

Name/Date:

Socials Studies 9 Unit 4 The Many Wests

4G Changes in Society as Canada Enters the 20th Century

References:

Horizons (text), p. 258-281

Canadiana Scrapbook

video title from: Canada: A Peoples History



A Ukrainian sod hut, built by settlers to Canada's prairies in the early 1900s. Photo by John de Visser

Thinking Questions:

- What was the reality of urban life during the Laurier Era?
- What did the treatment of women and minorities reveal about the attitudes and beliefs of Canadian society during the Laurier Era?
- Why did some people share in the prosperity of the Laurier era while others did not?



Winnipeg at the Turn of the Century

<http://canadiandimension.com/articles/2674/>

Read Horizons p. 258-281 and address the following question

1. What is "urban?" What percentage of Canada was urbanized in 1914?

2. What is a ghetto? What were conditions like in the tenements (apartment housing) of Canada's ghettos?

3. Have a read through p. 259. Why do urban areas still rely on rural areas? Why does rural-urban migration threaten the sustainability (long-term health and stability) of both rural and urban areas? What challenges do you think Vancouver will face as it continues to grow? Can Vancouver be "sustainable?"

4. What is a census and why is census data important? (p. 260)

Take a look through the data tables on p. 262. Each one tells a kind of story, for example Table 1 shows that Aboriginal population in BC did not grow rapidly from 1881-1911 but it did drop significantly in terms of % of total BC population. That's the part you can interpret directly from the table. The rest of the story is "inference" — why did this happen? You need other evidence, or an educated guess (using your brain) to figure that out. What you can infer is that while Aboriginal populations grew and shrank by a few thousand, this must have been a period of intense immigration or expansion in BC. Either that or a huge baby-boom among non-Aboriginals.

5. Now that you've thought about Table 1, choose two other tables from p. 261. What is the story behind the table? What message can you interpret directly from the data and what can you infer?

Table ____ Interpret Infer

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6. What is a labour union? What is a labour strike? (p. 262)

7. In Canada, before World War I, how would employers often respond to a strike? (p. 262)

9. In 2007, approximately what percentage of Canadian workers was unionized? Do you think work at McDonalds would change if their employees all belonged to a union? (p. 263)

10. Why do you think Wal-Mart has fought against the unionization of their employees? (p. 263)

11. What led to strikes at the Dunsmuir coal mines on Vancouver Island? What did the mine owners do after the second year of strikes? (p. 264)

12. What was the main goal of the suffragists? Why did the suffragists also want to prohibit alcohol? (p. 265)

13. Who was Nellie McClung? (p. 266)

14. What were some of the difficulties faced by Aboriginal farmers during the Laurier Era? (p. 267)

15. Describe some of the reasons for and consequences of the residential school system. (p. 267-268)

16. How has the issue of residential schools been addressed in modern times? (p. 269). Be sure to understand what is meant by restorative justice.

17. What important North West Coast Aboriginal ceremony was banned by the Canadian government in 1884? Why? (p. 270)

18. Comment on the growth trend in Aboriginal populations in Canada in 2006. What is the rate of growth? (p. 270)

19. How long did it take for the Nisga'a people to get a land treaty? (p. 271)

20. What was the Chinese **Head Tax**? (p. 273)



Chinese Head Tax Form
<http://agora.virtualmuseum.ca>

21. During the flood of immigration during the Laurier years, British Columbia demanded a stop to immigrants from which area of the world? Who formed the **Asiatic Exclusion League**? What did the Canadian government do to halt East Indian immigration? p. 272-273)

22. What did the Canadian government do in 2006 related to the Chinese Head Tax? Why did they do this? (p. 273)

23. What aspect of "nationality" complicated the issue of restricting immigration from India? (p. 274)

24. Explain the **Continuous Passage** legislation and what this meant for immigrants. How was this related to the Komagata Maru incident? (p. 274)

Other notes on these topics?