Answer Keys to Unit Tests

Unit 1 • Confederation
Unit 2 • The Development of Western Canada
Unit 3 • Canada: A Changing Society
Unit 1 Test: Confederation

A. Understanding Key Vocabulary

Match each word on the left with its definition on the right. Place the alphabet letter of the correct definition in the space next to the vocabulary word.

1. British North America Act       _______ e
2. Rupert’s Land                   _______ a
3. Manifest Destiny                _______ c
4. political deadlock              _______ d
5. gold rush                      _______ b

   a. large area of land surrounding Hudson Bay, stretching from the Great Lakes to the Rocky Mountains
   b. when thousands of prospectors flock to an area where gold is discovered
   c. belief held by many Americans that the United States had the right to take over British North America
   d. what happened when the government in the United Province of Canada could not make decisions and pass laws, because the political parties could not agree or compromise
   e. Act that created the Dominion of Canada and the provinces of Ontario, Quebec, Nova Scotia, and New Brunswick
B. Short-Answer Questions

Write a short response to each of the following questions. Include only the important points in your answers.

1. How was the population of British Columbia affected both during and after the Gold Rush?
   
   The population of British Columbia grew from 800 to 30,000 when gold was first found. People from all over North America came to the area in hopes of striking it rich. After the gold rush, the population dropped significantly and British Columbia was left with huge debts from building roads and bridges to help during the gold rush.

2. Why was the Red River settlement in Western Canada important to Britain and British North America?
   
   The Red River Settlement was important to Britain and British North America because the land was good for growing crops and raising cattle. The British also did not want the United States moving into the area, and having a settlement there made it more difficult for them to do so.

3. Name three important industries in the Atlantic colonies. Students should identify any three of the following:
   
   - Fishing for cod, as well as sealing and whaling
   - Growing crops such as potatoes and apples
   - Timber industry
   - Shipbuilding, which included net-making, sail-making and carpentry

4. How did the repeal of the Corn Laws and the end of Reciprocity affect the colonies in British North America?
   
   The repeal of the Corn Laws and the end of Reciprocity meant that there would be increased taxes on goods that were traded to Britain and the United States. Trading became more difficult and this affected the economy of British North America. They had to find new trading partners in order to keep the economy thriving.

5. Why was the government in the United Province of Canada often in a political deadlock?
   
   Canada West and Canada East, the two regions in the United Province of Canada, had the same number of seats in the Legislative Assembly. Often, when one side voted to pass a law, the other side voted to oppose it. Therefore neither side had the power to get anything done.
6. Why did Canada West want representation by population?
   
   Canada West wanted representation by population because its population was growing faster than the population of Canada East. If there were more representatives from Canada West in the Assembly, they would have more power in making decisions that would be favourable to English-speaking Canadians.

7. How would an intercolonial railway help the colonies of British North America?
   
   An intercolonial railway would help to connect the colonies that covered vast distances and make trade easier between the colonies. The railroad would also help to open the North-West to settlement and farming. Soldiers could also be easily moved to protect the land if the Americans ever attacked.

8. Why did some of the colonies of British North America want to join together in Confederation?
   
   Some of the colonies of British North America wanted to join together in Confederation because they could share many costs that could make their economy better such as transportation for trading and military for defence.

9. Name the groups of people in Canada that were not consulted about Confederation.
   
   Many minority groups including women and First Nations people were not invited to share their ideas about Confederation or be a part of the vote.

10. What concerns made some people not want to join Confederation?
    
    Some people were worried about joining Confederation because they worried about losing their cultural identity and language. Smaller provinces worried that their economy could be adversely affected and that they would not have any power in the government.
C. Completing a Chart

Both the federal and provincial governments were created by the British North America Act. In the chart below, show some of the powers and responsibilities that were given to each of these levels of government.

<table>
<thead>
<tr>
<th>Level of Government</th>
<th>Powers and Responsibilities of Each Level of Government</th>
</tr>
</thead>
</table>
| Federal             | 1. defence  
                      2. trade  
                      3. taxation  
                      4. Aboriginal people |
| Provincial          | 1. education  
                      2. hospitals  
                      3. land and resources  
                      4. civil law |

D. Reflect on Your Learning

Think about what you have learned about Confederation in this unit. Use the concept map to show your thinking about Confederation. The first box is done for you.

<table>
<thead>
<tr>
<th>Write the word.</th>
<th>Write a definition of Confederation, using your own words.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Confederation</strong></td>
<td>A definition written in the student’s own word should include the idea of colonies uniting together to provide better support (defence, trade, transportation, etc.) for more people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draw a picture or symbol that reminds you of Confederation.</th>
<th>Write a synonym for Confederation, or tell how Confederation is like something else you know.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The picture or symbol should represent a joining or linking of different locations and/or cultures.</strong></td>
<td><strong>Synonym:</strong> union, linking, joining, united or any other choice that you feel indicates the student’s understanding of the term Confederation.</td>
</tr>
</tbody>
</table>
Unit 2 Test: The Development of Western Canada

A. Understanding Key Vocabulary

Match each word on the left with its definition on the right. Place the alphabet letter of the correct definition in the space next to the vocabulary word.

1. treaty ________ a. armed resistance to the government
2. immigration ________ b. leave one’s country of birth to move and settle in another country
3. rebellion ________ a. agreement between two or more groups that sets out the terms for peace
4. Métis ________ d. ancestors of English and French fur traders and First Nations women
5. economy ________ e. country’s wealth – its resources, industry, trade

B. Short-Answer Questions

Write a short response to each of the following questions. Include only the important points in your answers.

1. Why did the government of Canada want to open up the West to more settlers?

   The government of Canada wanted more settlers to open up the West so that the Dominion of Canada could expand. Then Eastern and Western Canada could trade goods with each other. A populated territory would also prevent an American takeover, which was a concern of the new government.
2. What problems did the expansion of settlements into the West cause for First Nations people?

Most of the people living in the North-West were First Nations people. Their way of life was changing as settlers moved into the West. The settlers took away their land and the buffalo, the First Nations people’s main source of food, started to disappear. The new settlers also brought new diseases such as smallpox that killed many First Nations people.

3. Name three rights the Métis asked the Canadian government for in the Métis List of Rights. **Students should identify any three of the following:**

- provincial status for Rupert’s Land and the North-West
- a Legislative Assembly for the province
- recognition of both French and English as official languages
- the right to sign treaties with First nations

4. Why did the Métis rebel against the Canadian government in the North-West Rebellion?

The Métis rebelled against the Canadian government in the North-West Rebellion because they felt that the government was not providing promised supports. The Métis had moved to new land along the Saskatchewan River to become farmers, but the government did not provide the promised land titles or farm machinery. Grain prices were low, so they didn’t make enough money selling their crops. The CPR was originally expected to run through Prince Albert but the government moved the railway south and took away any means for the Métis to trade goods with other parts of Canada. The Métis asked Louis Riel to help them petition Ottawa for their own provincial government as well as representation in the federal government. The government offered land grants or cash for land but ignored their requests for self-government and federal representation. The Métis and two Cree bands believed that a rebellion was necessary to protect their rights.

5. How did the Land Act encourage settlers to come to the West?

The Land Act encouraged settlers to come to the West by giving them farmland for only a $10 registration fee and the promise to build a house and a barn and to farm the land for three years.
C. Supporting Your Opinion

In the chart below, read each statement in the left-hand column. Indicate whether you agree or disagree in the middle column. Give reasons for your opinion in the right-hand column.

**Students should be given credit if their reasons connect to their opinions. See pages 6-12 of Unit 2 The Development of Western Canada for the information required to support the statements in the question.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree or Disagree</th>
<th>Reasons for My Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Métis were right to rebel against the Canadian government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louis Riel should be recognized as a Canadian hero.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Canadian government did a great deal to encourage settlement in Western Canada.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Reflect on Your Learning

1. Think about what you learned about the rebellions in Western Canada. Below, write the five most important things that you learned. Write one thing in each sticky note.

   Students should identify any five of the following:

   1. Métis and many First Nations felt that the Canadian government had not kept its promises about land rights and keeping their way of life.


   3. Riel led the rebellion and set up a provisional government.

   4. Prime Minister Macdonald sent troops to end the rebellion.

   5. First Nations people surrendered.

   6. Louis Riel was charged with treason and hanged.

2. From the notes above, select one item that is of particular interest to you. Write the number of the sticky note in the space below. Then tell how you can make a connection between this item and something that is happening in the world today.

   Sticky note # ________ This item reminds me of: ____________________________

   Students may select any key learning and connect it to present day happenings in the world today. Teachers must use their judgement to determine if students understand the concept of civil strife, unresolved conflict, cultural and/or religious clashes.
Unit 3 Test: Canada: A Changing Society

A. Understanding Key Vocabulary

Match each word on the left with its definition on the right. Place the alphabet letter of the correct definition in the space next to the vocabulary word.

1. urbanization ______ b. increased use of machines and factories to make goods
2. alliance ______ g. close association of two or more countries for a common purpose
3. suffrage ______ d. right to vote
4. industrialization ______ a. growth of cities; people moving from rural areas to the city
5. prohibition ______ c. banning the sale of alcohol
6. Imperialist ______ e. people in British North America who wanted to keep close ties with Britain
7. Nationalist ______ f. people in British North America who wanted to keep their French culture and language and not be tied too closely with Britain
B. Short-Answer Questions

Write a short response to each of the following questions. Include only the important points in your answers.

1. Why did industrialization cause people to move to the cities?
   - new farm machinery reduced the need for workers on farms
   - to get jobs in factories

2. List three things that changed as a result of technology developments between the late 1800s and the early 1900s. Students should identify any three of the following:
   - Agricultural machines, like steam-powered tractors and threshers, replaced horse-drawn machines.
   - Streetcars replaced horse-drawn carriages, and railways moved people and goods across the country.
   - Telegraph lines and telephones allowed people to communicate over long distances, replacing mail.
   - Machines such as vacuum cleaners and stoves changed how people lived at home.
   - Machines (such as sewing machines) meant that things that had previously made by hand could be manufactured in factories and sold in stores.

3. What kinds of danger did workers face in the workplace in the 1800s?

   Workplaces in the 1800s were dangerous due to long hours using machinery that was outdated or unsafe. Injuries were common as a result. Workers needed to be strong as the physical labour was difficult.

4. In the late 1800s, women in Canada wanted to change some of the country’s social problems. List four problems women wanted to change. Students should identify any four of the following:
   - need for public health care
   - dangerous factory conditions
   - alcoholism
5. How did the immigration policy of Clifford Sifton help to increase Canada’s population?

Clifford Sifton’s immigration policy helped to increase Canada’s population because he advertised to get people from around the world to come to Canada and build a new life. He wanted skilled farmers so he offered free land to immigrants who came to grow wheat. He wanted settlers from Britain, U.S. and Europe. He discouraged Asian and southern Europeans by charging a tax on these immigrants.

6. List two issues on which English-speaking Imperialists and French-speaking Nationalists disagreed. **Students should identify any two of the following:**

- Canada’s relationship with Britain
- Catholic education rights
- The Boer War
- Plans for a Canadian navy

7. Why did the people of Canada have to send troops to support Britain when Britain was at war with other countries?

The people of Canada sent troops to support Britain when Britain was at war with other countries because Canada was part of the British Empire and Britain controlled political decisions outside of Canada, such as wars with other countries.
C. Completing a Chart

Many countries in Europe had formed alliances before the start of World War I. Complete the chart below to show which countries belonged to each alliance and supported each other during World War I.

<table>
<thead>
<tr>
<th>Central Powers (Triple Alliance)</th>
<th>Allied Powers (Triple Entente)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Germany</td>
<td>• Britain</td>
</tr>
<tr>
<td>• Austria-Hungary</td>
<td>• France</td>
</tr>
<tr>
<td>• Italy</td>
<td>• Poland-Russia-Ukraine</td>
</tr>
</tbody>
</table>

D. True or False

Read each statement carefully. Decide if the statement is true or false. Circle the correct answer.

1. The British Imperialists wanted Canada to send troops to the Boer War to support Britain. The French Nationalists did not want Canada to send troops. Prime Minister Laurier forced the Nationalists to send troops.
   - True  False

2. The assassination of Archduke Ferdinand is the event that started World War I.
   - True  False

3. Britain declared war on Germany when Germany invaded the neutral country of Belgium.
   - True  False

4. The War Measures Act allowed the government of Canada to place Canadians who were thought to be a threat to Canada in internment camps.
   - True  False

5. Canada supported Britain in World War I but did not send any troops to fight in this war.
   - True  False

E. Reflect on Your Learning

Think about what you learned in this unit. Name one thing you learned that helped you make a connection to something that is happening in Canada today. Explain your thinking.

The connection to what is happening in the Canada today should reflect the students’ own thinking about culture and religious differences, war, etc.