

Canada in the Twentieth Century ~ Unit 1 Test

Multiple Choice:

Marking

A. The issue in the forefront of the election of 1896 was:

- The Manitoba School Question
- The National Policy
- Canadian Autonomy

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B. Laurier was especially skilled at:

- Compromise between the French and English
- Fully uniting members of the Liberal party
- Gaining unity between the French and English

/5

C. In the early 1900s, women campaigned on the following issues:

- a. Prohibition
- b. Women's right to equal wages
- c. Women's right to divorce
- d. Women's right to vote
- e. Women's right to practice medicine

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- a, b and e
- b and d
- c, d, and e
- a and d

D. Henri Bourassa split from the Liberal Party over Laurier's policy regarding

- The Manitoba School Question
- The Boer War
- Immigration in the west

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E. Laurier's Minister of the Interior, Clifford Sifton sought to settle the west primarily with:

- British and French immigrants with farming backgrounds
- European farmers who were strong and could withstand hard farm work
- Wealthy Europeans who could add to national commerce

/5

Marking

F. J.S. Woodsworth voiced that

- Canada was becoming a dumping ground for the refuse of Europe
- Poor immigrants should be educated and their condition improved
- French rights in Manitoba should be improved with French education
- Immigration of Asian and Indian populations should be restricted

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G. **As Laurier promised, the provinces of Saskatchewan and Alberta were created from the Northwest Territories. What factor led to the creation of these provinces?**

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- The western migration of Canadians from eastern Canada
- The flow of European immigrants to homesteads in the west
- The completion of the Canadian Pacific Railway
- The arrival of American ranchers enticed by the offer of free ranch land

Definition:

H. **Write definitions for the following terms**

Imperialist:

/10

Nationalist:

/10

Essay:

I. **At the end of the 19th century, Britain sought to increase its military power and strengthen colonial ties within the Empire. English Canadians and French Canadians were divided on this issue. Describe** the differing views and why this caused a rift between the French and English speaking people in Canada. (note: jot key points on a blank page, then formulate a thesis, key arguments and a conclusion.)

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Essay Command Terms

Command terms tell you what type of essay answer you should be writing. Learn the following command terms.

- **Explain.** Give reasons for something.
- **Describe.** Present detailed information about an event, situation, or topic.
- **Discuss.** Present a variety of points of views on a particular topic without limiting yourself to one point of view only.
- **Support.** You will be given a thesis which you must argue in favour of.
- **Analyze.** Consider as many sides of the problem as possible.
- **Compare.** Indicate both similarities and differences.
- **Contrast.** This always means to indicate differences.
- **To What Extent?** The question is telling you that there are at least two positions that are possible. You should look at the strengths of each and draw a conclusion as to which position is strongest.
- **Evaluate.** Again, there are at least two possible positions. Weigh them and draw a conclusion. This is the same as “To What Extent?”
- **Assess.** This requires that you estimate a value of something. Judge and use facts, evidence, and details to support your judgment.

Essay Answer Rubric

Criteria	Level 1 (1-2)	Level 2 (3-4)	Level 3 (5-6)	Level 4 (7-8)	Level 5 (9-10)	Marking
Thesis	thesis is vague, off-topic, insufficient	thesis is weak and not clearly stated, does not adhere to command term	thesis is satisfactory with some adherence to the command term	thesis is adequately stated and relevant as directed by the command term	thesis is clearly stated and relevant as directed by the command term	/10
Argument 1	insufficient recall of factual content, lacks organization, no supporting detail	limited recall of factual content, organization is inadequate, little supporting detail	minimum recall of factual content, organization is attempted with some supporting detail	competent recall of factual content, generally organized clearly, adequate supporting detail	proficient recall of factual content, effectively organized, well-developed supporting detail	/10
Argument 2						/10
Argument 3						/10
Conclusion & Communication	conclusion is absent, expression is full of errors making it difficult to understand	conclusion is irrelevant, expression is awkward, errors interfere with meaning	conclusion is barely adequate, errors in communication distract and impede meaning	satisfactory conclusion reiterates thesis, essay is fluent and errors do not distract or impede meaning	exceptional conclusion reiterates thesis, essay flows well with little spelling or grammatical error	/5
						/45