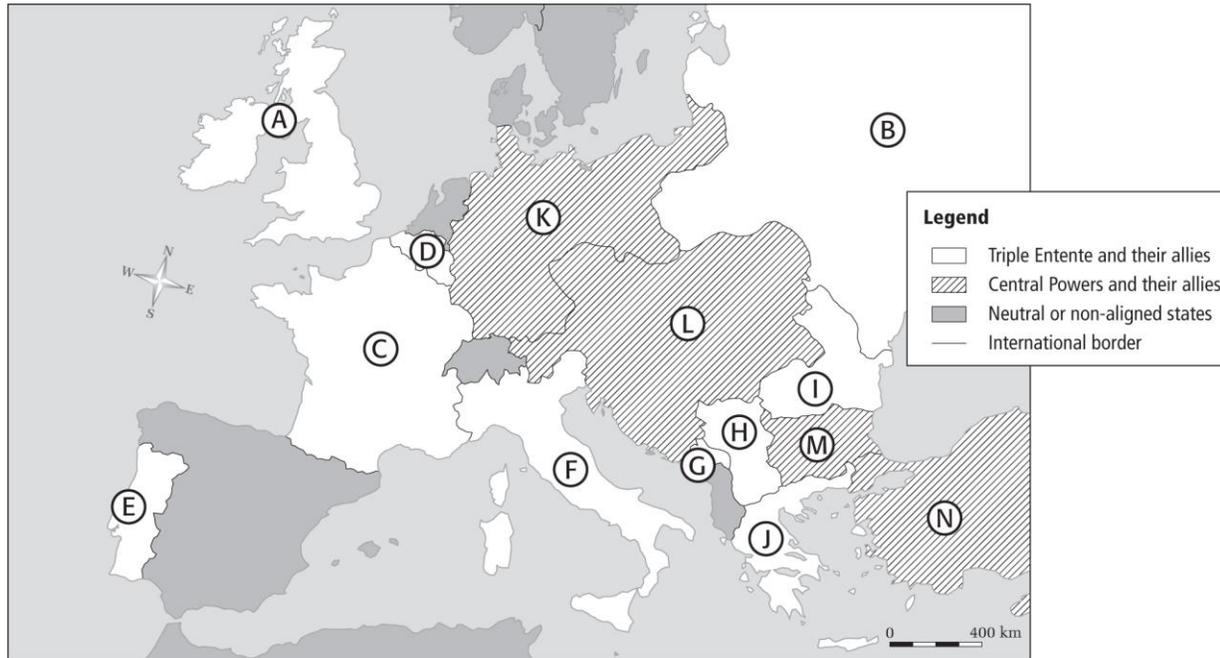
1. Which two major alliances were in conflict during the First World War? What alliance did the British Empire and Canada belong to?

**The ‘Triple Entente’ alliance (France, Russia, British Empire including Canada)**

**The ‘Central Powers’ alliance (Germany, Austria-Hungary, Ottoman Empire)**



2. On the map below, identify the member states of the two alliances that formed in Europe at the beginning of the 20th century.



**Triple Entente and their allies**

- |                          |                      |
|--------------------------|----------------------|
| A. <u>United Kingdom</u> | F. <u>Italy</u>      |
| B. <u>Russia</u>         | G. <u>Montenegro</u> |
| C. <u>France</u>         | H. <u>Serbia</u>     |
| D. <u>Belgium</u>        | I. <u>Romania</u>    |
| E. <u>Portugal</u>       | J. <u>Greece</u>     |

**Central Powers and their allies:**

- |                           |                          |
|---------------------------|--------------------------|
| K. <u>Germany</u>         | M. <u>Bulgaria</u>       |
| L. <u>Austria-Hungary</u> | N. <u>Ottoman Empire</u> |



3. What powers did the federal government give itself with the adoption of the *War Measures Act* in 1914?

**The power to intervene in provincial affairs (to centralize power). The power to make all decisions it needed to during wartime. This includes censorship, controlling prices and wages and intervening in the economy- focus on industrial production for the war. The government also held prisoners from ‘enemy countries’ in internment camps.**

4. Consult Document 67, on page 156 in your textbook, and then answer the following questions.

a. Why did the federal government establish work camps for certain Canadians?

**To hold Canadians who were originally from ‘enemy countries’ such as Germany, Austri-Hungary. The government was worried these people may be a threat to national security.**

b. Indicate other measures taken against these Canadians.

**The government took away voting rights. The government forced them to check in at government offices (if they were not interned at camps)**

5. What was the consequence of the First World War for immigration to Canada?

**WW1 caused immigration to slow down to an almost ‘stand still’.**

6. Consult Document 70, on page 158 in your textbook. Why was the 22nd Battalion created?

**The group of soldiers was created so French Canadian soldiers could fight in the Armed Forces AND speak French.**

7. Did Canada make a significant military contribution during the First World War?  
Justify your answer.

**Yes. Canada sent more than 400,000 soldiers to fight in WW1. In addition, Canada’s production of military equipment on the Home Front was important to the war effort.**



8. Among the following statements, circle the ones that correspond to the impact of the war on the Canadian economy.

- A. Canada’s industrial sector reduced its production.
- B.** Factories operated at full capacity and the Canadian economy was in full swing.
- C.** The war led to an increase in shipbuilding.
- D. The war led to reduced maritime trade.
- E. The agricultural sector slowed down, since most men were away at the front.
- F.** Farmers increased production to feed the troops and the populations of certain countries at

9. Indicate two measures implemented by the federal government to finance the war effort.

### **Selling ‘Victory Bonds’**

### **Implementing tax laws on people (income tax) AND business profits**

10. Explain how a labour shortage in Canada during World War 1 led to an action taken by wartime industries to solve this problem.

In your answer you must provide details on each of the elements below and establish the connections between them.

- Canada’s participation in the war effort overseas
- A labour force problem in factories in Canada
- A solution to this problem

**Canada sent thousands of male soldiers overseas during WW1. Therefore, men were not able to work in factories in Canada during wartime. As a result, women were asked to fill in for men in factories during wartime.**



11. Why was there a conscription crisis in Canada? How did some french Candians react to the idea of conscription in Canada?

**There was a crisis because Canadian soldiers were dying overseas in the war and enrollment at home into the army was low. Canada was forced to conscript men of a certain age into the armed forces. Some french Candians did not like this legislation- they rioted at times.**

12. Indicate 2 measures taken by the federal government to reintegrate soldiers back into Candian society after WW1.

**Offering free land, financial compenstion, the governmenttries to influence businesed to hire veterans**

13. Provide two examples that illustrate Canada’s greater autonomy at the end of the First World War.

- 1. Canada joined the League of Nations without the help of the British Empire**
- 2. Canada established an embassy in the USA independent of the British Empire**
- 3. Canada signed international treties with the USA without the help of the British Empire**