

UNIT 3

Canada: A Changing Society

> How did social and economic factors, technology, and people promote change in Canada?



Why do you think almost 4000 First Nations men served in the Canadian army in the First World War?



In the early 1900s, Canadian cities were growing very rapidly. Why do you think that might have been?



Why was getting the vote important to women?

What's the Big Idea?

In 1904, Sir Wilfrid Laurier said, “Let me tell you, my fellow Canadians, that all the signs point this way, that the twentieth century shall be the century of Canada... Canada shall be the star towards which all men who love progress and freedom shall come.” Why might Laurier have made this statement? Who do you think would agree, or disagree, with his ideas?

Unit 3 will help you examine the opportunities, challenges, and changes faced in Canada between 1885 and 1914. You will use graphic organizers to review what you have learned.

Key Terms

advocate, movement, temperance, reciprocity, entrepreneurs, multiculturalism, alliance, entente

What You Will Learn in this Unit

You will explore these aspects of the Unit 3 Big Idea:

- What were the key features of Canada between 1885 and 1914?
- What contributions did different people and groups make to its development?
- What were the social and economic conditions in Canada?
- What internal and external pressures for change existed?
- How did Canadians respond to these pressures?
- How can I use the inquiry process to evaluate and present my research?

Growth and Change



This industrial section of Chaudière, Ontario, is typical of the growth of factories in Canadian cities in the early 1900s.

Before READING

Making Connections

Look at the labels on your clothes. Make a list of the countries where they were made. Find out whether any of those countries use child labour.

- What labour laws exist for children in Canada? Consider age requirements, hours, pay, health, and safety. This chapter will help you see why these laws are important, and how they came to be.

What do you think your first job will be out of school? How will your career be similar to that of someone living in Canada before the 20th century? Up to the late 1800s, Canada's economy had been based almost entirely on natural resources—the fur trade, farming, fishing, and forestry. The period between 1890–1914 witnessed the rapid growth of Canadian mining and manufacturing.

New communities, like Lethbridge, Alberta, and Sudbury, Ontario, developed to take advantage of local resources. Older cities, such as Montréal, Québec, or Toronto, Ontario, continued to grow into large manufacturing centres. Factories were built there to take advantage of the large supply of cheap labour. The growth of cities brought new challenges, however. Many factory workers, including women and children, worked long hours in terrible conditions for very little pay. What could be done to improve their quality of life?



These women, demonstrating in New York City in 1912, show that Canadian women were not alone in their fight for the right to vote. What does this tell you about the importance of this struggle?

Questions to Consider as You Read this Chapter

You will explore these aspects of the Unit 3 Big Idea: **How did social and economic factors, technology, and people promote change in Canada?**

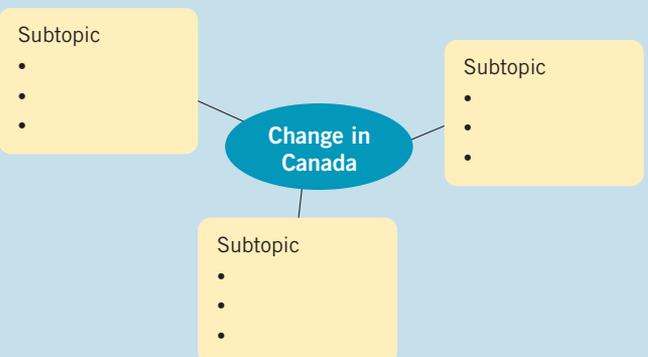
- When and how did mining and manufacturing become important?
- What factors contributed to the growth of industries and cities?
- What effect did inventions and technology have on Canadians?
- How would my life be different if there had not been pressure to change the position of women and children in Canada?
- How can I compare the challenges facing farmers and workers around 1900 with their challenges today?

Thinking About Literacy

Finding the Main Ideas

A concept map is similar to a web, but is organized into specific subtopics.

Your purpose is to determine what changes took place and how these affected Canada. Use the subheadings or questions in this chapter as subtopics. Add details under each subtopic.



A Study of Two Towns: Lethbridge and Sudbury

During

READING

Checkpoint

When you compare something, you examine similarities and differences. Create a T-chart or Venn diagram to compare Lethbridge and Sudbury. How do these two cities reflect change in Canada? Add that information to your concept web.

In previous chapters, you have learned about the expansion of agriculture that took place in the 1880s and 1890s. This trend continued into the 1900s. There was a strong demand in the United States and Europe for wheat, Canada's main export. In 1901, wheat exports amounted to 2 000 000 tonnes. By 1913, they had climbed to 7 700 000 tonnes. Farmers could sell all the wheat they could produce.

There was another kind of economic expansion going on at this time. Canada is rich in natural resources such as coal, iron, copper, and nickel. These were not as valuable as gold, but there were large deposits of these minerals across the country. Once prospectors found the deposits, businesses quickly took over to develop them. In this section, you will learn about how fuel and mineral resources were responsible for the start of two towns that are now cities.

WEB LINK

For more information on Lethbridge, Alberta, visit our Web site.



Wheat became "king" in the Prairies. Why do you think that was?

Lethbridge, Alberta

The area that eventually became Lethbridge lay in the extreme southwestern part of the Northwest Territories, about 200 km southeast of Calgary. It is rich in coal deposits. It became the first industrial town in western Canada. Lethbridge showed that the West's economy would not be based just on agriculture. Mining was going to be important to the region. Today oil and natural gas have replaced coal as Alberta's most valuable fossil fuels. Lethbridge's population in 2006 was 95 196.



Predict what you think Lethbridge's population will be in 50 years. What did you base your prediction on?

Lethbridge, Alberta

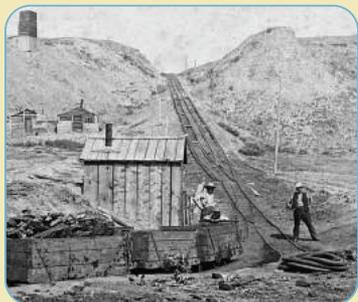


1874

- Nicholas Sheran, a New Yorker who originally came to Canada as a gold prospector, opened the first coal mine digging horizontally into the side of a river valley to create a drift mine. He supplied coal to the NWMP post at Fort Macleod. He soon sold his coal across the border in Montana, where it was very popular at \$25 a tonne.

1882

- The North Western Coal and Navigation Company established the first large-scale operation in the area. Miners used hard labour and some mechanical aids to dig the coal. Horses and mules dragged the coal out in cars on railway track. The miners eventually dug a drift mine about 300 m into the side of the valley. This was as far as they could go without proper ventilation methods.



1883

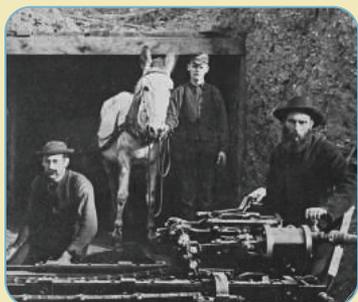
- There were four drift mines dug into the valley, and a dock on the Oldman River was used to ship the coal to the CPR main line.

1884

- The town was known as Coalbanks and had a population of about 250 people.

1885

- The company built a 175-km railway line from Coalbanks to Dunmore, near Medicine Hat, to join the CPR main line.
- A new town, called Lethbridge, was surveyed to replace Coalbanks. It had six stores, five hotels, 19 saloons, four billiard rooms, two barber shops, and a stable. Its population was about 1000.



1892

- The first shaft mine was dug. Shaft mines contain a vertical shaft, with horizontal galleries coming off it into the coal seams.

1908

- Coal production reached 1634 tonnes/day

1914

- The outbreak of the First World War further boosted demand for coal.

Sudbury, Ontario



1884

- Thomas Froode and James Cockburn founded the McAllister and Lady MacDonald Mines in Sudbury in 1884, mining copper and other minerals.

1885

- Samuel Ritchie, from Akron, Ohio, began prospecting in the area for copper deposits.

1886

- Ritchie's Canadian Copper Company began mining in the area, with a workforce of 25 miners. The rock contained large amounts of nickel, but it had no commercial use at the time. British and French scientists later developed a way of using nickel to harden steel and the demand for nickel took off.



1893

- Thomas Baycroft, a Scotsman, founded the Tam O'Shanter mine property in Snider Township. Legend has it that Baycroft had such a keen prospecting instinct that he could literally smell mineral deposits. He later sold the mine to the Canadian Copper Company.

1898

- Aeneas McCharles, a prospector from Cape Breton, Nova Scotia, founded the North Star Mine near Creighton. He sold it to Mond Nickel Company in 1902.

1902

- Ritchie merged the Canadian Copper Company with six others to form the International Nickel Company—Inco.

1907

- John Frawley, one of Sudbury's first merchants, and Luc Potvin established a gold mine in Long Lake, near Sudbury. It operated from 1909 to 1916, employing about 600 miners. By 1910, it was producing about 25 percent of Ontario's gold.



1914

- The outbreak of the First World War further boosted demand for nickel and the other minerals that came from Sudbury.

Sudbury, Ontario

There was no settlement in the Sudbury area until the CPR line came through in the early 1880s. In building the line, labourers uncovered rocks that contained a valuable mineral, copper.

Prospectors soon moved in to look for rich sites. They could quickly become rich by discovering deposits and later selling the sites to businesses that could mine them. Copper—and later nickel—became the basis of Sudbury's wealth. These minerals were exported all over the world. In 2006, Sudbury's population was 157 857.

WEB LINK •.....

For more information on Sudbury, Ontario, visit our Web site.



What reasons would a family have to relocate to Sudbury, Ontario?

Canada's wealth began with its agriculture, but mineral and fossil fuel production developed and expanded rapidly in the late 1800s and early 1900s. These two industries showed what a promising future Canada had. Immigrants began to flock to the new nation to find work, not only on its farms, but also in its mines. Soon, the Canada of 1867 was unrecognizable in the rapid economic expansion that took place.

THINKING It Over

1. a) Identify two events in the history of i) Lethbridge and ii) Sudbury that you find significant. Create two newspaper headlines that could be used to introduce a report about each event. b) Explain why you find the events you chose significant. **k c t**
2. In a small group, discuss how other groups, such as First Nations or farmers, might feel about the events you chose in question 1. **t c k**
3. a) Do some research into the size and economic structure of your own community around 1900. What was its size then, and now? What were/are its main industries? b) Create a Venn diagram to compare the development of your community with that of Lethbridge or Sudbury. **k c a**

REAL PEOPLE MAKING HISTORY ▶ The battle to end child labour

In the 1890s and the early 1900s, Canadian cities grew, factories were built, and the demand for workers increased. Mine and factory owners turned to children as sources of cheap labour.

POOR CONDITIONS

**LOW WAGES
LONG HOURS**

There were no health and safety standards in the workplace. Children were abused. They were often fined for talking or being late, and as a result, sometimes ended up owing the company money. Workdays were often 12 hours or more. Children as young as eight worked under these conditions.

Whether they worked in a rural mine or an urban factory, these children and their families had very little money, and lived in poor conditions.

AT THE ROYAL COMMISSION ON THE RELATIONS OF CAPITAL AND LABOUR 1889

I think that by age 12, a child should be able to work.

He struck her several times on the body... When the overseer let her go, she was so weak she had a hard time getting up.

Human needs before property rights!

VOTES FOR WOMEN!

END CHILD LABOUR

VOTES FOR WOMEN

THE LAW CONCERNS WOMEN

PROGRESS WAS SLOW

At the turn of the century, the Social Gospel movement brought together reformers who spoke out against the injustices of child labour, inequality, poverty, and for women's suffrage. A prominent reformer, J.S. Woodsworth, worked with the poor at the All People's Mission in Winnipeg. Many women's groups were dedicated to ending child exploitation and fought for better living and working conditions.

How Did Cities and Factories Grow?

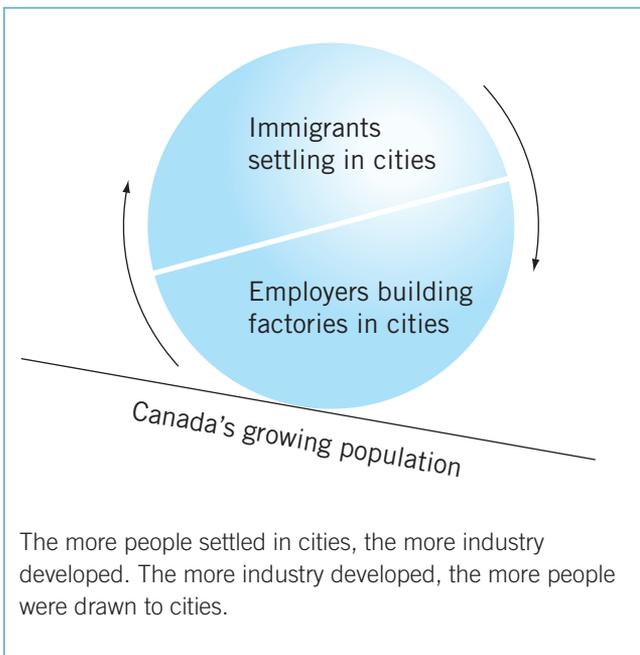
Canada experienced rapid expansion between 1881 and 1911. In 1881, about 25 percent of the population lived in cities. By 1911, this percentage had almost doubled. At the same time, there was a rapid increase in the number of factories manufacturing goods.

Entrepreneurs opened factories in cities that had access to raw materials and transportation. The growth of cities and the growth of factories were related to each other.

The Snowball Effect of Factory and City Growth

The growth of cities and industries created a snowball effect. They grew together, getting larger all the time. The process worked like this.

The Snowball Effect of Canada's Population



Immigration

Immigration was the most important factor in population growth at this time. The number of immigrants varied depending on how well the economy was doing. If the economy was doing well, the government opened the immigration tap. If it was performing badly, the government slowed immigration to a trickle. You can see the variation in immigration rates in the table on the next page.

During

READING

Checkpoint

What main idea about change is discussed in this section? Add it to your concept map.

WORDS MATTER

entrepreneurs people who start or organize businesses

Environmental Milestones

The Creation of National and Provincial Parks

Despite the growth of cities and factories, there were also efforts to preserve the environment. Banff National Park, west of Calgary, was founded in 1885. It is Canada's oldest National Park. Algonquin Provincial Park, in eastern Ontario, was founded in 1893. It is the oldest provincial park in Canada. This was an era of rapidly expanding population and settlement. Such parks were set aside to preserve the natural beauty and ecology of the areas.

Immigration to Canada, 1880s–1910s

Decade	Immigrants
1881–1890	866 177
1891–1900	339 268
1901–1910	1 644 347
1911–1920	7 712 624

WORDS MATTER

expropriate legally take property from its owner

cottage system the manufacture of goods made by many people working individually in their homes

factory system the manufacture of goods made by many people working together in a large building

Immigration reached its peak in 1910 and the years immediately following it. In 1913—the last full year before the outbreak of the First World War—400 870 immigrants streamed into Canada. Most were escaping terrible conditions in their home countries and hoped for a better life for themselves and their families. Some came in search of land to homestead; some were recruited for mining; others took factory work.

The Growth of Cities

Cities seemed to be a natural place for many immigrants to settle and search for work. The following table shows how quickly Canadian cities developed during this era. The country was on its way to becoming an urban society.

Population Growth in Canadian Cities, 1891–1911

Place	1891	1911	Increase
Halifax	38 437	46 619	22%
Montréal	219 616	528 000	140%
Toronto	181 215	381 833	111%
Winnipeg	25 639	136 035	431%
Calgary	3876	43 704	1028%
Vancouver	13 709	120 847	782%
Canada	4 833 000	7 207 000	49%

Industrialization and First Nations

Some First Nations people took construction jobs in the growing cities or worked in mines, lumber mills, or canneries. Some Aboriginal women were hired for cleaning or laundry. On the whole, however, First Nations people were marginalized by industrialization, especially as immigrants became more numerous.

This was not the case for all Aboriginal people. Some who stayed on reserves prospered if they had good land. In Saskatchewan, for example, the Assiniboine reserve successfully practised mixed farming, growing vegetables, grain, and raising cattle and sheep. However, Aboriginal lands were in demand by growing towns and industry. In 1908, the federal government made it possible for Aboriginal people to be moved from any reserve that was close to a town of more than 8000 citizens. In 1911, a change to the Indian Act allowed municipalities or companies to **expropriate** reserve land for certain uses, such as roads or railways.

Factories Changed the Way People Worked

John A. Macdonald's National Policy increased tariffs on imported manufactured goods. This encouraged businesses to build factories at home to supply the expanding Canadian market. The period from the 1880s onwards saw a huge growth in factories that manufactured clothing, household goods, and many other products. Factories changed the way goods were produced. Up until the appearance of factories, textiles had been made in the **cottage system**. Look at the following table and note some of the differences between the cottage system and the **factory system**.



Woman in a sewing factory, around 1912

How a Shirt Was Made

The Cottage System—1800	The Factory System—1900
1. Farmers grew and harvested flax. They then sent the flax to individual families in their cottages.	1. Cotton fibre was imported from the U.S. to a factory in the city.
2. Children separated the fibre from the rest of the plant.	2. Various machines spun, wove, dyed, cut, and sewed the cloth to produce a finished shirt.
3. Women used spinning wheels to spin the fibre into thread.	3. Unskilled workers fed materials into the machines, removed finished products from them, and kept them clean. Skilled workers maintained the machines.
4. Men wove the thread into linen cloth.	4. The shirt was then sent to the store for sale.
5. The cloth was then sent to another family cottage.	
6. Children dyed the cloth.	
7. Adults cut and sewed the cloth to produce a finished shirt.	
8. The shirt was then sent to a shop to be sold.	



Spinning, weaving, cutting, and sewing required much skill. Families worked together to produce goods.

Women and children performed much of the work. Families did not work as a unit.

Working Conditions in Factories

Factories were dangerous places to work. Today, most factory machines are powered by electricity. They draw power through protected electrical cables. In the 1890s, access to electricity was not common. Factory machines were often powered by open belts running from pulleys in the ceiling. These were, in turn, powered by belts running from a pulley attached to a steam-powered boiler. With all these open belts so close to workers, accidents were inevitable. Hair, arms, and clothing could easily get caught up in the belts, so workers had to be very careful. In the cramped working conditions, mistakes were easy to make.

Although factory work generally paid poorly, women and children earned less than men did. In 1911, in Québec textile factories, female spinners were paid on average 12.8 cents an hour. Men earned 19.6 cents for similar work. Factory wages did not go far.

Rising Voices Demanding Change



How would you describe the working conditions in this factory?

WORDS MATTER

advocate to recommend or support by argument

Social Gospel a movement that emphasized the application of Christian principles to social problems

movement a group of people with a common goal

temperance literally means moderation, but when used in relation to alcohol it meant to abstain

prohibition total abolition of the sale of alcohol

These social injustices did not go completely unnoticed. Various groups began to **advocate** for reform in the factories. Religious organizations, social reform groups, and trade unions were prominent in the struggle for social change.

The Social Gospel

James S. Woodsworth was a Methodist minister in Winnipeg. He supported an interpretation of the Bible that was known as the **Social Gospel**. Religious people had a duty to improve their communities, he said. Woodsworth and others organized charities to help the poor and pressured the government to pass laws to protect workers. The Social Gospel **movement** became an important force in the early 1900s.

The Temperance Movement

The Woman's Christian **Temperance** Union (WCTU) was founded in the 1870s. It supported **prohibition**. Temperance literally means "moderation." To the WCTU, it meant banning alcohol entirely. The movement saw alcohol as a social evil. In their opinion, alcohol caused drunkenness, crime, family violence, and consequently ruined many lives. The WCTU organized factory workers into groups to "take the pledge"—vow to refrain from alcohol consumption.

The WCTU also demanded that the government introduce laws to protect workers from the worst evils of the workplace, such as child labour. They campaigned against the use of tobacco and actively promoted education and women's rights. The WCTU continues its work to this day.



James S. Woodsworth

CANADA MINUTE

Women and the Vote

There was much resistance to women's suffrage (the right to vote in elections). In Ontario, women who owned property could vote in local elections from the 1850s onward, but the fight to vote in provincial and national elections continued. In 1916, Manitoba became the first province to allow women to vote in provincial elections. In 1917, some women got the vote in federal elections. The following year, most women got the federal vote.



Woman's Christian Temperance Union convention in Calgary, 1911

WEB LINK •.....

For more information on the Woman's Christian Temperance Union, visit our Web site.

WEB LINK •.....

For more information on the history of labour unions, visit our Web site.

Labour Unions

The terrible conditions in many Canadian factories led many workers to join labour unions affiliated with workers' unions in the U.S. Unions worked to improve conditions through negotiations with employers, and strikes, if necessary. Unions in Canada made only limited progress at this time, for the following reasons:

- The federal and provincial governments were hostile to unions. They saw unions as conspiracies to hurt employers.
- Unions were generally interested only in male workers. The Knights of Labor was one of the first unions to concern themselves with women, as well as men.
- Early unions were formed by skilled workers, such as boiler makers or carpenters. They were generally not concerned with unskilled labourers.

Year	Number of Employed People	Number of Unionized Workers	Percentage
1911	2 723 634	133 100	4.9%
2004	13 400 000	4 100 000	30.6%



Why might unions enter a float in a parade, such as this Teamsters Union float in a Lethbridge parade in 1912?

As the chart shows, more than 95 percent of workers in Canada were not union members in 1911, so unions had very limited influence. As the number of immigrants continued to rise, and cities and factories grew, union membership also increased. Still, factory wages remained low and working conditions poor for many years. The hard work and dedication of unions and the various other groups that tried to improve the situation ensured progress, but it was slow.

THINKING It Over

1. Look at the table on page H 147 showing how a shirt was made in the old cottage system and in the factory system. Use illustrations to create a timeline to show the various stages of production in both systems. Which system do you prefer? Why? **K**

T C

2. Much has been accomplished in terms of the conditions these women worked to improve upon,

but there are still areas in the world where those conditions are still serious concerns. Choose one issue, such as child labour, women's right to education, factory conditions, or health care, and write a persuasive letter to the editor expressing your point of view on the matter. Remember to explain your reasons for your opinion. **T C K**

Using Historical Novels

You can learn a lot about history by reading historical novels. The following is an extract from *L'enfant cigarier* (*The Child Cigar Maker*), written by Marie-Paule Villeneuve. It tells the story of Jos, an 11-year-old boy employed in a cigar factory.

The Queen Cigar Factory waited for him... Whenever he saw it, Jos always felt his heart flutter. A dungeon. From seven in the morning to six at night... he was held prisoner there, six days a week...

Jos had been employed at Queen's since September 6, 1885, his ninth birthday. That year, the Québec government passed a law preventing manufacturers from employing boys less than 12 years old, or girls less than 14...

As the morning passed, Jos placed the cigars in piles. The supervisor passed by regularly, collecting each batch of 50, eliminating at least five that were too long, too ripped, too fat, or too thin. Jos didn't hear his criticisms any more. He knew that the darned cigars wouldn't get thrown out. Subtracted from his pay, that was all...

Jos had worked at Queen's for two and a half years. His work contract, which his father had signed with an X at lawyer Archambault's office, stated that he would get a dollar a week the first year, two the



How would you feel about having to work in a cigar factory instead of going to school?

second and three the third. After two and a half years, he never earned more than a dollar, his wages always being cheated by fines that he thought were unjustified...

[At the end of the week, Jos's fines are greater than his wages. He owes the factory 15 cents. His father complains to the manager. The manager explains,] "It's very simple. He's made 500 cigars, of which 200 were ruined. He talked to his work companions ten times and was late for work once. In future, when he's not on time, he must report to the police station, as stipulated in his contract. The company has agreed to teach him the trade of a cigar maker. It's a chance for him. Do you want him to be a packer like you all his life? It's for his own good. He's only an apprentice."

THINKING It Over

1. Think of three words that describe your feelings about the working conditions the author describes in the factory. Discuss the reasons for your word choice with a partner.  
2. With a classmate, discuss what strategies the author has used to inform her audience about the topic. How effectively has she done this? What would you do differently?   

What Impact Did Inventors and Pioneers Have?

During

READING

Checkpoint

Write the name of each person in this section and note if and how that person's contribution relates to your life.

The late 1800s and early 1900s was a period when many inventors and pioneers had an influence on the development of Canada. Some made inventions that directly helped businesses to expand, or people to live easier lives. Others pioneered new roles for women or better schools for children. The work of the inventors and pioneers was amazing and has had a lasting impact.

George Ross (1841–1914)



George Ross was Ontario's Minister of Education (1883–1896) and Premier (1899–1905). As Minister of Education, he improved the education system in the province, building many new schools to house the rapidly expanding population. At that time, there were lots of disputes over language and religion. (For example, Should French be allowed as a language of instruction? Should the government fund Roman Catholic schools?) Ross managed to reduce tensions over these issues and to give more children a chance at an education. Businesses benefited by having employees who could read and write. They could read and understand instructions for operating machinery and also safety warnings.

Alexander Graham Bell (1847–1922)



Alexander Graham Bell, a Scottish immigrant, was an inventor with many different interests. He worked with his father as a speech therapist for hearing impaired people. He was especially interested in how sounds are transmitted. He began to experiment with different ways of transmitting sounds—such as the human voice—by electrical connections. He is most famous for developing the first telephone system in 1876. With his assistant, he was able to transmit understandable sounds by wire in a demonstration in Brantford, Ontario. This led to the development of the first telephone, which gained popularity in the 1890s. The telephone helped businesses to communicate more easily with one another. Today, it is a part of everyday life.

John A.D. McCurdy (1886–1961)



John A. D. McCurdy was a partner in the Aerial Experimental Association, at Baddeck, Nova Scotia. McCurdy worked with Alexander Graham Bell and Bell's wife, Mabel Hubbard, to develop a "flying machine." They successfully launched more than 200 short flights before their greatest success, in 1909. The "Silver Dart" was the first powered airplane to take flight in the British Empire. McCurdy spent the rest of his life helping to develop airplanes. Very expensive at first, air travel allowed business people to travel greater distances to supervise their companies.

Adam Beck (1857–1925)



Adam Beck was first a business person in London, Ontario, and was later elected mayor. He saw that electricity could make people's lives easier. In 1905, he persuaded the Ontario government to develop a hydroelectric plant in Niagara Falls. It began operations in 1910, supplying cheap power to homes and businesses in the area. He worked tirelessly to persuade cities and towns to hook into the hydroelectric system. Electrical machines replaced steam-powered ones in factories. This eliminated many of the open belts and pulleys, and greatly reduced worker accidents.

Martha Black (1866–1957)



Martha Munger came from Chicago, but spent most of her life in the Yukon. She prospected for gold during the Klondike Gold Rush of the 1890s, and later ran a sawmill. In 1904, she married George Black, Commissioner of the Yukon, and she later became a member of parliament. She gave lectures on the Yukon in Britain, and was made a member of the Royal Geographical Society in 1917—a rare honour for a woman at this time. In 1935, she was elected to parliament as the member for the Yukon—only the second woman to be elected to the House of Commons. Her book, *My Seventy Years*, tells of her adventurous life, from the gold rush to parliament.

Robert Samuel McLaughlin (1871–1972)



Robert Samuel McLaughlin worked with his father and brother in a carriage-building business in Oshawa, Ontario. In 1908, he expanded the business to include automobile production. The company built Buicks and Chevrolets in Oshawa for an American company. In 1918, General Motors of Detroit bought the business, but retained McLaughlin as its president. Oshawa became a major automobile-producing centre. By the mid-1920s, the plant employed more than 3000 people. Trucks and other automobiles made it easier to ship raw materials to factories and finished goods out of them. This helped businesses become more efficient.

Guglielmo Marconi (1874–1937)



Guglielmo Marconi was born in Italy. He was interested in electricity and radio waves. Around 1900, he began to investigate long-distance radio waves. He believed that it was possible to send signals across the Atlantic. In this way, a radio company could compete with telegraph cables connecting Europe and North America. In 1901, he launched a kite containing a radio antenna into the air at Signal Hill in St. John's, Newfoundland. He successfully received radio signals transmitted from a tower in Cornwall, England, 3500 km away. These experiments were important in helping to develop regular trans-Atlantic radio contact.

Mabel Hubbard Bell (1857–1923)



Mabel Hubbard was born in Boston, Massachusetts. She became deaf at the age of five, from Scarlet fever. Mabel Hubbard was highly intelligent, with a special talent for science. She married Alexander Graham Bell in 1877. Mabel and Alexander were the first editors of a magazine published by the National Geographical Society, which was founded by Mabel's father in 1888. It has since become one of the world's leading monthly magazines. She ably assisted Alexander in many of his experiments. She also assisted their friend, J.A.D. McCurdy, as he developed his "Silver Dart" airplane. She developed a strong interest in women's rights. She helped women to get appointed to teaching positions in Boston in the 1870s. She also played a prominent role in efforts to win women's suffrage in the U.S. She was a pioneer who did not let any obstacle stand in her way to achieve success.

These pioneers and inventors helped to create change in Canada. Life in cities and factories began to improve. Transportation improved. Women and children started to get fairer treatment. What would life be like today if it were not for the achievements of these pioneers and inventors?

THINKING It Over

1. Why were these inventors and pioneers significant? With a partner, discuss how their contributions are significant to your life today. **t k**
2. Choose four of the people in this section. What effect did their work have on business and industry in the past and today? **t k a**
3. Plot these people and their contributions on a timeline. With a partner, discuss how some of their contributions might have helped others to make their contributions. **k t c**

How Did Women's Roles Change?

The role of women in society was severely restricted in the late 1800s. Married women were expected to devote their lives to their family. It was extremely rare to find women involved in business or politics. This situation began to change as some women and organizations started to challenge the limitations placed on them.

Dr. Emily Stowe (1831–1903)

In 1854, Emily Jennings became the first female principal of a public school in Canada West. She was principal of Brantford Central School until she married John Stowe in 1856. As expected of middle class women at the time, she resigned from her job and devoted her life to her family.

After raising three children, she decided to become a doctor. No medical school in Canada would accept a female student, so she enrolled in a school in New York. She graduated in 1867, and decided to open a medical practice in Toronto. However, the body that licensed doctors in Ontario refused to accept her application. She then opened a medical clinic, specializing in the nursing care of women and children. After 13 years, in 1880, she finally obtained a licence to practise medicine. In 1883, Dr. Stowe's daughter, Dr. Augusta Stowe-Gullen, became the first woman to graduate from a Canadian medical school.

Ishbel Maria Gordon, Lady Aberdeen (1857–1939)

Ishbel Maria Gordon's husband, Lord Aberdeen, was governor general of Canada from 1893 to 1898. Ishbel, though, refused to play the quiet life expected of the wife of the queen's representative. Lady Aberdeen opposed the working conditions that women faced in factories; she also opposed the many limits society placed on all women. She believed that women could help to make society more civilized if they were allowed to play a larger role in it.

During

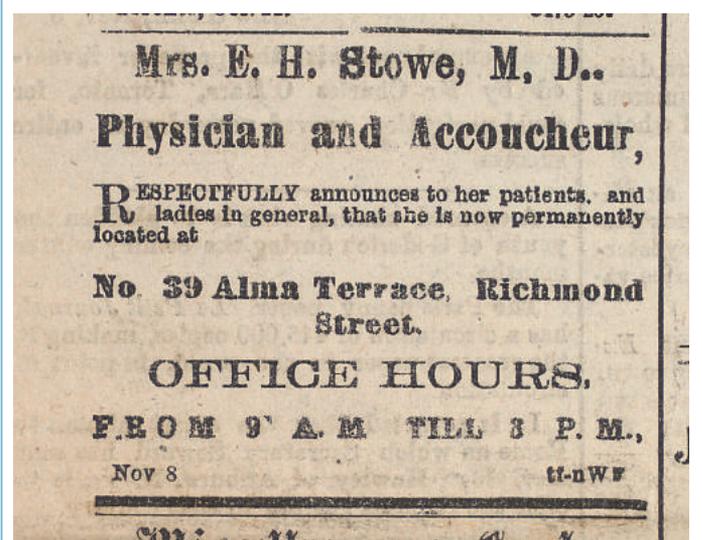
READING

Checkpoint

Note how each woman contributed to change in Canadian society.



In 1981, a Canadian postage stamp honoured Emily Stowe.



This advertisement appeared in the *Globe* on November 11, 1867.



How do you think politicians or factory owners would have reacted to Lady Aberdeen's views at this time? How would women have reacted? Explain.

WEB LINK •.....

For more information on women who influenced change in Canada, visit our Web site.



Two women cyclists. Bicycles liberated women from restrictive clothing and from chaperones.

She served on committees and was important in the founding of the National Council of Women of Canada (1893) and the Victorian Order of Nurses (1897). Queen's University recognized Lady Aberdeen's accomplishments by granting her an honorary degree. She was the first woman in Canada to receive such a degree. Her commitment to women's issues made her an important force of change at this time. Her work resulted in many benefits for women.

The National Council of Women of Canada (1893)

The NCWC was one of the first groups founded to pressure politicians and business leaders to address women's issues. Its first president was Lady Aberdeen. The NCWC worked for the expansion of education for women. It supported women's rights to vote and become involved in public affairs. Today, the organization is still a powerful supporter of women's causes.

The Victorian Order of Nurses (1897)

To celebrate Queen Victoria's sixty years on the throne, Lady Aberdeen helped to establish the Victorian Order of Nurses (VON). Its mission was to provide community health care by going into people's homes to give nursing assistance. The people who benefited most were the elderly or chronically ill. The VON built 44 hospitals, but eventually handed them over to other organizations to run. It felt it would be better to focus on home nursing than to diversify.



VON nurses leaving the Montréal branch building to go out into the district, 1910. Why is public health nursing still important today?

Adelaide Hoodless (1857–1910)

Adelaide Hoodless lived a comfortable married life until her infant son died after drinking non-pasteurized milk. She realized that many women needed better education. They particularly needed to know more about household management. She pushed for domestic science classes in schools. She also worked with Lady Aberdeen to found the NCWC and the VON. She founded the Women's Institute (WI) movement to educate and support fairness for women in society. In 1897, she opened its first chapter at Stoney Creek, Ontario. From these small beginnings, the WI grew into an international organization.

Nellie McClung (1873–1951)

Nellie McClung became a member of the Woman's Christian Temperance Union and supported its efforts to prohibit the sale of alcohol, obtain better labour laws, and allow women to vote. From 1921 to 1926, she was a Liberal member of the Alberta Legislature for a district in Edmonton. She became a prominent speaker and writer across western Canada. Today, she is regarded as an important part of the movement to obtain fair treatment for women in Canadian society.

Emily Murphy (1868–1933)

Emily Murphy was born in Ontario, but spent most of her adult life in Manitoba and then the Edmonton area. She became a self-taught legal expert and lobbied governments to improve the legal rights of women. In 1911, she persuaded the Alberta government to pass an act guaranteeing widows one-third of their husband's wealth. In 1916, she was the first woman in the British Empire to be appointed as a magistrate. In this position, she could act as a judge in some court cases.

On her first day as a magistrate, a lawyer challenged her right to hold the position as she was not considered a "person" in the legal sense of the term. She denied the lawyer's motion that she should step down from the case. She began to work with others in a series of court actions to have the law changed to ensure that women were legal persons. At this time, the law did not allow women to be appointed to the Senate. In 1929, the law was changed to allow women to be members of the Senate.



Adelaide Hoodless



Emily Murphy

THINKING It Over

Research the roles and status of First Nations women in the late 1800s and early 1900s. Record your findings in a chart. Watch for bias in your sources and distinguish between fact and opinion. See page S 10 for help with detecting bias. 

HISTORICAL THINKING SKILL

Understanding Historical Evidence

You learned in Chapter 6 that some parts of the past are left out of history books because historians do not think they are particularly significant. Other parts are left out because there is no evidence left for historians to use to develop their stories. Historians must have evidence in order to write history. Two kinds of evidence historians use are accounts and traces.

Accounts describe or explain events—they tell stories. They can be primary sources, such as diaries or letters from the time of the events, or secondary sources written later. Your history book is a secondary source account.

Traces are items from the past that do not tell a story by themselves, but offer clues about what life was like or what happened. They are usually primary sources such as artifacts, photographs, and buildings. Historians try to read the clues in traces to help them develop accounts of the past. The tag pictured below is a trace from around the time of Confederation.

It is a trace because it does not tell a story of what happened, but it does offer lots of information or clues about what life was like. When historians find a trace, they ask some questions like the ones below. Try these with this trace.



Step 1 Questions for artifacts

- What is the object?
- What might it be used for?
- Who would use it?
- When or in what period was it used?
- What clues or information does it give about the time or about the people who made it and used it?

Photographs are also traces. Historians often use them to gather evidence to help tell stories. On page H 57 of your textbook, there is a photograph of the people who participated in the Québec Conference in 1864. It is a trace. Look at it carefully and consider the following questions.

Step 2 Questions for images

- Who is in the image? (You might also ask who is not in the image?)
- What are the people in the image doing?
- Who might have taken the picture?
- Why was the picture taken?
- When was it taken?
- What does the picture tell you about the time period, Confederation, and the people responsible for it?

APPLY It

Your textbook includes images of artifacts, buildings, and people engaged in various activities. These are all traces that provide evidence of what happened in the past. Examine some of these, asking the kinds of questions outlined above, and develop a list of things you can say about Canada in the 1800s.

PUTTING IT ALL TOGETHER

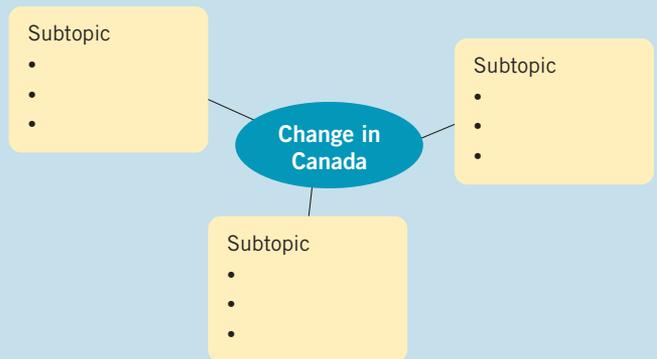
Between 1890 and 1914, social and economic factors, technology, and people promoted change in Canada. The mining boom led to the creation of new towns. In established towns, the population grew rapidly. Immigrants poured in, many of them settling in Montréal, Toronto, Winnipeg, and Vancouver. Companies located factories in cities to take advantage of the population growth. Working conditions were poor, especially for women and children. New inventions sometimes improved working conditions. There were many movements to improve people's lives. Although change did not happen immediately, this period is still marked by steady growth.

After

READING

Finding the Main Ideas

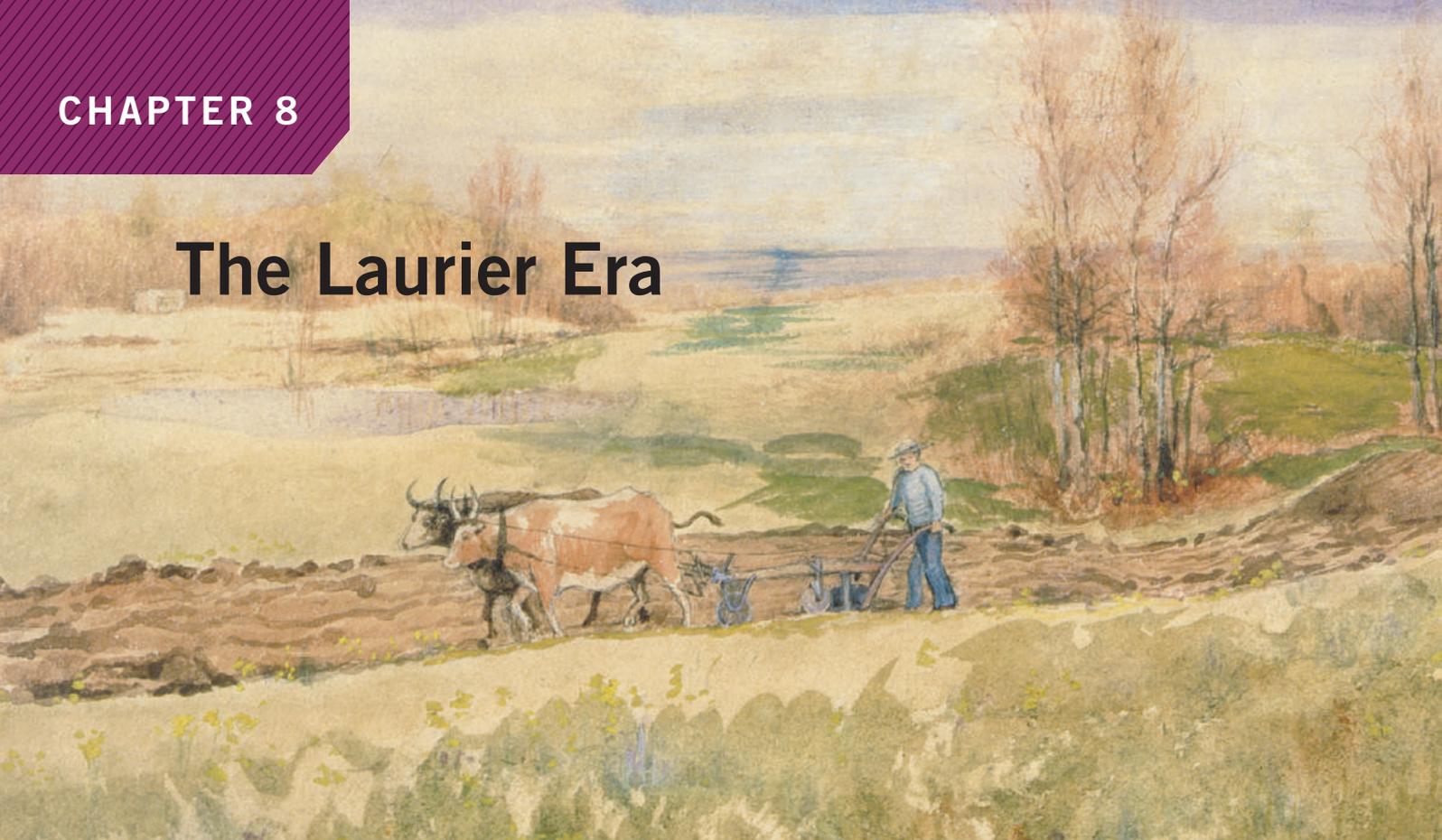
Use the information in your concept map to answer the question, What significant changes occurred in Canadian society during this period?



THINKING It Through

1. Research the working conditions of a) farmers, and b) labourers in 1900 compared with today. Create two Venn diagrams—one for farmers and one for labourers—to compare working conditions around 1900 with working conditions today. Include key points that apply in the appropriate parts of the diagrams. **k t c a**
2. Use the information contained in your Venn diagrams to write two paragraphs—one about farmers and the other about workers. What are the differences and similarities in the challenges they faced around 1900 and today? **c a t**
3. Draw a picture or describe a scene in words to illustrate the biggest challenge the farmers or workers have ever faced. In two sentences, explain what the picture or scene shows, and why you chose it. **c a t**
4. Create a “cloze,” or fill-in-the-blank, test for your classmates. For each key term in this chapter, write a sentence using the term, but leave a blank space where the key term belongs. Swap papers with a partner and see if you can correctly fill in the spaces on each other's tests. **k t c a**

The Laurier Era



Homesteaders transformed raw Prairies into farms.

Before READING

Making Connections

Art tells us a lot about a time period. Look closely at the painting above.

- What do you see? What other things could the artist have added to the painting? Discuss your observations with a partner.

On July 29, 1910, Prime Minister Wilfrid Laurier bought a newspaper from a 15-year-old boy on the platform of a Saskatoon train station. The two spoke about the news. Then the newsboy said, “Well, Prime Minister, I can’t waste any more time on you. I must get back to work.”

Wilfrid Laurier served as Canada’s prime minister for fifteen consecutive years. He led the country during a time of great social and economic change. What effects did his political policies have on our nation?

Forty-seven years later, that same newsboy from Saskatoon became prime minister of Canada. His name was John Diefenbaker. How do you think this chance encounter might have influenced him?



Poster encouraging immigration to Canada, circa late 1800s

Questions to Consider as You Read this Chapter

You will explore these aspects of the Unit 3 Big Idea: **How did social and economic factors, technology, and people promote change in Canada?**

- How did Laurier address the challenge of boosting Canadian immigration?
- How and why did English–French tensions further develop during this period?
- How did the public react to Laurier’s wish for closer economic ties with the United States?
- What factors led to Laurier’s defeat in the 1911 election?
- How have Canada’s campaigns to attract immigrants changed in the past century?

Thinking About Literacy

Identifying Points of View

In this chapter, you will learn about people and groups who sometimes wanted opposing things.

As you read, use an organizer like the one below. Write the name of the person or group in the “somebody” column, what they wanted in the “wanted” column, any obstacles or what others thought in the “but” column, and the result (positive or negative) in the “so” column.

Somebody	Wanted	But	So

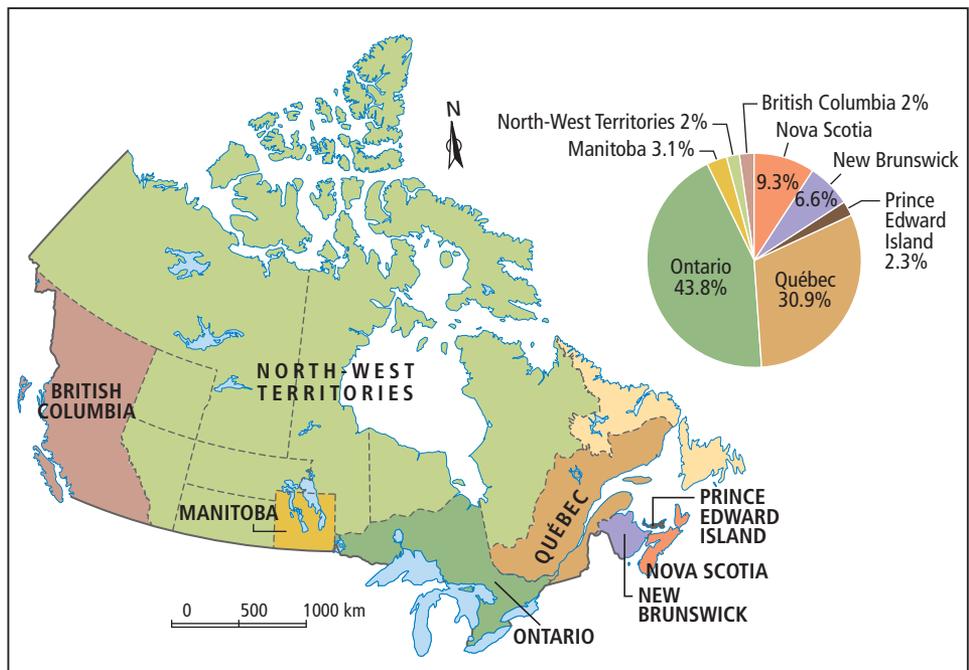
The Challenge of Boosting Immigration

In 1896, Wilfrid Laurier led the Liberals to power when they defeated the Conservatives in a national election. John A. Macdonald had died in 1891, and the government had since lacked direction. Laurier was determined to deal with what he saw as important issues for Canada's future.

The Population Challenge

The first challenge Laurier faced was the issue of Canada's small population. Despite the country's huge size, Canada had only grown from about 3.5 million people in 1867 to about 4.9 million in 1891. There was another problem as well: the population was divided unequally amongst the provinces and territories. Look closely at the map below. Where did more than 90 percent of the population live?

Population Distribution in Canada, 1891



Which would be the most convenient trading partners for each province? Why might Canada still view the U.S. as a threat?

Almost 93 percent of the population lived east of the Manitoba–Ontario border. As you have learned, the Canadian government was eager to populate the West. Although immigrants had arrived, few had the skills necessary to start and maintain homesteads. What might Laurier's next plan of action be to attract more immigrants?

Clifford Sifton's Immigration Plan

Clifford Sifton (1861–1929) was a lawyer and politician in Manitoba. Laurier appointed him minister of the interior in 1896. Most of the people settling in the West were of British and Irish origin. Sifton realized that Canada needed to change its immigration policy. He thought that people from other areas might be better suited for the hardships of farming on the Prairies. To him, the ideal Prairie farmer was

A stalwart peasant in a sheepskin coat, born on the soil, whose forefathers have been farmers for ten generations, and a stout wife and half-a-dozen children...

Immigration Campaigns

Sifton organized immigration campaigns in many European languages to attract the settlers he was looking for. The government prepared pamphlets telling immigrants of the advantages of what it called “The Last Best West.” These included free land, rich soil, government assistance to get started, a healthy climate, and freedom from oppression for themselves and their families.

Sifton's immigration plan also actively recruited American farming families, as these people were experienced in prairie farming. They also brought with them equipment and capital. There was an exception to this welcome, however: no black farmers were recruited. Even though Canada already had numbers of black immigrants, especially Loyalists and slaves who had arrived on the Underground Railroad, there was still a prevailing anti-black sentiment. Social views at the time were often **prejudiced** and **racist** and many people were considered undesirable as immigrants.

During

READING

Checkpoint

Remember to add this to your chart. Think about what Sifton wanted.

WORDS MATTER

prejudice unfavourable feelings, opinions, or attitudes toward a racial, religious, or national group

racist intolerance of other races or the belief in the superiority of one race over another



Compare these images of the Canadian Prairies (left) and the Roztocze region in southeast Poland (right). Why might Canada encourage immigrants from agricultural areas in other countries?

Where Did They Come From? Immigration in 1903

Country of Origin	Number of Immigrants
Britain	41 775
Poland	8656
Russia	5505
Scandinavia	5448
The Balkans	4273
Italy	3371
Other countries	9783
Total	78 811

A Typical Immigrant Family

Here is what one Canadian has written about his ancestors:

[Around 1900], Nicholas Kitzen came to Canada from Bukovyna, now part of Ukraine, to make enough money to bring his family to the New World. In 1911, his wife Nettie and their children followed. Together, they settled a homestead in Saskatchewan that was near friends and family and in a setting that reminded them of home. Eking out a living, however, was never easy. They arrived with little money, few possessions and no ability to speak English. The land they chose was marginal, and the Canadian environment unpredictable. Despite these challenges they persevered.

Nicholas and Nettie were... just two out of hundreds of thousands of immigrants... who arrived in the Canadian West between 1896 and 1914.

Together these men and women from different countries and cultures played an important role in developing the Prairie West and its unique identity. In so doing, they also contributed to the development of the country as a whole.

WEB LINK •.....

For more information on Canada's immigration policies, visit our Web site.



Write a caption that captures what you think these immigrants were feeling.

Why the Immigrants Came

Immigrants came because of two sets of factors. “Push” factors encouraged them to leave their homelands. “Pull” factors encouraged them to choose Canada.

Push Factors	Pull Factors
<p>People left their homelands for the following reasons:</p> <ul style="list-style-type: none"> • Lack of land: There was a shortage of good farmland. Industrialization was spreading rapidly throughout Europe, forcing many to work in dangerous and unhealthy factories. • Lack of personal freedoms: Many people were persecuted for religious or political beliefs in their countries of birth. Above all else, people want to ensure a safe life for their families. • Threat of war: The first half of the 20th century saw European nations embroiled in two World Wars. War brings death and destruction to all in its path. 	<p>Many immigrants chose Canada for the following reasons:</p> <ul style="list-style-type: none"> • Free land: Families could get homesteads of 65 hectares for free. They could buy another 65 hectares for \$480 once they developed their homestead. • Good farming conditions: Rich soil and the development of wheat strains especially suited to the Prairies, such as Marquis wheat, ensured successful crops for farmers. • Ethnic communities: Immigrants of particular ethnic groups tended to congregate in similar regions. There, they could live as they had in their homelands, surrounded by people who spoke their language and shared their customs.

The Growth of the Prairies

These immigration campaigns were successful. Within 10 years, the population of the Prairies rose by 195 percent.

Population of the Prairies, 1901 and 1911

Province	1901 population	1911 population
Manitoba	255 211	461 394
Saskatchewan*	91 279	492 342
Alberta*	73 022	374 295
Total	419 512	1 328 121

*Officially part of the Northwest Territories until 1905

During the Laurier years, Canada’s population expanded rapidly through immigration. Immigrants came from a variety of countries. Many did not speak English or French when they arrived. These people brought with them new languages, customs, and cultures. This was the point when Canada started to become a more **multicultural** nation.

WORDS MATTER

multiculturalism many culturally distinct groups living within a society

Dispersal of the Métis

WEB LINK

For more information on Métis farming, visit our Web site.

The increasing flow of immigrant settlers to the Prairies further disrupted the lives of the Métis. Waves of settlers moved into an area, established farms, and developed large towns and cities. The Métis moved out in search of land where they could hunt, fish, and trap. The Métis population became dispersed across the Prairies. At the same time, however, some Métis people were settling and farming or working as ranch hands. The Métis of Saskatchewan were known for their skill in breeding livestock.



Schoolchildren on a Métis farm in Saskatchewan. Some Métis families remained on their homesteads and became successful farmers.

By 1900, although the scrip system was still in use, its failure was becoming apparent. Many Métis sold their scrip because their land was far from family and friends or because it was poor land without access to water. Others were cheated out of their scrip by land speculators. This left Métis people without much of a land base and contributed to the disruption and scattering of Métis communities.

THINKING It Over

1. Review the “push” and “pull” factors that led to the settlement of the Prairies. Which single factor do you think would most encourage you to immigrate to Canada around 1900? Explain the reasons for your choice. **k t a**
2. In a small group, compare the attractions of the Prairies with those of your community around the 1900s. Which location do you think would be more attractive to immigrants? Why? **k t**
3. What features of your community would attract immigrants today? Write a short speech you might give if you were sent on tour as a recruiting agent for your community. **t l a**
4. Select what you think was the most important cause of the dispersal of the Métis. It may help to make a cause-and-effect chain. See page S 19. Do you think the Métis could have done anything to resist this cause? Explain your reasons. **k t**

English–French Tensions

English–French tensions have been an issue throughout Canada’s history. You will recall the disputes between the early fur-trading companies and the Seven Years’ War. You have examined the disputes between Canada East and Canada West over representation. You have seen the tensions following the Métis resistance and the execution of Louis Riel. Laurier saw that English–French issues could divide Canadians. He wanted to prevent those issues from destroying the Liberal party. So he always sought to find a compromise when these tensions mounted.

The Manitoba Schools Crisis

The most serious English–French crisis of the time erupted in Manitoba.

The Manitoba Act

The Manitoba Act of 1870 gave guarantees to both English- and French-speaking people. The province, it stated, would be bilingual. In education, too, guarantees were made to both sides.

- English- and French-language rights were guaranteed in the legislature and courts.
- There would be religious schools—Protestant and Roman Catholic.

Although language rights were not guaranteed in schools, a system evolved in which schools were either English and Protestant or French and Catholic. This seemed to satisfy both populations.

Manitoba Schools

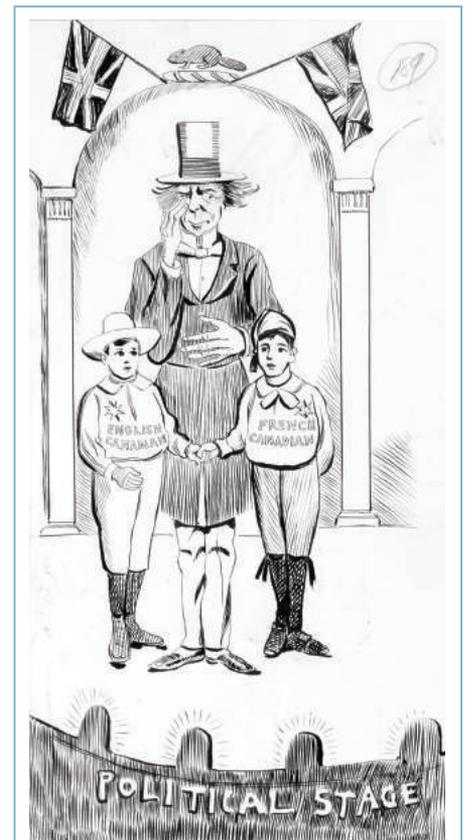
Manitoba received many immigrants during the 1880s, most of whom were English speaking and Protestant. By 1890, there was a large English-speaking majority. Anglophones began to press for Manitoba to review its language laws. In 1890, the provincial government passed laws that changed the rules.

- It abolished French as an official language. Debates in the legislature and proceedings in courts had to be in English only.
- It passed an act that removed government support from Roman Catholic schools. Now they would run as private schools and parents would have to pay fees for their children to attend.

During READING

Checkpoint

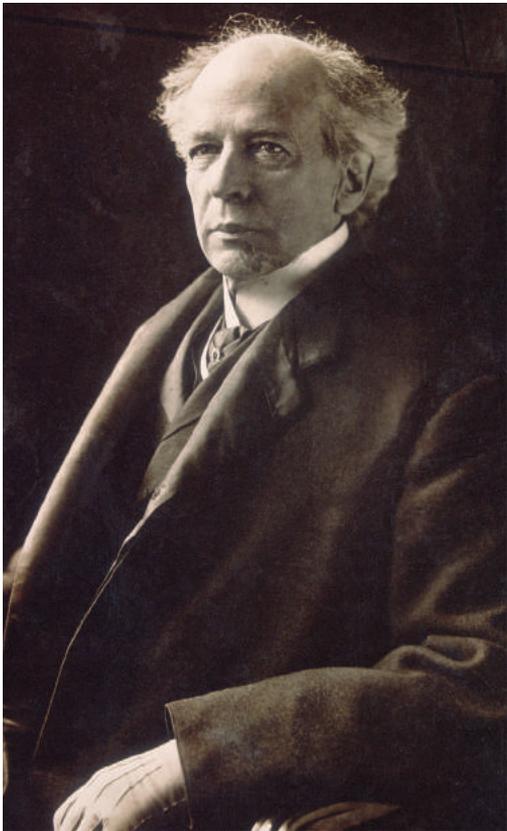
Look for points to add to your chart. List each person and group of people (French and English) in your chart, then continue to look for what they wanted and what got in their way.



Comment on what this political cartoon says about Laurier’s role in the Manitoba schools crisis.

The First Francophone Prime Minister

Sir Wilfrid Laurier was the first bilingual Canadian prime minister whose first language was French. He showed Canadians that speaking both languages is an important asset in Canadian politics. Other Francophone prime ministers have been Louis St. Laurent, Pierre Trudeau, and Jean Chrétien. All recent prime ministers have been bilingual.



In your opinion, what was Wilfrid Laurier's most significant accomplishment? Explain.

The Legal Ruling

Opinions tended to run along language lines. English speakers across Canada supported Manitoba's reforms. French speakers were strongly opposed. The legal system could not offer a clear solution. In 1895, a ruling in the courts stated that Manitoba had the power to make these changes, but the federal government had the power to step in and overrule them if it wished.

The Political Situation

The Conservative government in Ottawa decided to introduce legislation to restore the old system in Manitoba; however, Laurier, the Liberal opposition leader, was opposed to it. You might think that because of his background, he would support the reintroduction of French and Catholic rights, but Laurier was also a politician. He wanted to become prime minister. He recognized that if he opposed the government, the French would call him a traitor to their cause. If he supported the government, the Liberals would not win many English votes in the next election.

Laurier's Compromise

In the House of Commons, he offered another solution. It had two parts. If elected to government, the Liberals would

- not restore government support for separate schools in Manitoba
- pass a law allowing French instruction in any school if there were at least ten children requiring it
- allow for religious instruction of Catholic children by priests at the end of the school day

This was an effective compromise. Each side felt that it was getting enough of what it wanted to support the position. Laurier's opposition forced the government to withdraw its bill from parliament and to call an election. Laurier's compromise was hard on Francophone groups such as the Métis, however, because nearly all of them were Roman Catholic. It weakened the identity of such groups who had previously enjoyed separate schools.

The Election of 1896

The most important issue in the campaign was the Manitoba schools situation. Support for Laurier's compromise grew. The Conservatives seemed confused and divided. If you compare the results of the elections of 1891 and 1896, you can see how large the Liberal victory was.

Election	Liberals	Conservatives	Others	Total
1891	92	123	0	215
1896	117	89	7	213

The Laurier–Greenway Compromise

In 1897, Laurier worked out a compromise with Thomas Greenway, Premier of Manitoba. The law would be changed along the lines of Laurier's solution. Anglophones and Francophones would get some of what they wanted, but not everything. Similar laws had been passed in New Brunswick (1871), Prince Edward Island (1877), the Northwest Territories (1892), and Saskatchewan and Alberta (1905).

Reactions

Not everyone agreed with Laurier's compromise. Archbishop Adélarde Langevin of St. Boniface, a Catholic church near Winnipeg, lamented

Today is the saddest day of my career as a Bishop. It is with a broken heart that I stand before you. I protest with all my strength against the use of that word:

Agreement... Instead of negotiating with us, the government dealt with those that oppressed us.



Others thought the issue had been blown out of proportion. *Grip* magazine had earlier carried a cartoon about the same issues in the North-West Territories (see page H 170). Language and religion play powerful roles in politics. Laurier managed to find compromise on these issues, even though he had a great deal of opposition. This ability to find the middle ground was one of the reasons he remained prime minister for 15 years (1896–1911).

Bilingualism in Canada

Then

In 1881, 58.9% of Canada's population was of British origin, and 30% was of French origin*. Bilingualism was limited. Both languages could be used in the parliament in Ottawa and in the New Brunswick and Manitoba legislatures. The use of French was discouraged outside of Québec and Acadian parts of New Brunswick, and most Canadians did not have a right to government services in French.

*At that time, the census did not track first language.

Now

In 2001, 59.2% of the population spoke English as their first language, and 22.7% spoke French as their first language. The use of both languages is guaranteed in dealing with the federal, Québec, New Brunswick, and Manitoba governments. The use of French is encouraged in English-speaking areas. For example, in Prince Edward Island in 2000, 20% of students were enrolled in French immersion.



Analyze this illustration. What perspective does the artist have on bilingualism?

THINKING It Over

1. Make a copy of the following organizer and fill it in with information from this section. **k t**
2. Look at the cartoon above. What is the cartoonist trying to say about the issues? See page S 12 for help in analyzing images. Draw your own cartoon to illustrate your view about the issue. Compare cartoons with a classmate and discuss the issues they raise. **t c a**

Group	What They Wanted	Why They Might Support Laurier's Compromise	My Reactions to Their Position
English			
French			

How Important Was International Trade?

As a new country with a growing population, Canada had a small economy. It needed strong economic partners in order to increase its prosperity. Who should be Canada's main trading partner?

Canada's Economic Patterns

If you examine Canada's trade patterns, you will see how important the United States and Britain were to Canada's economy.

Exports and Imports

In Canada, there was divided opinion on whether Canada's economic future lay with Britain or the United States. The debate had a lot to do with the nation's existing patterns of exports and imports. The table below illustrates Canada's trade patterns with these two countries. The **balance of trade** column refers to the difference between exports and imports. A positive balance means Canada exported more than it imported. A negative balance is the reverse.

Canada's International Trade, 1910

Country	Exports To	Imports From	Balance of Trade
Britain	\$140 500 000	\$107 722 000	\$32 778 000
U.S.	\$108 198 000	\$262 142 000	-\$153 944 000

WORDS MATTER

balance of trade the difference between a country's imports and exports

foreign investments money invested in companies in a country other than one's own

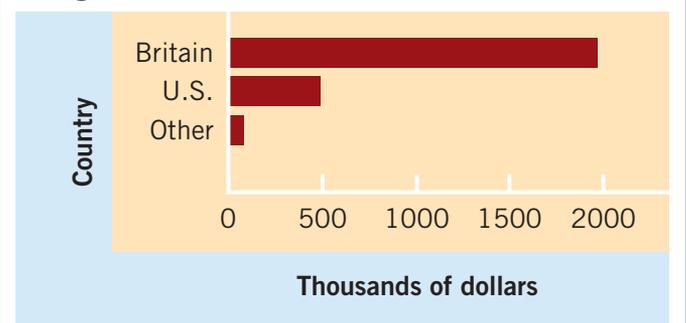
International Investments

Economics involves more than just trade between two countries. Nations need money to build their economies. **Foreign investments** are a highly important part of economic relationships. The following table shows you the major sources of foreign investment in Canada.

Where Did Canada's Future Lie?

Britain was the richest country in the world, but the U.S. was not far behind and was growing quickly. The U.S. and Canada share a long border, so trading was quick and easy. Trading with Britain required a long Atlantic voyage. Some people in Canada began to recommend closer economic ties with the U.S.

Foreign Investment in Canada, 1910



Laurier and Reciprocity

By 1911, Laurier was convinced that Canada's economic future lay with the United States. Although Britain was still a more important economic partner, the U.S. was growing much more quickly. It would soon be Canada's most important partner. Laurier wanted closer economic links between the two nations. His representatives reached a reciprocity agreement with the Americans. This would allow natural products to cross the border duty-free. Duties on manufactured goods would be reduced. The agreement had to be approved by both governments before it came into effect. The U.S. welcomed the agreement. Its government quickly accepted the treaty. In Canada, however, there was a sharp division of opinion on the subject. Many people thought Britain should remain Canada's main economic partner. A battle soon erupted in the House of Commons.

Trade with Britain and the U.S. Today

Exports to Britain	\$11 559 900 000
Imports from Britain	\$9 543 000 000
Exports to the U.S.	\$360 963 300
Imports from the U.S.	\$264 889 200 000



What does this lineup of trucks waiting at a border crossing tell you about trade between the U.S. and Canada today?



What elements of a political cartoon help convey a message better than a paragraph might? What do the people in this cartoon represent?

Laurier's Position

Laurier realized that he could not find a compromise on reciprocity, so he took the treaty to the House of Commons to get the House's approval. On March 7, 1911, he told the House of Commons,

If my voice could be heard that far, I would presume to say to our American friends: There may be a spectacle perhaps nobler yet than the spectacle of a united continent, a spectacle which would astound the world by its novelty and grandeur, the spectacle of two peoples living... along a frontier nearly [6400 km] long, with not a cannon, with not a gun frowning across it, with not a fortress on either side, with no armament one against the other, but living in harmony, in mutual confidence, and with no other rivalry than a generous emulation in commerce and the arts of peace.

Borden's Position

Conservative leader Robert Borden launched a savage attack on the idea of a trade agreement with the U.S. He accused Laurier of abandoning Britain, which, he said, had done much to develop and assist Canada. All the Conservatives and some of the Liberals supported Borden's position. It looked unlikely that the House would approve the treaty if the members voted on it.

The Election of 1911

Laurier decided that the best tactic was to call an election and make reciprocity the issue. If the voters returned the Liberals to office, he would be able to get the House's approval for the treaty. Laurier no longer wanted compromise on the issue. He was going for victory. However, the voters showed a great deal of support for Britain and suspicion of the U.S. People of British origin were by far the largest group in Canada. They voted to maintain traditional ties with Britain. In Québec, Francophone voters did not particularly like the U.S. either. They feared that reciprocity would lead to a U.S. takeover of Canada. Francophones would be such a small minority in the larger country that their culture and language would be further threatened. So they did not support Laurier either. The election was held on September 21, 1911. Its results were eagerly awaited by the voters and politicians.

During

READING

Checkpoint

Add each of the positions taken to your chart. At the end, consider why reciprocity was a controversial issue for Canadians.



Sir Robert Borden



William Lyon Mackenzie King, who would later become prime minister, speaking at a Liberal Party rally during the 1911 election campaign

Would Reciprocity Benefit Canada?

The reciprocity issue had been around for many years when Laurier raised it as a political issue for the election of 1911. The following extracts from the 1880s and 1890s summarize the key differences of opinion that still existed in the 1910s. It had stirred up political debate for a generation and there was still no general agreement on the subject.

J.W. Longley, a journalist and author from Nova Scotia

The proposition to take down the custom houses between the United States and Canada... is the most wide-reaching... political matter demanding the consideration of... North America...

[N]o one can honestly say that there is any natural commercial relationship between [Canada's provinces]. Between the Maritime Provinces and Ontario there is but little trade. Between British Columbia and the rest of the [provinces] there is scarcely any trade at all.

On the other hand, between the Maritime Provinces and the New England States there is the most natural... commercial relationship... British Columbia finds its [best market] in California and Oregon...

Sensible Canadians recognize plainly enough that unrestricted trade with the United States would be of immense value, and they are anxious to secure it.

Letter from J.W. Longley to Erastus Wiman, 1887

Louis-Georges Desjardins, a politician from the Québec City area,

In my opinion, the most complete evidence shows that... unrestricted reciprocity [between Canada and the United States]... would surely lead to commercial union...

All those in the [United States] who declared themselves... in favour of... unrestricted reciprocity... expressed the opinion that [it] would result in [an American takeover of Canada].

I can [confirm]... that nearly all of those in Canada who fought [it] did so because they were convinced it would quickly pave the way to political union...

[If Canada became part of the United States], it is said that Québec would have a population of three or four million because of European immigration, but would it be more French?

There is no mistake. [Being part of the United States] would give [Québec] a much inferior political situation than we now have in [Canada]. We now make up one-quarter of the population. We would scarcely make up a fortieth after union with the United States.

Louis-Georges Desjardins,
Considérations sur l'annexion, 1891

What Do YOU Think?

1. Which writer favoured reciprocity? Which one was opposed? What reasons did each writer give for his position? **k t**
2. If the same arguments were being made today, which writer's position would come closest to your own? Why? **k t**

Voting Patterns in the Elections of 1904 and 1911

When historians compare the elections of 1904 and 1911, they can observe changes in the voting patterns. Each pie graph below represents the percentage vote for the parties in the provinces shown.

The Election of 1904

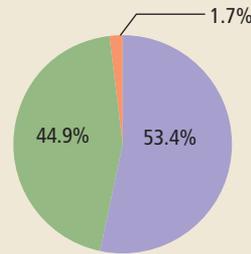
Québec



Ontario

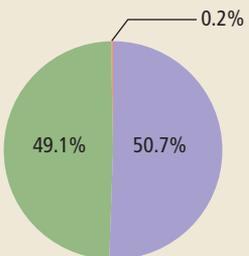


Rest of Canada

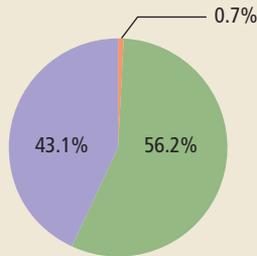


The Election of 1911

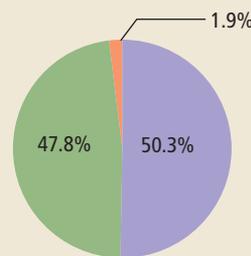
Québec



Ontario



Rest of Canada



THINKING It Over

- In which part of Canada did a) the Liberals and b) the Conservatives win the highest percentage of votes in 1904? Now do the same for 1911. k
- a) In which part of Canada did the Liberals' percentage fall the most from 1904 to 1911?
b) In which part did the Conservatives' percentage rise the most from 1904 to 1911? k
- Examine the voting patterns shown above for the election of 1911. Which party do you think won the election? Give reasons for your answer. Keep this information, as you will need it later in the chapter. t

The Results of the Election of 1911

On page H 175, you learned how voting patterns changed between 1904 and 1911. Canadian elections are decided by the number of seats each party wins, not the percentage of votes each party gets. Here is what the numbers showed.

Party	Number of Seats (1904)	Number of Seats (1911)
Conservatives	75	133
Liberals	139	86
Independents	0	2
Total	214	221

Laurier had won victories in 1896, 1900, 1904, and 1908. He had been prime minister for 15 years. This time he was defeated. He was 69 years old. Many thought he was finished as a politician, but he remained leader of the Liberals for almost eight more years until his death in 1919.

Reciprocity had no future in Canada. The voters had returned the Conservatives to power, and they were opposed to the issue. For the immediate future, Canada would still be economically tied to Britain. The election of 1911 was critical in Canadian history. Voters chose British ties over American ones. Within three years, Canada was at war on the side of Britain against Germany.

WEB LINK

For more information on reciprocity and free trade, visit our Web site.

THINKING It Over

1. Which country—Britain or the U.S.—do you think was more important to Canada in this period a) as a market and b) for foreign investment? Explain your reasoning. **k t**
2. a) Which party won the election of 1911? What was the main issue?
b) Return to the prediction you made earlier in the chapter about the election's result on page H 175. How accurate was your answer? Explain. **k t**
3. Create an organizer, picture, mind map, or another visual to illustrate the differences between the Liberals and Conservatives on the subject of reciprocity. Show your work to a classmate. Discuss how effectively both pieces of work show the differences. **k t c a**

PUTTING IT ALL TOGETHER

In this chapter, you have looked at social and economic factors, and people that promoted change in Canada. You have examined some of Sir Wilfrid Laurier's major political decisions and their effect on Canada's development. These included boosting immigration, trying to calm tensions between English and French speakers, and promoting economic reciprocity with the United States. You have also learned that Laurier generally sought political compromise.

The years from 1896 to 1911, when Laurier was in power, saw the growth of Canada's population, cities, and international trade. Canada's role in the international arena became more prominent. As global tensions mounted, Canada had to make some tough decisions.

After

READING

Identifying Points of View

Use your notes in your organizer (below) to write a news article about one event from this period. Also review the organizer to see whether it helps you answer the Big Idea question posed at the beginning of this unit.

Somebody	Wanted	But	So

THINKING It Through

- Do some research into i) the type of immigration campaigns that Canada operated around 1900 to attract immigrants to settle here, and ii) the types of campaigns that Canada organizes today to attract immigrants. Pay particular attention to the following points.
 - the region(s) of the world on which the campaign is focused
 - the nationalities of the people that the campaign is trying to attract
 - the types of people (farmers, tradespeople, city workers, business owners, professionals, etc.) that the campaign is trying to attract
 - the images of Canada the campaign contains and its possible impact on the groups being targeted
 - the design and presentation of the campaign**k t**
 - Create your own immigration campaign for i) around 1900, and ii) today. Select media that are appropriate for each period. For 1900, a poster or pamphlet is appropriate. For today, television advertisements or computer-generated graphics are also appropriate. Be sure to address all the points in the bulleted list above. **k t a**
- Engage in a classroom discussion about how immigration campaigns have changed in the past century. Use key terms from the chapter to illustrate your ideas. **a c**

For help with the research, see page S 6.

Canada and the Coming of the First World War



Canadian volunteer soldiers served in the Boer War. Why would Canadians be involved in a war in southern Africa?

Before

READING

Making Connections

In the last chapter we learned that Canada had to think about its ties with Britain and the U.S. in terms of trading. During the First World War, Canada had to decide whether to support Britain. Consider what you have learned about the role of Britain in the development of Canada and discuss the following questions:

- Should Canadians fight in the war? Why or why not? How would other groups, such as Francophones and First Nations, respond? What might influence their views?

In the early years following Confederation, Canada was able to grow, free from external conflict. From time to time, there were disagreements with the United States, but there was little threat of a full-scale war. In the 1890s, tensions within Europe grew, especially between Britain and Germany. These tensions threatened to lead European nations to war. Would Canada be dragged into this foreign dispute?

From the early 1890s to 1914, a constant threat of war was looming. Britain asked Canada to play a larger role in defending the British Empire. English- and French-Canadian voters showed different opinions on the subject throughout the period. Canadian politicians and journalists debated the extent of the nation's involvement. What role did Canada end up playing during times of international conflict?



At the start of the war, crowds gathered to cheer the soldiers on their way. What do you think the public attitude was after a few years of war?

Questions to Consider as You Read this Chapter

You will explore these aspects of the Unit 3 Big Idea: **How did social and economic factors, technology, and people promote change in Canada?**

- What disagreements existed over Canada’s role in the British Empire?
- What circumstances led to the creation of the Royal Canadian Navy?
- What political factors, events, and people led to Canada’s involvement in the First World War?
- How can I compare different points of view regarding Canada’s role in the Boer War?

Thinking About Literacy

Forming Conclusions

As you read this chapter, make notes of facts—either in your own words or as quotes—in the “I read” column. Include page numbers so you can find the information again quickly.

Write what you think the fact means or says about Canada’s involvement in the world in the “I think” column. This is your opinion. You will complete the “Therefore” section at the end of this chapter.

I read	I think
Therefore	

Canada's Role in the British Empire

After Canada's Confederation in 1867, responsibility for its defence and foreign relations remained with Britain. This arrangement allowed the Canadian government to concentrate on expanding the population and boosting the economy. At the time, Britain was the strongest military power in the world. The British Navy could protect Canada from foreign threats. Canadians believed that being part of the British Empire would secure their future.

Canada and the British Empire

In the late 1800s, the cost of building warships began to rise steeply. Germany was Britain's strongest rival, and it began to build a new navy of steam-powered ships with newer and better technology. Britain began to lean on the **dominions** for help in its struggle to keep up with Germany. In a series of colonial conferences, Britain issued heavy demands of support from Empire countries:

- supply troops, when requested, to fight in wars under British command to defend the British Empire
- maintain naval vessels for their own defence, but place them under British command in times of war
- send money to Britain to help with the increased costs of defending the Empire

In what ways did Canada benefit from its alliance with the British Empire?

WORDS MATTER

dominions independent countries that had been British colonies



Early steam-powered warships still sometimes hoisted sails to supplement the steam engines.

Canadian Attitudes Toward Defending the Empire

As before, political issues at this time split Canadians along language lines. The issue of Canada's role in the Empire was no exception.

English-Canadian Attitudes

The majority of English-speaking Canadians were of British origin. They felt that Canada had a duty to help Britain defend the Empire. In 1897, Queen Victoria celebrated her diamond jubilee—she had been queen for 60 years. English Canadians across the nation held parties to celebrate the event and to promote the unity of the Empire. Prime Minister Laurier travelled to London, England, to join the celebrations. At a dinner there, he told an audience

If a day were ever to come when England was in danger, let the bugle sound, let the fires be lit on the hills... whatever we can do shall be done by the colonies to help her.

In 1899, Britain became involved in a war in southern Africa. Laurier's promise would be put to the test. You will read more about this later.

French-Canadian Attitudes

French-speaking Canadians were generally opposed to Canada's involvement in British conflicts. Britain, they argued, was not their homeland. Why should they fight to defend it? They were even less keen to defend France—Britain's ally against Germany. There had been almost no immigration from France since the British Conquest of Québec in 1760. French Canadians had no close ties to France. Most would be prepared to fight to defend Canada, but not Britain or France.



On Dominion Day, 1897, residents of Fredericton, N.B., celebrated Queen Victoria's Jubilee with a bicycle parade.



Canadians at the National Acadia Day festival. Many French Canadians celebrate their Francophone identity.

During

READING

Checkpoint

The first sentence in this paragraph is a fact. The second is an opinion. With a partner, decide why. Add the information to your organizer.



George Munro Grant

The Imperial Federation Debate

In the 1890s, a new idea called Imperial Federation began to emerge. Its best-known supporter was Joseph Chamberlain, a British politician. Supporters of Imperial Federation believed that the dominions should build navies of their own that could be placed under British control in times of war. These ships could be sent anywhere in the world to defend the interests of the Empire and to protect the Empire's trade routes. Do you think Chamberlain's idea was fair?

Support for Imperial Federation

The *Manitoba Free Press* published a speech by George Grant, a Presbyterian minister and writer from Nova Scotia. He believed that Imperial Federation was an opportunity for Canada.

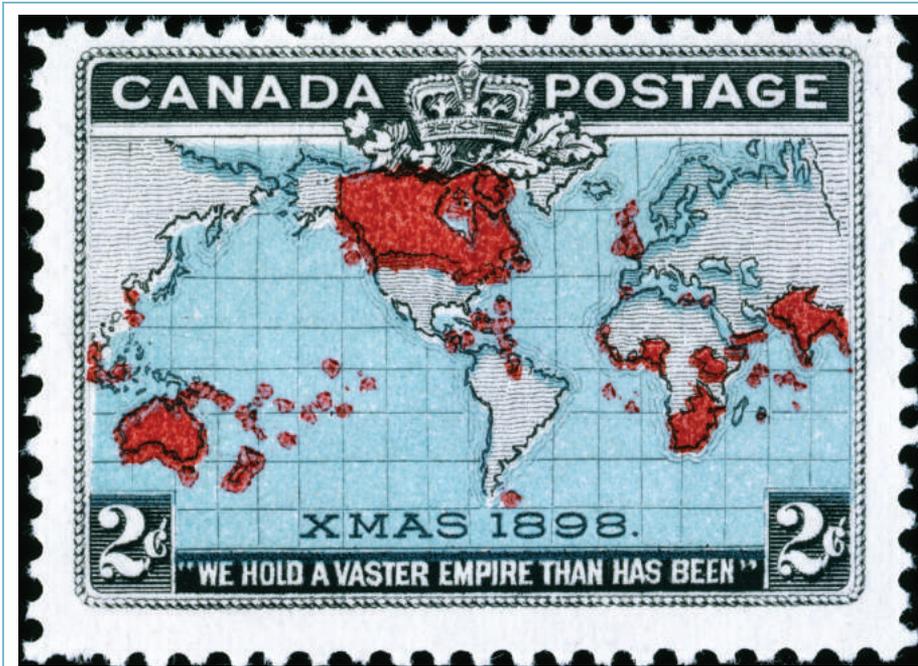
Imperial Federation... may be defined as a union between [Britain] and Canada that would give to Canada not only full management of its own affairs, but a fair share in the management and responsibilities of common affairs. As British citizens, ought we to ask for more? As Canadians... ought we to be satisfied with less?

Mark it well, an independent Canada is out of the question. The days of small nations are over forever... Break up the British Empire, and what prospect is there of a worthy place in history for [Canada]? We have to choose between [being a strong member of the Empire], or a position somewhat like that of a South American Republic. Take your choice.

Opposition to Imperial Federation

Imperial Federation meant that Britain would be in command of the Empire's navy. Many Canadians were unhappy with this idea. What point of view is expressed in this article in the *Toronto Evening News*?

The only point upon which the English, French, German, American, and native Canadian residents of the Dominion can unite is a common love for this their adopted country. This cannot take place while [Britain] rules our destinies and claims all the glory and absorbs the devotion of our people... We all respect the British flag, but [French-Canadians] can never love it, nor sing its praises, nor struggle for its greatness and supremacy as they could and would for a flag of their own.



This postage stamp shows the extent of the British Empire in 1898. What message does it convey about Imperial Federation—for or against? What evidence did you base your decision on?

Canada's role in the British Empire was a subject of much debate in the 1890s. There were strong opinions on the various issues, with little room for compromise. How would Laurier deal with these issues in the face of war? Canadians would soon find out.

THINKING It Over

1. a) Draw a picture to represent each of the following people—an English-Canadian of British origin; a French Canadian; Laurier; George Grant; the author of the *Toronto Evening News* article. b) Draw a thought bubble coming out of each person's head summarizing the person's position on the defence of the Empire. **K C**
2. You learned in Chapter 8 that Laurier liked to find compromises between opposing parties. Suppose Britain had asked the dominions to send troops to fight in a war in a foreign country. Predict a compromise that you think Laurier might have taken, trying to satisfy those in favour and those opposed to closer Empire ties. Be creative. Keep your prediction for later reference. **T**

What Role Did Canada Play in the Boer War?

In 1899, Britain became involved in a war in southern Africa. Britain wanted to colonize land where the descendants of Dutch settlers had lived for more than 300 years. The Dutch settlers called themselves the Farmers—or Boers, in their language. Britain expected to win a quick victory. Instead, the conflict, which came to be known as the Boer War, lasted almost three years. The British won some easy victories at first, so the Boers started to use guerrilla tactics.

The Boers would ambush British troops, killing as many soldiers as they could, before retreating into the open plains of the area. British troops became frustrated with these tactics. They put pressure on the Boers by cutting off their supplies and food, burning farms, and placing Boer civilians in **concentration camps**.

WORDS MATTER

concentration camps special prisons for civilians who are political prisoners or prisoners of war

imperial of concern to an entire empire

A British War or an Imperial War?

From the start, the British believed that the Boer War was not just their own. Losing to the Boers might lead to a loss of all their colonies in southern Africa. Britain would then lose their ports at the tip of the African continent, from which they guarded trade routes between

Britain and Australia, New Zealand, and many parts of Asia. The British believed that this was an **imperial** war. This means that it concerned the whole British Empire. Britain requested that the dominions send troops and military equipment to help in the conflict. How would you feel if England became involved in a war today and asked Canada to participate?

WEB LINK

For more information on the Boer War, visit our Web site.



War in this era often involved digging trenches, such as this one.

Canada's Attitude Toward the Boer War

The British asked Canada to send troops to southern Africa and place them under British command. Based on what you have already read in this chapter, how do you think different groups of Canadians felt about the British request?

Laurier realized that Québec would never support sending Canadian troops to the war. On the other hand, he knew that most of Ontario would abandon the Liberals if he kept Canada neutral. Laurier had to make an important decision.

Laurier's Compromise

Laurier personally believed that Canada should stay out of the war, but he adopted an ingenious compromise:

- Canadian troops would not be ordered to go and fight in the war.
- Canada would, however, pay for and equip volunteer forces to join the fight.
- These volunteer forces would fight together as a Canadian unit, but would fall under British command.

Laurier and Bourassa Disagree

Henri Bourassa was a politician and journalist from Québec. He and Wilfrid Laurier disagreed on whether Canada should participate in the war. Bourassa believed that sending Canadian troops would act as a **precedent** for all future British wars. He felt that this would be used as justification for Canadian involvement in such wars. Bourassa disagreed with Laurier's practice of seeking compromise on so many political issues. He observed

Upon his arrival at the gates of Paradise, Mr. Laurier's first action will be to propose an 'honourable compromise' between God and Satan.

Bourassa began to write newspaper articles attacking Laurier's position on major issues. He became Laurier's chief opponent in Québec.



A Canadian soldier in the Boer War uniform of the period. What other Canadian uniform does it resemble?

WORDS MATTER

precedent something that has occurred that may be used as a reason for doing the same thing later



Henri Bourassa (1868–1952) was a member of parliament and of the Québec Assembly. He founded the newspaper *Le Devoir* in 1910 and was its editor until 1932. It is still one of the leading French-language newspapers in Canada.

Bourassa did not believe in all political compromises. He felt that French Canadians had been given special protections in order to ensure their support for Confederation. Governments should not try to abandon those protections now.



Henri Bourassa

Bourassa encouraged Canada to distance itself politically from Britain, and he helped to increase French-Canadian nationalism—pride and love for their country. He felt that Canada should not get involved in the Boer War.

Bourassa's influence extended beyond the Boer War. He made it increasingly difficult for Laurier to achieve compromises. In 1917, the Conservative government wanted to introduce conscription—requiring men to enlist as soldiers to fight in the war. Most English-speaking Canadians were in favour of conscription; most French Canadians opposed it. Laurier was still the leader of the Liberals, though he was no longer prime minister. He wanted to find a compromise. However, he felt that Bourassa had made such a position impossible. If Laurier tried to find a compromise, the Liberals might lose all their support in Québec. Laurier eventually opposed conscription.

In your opinion, what sort of people make the best politicians? Is it the compromisers, who try to find the middle ground? Or, is it the people who take strong positions and refuse to waver from their beliefs?

THINKING It Over

1. What was Bourassa's position on asking French Canadians to make compromises? What events, people, or other factors do you think shaped his position?  
2. How did Bourassa's position on conscription make things more difficult for Laurier? 
3. Do you think it is better for politicians to take strong and unyielding positions, or to look for compromises? Explain your reasons.  

Canadian Contributions to the War

At first, the Canadian government sent 1000 troops to the Boer War. It later sent additional forces. In Chapter 5, you read about Donald Smith, Lord Strathcona, who was president of the Bank of Montréal and a backer of the CPR. He personally established and paid for a volunteer regiment from western Canada to fight in the Boer War. It was called Lord Strathcona's Horse regiment and it participated in some of the key battles of the campaign in southern Africa.



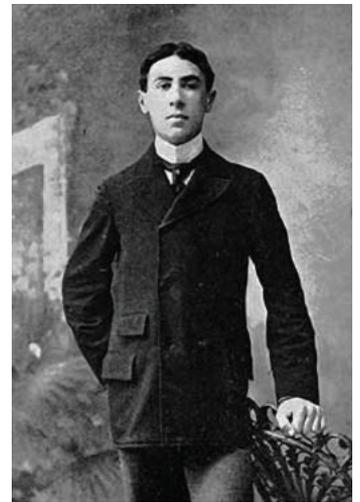
Lord Strathcona's Horse regiment included many cowboys, western frontiersmen, and members of the NWMP. Why do you think a private citizen would finance a military regiment?

During

READING

Checkpoint

Look for facts in this section for your chart. Do not forget to add what you think each fact will mean for Canada under the "I think" section.



Private Walter White

The Indian Act of 1876 said that registered First Nations people were not eligible to join the military. First Nations men who volunteered for service were turned away. During the Boer War, John Brant-Sero, a Grand River Mohawk, travelled to southern Africa at his own expense. He tried to volunteer for the British forces, but was rejected because he was not a status Indian. However, First Nations bands could deregister from the Indian Act, and the Anderdon band of Wyandotte (Hurons), near Sarnia, Ontario, did so in 1881. Members of the Anderdon band were therefore eligible to join the military. Walter White, of this band, volunteered in 1899. He was killed at Paardeberg, southern Africa, in February 1900, aged 19.



This National Aboriginal Veterans Monument is located in Ottawa. What do you think the various elements of the monument symbolize?

Women and War

During the Northwest Rebellion of 1885, women served as nurses for the first time in Canadian military history. From 1899 to 1902, women nurses supported Canadian troops in the Boer War. They served as a permanent, but separate, part of the Royal Canadian Army Medical Corps.

A permanent Canadian Nursing Service was created in the military in 1901. In 1906, female nurses became part of Canada's Regular Forces. During the First World War, more than 2800 women served with the Royal Canadian Army Medical Corps on hospital ships, in overseas hospitals, and in field ambulance units in combat zones.



Why do you think women were permitted to serve as nurses during wartime when they were not encouraged to have careers during peacetime?

By the time the war ended in 1902, 7368 Canadian troops had served in South Africa. Twelve of the volunteers were women nurses who worked in military hospitals. They inspired hundreds of other women who later volunteered for such work in the First World War (1914–1918). Eighty-nine Canadians were killed in action, and another 130 died as a result of disease.

The British eventually won the Boer War. Canada had sent troops to fight in an Imperial struggle. When other Imperial disputes broke out, it was going to be more difficult for Canada to remain neutral. Despite what Laurier said on the matter, it set a precedent for Canada's policy in future wars.

THINKING It Over

- How accurate was the prediction you made on page H 183 in the previous section of the chapter about what Laurier's compromise position would be if Britain called the dominions into a war? Explain. **t k**
- What opinion do you think each of the following might have had about Canada's involvement in the Boer War? Discuss your ideas in a small group.
 - Sir Wilfrid Laurier,
 - Henri Bourassa,
 - a nurse who volunteered for service in a field hospital,
 - Lord Strathcona, and
 - a British politician who is trying to get Canada to support the war. **k c**
- In a mind map, organizer, or other visual representation, illustrate your own view of what Canada's position on sending troops to the Boer War should have been. Explain your position to a classmate. **t c**
- At one time, matters such as race and gender were factors in whether a person was eligible to be a soldier. Make a list of criteria that you think should be factors in determining whether a person is suitable to be a soldier. Discuss your list with a classmate and explain the reasons for your choices. **t c a**

Differing Views on War

The Canadians who volunteered to fight in the Boer War believed that they had a duty to aid their nation during wartime. So do most people who fight for their country.

A Trainee Soldier's View of War

A Canadian soldier described his horseback training in a letter to his father, in 1902.

Halifax, NS, January 7, 1902

...we are having the most exciting time these days I have ever had in my life. Talk about a lacrosse or football match, why it is as tame as riding a broomstick—to what we are having now. We go down to the stables about 8:30 AM and saddle our chargers... and ready to move out of our stables at 9...

It is great fun to be on the outer flank when we wheel. Of course the man on the inner flank just wheels his horse around on one point, but those who are on the outer part of the line must gallop like fury. I tell you it is great...



This painting depicts a battle in southern Africa in 1901. Which point of view do you think it represents? Explain.

A Doctor's View of the Boer War

In 1900, John McCrae was a 28-year-old lieutenant from Guelph, Ontario, who volunteered to go to the Boer War. He was a medical doctor and worked in the field hospitals assisting wounded soldiers. Once in Africa, he found that more troops were dying of disease than battle wounds. This frustrated McCrae. Here is how he described some of his experiences.

For absolute neglect and rotten administration, it is a model. I am ashamed of some members of my profession... Every day there are from 15 to 30 Tommies [British soldiers] dying from fever and dysentery. Every one that dies is sewn up in a blanket, and [one dollar is] taken out of the pay for the blanket. The soldier's game is not what it's cracked up to be.

McCrae later became famous for his poem “In Flanders Fields,” which is often read at Remembrance Day ceremonies.

What Do YOU Think?

1. For each extract, make a list of words to describe the emotions that the quotation stirs up in the reader. **k t**
2. Which of the lists do you think would best describe the feelings of most people in Canada at the end of the war? Explain. **t**

Why Was the Royal Canadian Navy Created?

WORDS MATTER

alliance a union or agreement among groups working toward a common goal

entente an agreement to cooperate between opposing groups

dreadnoughts heavily armoured warships

The disagreements over Canada's role in the Boer War marked the beginning of 15 years of military and political crises in Canada.

Europe Heads Toward War

In Europe, the threat of war grew during the early 1900s. Since the 1880s, European nations had been forming secret alliances. The Triple **Alliance** (1882) consisted of Germany, Italy, and Austria-Hungary. The Triple **Entente** (1907) included Great Britain, France, and Russia.

European Alliances, 1914



The division of Europe, showing the two major alliance systems

If a country belonging to one alliance system went to war with a country in the rival system, its allies would join in to help it. This meant that if a war broke out, it would be a major one as all six nations in the alliance systems would become involved.

The Dreadnoughts

If a war broke out between Britain and Germany, everyone expected that it would be a naval war. The ships of the opposing forces would go to sea, and huge naval battles would take place. When the war finally began in 1914, the reality was quite different. To get ready for this war, Britain and Germany began a program of building warships with much heavier armour than earlier vessels. These new ships were called **dreadnoughts**. This name came from the first British ship of this class to be built, the HMS Dreadnought. It entered service in 1906.

Asking the Dominions for Help

Britain wanted to have as many warships as possible under its command. In 1910, it sent a formal request to the dominions. To help defend the British Empire, the dominions were asked to

- build naval vessels and find crews for them
- place their ships under British command
- continue to pay for the maintenance of these vessels even though they were commanded by the British Navy



The British warship HMS Dreadnought. Such ships were very heavily armoured to protect them from enemy fire.

Canada's Response

In 1910, Laurier had been prime minister for 14 years. He had been through many crises in which English and French Canadians had taken opposing positions. He knew that Britain's request would cause new tensions among Canadians. How could Laurier create a solution that would satisfy both sides? Laurier thought about this for some time before responding to the British request. His government proposed the following

- Canada would create its own navy, to be called the Royal Canadian Navy.
- It would build and maintain warships for the defence of Canada.
- If Britain got involved in a war that involved Canada's interests, it would turn these warships over to Britain for the duration of the war.
- Only volunteers would crew on these vessels. No Canadian would be forced to fight under British command.

From what you have already learned, do you think Laurier's compromise would satisfy both sides?

English Canadians

English Canadians held the same position they had supported during the Boer War crisis. Britain was Canada's closest ally, and Canada should provide whatever was needed, no strings attached.

During READING

Checkpoint

In your chart, list Laurier's compromises and attempted compromises in the "I read" section. Now write what you think each of these will mean for Canada's future in the "I Think" section. Go back and review the chapter to make sure you have them all.

French Canadians

French Canadians were shocked that Canada would even consider turning its warships over to the British, regardless of the war. Francophones wanted Canada to take a more independent position. They thought that Canada should not agree in advance to get involved in a war just because the British made the request.

Reaction to Laurier's Compromise

As you have seen, most English- and French-Canadians were uneasy about Laurier's compromise. Both sides of the debate were frustrated with Laurier for different reasons. Henri Bourassa began to organize opposition to the Liberals in Québec. In Ontario, the Conservatives gained more support.

The Royal Canadian Navy

The Naval Service Act of 1910 authorized the Canadian government to build warships. The first ones were to be bought from Britain, but the new ships were to be built in Canadian shipyards. A new college was established to train naval recruits. It was called the Royal Naval College of Canada, located in Halifax, Nova Scotia. *HMCS Rainbow* was stationed in Esquimalt, British Columbia. *HMCS Niobe* was stationed in Halifax.

The Royal Canadian Navy was not really an effective force at this time. It had too few ships. It was necessary to split the ships between east- and west-coast ports. Contrary to earlier predictions, the First World War never really developed into a full naval war. It was the Canadian army forces that made the most impact in Europe. Historians remember the creation of the navy more for the political divisions it encouraged than for any of its accomplishments.

WORDS MATTER

HMCS His/Her Majesty's Canadian Ship

WEB LINK

For more information on the history of the Royal Canadian Navy, visit our Web site.



Gunnery officers and men aboard cruiser *HMCS Niobe*, one of the navy's two ships

Canada's World Military Role

Then

In the 1890s, Canada's small population and limited economy meant that it did not have much international influence. As it could not afford the expensive steam-powered and steel-hulled warships necessary for naval battles, it did not have much of a military presence, either. Overall, Canada relied on Britain for its defence.

It was not until 1910 that the Royal Canadian Navy was founded. Even so, it was not very strong. When the First World War began in 1914, the Canadian navy had only two warships. That war was to be a turning point. Once war was declared, Canada began to produce war materials at a rapid rate. Almost 420 000 soldiers served overseas in the Canadian Expeditionary Force. When peace returned in 1918, about 60 000 Canadians had died in the war.



Would this poster convince you to join the army? Why or why not?

Now

Internationally, Canada is not regarded as a front rank military nation. The Canadian Forces employ about 60 000 men and women. Canada has recently participated in wars such as the Gulf War against Iraq (1991), and the Afghanistan War (started in 2001). Both of these wars were approved by the United Nations (UN).

Canada's best-known military role has been as UN peacekeepers. UN members send troops into war zones to help bring about peace and stability, and to protect civilians. The UN has recently stationed troops in Rwanda and in Bosnia and Herzegovina. Peacekeeping can be dangerous work, and Canadian soldiers have died while on duty.



Look at these two recruitment posters and decide on the main message of each one. Compare the aims of each poster.

THINKING It Over

1. Compare the positions of a) English Canadians and b) French Canadians about the creation of Canada's navy and the use of Canadian soldiers in the Boer War. How similar or different a position did each group take during these two military crises? **k t**
2. Compare Laurier's compromise position during each of these crises. How effective a politician do you think he was, based on what you know about these events? **k t**

How Canada Became Involved in the First World War

During

READING

Checkpoint

Look at a modern map of Europe. Do you see Bosnia and Herzegovina and Serbia? Look at a map of the same area during the 1980s. What was the region called then? What does this tell you about this part of Europe?

WORDS MATTER

heir one who inherits

assassination murder of a leader for political purposes

ultimatum a final demand or set of terms, the rejection of which may lead to use of force

mobilization preparing the army for war

In June 1914, Archduke Franz Ferdinand and his wife, Duchess Sophie, were on a “goodwill” visit to Sarajevo, a city in the area of the Austro-Hungarian Empire, now called Bosnia and Herzegovina. Franz Ferdinand was **heir** to the throne of Austria-Hungary. They were riding in an open car when a teenage assassin suddenly came up to their car. He shot Franz Ferdinand and Sophie from point-blank range.

Serbia was another area of the Austro-Hungarian Empire. The assassin belonged to a secret Serbian nationalist group that wanted Austria-Hungary to give up control of Bosnia and Herzegovina.

Some political organizations use violence in the hope that the authority they are opposing will give in to their demands and thereby avoid further violence (remember the Fenians from Chapter 2). Instead of giving in, Austria-Hungary chose to take a strong stand against Serbia.

Within six weeks of the **assassination**, all the major countries of Europe were at war. So were Canada and the other countries of the British Empire. To understand all this, look at the chain of events of the summer of 1914 (see page H 195).



Archduke Franz Ferdinand and Duchess Sophie moments before they were assassinated on June 28, 1914

WEB LINK

For more information on the causes of the First World War, visit our Web site.

The Timeline to War, 1914

June 28

- Franz Ferdinand and Sophie assassinated in Sarajevo.

July 6

- Kaiser Wilhelm II of Germany promises German support for Austria-Hungary in any military action in Serbia.

July 23

- Austria-Hungary delivers a list of demands to Serbia. It requires Serbia to get rid of all anti-Austrian army officers, teachers, and government workers; to allow Austrian officials to enter Serbia to investigate the shootings; and to co-operate fully with the Austrian inquiry. It is an **ultimatum**. It threatens severe consequences unless Serbia agrees to every demand. Serbia agrees to some of them.



July 25

- Russia begins a partial **mobilization** in case war breaks out.

July 28

- Austria-Hungary rejects Serbia's response to its ultimatum. It declares war against Serbia.

July 30

- Austria-Hungary and Germany demand that Russia stop mobilizing within 12 hours. Russia ignores the demand.

July 31

- Austria-Hungary adjusts its military plans to include the possibility of war against Russia.
- Britain asks France and Germany to guarantee that they will not invade Belgium, which is located between the two countries. France agrees, but Germany does not.



August 1

- Germany declares war on Russia.

August 2

- Germany demands that Belgium allow German troops free passage to France, if France and Germany go to war.

August 3

- Germany declares war on France.

August 4

- German troops invade Belgium and Luxembourg to mount an attack on France.
- Britain demands that German troops leave Belgium by midnight. Germany does not reply. Britain declares war on Germany.
- Canada is automatically at war on Britain's side.





Edith Anderson, born in 1890 on the Six Nations Grand River Reserve, cared for wounded soldiers in France.

Canada Prepares for War

Throughout the summer of 1914, the likelihood of war in Europe increased. Canadians watched with interest and horror. Prime Minister Robert Borden firmly believed that Canadians should fight if war broke out. He felt that this would improve Canada's position in the world, and gain it international respect. Laurier, now Leader of the Opposition in the House of Commons, personally supported Canadian participation as long as only volunteer forces were sent to the war.

There were only 3000 troops in the regular army and about 60 000 militia, so Canada was hardly a strong power, but a Canadian Expeditionary Force was created. The minister of militia, Sam Hughes, invited volunteers to join the armed forces. It was hoped that 25 000 would come to the new military camp in Québec. Thirty-three thousand showed up. On October 3, the first troops sailed for Britain.

Among the volunteers for the war were almost 4000 First Nations men, some of whom were excellent sharpshooters who later received military medals for their accomplishments. The First Nations volunteers included one woman, Edith Anderson, a descendant of Mohawk leader Joseph Brant. Anderson served as a nurse.

The First World War did not turn out to be anything like what many of the volunteers had expected. They thought it would be a great adventure and that they would be home by Christmas. In fact, the war dragged on for more than four years and resulted in more than 60 000 Canadian deaths. The First World War was a result of conflicts between stubborn politicians and spoiled royals. What began as a local dispute quickly grew into an event that affected all of Europe and most of the world. Most Canadians strongly supported Canada's entry into the war. However, support for the war was much lower in Québec than elsewhere in Canada, as had been the case in previous military crises. In later history courses, you will learn how crucial the First World War was to the history of Canada.

Wartime Propaganda

Propaganda is a communication technique used to persuade people to believe a particular point of view. Propaganda can be particularly effective in wartime, when a nation feels threatened. In a war, all sides tend to use propaganda. It is an effective way to influence people by playing on their emotions and fears and by including only partial information. Look at the Canadian First World War poster in the margin for an excellent example of wartime propaganda.

TO THE WOMEN OF CANADA

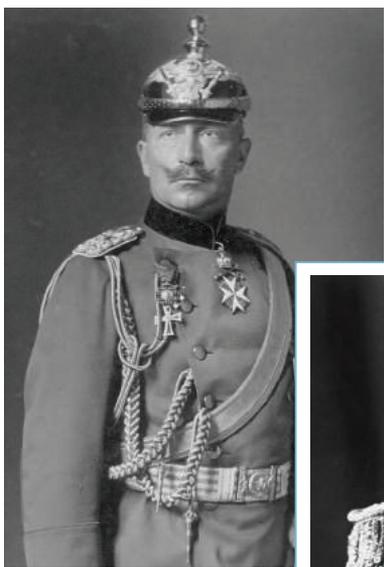
1. You have read what the Germans have done in Belgium. Have you thought what they would do if they invaded this Country ?
2. Do you realize that the safety of your home and children depends on our getting more men **NOW** ?
3. Do you realize that the one word "GO" from you may send another man to fight for our King and Country ?
4. When the War is over and someone asks your husband or your son what he did in the great War, is he to hang his head because you would not let him go ?

**WON'T YOU HELP
AND SEND A MAN TO
ENLIST TO-DAY ?**

Why do you think a war poster targeted women? How effectively does this poster communicate its message to its intended audience? Explain.

Heroes and Villains | Kaiser Wilhelm and Tsar Nicholas

Why did the assassination develop into a huge war? Historians have many opinions. Some historians say that Kaiser Wilhelm II, the Emperor of Germany, is the key villain. They say that his guarantee of support to Austria-Hungary on July 6, 1914, gave that country added confidence. If Wilhelm had suggested a calmer approach, Austria-Hungary might not have declared war, but worked out a compromise with Serbia.



Kaiser Wilhelm



Tsar Nicholas

Other historians see Wilhelm's role as more positive. Maybe Germany did not believe that a war would result from its guarantee. If Serbia saw that Austria-Hungary had Germany's support, maybe it would agree to the ultimatum. It was not Wilhelm's fault that events got out of hand and Russia mobilized its army.

There are also historians who see Tsar Nicholas II, Emperor of Russia, as the major villain. These historians say that Austria-Hungary expected nothing more than a small war in Serbia. All of a sudden, Nicholas was mobilizing his entire army to support the Slavic people of Serbia. Germany could not risk war with both countries at the same time. So, Germany tried to defeat France in the west before the Russian army was fully prepared to invade Germany from the east. Germany declared war on France, invaded Belgium, and the war began.

Opponents of this view say that Nicholas acted in a heroic manner, defending a people who were being oppressed by Austria-Hungary. These same people believe that Nicholas recognized that Austria-Hungary would defeat Serbia, but what then? Would Austria-Hungary march into other countries such as Bulgaria and Romania? If so, this would threaten Russia's security.

On a scale of one to ten (with one representing a villain and ten representing a hero), where would you place (a) Kaiser Wilhelm, and (b) Tsar Nicholas? Unsure? Why?

THINKING It Over

1. Pick three dates from the timeline on page H 195 that you think were most important in the development of a war that involved all of Europe. Draw a picture or write a short poem to describe each event you choose. **K T C**
2. As a class, hold a "horseshoe debate" on the question, Was Canada right to participate in the First World War? For help in debating, see page S 11. Before the debate, write down your answer to the question and your reasons. After the debate, write down your answer. Did the debate change your response? Why or why not? **T A**

What You Will Need

- two decks of playing cards
ace = 1
face cards = 10
other cards = their numerical value
- two pieces of blank paper
- two pencils

How to Play

A. Work with another person. It is 1910, and each of you is trying to match Laurier's achievement in creating the Royal Canadian Navy. To manage this task, you need

- money
- volunteers
- a balanced position between English and French opinions on the subject
- enough free space in shipyards to build the warships

B. Each player shuffles a deck of cards and places it in front of the other player. Each player uses a separate deck to play the game.

C. Each player deals the top four cards face up on the playing surface, and sorts them into suits, from left to right. (♣ ♦ ♥ ♠) If you have more than one card in a given suit, place them one above the other on the playing surface.

Suit	Represents	Winning Range
♣	Money. You need \$100 m.	10 or any face card (each number = \$10 m)
♦	Volunteers. You need 1000 volunteers.	10 or any face card (each number = 100 volunteers)
♥	English/French support. You need 70%+.	10 or any face card (each number = 7%)
♠	Shipyard capacity. You need 5 ships.	10 or any face card (each number = 1/2 a ship)

D. You are trying to have four groups of cards at the same time that fall into the winning ranges as shown in the chart. If you do not need a card, place it face down in a discard pile.

E. In turn, the players draw the top card off their deck. If it is in the winning range, they may keep it. If not, place it in a discard pile. Keep count of your turns on the piece of paper.

F. Conditions change over time. You may have control over something at one time but that can slip away from you because of surprise events. To simulate this, every tenth turn you must discard one "winning range" (face up) card before you draw from the deck.

G. Continue repeating steps E and F until the game is over. If a player's deck runs out, the opposing player shuffles the discard pile and places it face down.

How to Win

The game lasts until one player has assembled four winning range groups of cards. Both players check and verify the cards are correct.

THINKING It Over

1. Did the winner generally lead throughout the game, or start to move ahead in the final rounds? **t**
2. How do you think that this game illustrates some of the difficulties Laurier faced in creating a Canadian navy? Explain. **k t**
3. What improvements would you make to the game to make it more accurate, or easier to play? **t a**

PUTTING IT ALL TOGETHER

In this chapter, you learned how international affairs affected Canada and promoted change. English-speaking and French-speaking Canadians often had different points of view on key issues. Prime Minister Laurier made compromises, such as sending 7000 volunteer troops to the Boer War and creating a military navy—this seemed to satisfy both sides.

The First World War erupted in 1914. Because of its past historical ties, Canada sided with Britain. More than 60 000 Canadians died in the battle. The war had a tremendous influence on the further development of Canada and its international reputation.

After

READING

Forming Conclusions

In the “Therefore” section of the chart you started at the beginning of the chapter, write a conclusion based on the facts you have noted in the “I read” section and the opinions you have formed in the “I think” section.

I read	I think
Therefore	

THINKING It Through

1. Write two newspaper editorials that might have been written in 1899. **t c a**
 - a) The first editorial supports Canada's compromise solution over its participation in the Boer War.
 - b) The second opposes it. (You can take the position adopted by Henri Bourassa that it was too pro-Empire, or the position of many English Canadians that it was not pro-Empire enough.)
2. Choose four terms from the Words Matter boxes, or other words that were unfamiliar to you before reading this chapter. For each word, create a visual that conveys the meaning of the term. Design a poster incorporating your visuals. **k t c a**

Each editorial should be about 150 words in length. It should contain:

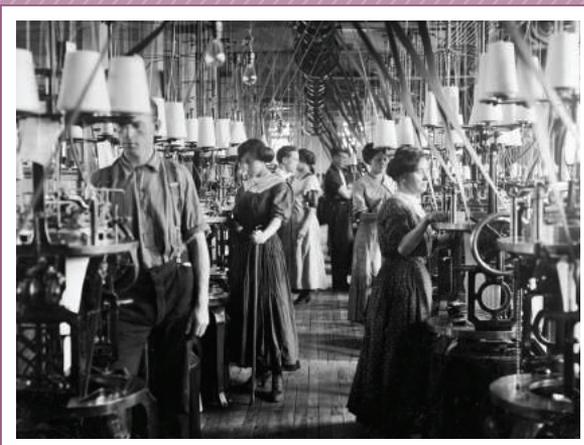
- a headline
- a summary of key events that focused Canadian attention on southern Africa

Back to the Big Idea

How did social and economic factors, technology, and people promote change in Canada?

You have examined some of the changes that affected Canada in this era. You have learned that waves of immigrants flooded into the country. You have seen how cities and the economy grew. You have read how people began to demand reform in everything from women's rights to labour laws. You have studied the debates over Canada's role in the British Empire. You have discovered some of the tensions that existed between English and French Canadians, and the attempts to resolve them. You have seen how Canada became involved in an overseas conflict and how this affected its political position in the world. Through all these events, you have seen how Aboriginal people were affected.

Now that you have finished this unit, use graphic organizers to review what you have learned. Write a point-form list of reasons to answer the question, **How did social and economic factors, technology, and people promote change in Canada?**



Show That You Know

Review what you have written to answer the Big Idea question on the previous page. Now imagine that you have been hired by the federal government to produce a documentary presentation about the social and economic factors, technology, and people that promoted change in Canada in the period from 1885 to 1914. A documentary is a film or broadcast production that presents a factual report rather than a fictional drama.

Step 1 Choose your medium

You can present your findings in any of the following forms—a computer slide show, a video presentation, a live dramatic presentation, or as the script and directions for a television program.

Tip: Skim through the chapters of Unit 3 to help you to identify subtopics that you can include.

Step 2 Identify your subtopics

Identify no more than four items that you will examine in your documentary, and limit your research to these items.

Tip: Review the following features of the Skills Tool Kit:

- Asking Questions (page S 8)
- Researching a Topic (page S 6)
- Using Primary and Secondary Sources (page S 4)

Make sure to complete steps 2–4 of The Inquiry/Research Process (page S 2).

Step 3 Research your topic

Use a variety of primary and secondary materials to find key information to include.

Tip: Test parts of your documentary on family or friends (not classmates) to make sure that it is clear and lively.

Step 4 Create your documentary

Take your research information and put it together in an organized manner. Present information about one subtopic at a time. Create an introduction and a conclusion for your documentary.

Step 5 Present your documentary

Clear communication is a vital part of presenting your findings. Make sure that you present your information in a creative and scholarly manner. Carefully review your documentary as you create each subtopic for Step 4 to make sure that it will hold your audience's interest.

GLOSSARY

Words that appear in **blue** are your unit key terms.

act a piece of legislation passed by parliament

advocate to recommend or support by argument

alliance a union or agreement among groups working toward a common goal

assassination murder of a leader for political purposes

balance of trade the difference between a country's imports and exports

Canadiens Canadians of French descent

capitalists people who built and owned businesses

census an official count of the population including information such as occupation, gender, age, religion, and ethnic origin

colonial preference giving favoured treatment to colonial trade

concentration camps special prisons for civilians who are political prisoners or prisoners of war

Confederation the union of provinces and territories forming Canada

conference a meeting for discussion of information or ideas

conservative preferring what is safe and familiar rather than wanting change and risk

Corn Laws British laws that governed the import and export of grain; in Britain, cereal grains were called corn

cottage system the manufacture of goods made by many people working individually in their homes

country-born people of mixed British and First Nations ancestry

court martial military trial

Crown a symbolic term referring to the monarch of a country

dominions independent countries that had been British colonies

dreadnoughts heavily armoured warships

duties/tariffs taxes on imported goods

emigrate leave one's country to settle elsewhere

entente an agreement to cooperate between opposing groups

entrepreneurs people who start or organize businesses

equal representation each region has the same number of elected representatives

exploit to take advantage of someone or something for one's own benefit

expropriate legally take property from its owner

external trade trade with countries and colonies outside of British North America

factory system the manufacture of goods made by many people working together in a large building

federal relating to a system that has a central government as well as provincial or state governments

Fenians an Irish nationalist organization founded in the U.S. that encouraged revolutionary activity to overthrow British rule in Ireland

foreign investment money invested in companies in a country other than one's own

free trade trade without duties or tariffs

gold rush a mass movement to an area where gold has been discovered

guerrilla tactics fighting by means of ambush and surprise attacks

heir one who inherits

HMCS His/Her Majesty's Canadian Ship

homesteads lands turned over to settlers for the purpose of farming

House of Commons the house of parliament that is elected by voters and is based on representation by population

hypothesis an educated guess or theory that has not been proven

imperial of concern to an entire empire

incorporated formally organized as a community with its own local government

Indian the historic term for First Nations people. Though we now use the term First Nations, historic documents use "Indian"; the federal government still has a Department of Indian Affairs, as was assigned at Confederation

Indian status the term that identified people for recognition as Indians

industrialize develop industries, especially manufacturing industries

intercolonial trade trade among the BNA colonies

land speculators people who buy cheap property hoping its price will rise

Manifest Destiny the belief that the United States had a duty to take over all the land of North America

Métis people of mixed European and First Nations ancestry

mobilization preparing the army for war

movement a group of people with a common goal

multiculturalism many culturally distinct groups living within a society

navvies labourers; it is an abbreviation of the word "navigator" in the old-fashioned sense of a canal builder

nobility members of the highest class of society

panning for gold searching for gold by collecting, then washing gold-bearing gravel in a pan

pemmican dried meat, pounded and flavoured with fat and local berries

placers sandbanks containing minerals, in this case gold

political deadlock a situation where progress cannot be made because the parties involved do not agree

precedent something that has occurred that may be used as a reason for doing the same thing later

prejudice unfavourable feelings, opinions, or attitudes regarding a racial, religious, or national group

prohibition total abolition of the sale of alcohol

proportional representation a voting system in which a political party gets the same proportion of seats in government as the proportion of votes it received

prospectors people seeking valuable minerals, especially gold

provisional government a temporary government put in place until a permanent one is established

quarantine to keep people in isolation from others to prevent the spread of disease

racist intolerance of other races or the belief in the superiority of one race over another

reciprocity an exchange of privileges or favours as a basis for relations between two countries

referendum a vote by the citizens on a proposed government action

repealed abolished

representation by population the number of elected representatives is determined by the size of the population in the region represented

republic a system of government that has no monarchy; all the politicians are elected

reserves land set aside for exclusive use by First Nations people

riding the area represented by an elected official

Rupert's Land a vast area of land in northern and western Canada, owned by the HBC. The government of Canada purchased this land in 1869.

scrip a coupon that could be exchanged for land

Senate the house of parliament that is appointed by the prime minister and is based on equal representation for various regions

social gospel a movement that emphasized the application of Christian principles to social problems

staking a claim placing stakes around a chosen area of land and then registering ownership at the land office

stampede people who rushed to gold strikes

tariffs/duties taxes on imported goods

temperance literally means moderation, but when used in relation to alcohol it meant to abstain

treason an act of betrayal or disloyalty to one's country or government

treaties legal documents outlining agreements between nations

ultimatum a final demand or set of terms, the rejection of which may lead to use of force

veins streaks of minerals in rock

wards of the state people who are under the care of the government; usually children or people who are unable to be responsible for themselves

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SKILLS TOOL KIT

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The Inquiry/Research Process

Start Review what you already know

In Grade 7, you learned the six steps of the Inquiry/Research Process. Review these steps, listed below. In your own words, summarize the requirements of each step.

Step 1 Identify an issue

Narrow down one of the examples below to identify an issue.

A: History general subjects	B: Geography general subjects
Confederation	World population patterns
The Red River and Northwest Rebellions	Different types of industry
Canada's role in defending the British Empire	Cultural imprints in Canadian regions

Step 2 Ask questions

Select one of the examples from the chart above, and create six questions using the 5W + H model. Your questions will begin with each of the following words: who? what? when? where? why? how? These questions will guide your research on your subject.

Step 3 Gather information

You will look at a variety of materials to find the information you need to complete the Inquiry/Research Process. Possible sources include encyclopedias, atlases (maps, graphs, and statistics), books, journals and diaries, newspapers and magazines, Web sites, and personal interviews.

Continue with the subject you selected in Step 2. Visit a library, and do research on the internet. Find an example of four different types of information resources that would help you to solve the identified issues for your topic.



Step 4 Record information

Now, record information you have found about your topic. This will help you answer the six questions you posed in Step 2. Use a set of file cards, or create a computer file that contains the following items:

- the title of each source
- the library call number or the internet address of the Web site
- the date the source was published or the date that you located the Web site
- three pieces of key information from each source, together with their page numbers.

Step 5 Analyze information

Study the six questions you posed in Step 2, and the information you recorded in Step 4. How well have you answered your questions? If you have not found information to fully answer one or more questions,

- you can adjust one or more questions to get a better fit between the question(s) and the information, or
- you can do more research until you have information that will allow you to fully answer the question.

If you still have a mismatch, check with your teacher before proceeding.

Step 6 Communicate findings

There are many ways to communicate research findings. For this skill feature, create an organizer that allows you to communicate your findings about your topic.

APPLY It

Investigate the following topics.

History	Geography
General Subject: Canadian expansion and national confidence, 1867–1914	General Subject: Rural-to-urban migration in Canada
Identified Issue: Why did Canada expand and grow in national confidence between 1867 and 1914?	Identified Issue: What has been the effect of rural-to-urban migration in Canada since 1950?

Recognizing and Using Primary and Secondary Sources

Start Review what you already know

In Grade 7, you learned about the differences between primary and secondary sources. Review this information now. What are the key differences between primary and secondary sources?

Step 1 Check the origin of your source

- If it is a book, examine the front pages, which usually contain publication information. Who is (are) the author(s)? When was it published?
- If it is any other type of paper source (for example, a newspaper or magazine), find publication information about it.
- If it is an artifact, find who made it and when.
- If it is an electronic source (like a CD-ROM or a Web site), try to find who compiled the information and when. (Is it original material from another source, or was it specially created for the electronic source?)

Step 2 Look for clues within the source

- Secondary sources usually use quotation marks or special formatting when they borrow primary material from another source. (See pages H 11 or G 49 for examples in this book.)
- Secondary sources can include credit lines telling the reader where the primary information was taken from.
- Secondary sources are normally written in the third person and can use formal language.
- Primary sources often come from an earlier time. They may have an old “feel” to them, or use old-fashioned language or technical terms.
- Some primary sources, like letters or journals, have a personal feel to them, using words like “I” or “we.”

Step 3 Examine primary sources for bias

All authors have their own bias about their subject. (What they choose to write about, or not write about, is just one example of bias.) For example, Sir John A. Macdonald made speeches about the benefits of Confederation to spread his views of the proposal. Similarly, critics of the World Bank have created Web sites and material to protest its policies. When using primary sources, ask yourself these questions:

- Who wrote or created this material?
- Why did the person write or create this material?
- How does this affect the importance of the material for me?
- What is the point of view of the person?
- What was the purpose of the material when it was created? How does that affect its meaning for me?
- What information can this material give me?

APPLY It

History

Choose one of the following topics:

- British North America in 1860
- the culture and lifestyle of the Métis
- women and the vote
- Henri Bourassa

Use the library and the Internet to find at least one primary source and one secondary source for your topic. Examine your primary source. Is it reliable or unreliable? Why?

Geography

Choose one of the following topics:

- different types of residential land use
- problems with the market economy
- China's current economic growth
- Canada's multiculturalism policy

Use the library and the Internet to find at least one primary source and one secondary source for your topic. Decide whether you consider your primary source reliable or unreliable, and explain why.

Researching a Topic

Start Review what you already know

Make sure you have completed the skill *Recognizing and Using Primary and Secondary Sources* (pages S 4–S 5). In your research, you should work with secondary sources before going to primary ones.

Step 1 Examine general secondary sources

It is best to start your research with general sources. They examine a broad range of topics, but in limited detail. They will give you an overview of your topic, without assuming that you know a lot about it. Some examples of general secondary sources are:

- encyclopedias and almanacs
- textbooks
- atlases

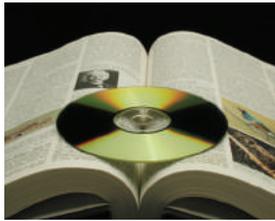
You can find these sources in the reference section of a library or on-line. Make notes on file cards or in a computer file as you proceed.

Step 2 Examine specific secondary sources

Once you have a general understanding of your topic, you need to explore it in greater detail. To accomplish this, you need to examine specific sources. These are sources that study a smaller topic in greater detail. Specific secondary sources examine:

- a small topic, or a small part of a larger topic
- a specific event
- an individual person or a small group of people (studies of individuals are called biographies)

Continue making research notes.



Reference texts sometimes have multimedia material with extra information.

Step 3 Examine primary sources

Once you understand the overview (Step 1) and the important facts (Step 2) of your topic, you can move on to primary sources. Sometimes, primary sources are difficult to understand because they often use old-fashioned or technical language. They also deal with a very small part of the topic. Complete your research notes at this stage.

*There was one of two things
I had a right to—liberty or
death. If I could not have one,
I would have the other for no
man should take me alive.*

An extract from a primary source

APPLY It

History

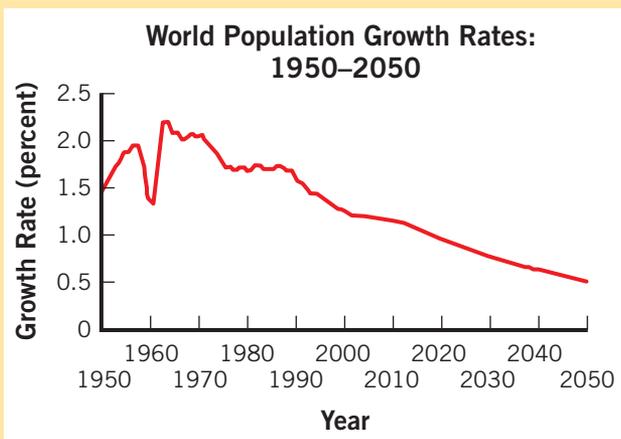
Imagine that you are researching the sinking of the *Titanic* in 1912.

- Identify which of the following are general secondary sources, specific secondary sources, and primary resources.
- Place them in the correct order of study, applying the principles outlined above.
 - A history of marine disasters and shipwrecks with a chapter on the *Titanic*
 - The official register containing the names of all the passengers who sailed on the *Titanic*'s fateful voyage
 - A biography about the captain of the *Titanic*
 - An encyclopedia of Canada with a short article about the Canadian passengers on the *Titanic*
 - The official report of the commission investigating the *Titanic*'s sinking
 - A history of Canada with a paragraph about the sinking of the *Titanic*

Geography

Imagine that you are researching the future of the world population.

- Which type of resource is the graph below? How will it be useful to your research?
- Examine Chapter 2 of the Geography textbook to identify two more examples of primary or secondary research sources on this topic.
- Use the steps above to create a list of five research sources, including this graph and two others found in Chapter 2.



Asking Questions

Start Review what you already know

In Grade 7, you learned about the 5W + H model, and the difference between factual and opinion questions. Review these items now to make sure you fully understand them.

Step 1 Understand different types of research questions

You should use a variety of types of questions when you do research. You already know about factual and opinion questions, but there are other types of research questions to consider.

Question Type	History examples	Geography examples
Causal (look for causes of events)	What were the causes of the mass immigration of the 1900s?	Why is Alberta's population growing faster than that of other provinces?
Comparative (make comparisons)	How does Canada's world reputation today compare with its reputation in the 1890s?	What differences are there between Canada's immigration policy now and a century ago?
Speculative (infer the answer)	How might the development of the Prairies have been different if the CPR had not been built?	Which types of industry would be best suited to economic conditions in your local region?

Step 2 Recognize that key words and question types are different

The key words that begin research questions (5W + H) do not tell you what type of question it is. Refer back to the organizer above. Note how types of questions can start with different key words.

APPLY It

History/ Geography

1. Choose a general topic that you have recently studied in this book. Create two questions of each type shown in the organizer above.
2. Use your questions as a guide to do research about the person or topic.
3. Use a graphic organizer to show your questions and answers. Present your completed work to your classmates.

SKILL

Recognizing Fact, Opinion, and Inference

Start Identify different types of information

As you study history and geography, you encounter many facts, opinions, and inferences.

Step 1 Understand the meanings of the terms

In order to understand what you hear and read, you need to be familiar with the meanings of *fact*, *opinion*, and *inference* in order to fully understand the information.

- **fact:** something that can be proven by hard evidence, and about which there is general agreement

- **opinion:** What someone thinks about a topic or question. The author might be trying to convince the reader to agree with a particular position.
- **inference:** a position that the reader comes to by making a deduction about the information—something that is not stated specifically

Step 2 Recognize fact, opinion, and inference

In the organizer below, identify fact, opinion, and inference.

History (See Zoom In: Henri Bourassa, page H 186)	Geography (See Exploring Points of View: Are Canadians Helping Enough?, page G 62)
Henri Bourassa was more of a fighting politician than Wilfrid Laurier.	Canada is falling short on its foreign aid commitments.
Bourassa was born in 1868.	Higher levels of foreign aid could improve the lives of people in developing nations.
Bourassa's firm position on conscription made it impossible for Laurier to find a compromise.	The United Nations recommended that developed nations contribute 0.7% of Gross Domestic Product to foreign aid.

APPLY It

History

Examine one of the following topics in this textbook. Identify one fact, one opinion, and one inference in the topic.

- Prince Edward Island's "absentee landlord" problem (Chapter 1)
- The North West Mounted Police (Chapter 6)
- The Reciprocity issue (Chapter 8)

Geography

Examine one of the following topics in this textbook. Identify one fact, one opinion, and one inference in the topic.

- Rural, urban, and suburban settlement (Chapter 1)
- Command economic systems (Chapter 4)
- Mobility and changing technology (Chapter 7)

Detecting Bias in Sources

Start Judge Information

Use this checklist to judge information that you see, hear, or read.

 Recognize fact versus opinion

Facts can be accepted as true. Opinions shape a set of facts to present a certain point of view. For example, it is a fact that there are about 6.6 billion people on earth. Some people believe that this is too many, and others don't. These are opinions.

 Watch for words that show bias

Bias means "a preference." These are preferences that can be unbalanced or unfair. Biased writing is also shown by what is *not* there—it may not give all the evidence or treat all sides with equal attention. Language that reflects a preference for certain races, cultures, genders, or some human groups over others is a type of bias called prejudice. Language that is very assertive or extreme can also show bias.

 Identify the author's purpose

Try to find out why the material was prepared. It may be intended to persuade others to agree with the author's opinion. Ask why the author might choose to ignore evidence or groups of people. Consider whether or not the author is a member of an interest group which holds a particular point of view about an issue.

APPLY It

Identify examples of fact and opinion in the following. How does the text show bias?

History

When European explorers discovered North America, they found a savage, empty wilderness. To bring the light of civilization to this world was a constant struggle. Imagine going from bustling cities and busy trade to empty forests and rocky coasts. However, there were riches—gold, furs, and timber. This was the great benefit of exploring the New World.

Geography

To the editor,
I am shocked and appalled to read stories about demands for reducing the populations of wild animals. The burden of the human population on the earth is the most pressing environmental problem we face today. No one would ever suggest that we get rid of people! Yet for some reason, some people think it is okay to do such a thing to animals.

SKILL

Debating an Issue

Start Recognize the value of debate

History and Geography are filled with conflicting opinions. A debate is a good way to weigh different ideas, and help you make up your own mind.

Step 1 Identify an issue

An issue is a question about which there are different points of view. The issue should be presented so it can be answered by “Yes,” “No,” or “Unsure.” For example:

- Why did it take so long for the RCMP to hire female officers?
- Was Karl Marx a hero or a villain?

Step 2 Take a vote

Consider your first response to the debate question, then vote “Yes,” “No,” or “Unsure.” After the vote is counted, sit in a horseshoe shape, seated according to how you voted.

Step 3 Exchange points of view

Find out more about the debate topic, then take turns presenting the “Yes” and “No” points of view. If you are “Unsure,” listen carefully and ask questions to help you make up your mind.

Step 4 Take a final vote

After discussion, take another vote. You can still choose “Yes,” “No,” or “Unsure.” The winning side is the one with the largest increase in votes. This measures how persuasive the presentations were.

Tip: There are features in this textbook which can give you good debate topics. They are **Exploring Points of View** and **Heroes and Villains**.



APPLY It

Debate these issues using the steps above.

History

Was Maritime Union or Confederation with Canada the best solution to Nova Scotia's difficulties in the early 1860s? (Chapter 2)

Geography

Is the “One Child Policy” the best way for China to control its population growth? (Chapter 2)

Analyzing Images

Start Focus on images

This textbook is filled with many different types of visuals. They can give you as much information as the text that you read. Like reading material, visual images contain messages that reflect a point of view. They can also contain possible bias.

Step 1 Identify the image

There are many different types of images. Each has a different purpose.

<ul style="list-style-type: none"> • paintings, photographs, or posters are artistic expressions that contain a message or information 	<ul style="list-style-type: none"> • drawings or diagrams are illustrations to simplify or explain a topic
<ul style="list-style-type: none"> • cartoon series or editorial cartoons give a message using humour 	<ul style="list-style-type: none"> • maps, aerial photographs, or satellite images show patterns on the earth

When you see an image, read the title and caption that goes with it. See if you can find out when the image was created, and by whom.

Step 2 Read the image

A useful way to look at images is to identify what is in the foreground or the centre. This is probably the main subject, and the most important part. Next, examine the background or the edges of the image. This tells you the setting or context. Reading foreground and background will help you draw information from the image. Think as well about what may not be in the image. A photograph, for example, can be cropped to emphasize something within an image that was originally larger.

Step 3 Analyze the image

You have gathered information about the image and its content. Now you can ask yourself some important questions:

- What is the artist's **message**? How does he or she make this message clear?
- What is the artist's **point of view** about the topic? How can you tell? How is he or she trying to show a certain point of view?
- Why did the artist create this image? Why was it chosen for this publication?

Step 4 Evaluate the image

To evaluate something means to judge or assess it. Ask these questions to evaluate the image:

- Is the message easy to understand or difficult to identify?
- Is the artist's point of view current or out of date? Do you agree with it or not?
- Would another type of image have been as effective, or perhaps even better?

Geography



A Mexican couple looks at the border fence at the U.S.-Mexican border, near Tijuana, Mexico.

History



The Canadian Pacific Railway was the largest owner of land that could be sold to settlers. This poster was one way to promote immigration to Canada.

APPLY It

Answer these questions for each of the images above.

1. What type of image is shown? What is its purpose?
2. What information can be seen in the foreground and the background? What does this tell you about the subject? How does the caption help with understanding the image?
3. What is the artist's message? Identify the point of view.
4. How effectively is the message presented? Does it create an emotional response in the viewer? What other type of image could have been used instead? Why?

Using and Making Maps

Start Know how to use maps

People say that “a picture is worth a thousand words.” This is especially true when you are examining or creating a map. A map is a specialized drawing which shows a simplified view of the earth (or part of it) from directly overhead. Maps use symbols, scale, direction, and location to convey their meaning.

Step 1 Look at the legend

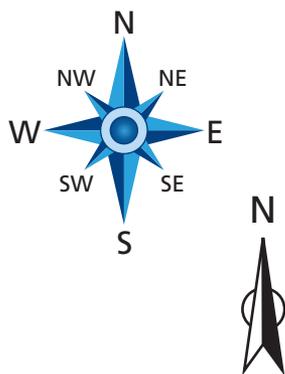
Three major types of symbols unlock the stories told by maps. Use the map legend to find their meanings.

Area Symbols	Line Symbols	Point Symbols
Colours or patterns are used to indicate large parts of the map with common characteristics (e.g., oceans)	Lines of different colours and design divide places (e.g., boundaries) or join them (e.g., highways)	Small shapes and drawings identify specific places, such as cities, hospitals, and campgrounds

Step 2 Check the scale

Three different types of scale can be used to show how much actual distance is shown on the map.

Statement Scale	Line Scale	Ratio Scale
The scale of the map is stated in a combination of words and numbers (e.g., 1 cm = 1 km)	A measured line is used, with map distance marked along the top and the actual distance along the bottom	Numbers show how much actual distance is represented (e.g., 1:100 000 means 1 cm = 1 km)



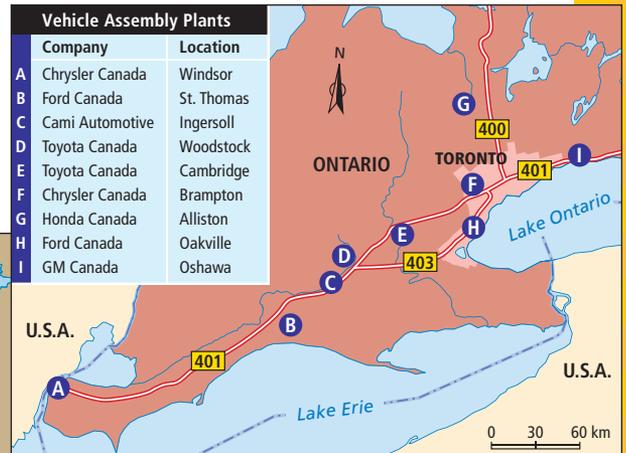
Step 3 Identify direction and location

Location on a map can be determined in two different ways. North direction is found at the top centre of a map (unless shown otherwise). Places can be located in relation to one another by combining distance and compass direction. For example, Ottawa is found about 350 km NE of Toronto. Some maps will also have a grid of lines, such as latitude and longitude, to give the location of places.

Step 4 Make Your Own Map

- Decide what to show on your map. Is there particular information about a place that you wish to show?
- Start with a page of blank paper or a computer drawing program. Decide the best way to shape the map area.
- Frame the map area, leaving room for the map legend.
- Begin your map with the major outlines and line symbols. Then add point symbols. Fill in large areas of colour last.
- Complete your map with a title, a scale, a compass rose. Group symbols of the same type together in an organized legend.

Geography Example



History Example



APPLY It

History

1. Why are Britain, France, and Russia all in the same colour?
2. How far is it from the most easterly point of Great Britain to the most westerly point in Russia?
3. How might this distance affect Britain's and Russia's abilities to act as effective military allies?

Geography

1. What do the blue circles represent? What other symbol do they coincide with? Suggest a reason for this pattern.
2. How far is it from B to I in a straight line? Explain why so many of these car plants are clustered near Toronto.
3. Use distance and direction to give these locations in relation to the centre of Toronto: a) GM Canada, b) Honda Canada

Using Different Types of Graphs

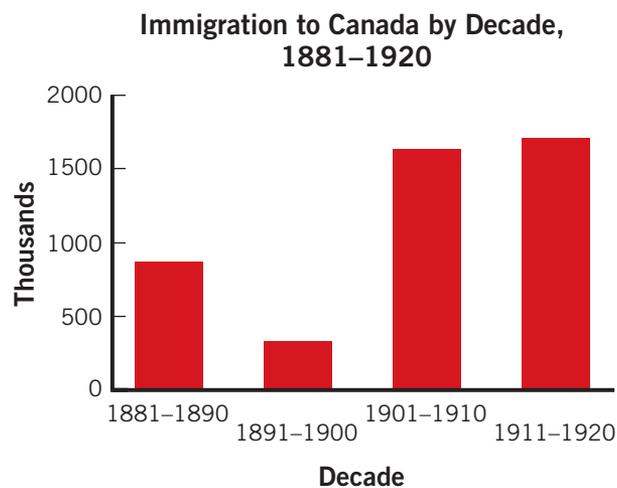
Start Recognize that different graphs have different purposes

In this textbook you will read and construct various types of graphs that show data. Graphs help you to identify patterns that would not otherwise be obvious. They are also effective ways to present your findings to an audience. There is a graph for every purpose.

Bar Graph Bar Graph: Identifying different parts of a topic

A **bar graph** is used to show data about a group of topics or places, usually at one point in time. This graph has two axes. The horizontal axis usually shows the different topics or places, while the vertical axis usually shows the units of measure. (Sometimes this will be reversed to create a horizontal bar graph.)

When you are reading a bar graph, check to see if the number scale starts at 0. Small differences between topics or places can be easier to read if the bars are arranged in declining order, from the largest to the smallest. The graph below has bars arranged by year, showing the pattern of immigration from year to year. You can use graph paper or computer software to create a bar graph.

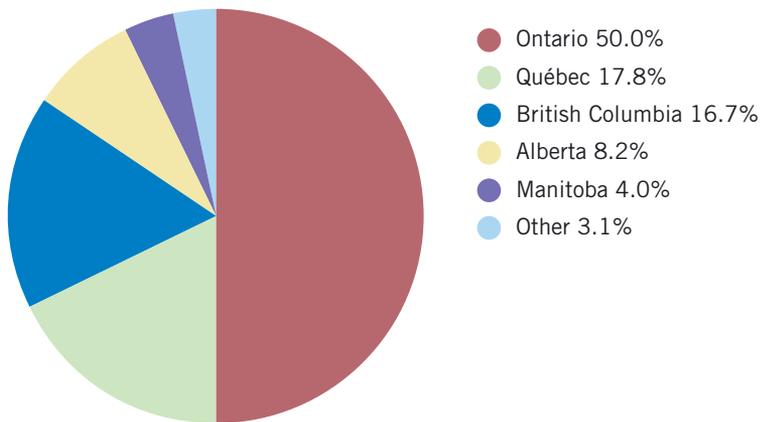


Pie Graph Comparing different parts to the whole

A **pie graph** is used to compare different proportions for one topic. In other words, a pie graph shows the size of individual slices in one pie. This type of graph is compact and easy to read, but the individual slices must add up to 100% to reflect the whole topic.

When reading a pie graph, find the largest slice first. Then look for the second-biggest one, and so on down to the smallest. The simplest way to create an accurate pie graph is to use a computer program.

Immigrant Destination by Province or Territory, 2006

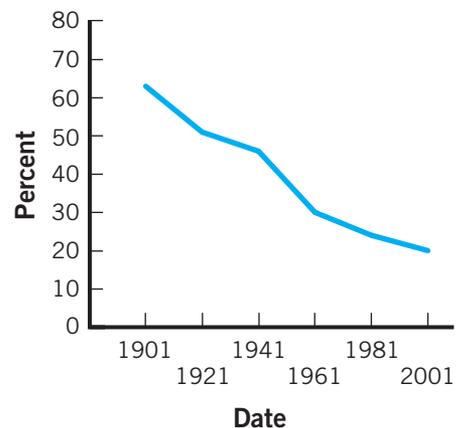


Line Graph Identifying change over time

A **line graph** shows information about a topic for several different periods of time. The interval of time can be months, years, decades, or centuries. Every line graph has two axes. The horizontal axis marks off the time periods. The vertical axis shows the units of the topic being measured at different times.

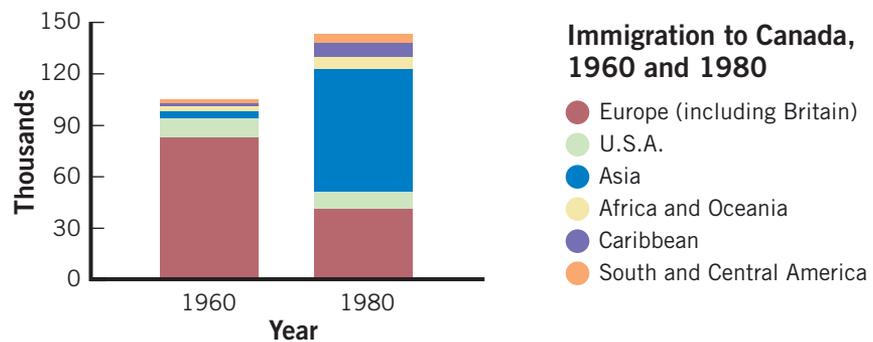
When you read a line graph, identify the period of greatest change by finding the steepest slope of the line. Periods of little change are indicated by little or no slope of the line. When drawing a line graph, use either graph paper or a computer program.

Rural Population of Canada 1901–2001



Multiple Graphs Comparing many times and topics

More complex information may require a multiple type of graph. A **multiple line graph** uses lines to show change in many topics during the same period of time. A **multiple bar graph** shows matching information at two or three different times. A **compound bar graph** (below) stacks different parts of a topic on top of each other. It is a useful way to compare parts of a topic at different times. The parts of the bars should be arranged in the same order for easier comparison. Use either graph paper or a computer program to create these graphs.



APPLY It

Which type of graph would be the best way to show the information below? Why?

History

Ontario Support for Political Parties, Election of 1911

Political Party	Percentage
Liberals	42.1%
Conservatives	56.2%
Others	0.7%

Geography

Alberta, Interprovincial Migration, 2001–2006

Year	In-Migration	Out-Migration
2005–2006	109 686	52 581
2004–2005	82 418	47 995
2003–2004	60 822	50 216
2002–2003	64 627	52 724
2001–2002	75 615	49 380

SKILL

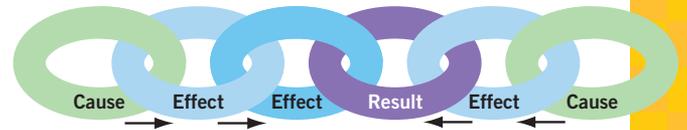
Recognizing Cause, Effect, and Result

Step 1 Understand the terms

Historians and geographers look for chains of events that lead to change. This can be called the **cause-effect-results chain**. The links of this chain are:

- **cause:** an incident that leads to another event or events
- **effect:** the short-term consequence, or set of consequences, that comes from a cause
- **result:** the long-term consequence, or set of consequences, that develops from cause and effect

It is important to remember that cause, effect, and result are not necessarily a simple chain with only three links. A cause might have more than one effect. A result might come from a variety of causes.



Step 2 Recognize cause, effect, and results

Keep cause, effect, and result in mind as you study change. In the examples below, identify (a) cause, (b) effect, and (c) result.

History Social conditions in the 1890s	Geography The Human Development Index (HDI)
demands by various groups for social reform	rapid decline in death rates since 1950
growing poverty among the working classes	many African nations have very low rankings on the HDI
rapid growth of cities through immigration	high rate of natural increase in population

APPLY It

History

Pick one of the topics below and examine the chapter in which it appears. List a cause, effect, and result for the topic.

- The Fenian Raids on Canada (Chapter 2)
- The Treaties of the 1870s and the Indian Act of 1876 (Chapter 5)
- Voting patterns in the elections of 1904 and 1911 (Chapter 8)

Geography

Pick one of the topics below and examine the chapter in which it appears. List a cause, effect, and result for the topic.

- The different factors which affect population distribution (Chapter 2)
- The location of a Daimler-Chrysler assembly plant in Brampton (Chapter 5)
- Changes in Canada's immigration policy since the early 1960s (Chapter 8)