

CANADIAN HISTORY 1201

Learning Outcomes

Unit 2: The New Nation 1867-1911

*Material for this unit includes handouts, notes and parts of Chapters 2-4 in your text.

At the end of these two units, students should be able to:

- identify: Joseph Howe, Sir Hugh Allan, Lord Monck, Alexander MacKenzie, and Bishop Etienne Tache.
- list the primary reasons for the rise of the movement to repeal confederation in Nova Scotia.
- assess the action of government and business leaders leading up to the Canadian Pacific Railway scandal.
- describe the impact the Canadian railway scandal had on the parliamentarians, government and government policy.
- examine conflicts between the Governor General and Canadian Prime Ministers that helped determine the extent of the Governor General's real authority. analyze the key issues surrounding the Manitoba Schools Question controversy.
- assess the federal government's reaction to the Manitoba Schools Question controversy.
- define: Immigration, Push-Pull Factors, Hudson Bay Company.
- determine, with the use of a map, the land area ratio of Rupert's Land to Canada as it existed in 1867.
- assess the negotiated settlement between the governments of Canada and Great Britain and the Hudson Bay Company allowing for the transfer of Rupert's land to Canada.
- create a time line listing the issues surrounding the entry of British Columbia, Manitoba, Saskatchewan and Alberta into Confederation.
- referring to a map of the CPR and CNR routes, assess the impact the railways had on western expansion.
- illustrate, though the use of a graph, the yearly immigration totals to Canada from 1876 to 1913.
- construct and analyze a bar graph comparing the population change in the Canadian Prairies with that of the Maritimes for 1901 and 1911.
- identify the major immigration groups and their countries of origin from 1876 - 1913.
- identify the push-pull factors affecting immigration between 1876-1913.
- determine the rationale and effect of the Laurier governments' policy of targeting certain nations with poster and pamphlets to encourage immigration to Western Canada.
- evaluate the role of the North West Mounted Police in the settlement of Western Canada.
- determine the economic and social consequences of the Klondike gold rush.
- define: Tariffs, Urbanization, Reciprocity.
- describe the three primary elements of the National Policy as described by John A. MacDonald.
- compare the concept of the National Policy with the concept of Reciprocity.
- describe the consequences of the National Policy for a farmer in Western Canada and a factory worker in Central Canada.
- assess the effectiveness of the National Policy as a method of encouraging East/ West Trade in Canada.
- explain why encouraging immigration of farmers to Western Canada was an essential element of the National Policy.
- analyze the impact of the National Policy on early Canadian urbanisation.
- define: Métis.
- identify Louis Riel, Gabriel Dumont, Thomas Scott, Chief Poundmaker.
- describe the lifestyle of the Métis people in the Red River Valley.
- assess the impact the Rupert's land transfer negotiations had on the Métis.
- list the actions of the Métis and Canadian government resulting in the Red River rebellion, 1870.
- explore possible options the Canadian government could have followed in dealing with the Red River Rebellion.
- describe the consequences of the Red River Rebellion.

- research and develop a biographical sketch of Louis Riel.
- list the actions of the Métis and Canadian government resulting in the North-West Rebellion, 1885.
- compare the government's reaction to the North-West Rebellion with its reaction to the Red River Rebellion.
- examine French and English Canada's reaction to Riel.
- debate the question: Was the judgement and sentence of Louis Riel just?
- assess the impact of Riel's execution on French-English relations in Canada.
- research and develop a biographical sketch of Sir Wilfred Laurier.
- list the technological advancements that aided the West in becoming a bread basket in the early 1900s.
- list the Maritime industries that prospered in the early 1900s.
- assess the degree to which the Laurier government maintained and built upon the three primary components of the National Policy.
- present a short excerpt of a work of literature from an early twentieth century Canadian writer.
- discuss the impact the invention and production of the automobile, electric light bulb, telephone and moving pictures had on Canadian life.
- construct a chart describing the working conditions and democratic rights of women prior to 1911 and of women today.
- compare the extravagant life-style of Toronto's Sir Henry Pellatt with the life-style of the average Canadian.
- illustrate, using a line graph, change in the percentage of Canadians living in urban and rural settings from 1871 to 1911.
- construct a bar graph showing the total number of immigrants to Canada in the years from 1900 to 1913, and describe the impact this immigration had on Canada's social and economic development.
- define: Imperialism, Nationalism.
- identify Henri Bourassa.
- analyze the degree to which Laurier's compromise solution to Manitoba Schools Question, 1896, contributed to English-French tensions in Canada.
- describe the issue surrounding the Alaska Boundary Dispute.
- evaluate the impact the Alaska Boundary Dispute had on the Canadian nationalism.
- examine the reasons for and against Canadian participation in the Boer War.
- outline why, in 1909, Britain wanted Canada to contribute funds to build ships for the British navy.
- describe the Laurier government's solution to the Naval crisis.
- assess the impact the Boer War and Naval Crisis had on English-French tensions in Canada.

Unit 3: 1912-1929 The Great War and its Aftermath

- define: militarism, trench warfare, Canada's hundred days, alliance system.
- describe the alliance system operating in Europe in 1914.
- construct a time line of events following the assassination of the Archduke Ferdinand leading to Canada and Newfoundland's involvement in World War I.
- propose a number of ways Newfoundland and Canada could have supported the British war effort.
- assess the decision by both the Canadian and Newfoundland governments to send soldiers to support the war effort.
- construct a line graph illustrating:
 - a) the change in the manpower strength of the Canadian Armed Forces from 1914 to 1920
 - b) the change in Canadian Defence spending as a percentage of total government spending from 1910 to 1920.
- describe the conditions that soldiers experienced in the trenches on the Western Front.
- develop a chart outlining the Canadian role in the battle, the Canadian losses in the battle, the results of the battle, the dates of the battle for each of the following World War I battles: Ypres, the Somme, Vimy Ridge and Passchendaele.
- discuss why one historian stated that "At Vimy Ridge Canada became a nation."

- determine the extent to which and why the Royal Newfoundland Regiment was destroyed in the Battle of the Somme.
- define: enemy aliens, pacifism, suffragists, conscription, union government.
- list contributions, other than soldiers, that Canada and Newfoundland made to the war effort.
- evaluate the possible affect the Newfoundland Losses at Beaumont Hamel had on Newfoundland Society.
- list the powers to suspend civil liberties provided for in the War Measures Act, 1914.
- evaluate whether the actions taken by government toward Canadian Germans and Austrians were necessary during the war.
- describe various non-traditional roles Canadian women filled during the war years.
- compare the treatment of working women and men during the First World War.
- research and develop a biographical sketch of Nelli McClung.
- analyze the Wartime Election Act, 1917, in terms of:
 - a) women's rights
 - b) political considerations
 - c) civil liberties
- assess the contribution of Canadian agricultural production and manufacturing industries to the war effort.
- create a government propaganda poster designed to achieve the following goals:
 - a) Recruiting soldiers
 - b) Selling Victory Bonds
 - c) Limiting Home
 - d) Consumption
- consider the effects the end of the war had on employment, working women and industry.
- list the reasons for the rise of the union movement following the First World War.
- consider the size and effects the Newfoundland war debt had on the dominion's future.
- describe the events leading to the Winnipeg General Strike, 1919.
- determine the size and impact of the Corner Brook Pulp and Paper development project of 1925.
- draw a line graph of Federal election results from 1911 to 1926 and assess the effect of the Progressive Movement on Canadian Politics.
- explain the reasons for and consequences of prohibition in Canada.
- determine how the following impacted on Canadian independence:
 - a) Chanak Affair
 - b) King-Byng controversy
- develop a cultural comparison between the 1920s and the present day using the following:
 - a) slang
 - b) fashion
 - c) music
- assess the impact the development of the radio and mass production of the automobile had on Canadian life.
- identify the Canadian natural resources that were in high demand in the mid to late twenties.
- assess the influence the advent of consumer credit had on the Canadian economy in the 1920s.
- analyze how the methods of American investors transformed the Canadian economy in the 1920s.
- recognize the significant accomplishment(s) of the following:
 - a) Mark Pickford
 - b) the Edmonton Grads
 - c) Emily Murphy
 - d) Sir Wilfred Grenfell
 - e) Mary Travers (La Bolduc)
- construct a bar graph showing the total immigration to Canada from 1913 to 1922 to -----analyze immigration trends during and immediately following the First World War.
- research and develop a biographical sketch of Sir Frederick Banting.
- Define: League of Nations, Treaty of Versailles, Commonwealth of Nations, Statute of Westminster.
- list the arguments made by Prime Minister Robert Borden for a greater voice for Canada in foreign affairs.

- compare Canada and Newfoundland's role at the Paris Peace Conference.
- assess how Canada's role at the Paris Peace Conference affected its standing in the international community.
- analyze key articles of the Treaty of Versailles with relation to the following:
 - a) established and maintained peace
 - b) established and maintained social stability
 - c) established and maintained economic stability
 - d) judicious to all
- describe the nature, purpose and position of Canada in the League of Nations.
- compare the size and scope of Canada's Armed Forces before and after the First World War.
- examine how Prime Minister Mackenzie King actions at the 1923 and 1926 Imperial Conferences enhanced Canada's position with respect to Great Britain.
- list the two areas in which Canada did not become totally independent under the Statute of Westminster, 1931.
- assume the role of a Canadian or Newfoundland newspaper reporter, describe the events surrounding the settlement of the Labrador boundary dispute 1927.
- define: stock market, depression.
- describe how buying on credit allowed consumers to enjoy a lifestyle they could not afford.
- assess the impact credit buying had on production.
- use a chart or graph to illustrate the four components of the business cycle.
 - a) Prosperity
 - b) Recession
 - c) Depression
 - d) Recovery
- construct a chart showing the percentage of specific Canadian goods produced for export in 1929.
- examine international circumstances providing a favourable export situation for Canada.
- explain how overproduction, in the late 1920s led to worker layoffs and declining stock prices.
- analyze the stock market crash of 1929 and consider the extent to which the practice of buying stock on margin contributed to the crash.
- analyze Canadian wheat prices from 1925 to 1937 and discuss the effects low wheat prices had on the following:
 - a) farmer consumer confidence
 - b) sale of farm equipment
 - c) sale of automobiles and other luxury goods
 - d) railroad workers
- in the role of the average factory worker consider his/her options on the following when informed by his/her employer that they must either take a wage cut or risk closure of the factory:
 - a) purchasing new furniture on the installment plan
 - b) buying life insurance
 - c) taking a vacation
- assess the extent to which the following aggravated the economic collapse in Canada:
 - a) high American ownership of industry
 - b) increased tariffs on international trade