

# Canada in the Twentieth Century ~ Unit 4 Test

## Multiple Choice:

## Marking

**A. Two events precipitated the internment of the Japanese in Canada. What were they?**

- Pearl Harbour and Dunkirk
- Battle of Hong Kong and Pearl Harbour
- Dieppe and Battle of the Atlantic
- D-Day and Pearl Harbour

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**B. What hope did the German people see in Hitler's National Socialist German Worker's Party (Nazis)?**

- Return of German monarchy which was exiled after WWI
- Better relations with neighbouring countries after strain of WWI
- Freedom from the humiliating terms of the Treaty of Versailles
- All of the above

/5

**C. Totalitarian governments gained power in the 1930s in which countries?**

- Germany, France, and the Soviet Union
- Germany, Italy, Spain, and the Soviet Union
- Germany, Japan, Austria, and Italy
- Germany, Spain, Switzerland, and Sudetenland

/5

**D. Who was Cairine Wilson?**

- Canada's first female Member of Parliament
- Canada's first female party leader
- Canada's first female Minister of Immigration
- Canada's first female Senator

/5

**E. What message did Hitler give the German people through propaganda?**

- The Aryan race was superior and destined to rule
- Jews were a scourge and the root of Germany's problems
- Disabled children were not welcome in Hitler's Germany
- All of the above

/5

**F. Why was North Africa important?**

- The territory gave any victor strategic positions and valuable resources
- An attack on Spain could be launched from North Africa
- Whoever controlled North Africa could control all Mediterranean countries
- All of the above

/5

**G. What was the place of a mass exodus of Allied soldiers?**

- Dunkirk
- Dieppe
- Ortona
- Amsterdam land

/5

**H. What did Mackenzie King say about conscription?**

- Not necessarily conscription but conscription if necessary
- Conscription is a necessary evil
- Avoid conscription as long as is necessary
- Support to the war effort is necessary and thus conscription is necessary

/5

**I. What factors caused the failure of the raid at Dieppe?**

- The element of surprise was lost
- The German fortifications were stronger than expected
- Ships were delayed and troops landed in daylight
- All of the above

/5

**J. What was the result of the mining for uranium ore in the Northwest Territories?**

- Dene men were given jobs and the economy was stimulated
- Traditional trapping lines were destroyed and people moved to towns
- Miners died from cancer acquired by radioactive dust in the mines
- New roads were built and the area saw large development

/5

**Definition:**

**Marking**

**K. What was the primary contest over in the battle of the Atlantic and why was it important?**

The Allies needed to keep the shipping lanes open (5) to keep Europe supplied (5) with materials necessary for the war effort.

/10

**L. Name the three countries of the Axis alliance.**

Germany (2), Italy (2) and Japan (2)

/6

**M. Name four countries of the Allied powers.**

Britain (2), France (2), United States (2), USSR (2), Canada (2), or New Zealand (2) or Australia (2)

/8

**N. What year did the United States enter the war?**

1941

/1

**Essay:**

- O. “The Battle of the Atlantic was the dominating factor all through the war. Never for one moment could we forget that everything happening elsewhere—on land, at sea, or in the air—depended ultimately on its outcome and amid all other cares we viewed its changing fortunes day by day with hope or apprehension.” Winston Churchill

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**Support** Churchill’s statement with arguments in the affirmative.

(note: jot key points on a blank page, formulate key arguments, then use the quote as the basis for a thesis (you can add thoughts to it), and write a conclusion. )

Key Arguments (student should have some of these points and may have other valid arguments not listed here).

Britain was almost completely dependent on North America for food and military supplies

With Canada's total war policy, industry turned to high production of all kinds of goods needed for the war effort including ships, planes, military vehicles, tanks, munitions, parachutes and other supplies.

Canada's farmers produced extra food

New discoveries in oil and gas helped supply fuel needed for war vehicles.

All these supplies along with troops had to be transported across the Atlantic

German submarines hunted supply ships in the Atlantic in an attempt to starve the Allies and limit the resupplying necessary

Allies watched the success or failure of supply ships in the cross-Atlantic voyage with great hope or apprehension because the supplies meant so much to their own success in the homeland and at the front

Canada created the corvette which was quick and manoeuvrable and protected supply ships

Ships travelled in convoys so warships could help protect supply ships from submarine attack

Bomber planes helped protect convoys but there was an area called the Black Pit which was out of range for planes both from Canada or Britain.

The British cracked the German naval communication code and so the Allies could more easily track German submarine movements

It looked like the Battle of the Atlantic was being lost until spring of 1943 when things began to turn around for the Allies

Without the supplies coming from North America, there would be no new supply of munitions and equipment, the soldiers and people of Britain would have starved, there would not be enough fuel to keep the planes in the air, and the ships would have been destroyed without replacement.

# 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	/5
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	/5
Argument 2						/5
Argument 3						/5
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
						/25