



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

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

Recap Activity: Note sections 2.5, 2.6, 2.7, 2.8

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.

Part 1: The Second Phase of Industrialization & the Union Movement (textbook pages 130-139, 140-142)

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? (use page 131)

The geographical feature is the abundance of natural resources found in Quebec that were exploited during the Second Phase of Industrialization.

3. Name regions that developed as a result of the exploitation of natural resources. (page 133)

Possible answers:

- **Sagunay**
- **Sherbrooke**
- **Gatineau**
- **Thetford Mines**
- **Asbestos**

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?

Possible answers:

- **The town of Thetford Mines itself (asbestos exploitation- see map on page 133)**
- **Connection to a railway (to transport asbestos from the town)**
- **Connection to electrical wires (possibly from hydroelectricity)**

6. Which foreign countries invested the most in Québec and Canada during the second phase of industrialization? How did foreign investment change after the year 1920? (page 135)

Investment of British origin was the main source of capital to start the 20th century. However, American investment took over around 1920.



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 | E. Pulp and paper |
| B. Food | F. Electrometallurgy |
| C. Electrochemistry | G. Leather |
| D. Ore processing | H. Hydroelectricity |

8. Indicate **TWO** means of transportation that enabled Québec to export its goods and materials during the second phase of industrialization.

Possible answers:

- **Maritime (ships)**
- **Railways**
- **Roads (trucks)**

9. What objective do businesses pursue in a capitalist system? (what was their goal?)

In a capitalist system, the goal of every business is to make as much PROFIT as possible.

10. What strategy did businesses use to attain exclusive rights to market a product (monopoly)? (pages 138-139)

In order to obtain a monopoly on a good or service, companies would buy out competitors and possibly control every aspect of production (example: not just sell clothing, but also produce the textiles that make up the clothing)



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

- a. What change does this document illustrate?
- b. What explains this change? What event 'kick-started' this change?

The document is not clear. However, the blurb below the document states that Canadian wheat was in high demand from 1914 to 1918 (WW1). This is due to the fact that allied soldiers in WW1 needed food and a lot of Canadian wheat went to producing food for them.

12. Explain why Montreal became a wheat hub, a city where Canadian wheat would end up and eventually be exported, at the beginning of the 20th century. (HINT: think transportation infrastructure)

Montreal became a wheat hub because it was an important PORT CITY. Wheat from Western Canada would make its way to Montreal where it would then be shipped to other countries.

13. What were unions demanding with respect to the working conditions of their members? (page 141)

Possible answers:

- **Compensation for workplace accidents**
- **Wage increases**
- **Reduced workweeks**



14. Consult Document 45, on page 141 in your textbook. How would the *Workmen's Compensation Act* help workers? Does this law connect to a demand made by unions and workers in the late 19th and early 20th centuries?

Workers would get compensation (money) if they were involved in a workplace accident. Workers wanted this legislation because workplace accidents were common in factories.

15. How did the governments respond to union-led strikes at the beginning of the 20th century? (page 142)

Governments did not always respond well to strikes. They sometimes used force (police) to repress striking workers.

16. What was the role of a 'scab'/strikebreaker? (page 142)

Scabs or strikebreakers filled in for workers during a strike so a business could continue to produce the good or service they specialized in. Scabs were not viewed favourably by striking workers.

Part 2: Urban Areas (textbook pages 146-147)

1. There were working class neighborhoods in urban areas in Quebec during the late 19th and early 20th centuries. Indicate if there was change or continuity with regards to living conditions in these neighborhoods from the late 19th century to the early 20th century. Justify your answer.

There was continuity. Working class neighborhoods continued to face a lack of services such as garbage collection, sewage system and houses may not have had running water. There was spread of epidemics and high mortality rates, especially among infants.



2. Name 2 **NEGATIVE** consequences of living conditions in working class neighborhoods in urban areas in Quebec during the early 20th century.

- **High mortality rate (especially among infants)**
- **Spread of epidemics**

3. In the early 20th century, governments took measures to offer a better quality of life to citizens living in urban areas. Match each measure with the corresponding improvement in quality of life.

| Measure | | Improvement in quality of life |
|---|--|--|
| Construction of an aqueduct network | | Access to green space |
| Water chlorination and Goutte de Lait clinics | | Better hygiene in working-class neighbourhoods |
| Development of parks | | Access to public transit |
| Electrification of cities To help streetcar system expand | | Decrease in child mortality |



Part 3: Womens' Struggles (textbook pages 149-151, 159, 189)

1. For each of the feminist demands presented in Document 59, on page 149 in your textbook, indicate which aspect of society was affected: political, economic, social or cultural.

| Demand | Aspect of society |
|--|----------------------------|
| a) Greater access to education, particularly advanced studies and university | <u>Social</u> |
| b) The right to run for elected office | <u>Political</u> |
| c) The right to vote | <u>Political</u> |
| d) Better employment opportunities and higher wages | <u>Economic and Social</u> |
| e) Gender equality | <u>Social</u> |

2. Consult Document 62, on page 151 in your textbook, and then answer the following questions.

a) What type of job is represented in the document?

Textile worker in a factory.

b) What other types of jobs were available for women at the beginning of the 20th century?

Domestic servant, teacher, nurse, cosmetics (hair dresser), secretarial duties

c) What was the 'dominant view' in the early 20th century of groups such as traditional French Canadian Nationalists (such as Henri Bourassa) and the Catholic Church with regards to women in the workforce AND suffragette groups that were involved in promoting the right to vote for women?

The RCC and FCN like Henri Bourassa believed that women had no place in the public sphere (working in careers such as medicine and law) and no place in political life (voting or running for political office). These groups believed that women should be at home taking care of the family (children, cooking, cleaning, etc.).



3. What careers traditionally reserved for men did feminists demand genuine access to?

Feminists at the turn of the 20th century demand access to careers in fields such as medicine (doctors), law (lawyers) and accountants.

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

- Founding of the Fédération Nationale St. Jean Baptiste: **1907**
- Voting rights for women in FEDERAL ELECTIONS: **1918**
- Voting rights for women in Quebec PROVINCIAL ELECTIONS: **1940**



Part 4: World War 1 and Canada's Involvement (textbook pages 154-163)

1. Which two major alliances were in conflict during the First World War? What alliance did the British Empire and Canada belong to? (page 154)

1. The Triple Entente Alliance (BE & Canada) and 2. The Central Powers Alliance

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. [United Kingdom](#)
- B. [Russia \(Soviet Union\)](#)
- C. [France](#)
- D. [Belgium](#)
- E. [Portugal](#)
- F. [Italy](#)
- G. [Montenegro](#)
- H. [Serbia](#)
- I. [Romania](#)
- J. [Greece](#)

Central Powers and their allies:

- K. [Germany](#)
- L. [Austria-Hungary](#)
- M. [Bulgaria](#)
- N. [Ottoman Empire](#)



3. What powers did the federal government give itself with the adoption of the *War Measures Act* in 1914? (page 155)

Possible answers:

- **Impose Censorship**
- **Control prices & wages of workers**
- **Intervene in all sectors of the economy (force factories to produce for the war effort – ammunition, weapons, uniforms, food, etc.)**

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?

In order to detain people who were suspected of espionage during WW1. Often times, these people were born in “enemy countries” (such as Germany and Austria-Hungary) and had immigrated to Canada before WW1.

b. Indicate other measures taken against these Canadians.

Possible answers:

- **People from “enemy countries” may have also been forced to work at internment camps.**
- **If people from “enemy countries” were not placed in internment camps, they were required to register with the federal government so that they could be monitored**
- **Men from “enemy countries” has their right to vote removed.**

5. What was the consequence of the First World War for immigration to Canada? (page 156)

Immigration was extremely restricted during WW1. This meant that the number of immigrants arriving in Canada during WW1 was greatly reduced compared to before the war started.



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

This Battalion was created so that French Canadian soldiers could serve in the military during WW1 in their mother tongue (French).

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

Possible answer:

Yes, Canada made a significant contribution. 417, 000 soldiers fought for Canada during WW1. 60, 000 Canadian soldiers died overseas.

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.

Possible answers:

- **Sale of Victory Bonds (can also be called War Bonds)**
- **Establishment of the Business Profits War Tax**
- **Establishment of the Income War Tax**



10. Explain how a labour shortage in Canada during World War 1 led to an action taken by wartime industries to solve this problem. (page 159)

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 was heavily involved in WW1, sending many male soldiers overseas. Therefore, there were not enough men to fulfill factory jobs during the war. As a result, Canadian women filled the positions in factories in Canada during WW1.

11. Why was there a conscription crisis in Canada? How did some French Canadians react to the idea of conscription in Canada? (page 160)

The Conscription Crisis occurred because many Canadian soldiers fighting in WW1 died and the Canadian government needed to replace them despite low enlistment rates by 1917. Conscription forced men of a certain age and marital status to enlist. Many French Canadians did not agree with this legislation and protests and riots were held in Quebec.

12. Indicate 2 measures taken by the federal government to reintegrate soldiers back into Canadian society after WW1. (page 162)

Possible answers:

- **Soldiers were offered land**
- **Soldiers' pensions (money)**
- **Programs to help injured soldiers find jobs**

***** All of these measures were aimed to help Canadian soldiers reintegrate back into society after fighting in WW1*****



13. Provide two examples that illustrate Canada's greater autonomy at the end of the First World War. (pages 162-163)

Possible answers:

- **After World War 1 → Canada negotiates with the USA to have its own consulate in Washington, D.C.**
- **During the 1920's → Canada refused to send troops to occupy Turkey without the approval of Ottawa's parliament**
- **Canada also signed fishing treaties with the USA without British representation**
- **1931: The Statute of Westminster is signed → Canada is now considered fully able to decide its fate regarding international agreements. (**most important point**)**

Dates to Remember:

Second Phase of Industrialization: **FROM 1896 TO the 1930s**

Workmen's Compensation Bill/Act: **1909**

Approximate date when Quebec's population (%) became more urban than rural: **1910**

Women in Canada gain the right to vote in FEDERAL ELECTIONS: **1918**

Women in Quebec gain the right to vote in PROVINCIAL ELECTIONS: **1940**

World War 1: **FROM 1914 TO 1918**

Establishment of the War Measures Act: **1914**

Military Service Act: **1917**

Conscription Crisis: **1917**

The Statute of Westminster: **1931**