

CHAPTER 7: IMMIGRATION AND MINORITY ISSUES

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CHAPTER 7 - EXERCISE 1 - *Significance*
IMMIGRATION POLICIES IN THE 20TH CENTURY

1. Identify a government policy in the early twentieth century that was explicitly discriminatory. What element of the policy was discriminatory?

2. Identify two immigration policies implemented in the middle of the twentieth century. Explain the significance of each policy.

3. Even though the points system was designed to be non-discriminatory and many people applying for immigration supported it, can you think of any way that it still might discriminate against certain minorities?

4. What was a major criticism of Prime Minister Pierre Trudeau's multicultural policy?

5. Identify two major policies that were designed to further multiculturalism in Canada while Prime Minister Mulroney was in power. Explain one detail that you consider especially significant for each.

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 2 - Evidence
JAPANESE CANADIAN IMMIGRATION EXPERIENCES

1. Define disenfranchisement and explain what you think it meant for Japanese Canadians in the early twentieth century.

2. Explain why virtually all Japanese immigration stopped between the 1940s and 1960s.

3. Explain each of the following elements of Japanese internment during the Second World War. Include at least 2 critical details for each.

a) Internment camps in general:

- i. _____
- ii. _____

b) Relocation to protective areas in 1942:

- i. _____
- ii. _____

c) Japanese ordered to move east of the Rocky Mountains or back to Japan after the war:

- i. _____
- ii. _____

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 2 - Evidence
JAPANESE CANADIAN IMMIGRATION EXPERIENCES

3. d) Redress for the internment of Japanese (5 critical details):

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

4. Watch the following two videos on Youtube. It is one video in two parts.

<https://www.youtube.com/watch?v=nyZ3RYlebG8>

<https://www.youtube.com/watch?v=Ep0AjtN9GT8>

5. List 5 things that you learned from this video.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

6. List the 5 most important things in this video.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 3 - *Continuity and Change*
SUMMARY OF THE WOMEN'S MOVEMENT

1. Name the two major feminist movements of the twentieth century. Bonus point: What was feminism called before the twentieth century?

2. What were the fundamental differences between first wave and second wave feminism?

3. What medical advance in the 1960s dramatically changed women's lives and choices forever? Why?

4. Who were the Famous Five? Who was Emily Murphy?

5. What were the goals of the Famous Five?

6. Although the Supreme Court of Canada ruled that females were not considered "persons" in the BNA Act, explain the final outcome of the Persons' Case of 1929.

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 3 - *Continuity and Change*

SUMMARY OF THE WOMEN'S MOVEMENT

7. Name four of the second wave feminists' goals.

8. Name three goals that second wave feminists either achieved or made significant progress towards.

9. Consider the Montreal Massacre. Everyone considers this a terrible tragedy. Many people consider it an anti-feminist act that has had repercussions beyond the tragedy itself. For example, some view the tragedy as a symbol that represents the anti-feminist elements that were present in society at the time. Other people understand that Marc Lépine was certainly anti-feminist – he says so himself – but they view this not as symbolic of greater society, but rather as a one-time act of a deranged individual. Consider these ideas as you read about the Montreal Massacre. Discuss what you think this tragedy says about Canadian society in the late 1980s.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 4 - Cause and Consequence
CANADA'S TRUTH AND RECONCILIATION COMMISSION

Use the Truth and Reconciliation Commission's website to assist you in answering the following questions: www.trc.ca

1. What was the purpose of the Truth and Reconciliation Commission in Canada?

2. Explain how the harm that was done to previous generations of Indigenous Peoples continues to impact Indigenous individuals and communities today.

3. Explain the level of success that the TRC has had in Canada, and comment on its shortcomings.

4. Look through the TRC's Calls to Action and choose two that you feel are especially important. Explain your choices.

5. List some of the disadvantages and inequalities faced by Indigenous Peoples in Canada today.

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 5 - *Perspective*
FRENCH-ENGLISH RELATIONS (1980s AND 1990s)

1. What is a referendum?

2. Why did Quebec hold a referendum in 1980? What were the results of this referendum?

3. Why did Prime Minister Pierre Trudeau propose the Constitution Act of 1982?

4. Why didn't Quebec sign the new constitution?

5. What was the purpose of the Meech Lake Accord?

6. Why was it an issue that the Meech Lake Accord referred to Quebec as a "distinct society"?

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 5 - *Perspective*
FRENCH-ENGLISH RELATIONS (1980s AND 1990s)

7. What were the five parts of the Meech Lake Accord?

8. How was the Charlottetown Accord of 1992 different than the earlier failed Meech Lake Accord?

9. a) Name the leader of the Bloc Quebecois federal party in 1993.

b) Name the leader of the Parti Quebecois who became premier of Quebec in 1994.

10. What were the results of the 1995 referendum?

11. Explain the ruling of the Supreme Court in 1998 regarding Quebec's right to seek independence.

12. Identify the name of the act passed in 1999 which stated that in any future referenda Quebec must ask a clear question and win a clear majority.

CHAPTER 7 - EXERCISE 6 - *Ethical Judgment*

ANTI-DISCRIMINATION LAW IN PRACTICE

Read the following article about the trial involving discrimination in a Toronto restaurant in 1954. The photo is of the real newspaper article. The other version is the same article but easier to read.

Judgment Reserved In Canada's First Racial Discrimination Trial

Judgment Reserved In Canada's First Racial Discrimination Trial

CHATHAM, Ont., — (CP) — A magistrate Wednesday reserved judgment in the first hearing of racial discrimination charges in Canada.

Magistrate Ivan B. Craig reserved judgment in a hearing of two Dresden restaurant operators charged with violating the Ontario Fair Accommodation Practices Act, the province's six-month old anti-discrimination law.

The two men were Morley McKay and Matthew Emerson. They are charged with refusing to serve food in their cafes to three Negroes and a Chinese-Canadian girl "because of colour."

Defense counsel W. A. Donohue of Regina called six witnesses for the defense but said in his closing address that the defense was in a "very, very tight spot."

"I am sure you will find that the act is not only illegal but unworkable," he said.

Mr. Donohue amplified his position by saying that the act was "a very bad law" and that it was "a very bad law" and that it was "a very bad law."



MATTHEW EMERSON
— one of accused restaurateurs

The crown must prove service was refused primarily because of race, color or creed.

The lawyer also questioned the legality of the act. He said it was "a very bad law" and that it was "a very bad law."

Crown attorney A. D. Bell (left) said the act deals with the civil rights of citizens in a place where the public is customarily admitted. He said the act is "a very bad law" and that it was "a very bad law."

On Wednesday's testimony, Bell for the crown called six witnesses, including two Black men, a Black woman, and a Chinese-Canadian girl. They were charged with refusing service for more than half an hour in McKay's cafe.

Mr. Donohue claimed the colored persons came from Toronto in a "frame up" to make things difficult for the crown.

Asked if he went into the restaurant to get food or to reveal a "subversive" situation, Mr. Armstrong replied:

"I went in to get food and at the same time looking to help for the joint labour relations committee to see if they (McKay's restaurant) were complying with the act."

Emerson was charged along with Dresden Negroes, charged similar charges. They were Mrs. Richard Carter and her mother, Josephine, a former.

CHATHAM, Ont. A magistrate Wednesday reserved judgment in the first hearing of racial discrimination charges in Canada.

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The two men were Morley McKay and Matthew Emerson charged with refusing to serve food in their cafes to three negroes and a Chinese Canadian girl "because of colour."

"Judgment Reserved In Canada's First Racial Discrimination Trial." *Brockville Recorder and Times*. Chatham, Ont. 1954.

Defense counsel said the act is not only illegal but unworkable. He said it is impossible to determine the state of mind of the restaurant owners. The defense also said that restaurant owners do in fact reserve the right to refuse service for many reasons. We cannot know what the restaurant owners were thinking, and we cannot know their reasons for refusing service. Therefore, the prosecution must prove that the intent of the restaurant owners was really racial discrimination.

Crown prosecutor disagreed. He said the act deals with the civil rights of citizens to be given service and accommodation in a place where the public is customarily admitted. The prosecutor brought three witnesses, the three persons denied service. These three are upstanding citizens, all employed and contributing to society as all citizens are expected to.

The defense argued that these three coloured people came to Toronto simply to "stir things up and make it difficult for the accused, the two restaurant owners."

One of the witnesses was asked, "I went [into the restaurant] to get food and at the same time making a test for the joint labour relations committee to see if the restaurant was complying with Fair Accommodation Act."

One of the accused was charged separately by two other negroes denied service in his restaurant.

We await the magistrates' decision on this important and contentious matter.

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 6 - *Ethical Judgment*
ANTI-DISCRIMINATION LAW IN PRACTICE

1. Write an argument from the point of view of either one of the restaurant owners. How might they defend their actions in court?

2. Write an argument from the point of view of one of the customers that were denied service. Why did the restaurant owners not have the right to refuse them service?

3. Should restaurants and other businesses have the right to refuse service to anyone, or should business owners be obligated to accept business from all members of the public? Do you think there should be any exceptions to this law?

CHAPTER 7 - EXERCISE 7

USING TERMS RELATED TO IMMIGRATION AND MINORITIES

The terms *majority* and *minority* have at least two meanings: one that we usually think of when we read the words, and another meaning that is not used as often, but is relevant to discussions of immigration and minorities.

1. Write the two definitions of *majority* and *minority* in your own words. Then write an example for each, a sentence or two using the term in a way that shows you understand the meaning.

Majority	Minority
Definition 1: 	Definition 1:
Example: 	Example:
Definition 2: 	Definition 2:
Example: 	Example:

CHAPTER 7 - EXERCISE 7

USING TERMS RELATED TO IMMIGRATION AND MINORITIES

2. Circle the sentence below that best demonstrates the meaning of *marginal status*.
- a. There was a marginal status at the edge of the paper that was too large and Amy didn't know how to fix it.
 - b. Juan is from El Salvador and lives in a small town in Canada. There are very few people from El Salvador in his town. Often his town does not recognize his culture and he feels outside the mainstream community. He has marginal status.
3. Now write two more sentences. One sentence should misuse the term *marginal status*. The other sentence should demonstrate its correct meaning. In other words, write a sentence that is wrong and does not show the meaning, and then write one that shows the correct meaning of *marginal status*.

a. Wrong meaning of *marginal status*:

b. Correct meaning of *marginal status*:

4. Write "T" if the sentence is true. Write "F" if the sentence is false.

_____ Discrimination is the same as prejudice.

_____ Discrimination means unjustly treating someone. For example, treating someone unfairly because of his/her gender.

_____ Racism and prejudice cannot occur simultaneously.

_____ It is possible to discriminate based on factors other than race.

_____ People with marginal status are more likely to experience discrimination.

CHAPTER 7 - EXERCISE 8

VIOLA DESMOND AND ROSA PARKS

Viola Desmond is often referred to as the "Rosa Parks of Canada." Some believe this assignment does not give full credit to the actions Viola Desmond took to assert her civil rights. Desmond stood up for civil rights several years before the civil rights movement became a significant force in the U.S.A.

Read the article entitled "Viola Desmond is not Canada's Rosa Parks," by Renee Martin, found on this blog page:

<http://globalcomment.com/viola-desmond-is-not-canadas-rosa-parks/#>

This article asserts that the comparison between the two women is unfair to Desmond. Do you agree or disagree?

Fill in the table below to help you organize your thoughts. Then, using the table as a guide, write a paragraph on a separate sheet of paper. Remember that a good paragraph requires strong introductory and concluding sentences.

Your Points	Supporting Quotation	Significance
1.		
2.		
3.		

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 9
CHINESE CANADIAN IMMIGRATION EXPERIENCES

1. List at least three ways that assimilation was made difficult for Chinese immigrants in the early twentieth century.

2. Identify the main features of the Head Tax and its impact on Chinese immigrants in Canada.

3. What act effectively stopped Chinese immigration?

4. When was the Head Tax repealed?

5. What are some ways that the development of Chinatowns had a positive effect on Chinese Canadians? Explain.

6. What is potentially a negative effect of the developments of Chinatowns?

7. Explain the key elements of the Redress Campaign.

CHAPTER 7 - EXERCISE 10

TIMELINE OF CHINESE IMMIGRATION EXPERIENCES

Construct a timeline depicting the significant events in Chinese Canadians' history of living in Canada. Also, explain the significance of each event. The earliest events go at the top of the timeline, and the most recent events go at the bottom. The outline below may have more spaces than you can fill. Don't worry about filling every space. Even if you have been paying close attention, you probably won't remember everything. Concern yourself with remembering as many important events as possible and explaining their significance.

EVENT	SIGNIFICANCE
↓	
EVENT	SIGNIFICANCE
↓	
EVENT	SIGNIFICANCE
↓	
EVENT	SIGNIFICANCE
↓	
EVENT	SIGNIFICANCE

CHAPTER 7 - EXERCISE 11

TIMELINE OF SOUTH ASIAN IMMIGRATION EXPERIENCES

Construct a timeline depicting the significant events in South Asians' history of living in Canada. Also, explain the significance of each event. The earliest events go at the top of the timeline, and the most recent events go at the bottom. The outline below may have more spaces than you can fill. Don't worry about filling every space. Even if you have been paying close attention, you probably won't remember everything. Concern yourself with remembering as many important events as possible and explaining their significance.

EVENT	SIGNIFICANCE
↓	
EVENT	SIGNIFICANCE
↓	
EVENT	SIGNIFICANCE
↓	
EVENT	SIGNIFICANCE
↓	
EVENT	SIGNIFICANCE

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 12

SOUTH ASIAN IMMIGRATION EXPERIENCES

Using the information in the *Student Workbook* on South Asian immigration, answer the following questions.

1. List 3 experiences that were unique to South Asian immigrants in the twentieth century.

i. _____

ii. _____

iii. _____

2. What nationalities does the phrase "South Asian" refer to?

3. Explain the events of the Komagata Maru Incident.

4. Imagine you are the Prime Minister of Canada. You have decided to publicly address and apologize for the Komagata Maru Incident. Keeping in mind that it has been over one hundred years since the incident occurred, write a short speech apologizing for the prejudice of past governments. For an example, read Prime Minister Stephan Harper's speech on page 262, where he apologizes for the residential school system in Canada.

CHAPTER 7 - EXERCISE 13

THE HISTORY OF INDIGENOUS PEOPLES IN CANADA

1. Define each of the terms in the following table.

TERM	DEFINITION
Indigenous	
Inuit	
Métis	
First Nations	
Aboriginal	
People	
Peoples	

2. Why was the Royal Proclamation such an important document?

3. Why did the Canadian government gather First Nations Peoples onto reserves?

4. Why does living on a reserve often negatively impact the living conditions of First Nations Peoples?

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 13
THE HISTORY OF INDIGENOUS PEOPLES IN CANADA

5. Why do you think that the Canadian government wanted to assimilate Indigenous Peoples into Canadian society?

6. What was the purpose of the Indian Act of 1876?

7. Identify the benefits and disadvantages of the Indian Act to the Indigenous Peoples of Canada.

Benefits	Disadvantages

8. Identify some of the negative aspects of residential schools.

9. Discuss your reaction to the quotations on page 259. Be prepared to share your opinions in class.

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 14
INDIGENOUS PEOPLES IN CANADA (1960s AND 1970s)

1. When were Indigenous Peoples finally given the right to vote in federal elections in Canada?

2. Before 1960, in order to gain rights as a Canadian citizen, what would an Indigenous person have to sacrifice?

3. Why did the Canadian government introduce the White Paper in 1969?

4. Why did the Indigenous community reject the proposed changes to the reserve system?

5. Identify two organizations that formed in reaction to the White Paper.

6. The National Indian Brotherhood, renamed the _____
in the 1980s, increased its efforts on behalf of Indigenous Peoples during the 1970s
and 1980s. What were the results of these renewed efforts?

7. What is the difference between specific land claims and comprehensive land claims?

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 15
INDIGENOUS PEOPLES IN CANADA (1990s)

1. a) Why was there a dispute between Indigenous and non-Indigenous peoples in Oka, Quebec, in 1990?

- b) How did the conflict end?

2. Identify two other regions in which Indigenous protests have occurred.

3. Explain why many Indigenous people opposed the Meech Lake Accord.

4. Why do Indigenous Peoples want the right to self-government?

5. Self-government has been deemed an Indigenous right. What other rights do Indigenous Peoples have?

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 15
INDIGENOUS PEOPLES IN CANADA (1990s)

6. Under self-government, what are the areas of responsibility of Indigenous governments?

7. a) Identify the provisions of the 1998 Nisga'a Treaty.

- b) Why was this treaty significant?

8. What is unique about the political system of the Canadian territory of Nunavut?

9. What was the purpose of the Statement of Reconciliation issued in 1998?

10. List some of the inequalities facing Indigenous Peoples living in Canada.

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 16

RESIDENTIAL SCHOOLS

1. Read this article on the internet about residential schools:

www.theguardian.com/world/2015/jun/06/canada-dark-of-history-residential-schools

-
2. Imagine that you are a grandchild of someone who attended a residential school. You have been asked to speak at the Truth and Reconciliation Commission. Although you didn't attend a residential school, you have seen the effects on your grandmother, your mother, and even yourself. Decide what you want to explain in terms of history and in terms of the harm it has done to your family. You want the committee to know that you have a deep understanding of the issue and that you have specific ideas about how the government and society should address the reconciliation of the victims of residential schools.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

CHAPTER 7 - EXERCISE 17

ROLE OF WOMEN - A TEACHER'S CONTRACT

The following is an excerpt from an actual teacher's contract. It includes 14 terms of employment (guidelines that an employee must follow in order to keep his/her job). Read through every point and then answer the questions below.

Ms. Jones' Teacher's Contract

- | | |
|---|--|
| 1. <i>Not to get married. This contract becomes null and void immediately if the teacher marries.</i> | 8. <i>Not to ride in a carriage or automobile with any man except her brothers or father.</i> |
| 2. <i>Not to keep company with men.</i> | 9. <i>Not to dress in bright colours.</i> |
| 3. <i>To be at home between the hours of 8 p.m. and 6 a.m. unless she is in attendance at a school function.</i> | 10. <i>Not to dye her hair.</i> |
| 4. <i>Not to loiter downtown in ice cream parlors.</i> | 11. <i>To wear at least two petticoats.</i> |
| 5. <i>Not to leave town at any time without the permission of the Chairman of the Board of Trustees.</i> | 12. <i>Not to wear dresses more than two inches above the ankle.</i> |
| 6. <i>Not to smoke cigarettes. This contract becomes null and void immediately if the teacher is found smoking.</i> | 13. <i>To keep the schoolroom clean; to sweep the classroom floor at least once daily; to scrub the classroom floor once a week with hot water and soap; to clean the blackboards at least once daily; to start the fire at 7 a.m. so that the room will be warm at 8 a.m. when the children arrive; to carry out the ashes at least once daily.</i> |
| 7. <i>Not to drink beer, wine or whiskey. This contract becomes null and void immediately if the teacher is found drinking beer, wine or whiskey.</i> | 14. <i>Not to use face powder, mascara or paint the lips.</i> |

~ Reprinted from O.S.S.T.F. Bulletin (now Forum)

1. Estimate the year of this contract
-

2. The average starting salary for teachers in BC is approximately \$4,000 per month. How much money per month do you think the above contract would allot to a teacher?
-

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 17
ROLE OF WOMEN - A TEACHER'S CONTRACT

3. Which of the 14 points do you find the most shocking/disturbing? Explain why.

4. What does the contract suggest about proper behaviour for women during this time period?

5. Which of these duties, if any, are related to the actual act of teaching?

6. Imagine that a similar teacher's contract existed for male teachers. What guidelines would it include? (Any of the same? If not, why would they be different?)

Questions for class discussion:

1. Does society still maintain differing expectations for female and male teachers?
2. Should there be controls placed on teachers outside of the classroom?
3. How important is it for a teacher to be a good role model? (In and outside of class.)

CHAPTER 7 - EXERCISE 18

A GUIDE FOR THE 1950s HOUSEWIFE

1. With a partner, brainstorm some ideas about how a typical 1950s housewife would prepare for and greet her husband on his return from work.

2. Read this excerpt from a Home Economics guide used in Ontario in the 1950s.

The Fascinating Womanhood Way to Welcome a Man Home **When he Comes Home From Work**

Prepare Yourself:

Take 15 minutes to rest so you will be refreshed when he arrives. Turn off the worry and be glad to be alive and grateful for the man who is going to walk in. When you arise, take care of your appearance. Touch up your makeup, put a ribbon in your hair and be fresh looking. Be a little gay and a little more interesting. His boring day may need a lift.

Have Dinner Ready:

Plan ahead, even the night before to have a delicious meal, *on time*. This is a way of letting him know that you have been thinking about him and are concerned about his needs.

Prepare the Children:

Take just a few minutes to wash the children's hands and faces (if they are small), comb their hair, and if necessary change their clothes. They are little treasures and he would like to see them the part.

Make him Comfortable:

Have him lean back in a comfortable chair or suggest he lie down in the bedroom. Have a cool or warm drink ready for him. Speak in a soft, soothing pleasant voice. Allow him to relax - to unwind.

Make the Evening His:

Never complain if he does not take you out to dinner or other places of entertainment. Instead, try to understand his world of strain and pressure, his need to be home and relax. If he is cross or irritable, never fight back. Again, try to understand his world of strain.

The Goal:

Try to make your home a place of peace and order where your husband can renew himself in body and spirit. He will rather be with you than with anyone else in the world and ... *will want to come home*. Try living by all these rules for his homecoming and see what happens. *This* is the way to bring a man home to your side, *not* by pressure, persuasion or moral obligation.

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 18
A GUIDE FOR THE 1950s HOUSEWIFE

3. What does this guide suggest about the role of most women in the 1950s?

4. How does this article make you feel as a man/woman?

5. Do you think that any of these guidelines for stay-at-home spouses should apply today? Why/why not?

6. Create a list of modern-day guidelines.

a) for stay-at-home spouses greeting their working partner

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

b) for working spouses returning home.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 19

THE MONTREAL MASSACRE

1. What happened on December 6, 1989 at the École Polytechnique in Montreal?

2. Why was Marc Lépine so angry with the women engineers at École Polytechnique?

3. How did Canada commemorate the victims?

4. In 1991, Toronto city councillor Jack Layton co-founded the White Ribbon Movement to remember the victims and to protest violence against women. Layton believed that men's violence was learned and could therefore be changed. Do you think that a campaign such as the White Ribbon campaign affects men's aggressive behaviour?

5. Discuss the significance of the École Polytechnique tragedy.

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 20

FRENCH-ENGLISH RELATIONS (1950s AND 1960s)

BACKGROUND

1. Why did French Canadians feel betrayed by the Treaty of Paris (1763)?

2. Identify Canada's first constitution.

1950s AND 1960s

3. Characterize the leadership of Maurice Duplessis as premier of Quebec.

4. What did the Duplessis era come to be called?

5. After Duplessis, Jean Lesage became premier of Quebec. What was his campaign slogan?

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 20
FRENCH-ENGLISH RELATIONS (1950s AND 1960s)

6. Did Lesage want sovereignty for Quebec? Please explain your answer.

7. a) List the characteristics of the Quiet Revolution.

b) Why do you think this period was called the Quiet Revolution?

8. What were French President Charles DeGaulle's famous words at Expo '67?

9. What right did the Official Languages Act of 1969 give all Canadians?

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 21
FRENCH-ENGLISH RELATIONS (1970s)

1. What was the FLQ?

2. What types of political action did the FLQ commit in the 1960s?

3. a) What happened on October 5, 1970?

b) What were the FLQ's demands?

c) What happened on October 10, 1970?

4. Read Pierre Laporte's letter on page 275. What are his reasons for asking Robert Bourassa to save his life by meeting the demands of the FLQ?

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 21
FRENCH-ENGLISH RELATIONS (1970s)

5. If you were Robert Bourassa, would you have put an end to the search and given in to the FLQ's demands? Explain your answer.

6. After Laporte's dead body was discovered in the trunk of a car, what did the Canadian government do in exchange for the release of James Cross?

7. What was the War Measures Act and why did the Canadian government invoke it after the October Crisis?

8. Do you think that the Canadian Government should have the ability to suspend certain civil rights in "emergency" situations? Explain your answer.

Name _____ Block _____ Date _____

CHAPTER 7 - EXERCISE 21
FRENCH-ENGLISH RELATIONS (1970s)

9. What was Bill 22 and why did Robert Bourassa introduce it?

10. Bill 101, introduced by Rene Levesque in 1977, replaced Bill 22. What changes did this new bill enact?

11. Explain the role of the Notwithstanding Clause in the Section 58 legal proceedings in the late 1980s.

12. Identify the change made by the new language law, Bill 178.

13. Do you think that Canada is truly a bilingual country? Explain your answer.

CHAPTER 7 - EXERCISE 22

SHOULD QUEBEC SEPARATE FROM CANADA?

Complete the following table outlining the possible advantages and disadvantages of Quebec's separation from Canada. Your teacher may ask you to consult sources outside of the Student Workbook.

FOR QUEBEC

PROS	CONS
	Economics:
	Land:

FOR CANADA

PROS	CONS
	Land and resources:
	Separation of people: