

Important Concepts . . .

# Preview Review



**Social Studies    Grade 7    TEACHER KEY**

**W3 - Lesson 4: A New Canada**

## Important Concepts of Grade 7 Social Studies

|                     |   |
|---------------------|---|
| W1 - Lesson 1 ....  | Role of First Nations in the Foundation of Canada |
| W1 - Lesson 2 ..... | Role of French in the Foundations of Canada       |
| W1 - Lesson 3 ..... | Role of British in the Foundations of Canada      |
| W1 - Lesson 4 ..... | Competition for Trade                             |
| W1 - Lesson 5 ..... | Quiz  |
| W2 - Lesson 1 ..... | War and Peace                                     |
| W2 - Lesson 2 ..... | Becoming Canada                                   |
| W2 - Lesson 3 ..... | Creating a New Country                            |
| W2 - Lesson 4 ..... | The Métis   |
| W2 - Lesson 5 ..... | Quiz  |
| W3 - Lesson 1 ..... | Growth in the West                                |
| W3 - Lesson 2 ..... | Expanding Confederation                           |
| W3 - Lesson 3 ..... | Immigration                                       |
| W3 - Lesson 4 ..... | A New Canada                                      |
| W3 - Lesson 5 ..... | Quiz  |

## Materials Required

Social Studies Grade 7

Version 5

Preview/Review W3 - Lesson 4

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# **Preview/Review Concepts for Grade Seven Social Studies**

## **Teacher Key**



***W3 – Lesson 4:  
A New Canada***

# OBJECTIVES

By the end of this lesson, you should

- understand the social and economic effects the changing roles and images of women had on Canadian society
- understand the impact of increased urbanization on rural communities in Canada
- understand how technological advances contributed to the development of Canada
- understand how the emergence of large factories contributed to the development of Canada
- know the key individuals who contributed to the development of Canada

## GLOSSARY

**assembly line** – a manufacturing process in which parts are added to a product in an orderly manner to create a finished product much faster than traditional methods

**baby boom** – a rapid increase in the amount of births

**bicultural** – relates to two distinct cultures in one nation

**cottage industries** – an industry in which most of the work is done at home

**depression** – a time of drastic decline in an economy with a decrease in employment, falling prices, and a slowdown of business

**factory** – a building where goods are manufactured

**industrialization** – the development of industry on a large scale

**mass media** – a means of communication that reaches a large audience

**multiculturalism** – a belief that several cultures can coexist in a single country

**suffrage** – the legal right to vote

**technology** – the use of science to solve practical problems for commercial or industrial objectives

**unions** – an organization of workers formed to bargain for workers' rights and wages

**urbanization** – a social process where cities grow as people move from rural areas

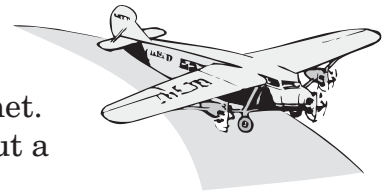
## W3 – Lesson 4: A New Canada

### Review

Turn to W3 – Lesson 3: *Immigration*. If you are in a classroom, you may be discussing and correcting together. If you are studying individually, please be sure you have reviewed the W3 – Lesson 3 material thoroughly. Ensure you have a good understanding of W3 – Lesson 3 before proceeding to W3 – Lesson 4. If you need extra help, please approach your teacher or learning facilitator.

### Classroom Discussion 1:

Canada has gone from horse-drawn carriages to planes, from kerosene lamps to halogen lamps, from the telegraph to the Internet. Canadians used to go to silent movies; now we can go home and put a disc into our Blu-Ray.



All of this has happened in the last hundred years. Canada became one of the most technologically advanced countries in the world. This change did not happen overnight. A series of events led to this progress. All of these events affected Canada's society, but sometimes the effects were not positive.

The transformation of the Canadian farm is a strong example of how technology (the use of science to solve practical problems for commercial or industrial objectives) affected Canadian society. At first, farming was very labour intensive. Crops were seeded by hand or with animal drawn equipment. Harvest required many farm hands to get the crop from the fields and to market. To meet the labour requirements, farm families were often very large with fifteen or more children. As time went by, farms began to mechanize. Tractors replaced horses, combines did the work of a dozen workers, and trucks replaced wagons. Today, the most advanced farmers use the Internet to find the best prices for their crops, Global Positioning System (GPS) to ensure the best way to seed, and satellite images to check the progress of the crops.

Consider the following questions for discussion. If you are working individually, answer the questions on the lines provided. Then, check your work with your learning facilitator or teacher.

1. What were some possible effects on rural populations as farms used more technology?

*Answers will vary. Students should understand that people were leaving the rural areas to look for work.*

2. What were some possible effects on urban populations as farms used more technology?

*Answers will vary. Students should understand that people were coming to urban areas to look for work.*

## Reading 1: The Rise of Industry

Not everyone who came to Canada lived in the west on farms. Many of the immigrants were skilled workers who had worked in the textile mills of Europe. Some were craftsmen who could make anything from watches to furniture. These individuals tended to settle in the cities of eastern Canada. As technology entered the lives of skilled workers, they were drawn to factories and Canada entered the age of **industrialization** (the development of industry on a large scale).



Read pages 289 to 290 and 292 in your textbook, *Voices and Visions*, to see how the Industrial Revolution changed Canada's identity. Then, complete Activity 1.

## Activity 1: The Rise of Industry

To complete Activity 1, use the list of words and terms provided. Write the correct word or term on each line. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

|               |            |          |          |                    |
|---------------|------------|----------|----------|--------------------|
| assembly line | child      | conveyor | cottage  | division of labour |
| eat           | employment | factory  | industry | jails              |
| mechanical    | revolution | way      | economy  | competition        |

1. The industrialization of Canada brought about major changes to Canada's economy. These changes were so large that it was called a revolution that changed Canada's identity.
2. The Industrial Revolution started in Canada when people began using mechanical power.
3. Before industrialization, most products were made by hand. Skilled craftsmen worked at home or in small shops. These small workplaces were called cottage industries.
4. The introduction of machines changed where people worked. Now, people went to work at a factory instead of staying at home.

5. Workers were assigned to do one job while their co-workers did other jobs. This was a divison of labour, and it made work repetitious.
6. A major improvement in the production of goods was the development of the assembly line. This allowed a product to move on a conveyor belt.
7. Because of the poor working conditions, factories were often referred to as jails.
8. Many First Nations and Métis people were prevented from taking part in the economy. As an example, when competition for fish grew, the government said that First Nations could catch fish only to eat.





## Reading 2: Technology and Identity

Have you ever heard of Thomas Wilby, Wop May, or J.A.D. McCurdy? These were just three of many Canadians who used technology to blaze a new identity for Canada. The technologies they used changed the way Canadians lived.

To discover who these men are and the changes they brought, read pages 293 to 294 in your textbook, *Voices and Visions*. Then, complete Activity 2.

## Activity 2: Technology and Identity

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. How has the automobile changed Canada's way of life? How did it affect the country's economy?

*Answers will vary. Some possible responses follow. Automobiles created the need for better roads. Automobiles put people to work building cars and factories to supply materials for automobiles.*

2. How did the airplane bring remote Canadian locations closer to the rest of Canada?

*Answers will vary. Some possible responses follow. Remote locations could get mail service and a quicker means to move about the country.*

3. What advantages did radio have over newspapers in bringing information to Canadians?

*Answers will vary. Students may suggest that radio had the ability to bring information to Canadians immediately. Radio could also bring people the news live and include the sound of events.*



## Reading 3: An Industrial Society

Wars change people and countries. The bigger the war, the greater the changes are for both people and countries. At the time, World War I was the biggest war ever fought in the history of man. When World War I ended, Canadians found that their country had changed forever. The need for farm workers had declined. Factories had switched from making tanks to automobiles and needed more workers. People left rural communities and headed for the cities.

Factories did not treat their workers well. The hours were long, pay was low, and working conditions were terrible.

Read pages 296 to 299 in your textbook, *Voices and Visions*, to discover how Canadians adapted to the changing Canadian way of life. Then, complete Activity 3.

## Activity 3: An Industrial Society

Read the following multiple-choice questions carefully. Write the letter of the **best** possible answer in the blank before each question. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and then check your work with your learning facilitator or teacher.

  **B**   1. What incident was used as the excuse to start World War I?

- A. A trade embargo
- B. An assassination
- C. An invasion
- D. An accident

  **D**   2. What did Canadian factories produce during World War I?

- A. Inexpensive clothes
- B. Ecological friendly products
- C. Cheap automobiles
- D. Deadly technology

- C   3. What technological advancement allowed people to live far away from where they worked?
- A. Electricity
  - B. Automobiles
  - C. Street railway
  - D. Planes
- A   4. Why did unions come into existence?
- A. To improve working conditions
  - B. To organize transportation for workers
  - C. To replace factory workers
  - D. To protect owners from crime
- D   5. Why did the general strike in Winnipeg occur in 1919?
- A. Unions wanted to cause trouble for employers.
  - B. Management wanted to stop production of goods.
  - C. Government tried to force everyone back to work.
  - D. Workers wanted higher wages and recognition for unions.
- C   6. What new federal political party was formed after the strike?
- A. United Farmers of Alberta
  - B. New Democrat Party
  - C. National Progressive Party
  - D. Liberal Party
- C   7. Which of the following is **not** a benefit that came from industrialization?
- A. Safer working conditions
  - B. Control by farmers over their livelihoods
  - C. Environmental damage from mining chemicals
  - D. Assistance for the ill or unemployed

## Reading 4: Canadian Women Step Up

In the early 1900s, women left their homes to enter the world of work. Some worked as maids while others worked in factories. Women went to work because many men had joined the military to fight in the war. New technologies also provided women with new job opportunities.

Women began to speak out. They wanted equality with men. They wanted **suffrage** (the legal right to vote).

Read pages 300 to 302 in your textbook, *Voices and Visions*, to see if Canadian women succeeded in their goal for suffrage. Then, complete Activity 4.



## Activity 4: Canadian Women Step Up

To complete Activity 4, use the list of words and terms provided. Choose the best word or term to complete each statement. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

|          |            |            |            |             |
|----------|------------|------------|------------|-------------|
| against  | allow      | charisma   | England    | Famous Five |
| federal  | first      | magistrate | Parliament | persons     |
| politics | provincial | qualified  | rallies    | suffrage    |
| women    |            |            |            |             |

- One of the most popular speakers for women was Tekahionwake (Pauline Johnson). Because of her charisma, Tekahionwake held people's attention.
- Before World War I, Canadian women could not vote or run for election. Politics was considered "man's work".
- Women began to organize. They wanted suffrage. They pressured government by collecting petitions, holding rallies, and lobbying.
- Women in the Prairie Provinces won the right to vote in provincial elections in 1916. In 1918, Canadian women won the right to vote in federal elections.
- The Dominion Election Act was changed in 1920 to allow women to sit in the House of Commons.
- The government of Canada did not always regard women and girls as persons.
- Emily Murphy, a magistrate in Edmonton, discovered that only qualified persons could become Senators.

8. Four other well-known Alberta women joined Murphy to fight for a change in the law to allow women to become Senators. They became known as the Famous Five.
9. The Persons Case went to the highest court in England. In 1929, the court ruled that Canadian women were persons.

## Reading 5: Bad Times, Good Times

The 1920s were called the “Roaring 20s”. The 1930s became known as the “Dirty 30s”, and the 1940s are often referred to as the “Terrible 40s”. Good times were followed by bad times, which were followed by good times again. The times were interesting and challenging.

The Depression changed the landscape of rural Canada forever, and World War II established Canada’s international identity. By the beginning of the 1950s, Canada was a much different place than it was at the beginning of the 1900s.

To see how the events of those times changed Canada, read pages 304 and 306 to 308 in your textbook, *Voices and Visions*. Then, complete Activity 5.

## Activity 5: Bad Times, Good Times

Read each of the statements carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the line provided and then **rewrite the sentence to make the statement true**. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

  F   1. In the 1930s, the Canadian economy was booming with thousands of jobs.  
*In the 1930s, the Canadian economy was in a depression with the loss of thousands of jobs.*

  T   2. The Depression hit the West along with a major drought.

  T   3. The Canadian government established work camps for unmarried, unemployed men.

  F   4. In Alberta, Bill Aberhart started the Cooperative Commonwealth Federation to address the economic problems of Alberta.  
*In Alberta, Bill Aberhart started the Social Credit Party to address the economic problems of Alberta.*

  T   5. Many of the social services that Canadians today take for granted came from programs developed at the end of the Depression.

- F**   6. The Great Depression ended because of the development of the old-age pension.

*The Great Depression ended because of the start of World War II.*

---

- F**   7. World War II started when England invaded Germany.

*World War II started when Germany invaded its neighbours.*

---

- T**   8. Canada, for the first time, entered World War II as an independent nation.
- 
- 

- F**   9. Between 1945 and 1961, enrollment in Canadian schools almost tripled.

*Between 1945 and 1961, enrollment in Canadian schools almost doubled.*

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## Reading 6: Diverse Society

After World War II, Canada realized that, if the country was to continue to grow and develop, the government would have to expand its immigration policy.

The change in policy allowed more people from all over the world to immigrate to Canada.

To discover the changes Canada made to the immigration policy and how the country evolved into a multicultural society, read pages 312 to 315 and 317 in your textbook, *Voices and Visions*. Then, complete Activity 6.

## Activity 6: Diverse Society

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. How did the points system change the number of immigrants coming from areas other than Europe?

*This system was an attempt to be fair to everyone, no matter what country they came from.*

*The number of immigrants from Asia, Africa, and the Caribbean increased.*

2. What were the four aims of the new Immigration Act introduced in 1978?

*Students must identify all the following. 1. Attract skilled, educated immigrants. 2. Reunite families. 3. Accept refugees who were in danger in their home country. 4. Allow all immigrants to become citizens.*

3. Prime Minister Pierre Trudeau introduced the policy of multiculturalism. What were the three main ideas of the policy?

*Students must identify all the following. 1. Canada must recognize that it is made up of people from many different cultures. 2. The government should help Canadian citizens protect and enhance their cultures. 3. The government should promote respect and equality for all Canadians, no matter where they came from.*

4. What are three of the individual rights protected by the Canadian Charter of Rights and Freedoms?

*Students must identify three of the following. 1. The right to vote. 2. The right to belong to any organization. 3. The right to a fair trial. 4. The right to practise any religion. 5. The right to run for political office. 6. The right to move freely from place to place in Canada.*

## Reading 7: First Nations and Métis in Western Canada

For many years, the First Nations and Métis were the forgotten people. The Canadian government had attempted to assimilate them. For many years, the populations of the First Nations and Métis declined. Then, the population began to increase. As First Nations populations grew, more pressure was placed on the Canadian government to fulfill the promises made in the Numbered Treaties to the First Nations people.

Read pages 318 to 319 and 321 in your textbook, *Voices and Visions*, to discover how First Nations acquired the right for self-government. Then, complete Activity 7.

## Activity 7: First Nations and Métis in Western Canada

To finish the activity, you must complete each statement by writing the correct word or phrase on the lines provided. If you are in a classroom, you may discuss the statements as a group. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

1. The First Nations *baby boom* has given Aboriginal peoples a chance to *strengthen* their cultures.
2. The large number of *young* people also presents *challenges* to Aboriginal communities. Things such as schools, houses, health care, and *jobs* are needed.
3. The ability of First Nations and Inuit to make the *decisions* that affect their lives is called *self-government*.
4. By the end of the 1960s, many Aboriginal communities had their own *police* forces and ran their own *social* *services*.
5. Self government is not something that First Nations and Inuit want the government to *give* them. They believe it is a *right* that already *belongs* to them.

## Reading 8: Francophones in Alberta and Canada

Since Confederation, Canada has been a bilingual country. As more non-French speaking people came to Canada and settled in areas outside of Quebec, the usage of the French language diminished.

Read pages 322 to 324 in your textbook, *Voices and Visions*, to discover the struggle Francophones had to avoid being assimilated. Then, complete Activity 8.

## Activity 8: Francophones in Alberta and Canada

To complete Activity 8, use the list of words and terms provided. Choose the best word or term to complete each statement. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

|             |           |            |               |
|-------------|-----------|------------|---------------|
| assimilated | bilingual | bond       | descent       |
| French      | Languages | official   | organizations |
| second-rate | swallowed | television | unilingual    |
| permanently | first     | schools    |               |

1. Canada is officially a bilingual country. This recognizes the important role that French and English played in the development of Canada.
2. Today, one Canadian in five is of Canadian descent. One in four people speak French as his or her first language.
3. In 1969, the Canadian government passed the Official Languages Act. An official language is one that the federal government uses to serve its citizens.
4. Alberta has been acting as a unilingual province since the Haultain Resolution in 1892 and the passage of Bill 60 in 1988.

5. Franco-Albertans believe they can avoid being assimilated if they keep their communities vital and through the development of Francophone schools.
6. Franco-Albertans keep their language alive with things such as a radio station, a newspaper, television programs, bookstores, arts programs, and other Francophone organizations.

## Reading 9: Urban and Rural Canada

The Great Depression and the drought of the 1930s drove thousands of individuals from rural communities to the cities. Before that time, most Canadians lived in rural communities. Afterwards more people lived in urban areas.

Does that trend towards the city continue today? To find out, read pages 326 to 328 in your textbook, ***Voices and Vision***. Then, complete Activity 9.

## Activity 9: Urban and Rural Canada

Read each of the statements carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the line provided, and then **rewrite the sentence to make the statement true**. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- F**   1. When people move from the countryside to the cities, the process is known as industrialization.  
When people move from the countryside to the cities, the process is known as urbanization.
- T**   2. Overnight, Canada became one of the world's leading producers of oil.  
\_\_\_\_\_  
\_\_\_\_\_
- F**   3. After World War II, more jobs were available in the cities where the mines were located.  
After World War II, more jobs were available in the cities where the factories were located.
- F**   4. Small, family-run farms could afford the new farm equipment so they could compete with large commercial farms.  
Small, family-run farms could not afford the new farm equipment so they could not compete with large commercial farms.
- F**   5. "Instant" towns provided homes and services for lumberjacks and their families.  
"Instant" towns provided homes and services for miners and their families.
- T**   6. New Canadians were no longer interested in owning their own farms.  
\_\_\_\_\_  
\_\_\_\_\_

## W3 – Lesson 4: A New Canada Review Assignment

Complete pages 17 to 19 as your review assignment for this lesson. If you are working in a classroom, you may review this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from today to help you. This assignment is worth 25 marks.

### Section A: Matching

Match the item on the left with the correct definition on the right. Write the letter on the appropriate line to indicate your choice. This section is worth 10 marks (1 mark each).

- |                       |              |  |
|-----------------------|--------------|--|
| A. cottage industries | <u>  C  </u> | 1. a building where goods are manufactured   |
| B. technology         | <u>  G  </u> | 2. the legal right to vote   |
| C. factory            | <u>  H  </u> | 3. a social process where cities grow as people move from rural areas                  |
| D. assembly line      | <u>  F  </u> | 4. communication that reaches a large audience   |
| E. strike             | <u>  I  </u> | 5. the slowing of the economy  |
| F. mass media         | <u>  B  </u> | 6. solving practical problems for commercial or industrial objectives                  |
| G. suffrage           | <u>  E  </u> | 7. the refusal of workers to work  |
| H. urbanization       | <u>  J  </u> | 8. the location of farming communities   |
| I. depression         | <u>  A  </u> | 9. workplaces located in homes or small shops  |
| J. rural              | <u>  D  </u> | 10. a manufacturing process in which parts are added to a product in an orderly manner |

## Section B: Fill-in-the-Blank Exercise

To finish the following section, you must complete each statement by writing the correct word on the line provided. This section is worth 5 marks (1 mark each).

1. After World War II, Canada had a *baby* *boom* that dramatically increased Canada's population.
2. New Brunswick is the only province that is officially *bilingual*.
3. In 1929, the highest court in England ruled that Canadian women were indeed *persons*.
4. The Depression hit the West particularly hard because of a terrible *drought*.
5. The government introduced a *points* *system* to rate each person who wanted to move to Canada.



## Section C: Short Answer

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 10 marks.

1. What are the three challenges First Nations communities face with the increase in young people? (3 marks)

*Students must identify all three of the following.*

*1. More schools and houses are needed.*

*2. Better health care is needed.*

*3. More jobs are needed.*

2. Who were the Famous Five and what did they do? (2 marks)

*The Famous Five were Emily Murphy, Nellie McClung, Louise McKinney, Irene Parlby, and Henrietta Muir Edwards. They took the Persons Case to the Supreme Court of Canada and then to the highest court in England to win the ruling that women were persons.*

3. What were three of the goals that unions tried to provide their members? (3 marks)

*Students must have all the following goals. 1. Unions tried to improve working conditions.*

*2. They argued for fair wages. 3. They wanted shorter work days. 4. They wanted safe working conditions.*

4. What were two social services that were developed as a reaction to the Depression? (2 marks)

*Students must identify two of the following. 1. The old-age pension started in 1927.*

*2. Employment insurance came after the Depression. 3. Family allowances were granted monthly to families with children. 4. Public health care started in the 1940s.*

**Total:** \_\_\_\_\_  
**25 marks**

## Canada Past and Present Bonus Word-Search Puzzle

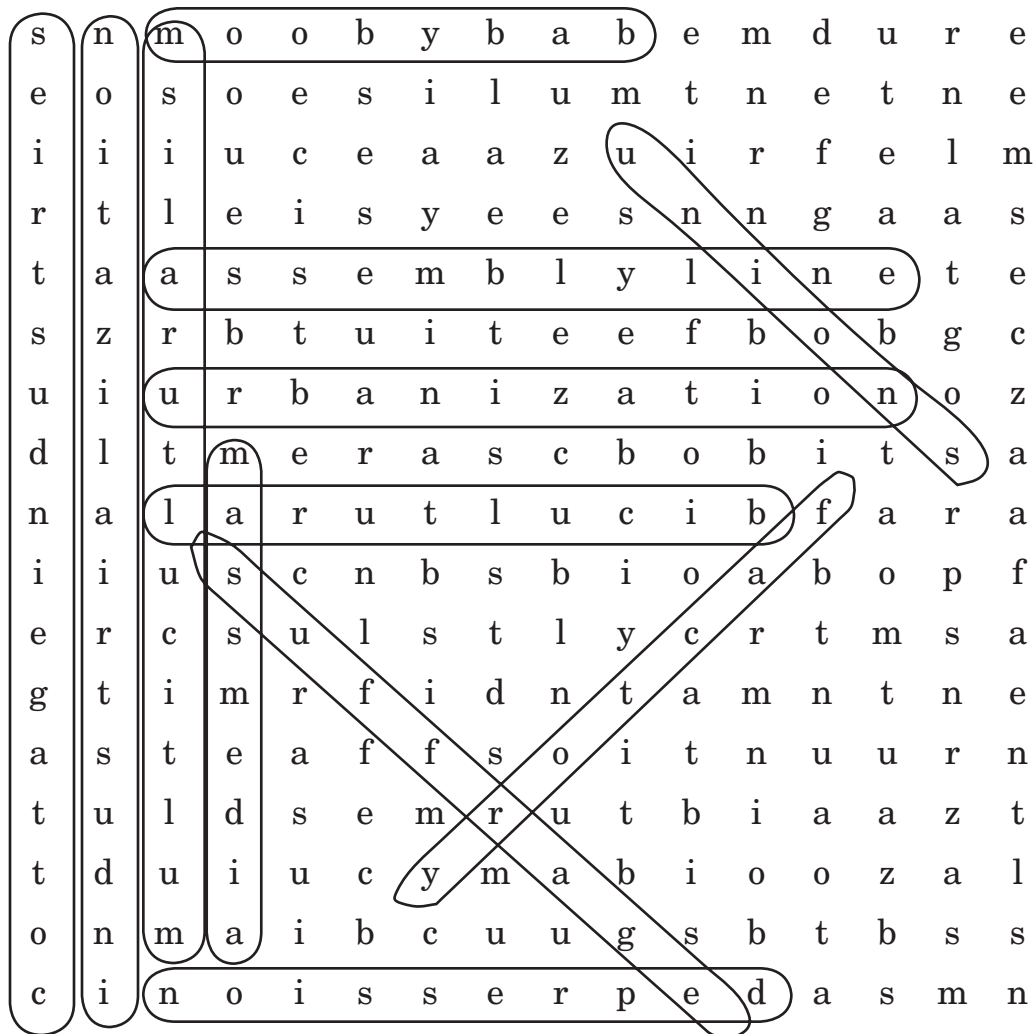
Find the following words and phrases in the puzzle below. Can you find them all?

assembly line  
depression  
multiculturalism

baby boom  
factory  
suffrage

bicultural  
industrialization  
unions

cottage industries  
mass media  
urbanization



\* This puzzle was made using the [www.armoredpenguin.com/wordsearch](http://www.armoredpenguin.com/wordsearch) website.

