

The unit end exam is made up of both objective (true/false, matching, multiple choice) and subjective (short answer) questions. Prepare for the exam by creating a list of definitions for glossary terms. Also, compose answers to the short answer questions to study from.

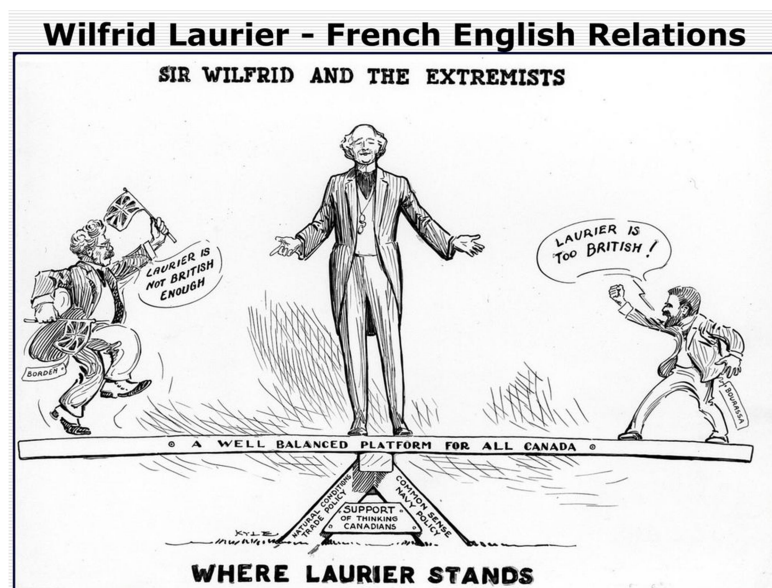
## Unit 1: Canada, 1914-1929

### CHAPTER 1: A Different Nation: Canada Enters the Twentieth Century

Suffragist	Imperialists	Canadiens	Autonomy
Ethnocentric	Head Tax	<i>Indian Act</i>	Reserves
Residential Schools	Assimilation	Industrialization	Trade Unions

#### Short Answer Questions

- 1.1.1. Describe the situation of women in Canada in the years before the First World War (p.6).
- 1.1.2. Explain why some Canadians did not share enthusiasm for Canada's ties to Britain. Do you think their objections were justified? Explain (p.8).
- 1.1.3. Why were many English- and French-Canadian people upset by the changes to Canada's ethnic composition (p.9)?
- 1.1.4. How were the policies of the Federal Government designed to assimilate Canada's First Nations (p.10)?
- 1.1.5. Why did employers and unions have stormy relations in these years (p.16-17)?
- 1.1.6. From what you know of Canadian history before 1913 and from what you have learned in this chapter, how was the French-Canadian view of Canada different from the English-Canadian view (critical thinking)?



## CHAPTER 2: Trial by Fire: Canada Enters World War One

Imperialism	Militarism	Triple Alliance	Triple Entente
Nationalism	Profiteering	<i>War Measures Act</i>	Enemy alien
Internment camp	No Man's Land	Western Front	War of attrition
Convoy	Victory Bonds	Honour rationing	propaganda
Conscription	Khaki election	Hundred Days Campaign	

### Short Answer Questions

1.2.1. List the causes and contributing factors that resulted in the outbreak of war and then select the three you think are the most important. Justify your choices (p.22-25).

1.2.2. Examine the quotation on page 28. What does the document say about the attitude of people in Canada toward Britain at this time? How does the quotation on page 29 demonstrate a growing feeling of Canadian identity among Canadian troops?

1.2.3. What prevented women and other groups from participating in the war (p. 28)?

1.2.4. List the rights and freedoms suspended by the *War Measures Act* (p.30).

1.2.5. Explain why there was such enthusiasm for the war when it began (p.28).

1.2.6. Make a list of conditions at the front that might have contributed to psychological damage. Use the information on pages 31-35 to gather information.

1.2.7. How was propaganda used during the war? Discuss whether it is appropriate to manipulate information for patriotic purposes during war (p.42 and critical thinking).

1.2.8. List specific military contributions made by Canada during the Great War (p.33-40).

1.2.9. Explain how women contributed to the war effort, and describe how their status in Canadian society changed as a result (p.42-43).

1.2.10. What contributions did Canadians on the home front make to the war effort (p.41)?

1.2.11. The suffragists had excellent reasons for granting women the right to vote. How do you think the war helped them win this right? Why were some women still excluded (p.43)?

1.2.12. What motivated Aboriginal peoples to enlist in the First World War? What experiences might have helped them to excel on the battlefield (p.44)?

1.2.13. Why did Prime Minister Borden believe that conscription was necessary? Who was opposed to conscription and why (p.45-47)?

1.2.14. By 1917 Canadian soldiers were being used as "shock" troops, leading the attacks in battles. Imagine you are in the position of Robert Borden. Make a list of pros and cons for sending more Canadian soldiers to fight at the Western Front (critical thinking).

1.2.15. Define "come of age." How did the First World War help bring about Canada's "coming of age" (p.49)?

1.2.16. Which events enhanced Canadian unity and which diminished it (p.49)?

## CHAPTER 3: Canada and the Post-War Years: The Roaring Twenties

War Guilt Clause	Communism	Winnipeg General Strike	Collective Bargaining
Persons Case	Famous Five	<i>Canadian Constitution</i>	Regionalism
Minority Government	Chanak Crisis	King-Byng Crisis	Imperial Conference
Balfour Report	<i>Statute of Westminster</i>	Great Depression	

1.3.1. Research the terms of the *Treaty of Versailles*. Make a PMI chart (see below) on the treaty's terms and their possible consequences. Treat *plus* (like it's a *pro*) and *minus* (like it's a *con*). The *interesting* column is where you place insights that are neither good nor bad but merely curious or significant or interesting.

Plus	Minus	Interesting
<ul style="list-style-type: none"> <li>Item 1</li> <li>Item 2</li> <li>Item 3</li> </ul>	<ul style="list-style-type: none"> <li>Item 1</li> <li>Item 2</li> <li>Item 3</li> </ul>	<ul style="list-style-type: none"> <li>Item 1</li> <li>Item 2</li> <li>Item 3</li> </ul>

1.3.2. Why did business and industry leaders on the one hand and workers and union leaders on the other have such different perspectives on the way the economy should work after World War I? Explain your response (p.60-61).

1.3.3. What were the consequences for Canada of the 1917 Communist (Bolshevik) Revolution in Russia on Canada (p.58 and p.60)?

1.3.4. Why was the One Big Union seen as a threat (p. 60-61)?

1.3.5. What does it mean to be a "person" in a legal sense? How did the idea of not being a person affect women, Aboriginal people, and visible minorities (p.68-72)?

1.3.6. What was the attitude toward women in positions of authority in Canada during the 1920s (p.68)?

1.3.7. Give examples to show that the Federal Government was pursuing a policy of cultural assimilation of—or discrimination against—Aboriginal peoples. What responses show that Aboriginal peoples were prepared to defend their rights (p.70-71)?

1.3.8. With a partner, list the issues and criticisms faced by women in the 1920s and women of today. Which are most similar and most different (critical thinking)?

- 1.3.9. How were African Canadians treated in Canada during the early 20th century (p.72)?
- 1.3.10. Review the *Fast Forward* at the bottom of page 77. Which elements of the King-Byng Crisis and Harper's prorogation of Parliament are the same? What is the key difference between the two events (p.77)?
- 1.3.11. What restrictions to Canadian autonomy remained after the *Statute of Westminster* was passed (p.79)?



JOHN BULL ALTERS THE SIGN AGAIN.

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