

HIS 1101D

Reading Questions: *A History of the Canadian Peoples*

The following reading questions are examinable at the final exam. The numbers indicated in parentheses after each question tell you how many points are expected, and therefore how many marks the question would be worth on an exam.

Chapter 4: Relying on Resources, 1815-1840

1. During the nineteenth century, what primary resource dominated the economy of Newfoundland? New Brunswick? Lower Canada? (3)
2. Bumsted describes several differences in religion, origin and economic means between immigrants coming to British North America and those going to the United States during the first half of the nineteenth century. Relay at least three significant differences. (3)
3. Bumsted identifies four groups of people who made up the “governing elite” of British North America during the early nineteenth century. Name the four groups. (4)
4. The text points to examples of four middle-class women in mid-nineteenth century British North America who became authors and portrayed their colonial lives in their writing. What are the names of these four women? (4)
5. Bumsted identifies four important reformers of the 1830s: William Lyon Mackenzie, Louis-Joseph Papineau, Joseph Howe and William Cooper. Identify at least three ideas about which these four men agreed. (3)
6. Give three significant details from the text about each of these people:

Philomen Wright (3)
Angélique Pilote (3)
Peter Jones (3)
Joseph Howe (3)
Louis-Joseph Papineau (3)

Chapter 5: Becoming a Nation, 1840-1867

7. What is mercantilism? What is reciprocity? Look up the meaning of both words if you are not sure.(2) Briefly identify the significance of each to British North America, 1840-1860. (2)
8. Bumsted states that in terms of economic activity, after 1840, “[The Province of] Canada and the Atlantic region moved in somewhat different directions.” Explain the major economic difference between the two regions. (2)
9. What is “rep by pop”? Who began the campaign for “rep by pop,” and when? (3)

10. We often study immigration into Canada in the mid-nineteenth century (and it is important). Less studied, and also important, is emigration (departure, or out-migration) from Canada in the same period. Give one example from the Bumsted text of people moving away from Canada during this period. Where were they moving to? (2)
11. What is the Orange Order? (1)
12. Bumsted describes the distribution of wealth in Hamilton in the mid-nineteenth century. Note at least two statistics that show the condition of disparity between rich and poor in Hamilton at this time. (2)
13. Read the section on the Royal Tour of 1860. Identify three significant details about this tour. (3)
14. Give three significant details from the text about each of these people:
 - Sarah Lindley Crease (3)
 - George Brown (3)
 - George-Étienne Cartier (3)
 - Harriet Tubman (3)
 - Jean-Baptiste Meilleur (3)

Chapter 6: Expanding the Nation, 1867-1885

15. What was the Pacific Scandal? (1)
16. Sir John A. Macdonald encouraged immigration to the West as part of his quest for westward economic expansion; however, his governments also restricted immigration. What groups of people were prohibited entry to Canada in 1872 and 1879? (3)
17. Name three of the Confederation Poets. (3)
18. Bumsted discusses sporting life in Canada during this period. What two popular organized activities from this time were adopted from Aboriginal cultures? (2)
19. Identify two significant events in Canadian history that happened in November 1885. (2)
20. Give three significant details from the text about each of these people:
 - Ambroise Lépine (3)
 - Alexander Mackenzie (3)
 - Robert Harris (3)
 - Poundmaker (3)
 - Marguerite Monet de Bellhumeur Riel (3)

Chapter 7: Becoming Modern, 1885-1918

21. Bumsted gives a lot of important detail about the economic and demographic changes in Canada during this period. Based on the information presented in the textbook, label the following statements true or false. (8)

In 1913, Montreal-headquartered banks held over 75% of the assets of all Canadian banks.

70% of newcomers to Canada from 1901 to 1911 joined the labour force in industry and transportation, rather than agriculture.

From 1905 to 1914, nearly 2.8 million people immigrated to Canada. Almost all of them were from the United States and the British Isles. There was virtually no immigration during this period from Central or Eastern Europe.

By 1911, Montreal controlled much of the Maritime provinces' industrial development. The number of Maritime businesses that were branches of central Canadian companies increased from 416 in 1901 to 950 in 1921.

In 1914, at the outset of the First World War, less than a thousand Canadians belonged to organized labour unions.

About 620,000 Canadians served in the First World War, of a Canadian population of approximately 8 million people.

By 1921, over 44 million acres of the Canadian prairies were under cultivation. (In 1870, that figure had been closer to 2.5 million.)

By 1921, urban-dwellers in Vancouver and Victoria accounted for 25% of the census population of the province.

22. Who was Charles W. Gordon? (1)
23. What was Laurier's Naval Service Bill? Name two groups of people who criticized the bill, and what they wanted instead. (3)
24. Give three significant details from the text about each of these people:
Sir Wilfrid Laurier (3)
Arthur W. Puttee (3)
Nellie Letitia McClung (3)
Clara Brett Martin (3)
Deward Barnes (3)

Chapter 8: Differing Expectations, 1919-1945

25. What was "Black Saturday"? (1)
26. Identify one new political party that emerged in Canada during the 1920s or 1930s. Describe three significant details about this party (for example, people involved; ideas or campaign platforms the party advocated; examples of electoral success). (3)
27. What was a "Bennett Buggy"? (1)

28. Identify three examples of racism given by Bumsted to illustrate this aspect of Canada during the interwar period. (3)
29. Identify the speaker/author and write one sentence about the significance of each of these quotes:
- “After 1919, most creative people, whether in painting, writing or music, began to have a guilty feeling that Canada was as yet unwritten, unpainted, unsung...In 1920 there was a job to be done.” (2)
- “He shoots! He scores!” (2)
- “So that is why you’ll never see our faces/In photographs of all the swellest places/You’d think we were born/Socially insignificant,/But we get along.” (2)
30. Why did Canada enter the Second World War a week after Britain? (1)
31. Give three significant details from the text about each of these people:
- Helen Jury Armstrong (3)
Ernest Lapointe (3)
Thomas Dufferin Pattullo (3)
Charlotte Whitton (3)
Ruby McCreight (3)

Prospering Together, 1945-1959

32. Bumsted compares scientific research and development in post-war Canada to that in the United States and Britain. Identify one significant conclusion that he makes about R&D in Canada during this period. (1)
33. What book does Bumsted say “outsold the Bible” in post-war Canada? Identify one of this book’s main messages to its readers. (2)
34. How does Bumsted describe the “new nationalism” in post-war Quebec? Give at least three points of detail. (3)
35. What was the Massey Commission? When did it make its recommendations? Identify one recommendation that it made. (3)
- OR
- What was the Fowler Commission? When did it make its final report? Identify one recommendation made by this commission. (3)
36. Give three significant details from the text about each of these people:
- Igor Gouzenko (3)
Louis St. Laurent (3)
Tommy Douglas (3)

Gabrielle Roy (3)
Robert Farnon (3)

Edging Towards the Abyss, 1958-1972

37. Describing the period from 1958 to 1972, what does Bumsted state were “three of the period’s most striking developments.”? (Note: he uses this phrase exactly to introduce the three developments.) (3)
38. What was the major recommendation of the 1964 White Paper on Defence? (1)
39. Bumsted writes: “In some senses, Canadian culture came of age in the 1960s.” Based on the information in your textbook, give three details that support this statement. (3)
40. Give three significant details from the text about each of these people:

Harold Cardinal (3)
Judy LaMarsh (3)
Marie-Claire Blais (3)
Bobby Hull (3)