



Name: _____ Group: 404- _____ Date: _____

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

In class activity- Recap Activity: Notes 2.8, 2.9, 2.10, 2.11

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 3 of chapter 2. DO NOT leave any question blank.

The Roaring 20s: Pages 164-167 AND notes 2.8

1. Indicate a reason why the 1920s were nicknamed ‘The Roaring 20s’?

2. Indicate 3 examples of leisure activities that emerged with mass culture during the early 20th century (1900-1930).



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

- The opening of the first English radio station, XWA, in Montreal _____
- The opening of the first French radio station, CKAC, in Montreal _____
- The establishment of the Canadian Broadcasting Corporation (CBC) _____
- The opening of the first movie theatre in Montreal _____
- The dates of American PROHIBITION: From _____ to _____
- The establishment of the “Commission des Liqueurs de Quebec” _____
- The founding of the Montreal Canadiens Hockey Club _____
- The establishment of the National Hockey League (NHL) _____

4. Indicate a CAUSE of the rise in popularity of nightclubs in Montreal in the 1920/1930s.

5. In the spaces provided below, indicate a CAUSE and a CONSEQUENCE of consumerism in Quebec in the 1920s.

CAUSE of consumerism in Quebec in the 1920s

CONSEQUENCE of consumerism in Quebec in the 1920s

6. Indicate 2 regions in Quebec that were popular tourist destinations during the “Roaring 20s”



The Great Depression: Pages 168-171 AND notes 2.9

1. What was the initial cause of the 1929 stock market crash?

2. Why did the Great Depression have serious repercussions on Canadian exports? Give two reasons.

3. Indicate two elements of the economic situation in the United States that had an impact on the situation in Québec.

- _____
- _____

4. Referring to Document 82, on page 168 in your textbook, explain how the intense industrial production of the Roaring Twenties led to a negative consequence for many workers.

Your answer must specify each of the elements below and establish connections between them.

- An effect of intense industrial production during the Roaring Twenties
- A reaction by companies
- A negative consequence for workers



5. Indicate 3 types of GOVERNMENT aid offered to citizens during the Great Depression.

6. Indicate 1 type of NON-GOVERNMENT aid offered to citizens during the Great Depression.

7. What did the Catholic clergy and French Canadian nationalists propose to counter the effects of the Great Depression? (HINT: you can find the information for this in notes 2.10 OR of page 171 in the textbook)

8. Circle a region on the map below that was colonized (for agriculture) in the 1930s as a response to the Great Depression. (HINT: you can find the information for this in notes 2)





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

- New Your Stock Market/Stock Exchange crash _____
- Unemployment in Canada reached 25% _____
- Public works programs were established _____
- Derect Relief was establish _____

Challenging Capitalism/Union Nationale government, Clerico-Nationalism and Francophones in the Economy: Pages 172-177 AND Notes 2.10

1. According to Maurice Duplessis, what was the backbone of Québec’s economy?

2. What was the union Nationale’s relationship with unions?

3. Indicate one player/actor of Clerico-Nationalism in Quebec in the 1920s. How did this person express their ideas on Clerico-Nationalism?

3. What was the difference between Henri Bourassa’s and Lionel Groulx’sviewpoint on French Candians/French Canidan culture in term of a sense of belonging?



4. According to the French Canadian nationalists influenced by economic liberalism, what did French Canadians need to do to regain control of their economy?

5. Consult Document 91, on page 172 in your textbook, and then answer the following questions.

a) What political change was prompted by the Great Depression?

b) Explain WHY we saw this political change.



6. Indicate if the following statements, regarding Maurice Duplessis and the *Union nationale*, are true or false.

Statement	True	False
a) Duplessis sought to curb the effects of the Great Depression primarily by promoting a rural way of life for French Canadians.		
b) The premier considered industrialization to be the backbone of Québec’s economy.		
c) Duplessis was convinced that farmers, who grew their own food, would always be shielded from corruption.		
d) Duplessis believed that unions were harmful to the established order and were a source of social unrest.		
e) Duplessis passed several anti-union laws and called on the police during labour disputes.		
f) The Duplessis government limited its interventions in the area of social assistance. It preferred to rely on the services offered by private enterprise, for example, in education and health care.		

7. Indicate 3 values that were promoted by Clerico-Nationalism in the early 20th century?

8. Consult Document 92, on page 173 in your textbook. Circle the term that can be associated with such a government measure.

- Clericalism
- Censorship
- Communism
- Propaganda



9. Compare Documents 97 and 98, on page 177 in your textbook. Indicate how the authors’ positions are different.

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

- Establishment of the Communist Party of Canada _____
- Establishment of the Cooperative Commonwealth Federation in Canada _____
- THE FIRST time the Union Nationale political part is elected in Quebec _____
- The Padlock Law _____

Women’s Struggles: Pages 149-151, 159, 189 AND Notes 2.11

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	_____
b) The right to run for elected office	_____
c) The right to vote	_____
d) Better employment opportunities and higher wages	_____
e) Gender equality	_____



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?

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

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

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

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

- Founding of the Fédération Nationale St. Jean Baptiste _____
- Voting rights for women in FEDERAL ELECTIONS _____
- Voting rights for women in Quebec PROVINCIAL ELECTIONS _____