

FARMERS, WOMEN, AND ABORIGINAL CANADIANS AT THE END OF THE GREAT WAR

Use the information provided on the pages of Canadian History: A Sense of Time—and your own ideas—to help you answer the questions below.

CHANGES FOR FARMERS (p. 66-67)

1. What happened to prices for farm produce at the end of the Great War? Demand remained high at first, but then demand dropped and prices fell.

2. Many farms started using large machinery during the war.
 - a) What are two positive aspects of using this machinery? (text) made work easier
- could cultivate/harvest larger areas in less time
 - b) What are two negative aspects of using this machinery? (text) equipment was expensive
- don't need as many workers so they moved to cities
- had to cultivate more land to help pay for machinery
- monoculture

3. Use the Glossary to define:
 - a) rural in or related to countryside
 - b) urban town or cities

4. Examine the graph "Where Canadians Live" on p. 67.
 - a) Compare 1901 to 1921. What does the graph tell you? In 1901 under 40% of population lived in cities. In 1921, 50% of pop. lived in cities
 - b) Why were farmers worried about this change? Urban residents would form the majority of the population. Politicians would pay less attention to rural concerns.

5. Examine Figure 1.45.
 - a) Fully describe what you see. I see: caption "Why Farmers Are in Politics"
1885 - little guy in business suit (labelled City Pop.) sitting on a big
guy (labelled Farm Pop.) with a pitch-fork; tree stumps
1921 - City Pop. man is really big, farming Pop is having trouble
carrying him, fields in background
 - b) Explain the meaning/message of the cartoon.
Farmers are having trouble supporting the city population in
1921, so they are getting involved in politics in order to be
heard.

6. List two challenges that farmers in the 1920s faced that also affect today's farmers.
 - being heard by politicians and city people (FARMERS FEED CITIES)
 - expensive machinery • lack of jobs in country
 - high cost of services (e.g. roads) • quality of education

CHANGES FOR WOMEN (p. 74-75)

1. After all women won the right to vote at the end of the Great War, what issues did politicians pay more attention to? List two. public health child care (esp. education)
2. a) Identify Agnes Macphail. She was the first woman to sit in the House of Commons, and was a member of the Progressive Party.
b) Where was she from? She was from the rural Ontario riding of Grey South East (near Owen Sound).
3. Identify Emily Murphy. She was the first female magistrate (judge) in the British Empire. She campaigned to have women's rights recognized.
4. Read Figure 1.52. If you were a woman factory worker at the end of the war, would you have given up your job? Why/why not? (opinion) → consider the pressure on women to quit
→ why didn't some businesses just fire the women?
5. Do you think women and men are truly equal in today's society? Explain why/why not. (opinion)

Read pages 114-115.

6. Describe what a flapper was in the 1920s. A "flapper" in the 1920s described bold young women who dressed and acted unconventionally.
7. a) Name the members of the Famous/Alberta Five. Emily Murphy, Nellie McClung, Henrietta Muir Edwards, Irene Parlby, Louise McKinney
b) What did they do that was so important, and when? Because of the Alberta Five, the British Privy Council ruled in October 1929 that women are persons with the same rights and privileges as men.

CHANGES FOR ABORIGINAL PEOPLE (p. 76-77)

*assimilation was the goal of the Indian Act.

1. Define "Indian status" using at least two of the definitions provided in the text. refers to official registration as an Indian under the Indian Act
gives some Aboriginals certain rights (e.g. hunting, fishing)
[note: not all Aboriginals are Indians]
2. a) What was the Soldier Settlement Plan? The government offered land to some veterans so they could become farmers after the war.
b) How were Aboriginal reserves affected by it? Canada no longer had as much free farm land so some Aboriginal people were forced to sell reserve land [34 000+ ha was taken away]
3. Explain why some Aboriginal veterans were denied veterans' benefits after the war. They were told they were not full citizens, or had to give up Indian status to get veterans' benefits.

4. a) What organization did Fred Loft create in 1918? He created the League of Indians
 b) What were its issues/concerns? • voting rights • loss of Aboriginal land to war veterans
• quality of education offered to children
 c) How did the federal government respond? The Canadian government made it illegal for Aboriginal people to organize politically or hire a lawyer to sue the gov't
 d) If you had been an Aboriginal person in 1919, would you have joined Loft's group? Explain. opinion

Read pages 120-121 "Aboriginal Rights."

5. Define: "Indian Act" A Canadian law that sets out what First Nations people can and cannot do
"assimilation" Being absorbed into a larger group
e.g. make Aboriginal Canadians more like European-Canadians
6. What was wrong with reserves in the 1920s? Many were too small for Aboriginal people to continue to survive by hunting, trapping and fishing. Many reserves were on land with poor soil.
7. How did the government make it more difficult for Native peoples to fight for a better deal?
In 1923, the government made it illegal for a First Nation person to hire a lawyer to deal with issues like negotiating treaties or land claims.
8. a) What is a residential school? Schools where Aboriginal children were forced to live, work, and study.
 b) What was its purpose? It was part of the government's attempt to assimilate Aboriginal children so they forgot their culture.
 c) Who operated them? government and Canadian churches
 d) Provide 4 examples of the harsh discipline used at these schools. • punished for speaking own language
failing a test - no food for one day
↳ no supper, beating
not working hard enough - 4 hours extra work.
disobeying, acting out - no food or water, beating, extra garden work.
 e) List three of the lasting effects of these schools on the students who attended them.
• deep emotional scars
• felt like strangers at home
• had not learned about loving and nurturing from own parents, so some could not love and nurture their own children.

CLOSER TIES WITH THE UNITED STATES (p. 128-129)

1. Examine Figure 2.41. a) What happened to the level of British investment from 1922 to 1939?
British investment stayed about the same.
 b) What happened to the level of U.S. investment at the same time? The level of U.S. investment in Canada greatly increased.

2. Read the FYI. What happened to the McLaughlin Motor Company of Oshawa, and why? It merged in 1918 with Chevrolet to become General Motors of Canada, because it could not compete with larger American car companies.
3. a) Why did American companies set up branch plants in Canada? Setting up branch plants meant U.S. companies could get around tariffs.
- b) List two benefits for Canada of branch plants. Branch plants created jobs in Canada and helped Canadian industries grow.
- c) List three negatives for Canada of branch plants. ① Branch plant managers were usually American, branch plants ② undercut Canadian companies and put them out of business, and profits ③ went to the U.S.
4. Explain three ways the U.S. influenced Canada's economy during the Great Depression. _____
 • U.S. bought fewer goods ∴ Canadian businesses suffered
 • U.S. government raised tariffs ∴ harder to sell Cdn. goods
 • branch plants were closed ∴ Cdns put out of work.
5. Examine Figure 2.42. Look closely, describe it, then explain what it means. Cartoon → Canada guy looking over wall, smoking pipe. Hoover guy is telling American voter that Canada is his best customer but he can't buy anything from Canada.

MODERN CONVENIENCES (p. 138-139)

1. a) Provide one way that electric appliances made lives easier. Electric appliances were labour-saving devices and reduced the amount of time spent cleaning, cooking, and doing laundry.
- b) Provide two reasons as to why electric appliances did not make lives easier. Homemakers were expected to keep homes cleaner, ① feed families better, ② and have ③ brighter laundry. ④ *homemakers had less leisure time
- c) Explain why these new appliances were not available to everyone. ① Rural homes (some) did not have electricity. ② Some people could not afford them.
2. Explain how the radio changed people's habits. Radio united the country (esp. with CBC). Radio became the focus of attention in living rooms. People read less, played fewer games, and did fewer chores.
3. In what ways has the cellular phone changed people's habits today? • less privacy
 • more detached from others (less face time)
 • increases contact opportunities
4. Who was Foster Hewitt? He was the radio broadcaster for Hockey Night in Canada
5. Explain why buying on credit (or "buying on timed payments") could be risky. People had to keep paying even if they lost their jobs. Sellers lost money when people stopped paying their debts.

1. Describe a 'party line.' A party line is a single phone line shared by many people.

2. Indicate 5 ways that Canada was changed because of the automobile. • streets paved
• traffic jams • collisions/safety concerns • air pollution
• parking lots • gas stations • road signs • fences
• suburbs (driving to work) • tourism increased

3. People often say that the telephone, the automobile, and airplanes brought Canadians closer together. What does this mean? (Hint: read "Ending Isolation" on p. 139 to help you answer.)

No matter where people lived in Canada, they were connected to other Canadians. They felt less alone, even if they lived in the country. Other parts of Canada (e.g. B.C., P.E. I.) did not seem so different or so far away.