

Name: \_\_\_\_\_

Group: \_\_\_\_\_

# HISTORY OF QUEBEC & CANADA

## Secondary III June Exam Review Package



CANADA

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### Exam Format:

<b>PART A</b>	<u>Origins to 1608</u> Native Peoples & First Contact 3-4 questions	<u>1608-1760</u> French Society 4-6 questions	<u>1760-1791</u> Conquest & Change of Empire 4-6 questions	<u>1791 – 1840</u> Demands and Struggles of Nationhood 4-6 questions
<b>PART B</b>	1 question, 1 time period & 1-2 concepts - 8 Marks			
<b>PART C</b>	1 question, 1 time period & 1-2 concepts 8 Marks			

### Review Options:

1. Practice Exam Questions -This exam review package consists of questions for each of the **three sections** of the June Exam (Answer Key on Ms. Sial's website)
2. Chapter reviews posted on the website & on pages (258-264)
3. Ace the Exam – Document review questions at the end of every chapter
4. Concept Reviews at the end of each chapter
5. Notes & Cue Cards
6. Documents, documents, documents
7. **Study Well!!!!**

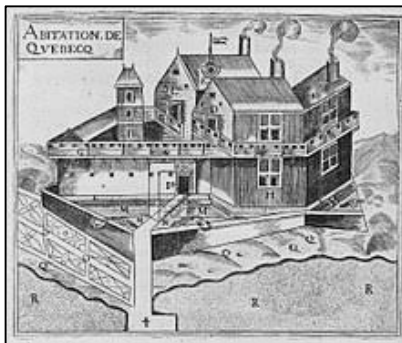
# PART A – SHORT ANSWER QUESTIONS

## I. SITUATE IN TIME AND SPACE

Situate in time and Space – Placing facts in chronological order, taking into account chronological reference points

1. Documents 1 to 4 present information related to the first European attempts at colonization in North America. Place the documents in chronological order.

### Document 1



### Document 2

“(The company must) transport) to the said colony of New France, two to three hundred men of all trades during the ensuing year, and to increase their number up to four thousand of both sexes during the nest fifteen years....His majesty will grant to the said Associates, forever, the trade of all leathers, skins and furs of the said New France; and, for fifteen years only,...all other commerce,...reserving (with the exception of) the cod and whale fisheries only...”

### Document 3

Giovanni Caboto, a navigator of Italian origin, undertook a voyage of exploration on behalf of some merchants in Bristol, England. After, receiving the authorization of the king of England, he sought a route to Asia that was further north than the one Columbus had followed.

### Document 4

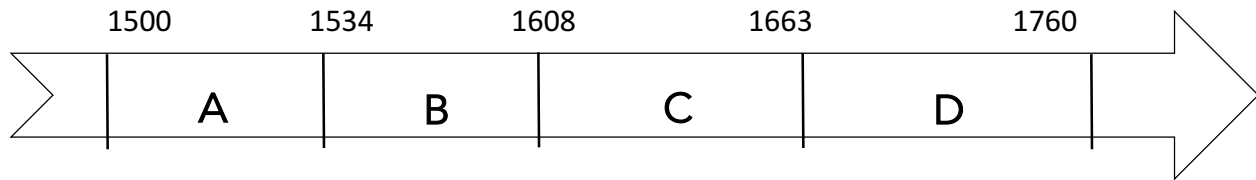
(Cartier) chose...the mouth of the Riviere Cap-Rouge, where he established the colony of Charlesbourg – Royal. He built two forts there. While exploring the area, the French thought they had discovered gold and diamonds. Faced with the growing hostility of the First Nations, Cartier decided to return to France .....

Situater in time and space	2 marks	1 mark	0 marks
	The student situates all the facts in time. (4 out of 4)	The student situates most of the facts in time. (2 out of 4)	The student does not situate all the facts in time. (1 or 0 out of 4)

**Situate in time and Space – Placing a set of facts on a timeline**

2. On a timeline, circle the letter that corresponds to the period during which the event illustrated in the document below occurred.



<b>Situate in time and space</b>	<b>1 mark</b>	<b>0 marks</b>
	The student situates all the facts in time.	The student does not situate all the facts in time.

**Situate in time and Space – Identifying the location of a geographical feature, a fact or a territory on a map.**

3. Referring to the document below, indicate the letter that corresponds to a region of the Province of Quebec that was settled by Loyalists

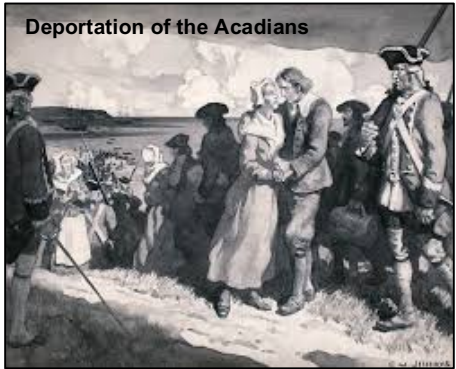


Answer: \_\_\_\_\_

**Situate in time and Space – Classifying facts according to whether they come before or after a chronological reference point.**

4. Documents 1 to 4 refer to power relations between the French and British colonial empires. Indicate whether the events presented in these document occurred before or after the capitulation (surrender) of Montreal.

**Document 1**

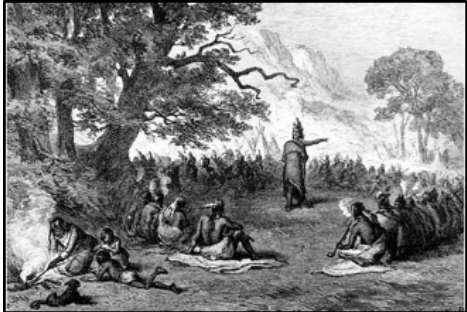


**Document 2**

His Britannick Majesty farther agrees, that the French inhabitants, or others who had been subjets of the the Most Christian King in Canada, may retire with all safety and freedom wherever they shall think proper, and may sell their estates provided it be to the subjects of his Britannick Majesty....The term limited for this emigration shall be fixed to the space of eighteen months, to be computed from the day of the exchange of the ratification of the present treaty.

**Document 3**

Pontiac's Revolt



**Document 4**

During the siege of Quebec city, the forts in the west were abandoned and the garrisons transported to Quebec City or to forts in the Richilieu Valley .... The Chevalier de Levis ...won a victory in the spring ...at Sainte-Foy, near Quebec. But as the British controlled navigation on the river and reinforcements were arriving from Great Britain, he had to retreat ....

<b>BEFORE</b>	<b>CAPITULATION OF MONTREAL</b>	<b>AFTER</b>
<input style="width: 50px; height: 50px;" type="checkbox"/> <input style="width: 50px; height: 50px;" type="checkbox"/>		<input style="width: 50px; height: 50px;" type="checkbox"/> <input style="width: 50px; height: 50px;" type="checkbox"/>

	2 marks	1 mark	0 marks
<b>Situate in time and space</b>	The student situates all the facts in time. (4 out of 4)	The student situates most of the facts in time. (2 out of 4)	The student does not situate all the facts in time. (1 or 0 out of 4)

## II. IDENTIFY DIFFERENCES & SIMILARITIES

**Identify differences and similarities – Showing differences and similarities with regard to actors’ points of view or historians interpretations**

5. Document 1 presents the positions of three actors with respect to the Quebec Act. Name the actor whose position is different and compare this position with that of the other two actors.

**Document 1**

“...the seigneurs, who offered civilian and military functions (and) who ...witnessed the restoration of traditional property laws (that is, of the seigneurial system), would put ....all of their prestige to work in support of the government.

The British merchants in the St. Lawrence Valley...did not hide their anger about the concessions made to the *Canadiens* ....They had difficulty accepting the refusal to create a house of assembly, which they hoped to control. They then launched a campaign addressed to the authorities for the withdrawal of the *Quebec Act*

...the Quebec Act confirmed the tolerance granted to Catholicism and made the payment of the tithe compulsory for Catholics.

In return, the Catholic clergy collaborated with the British governors. The bishop and priests preached loyalty and submission to the sovereign of England to the *Canadiens*.

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	3 marks	2 marks	1 mark	0 marks
<b>Identify differences &amp; similarities</b>	The student correctly identifies the difference and the similarity.	The student identifies the difference and similarity more or less correctly.	The student correctly identifies the difference or the similarity	The student does not identify the difference.

**Identify differences and similarities – Indicating the specific point on which two actors or two historians disagree**

6. The document below presents the points of view of two historians. On what precise point do they disagree?

An attempt was made – in absence of the main French-Canadian leaders – to organize resistance to the proposed union (of the two Canadas). The clergy voiced strong opposition through Monseigneur Signay and Monseigneur Lartigue.

As for unifying the two colonies, Lower Canada’s Anglophone (bourgeoisie) felt that the measure would benefit the economy and loosen the Canadien’s grip on the Legislative Assembly.

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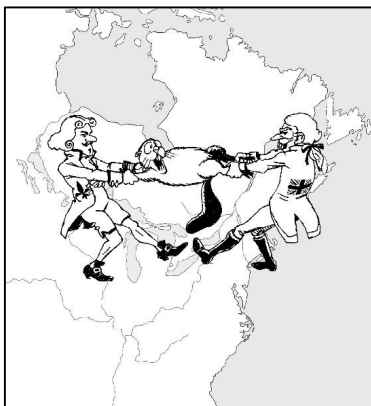
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	2 marks	1 mark	0 marks
<b>Identify differences &amp; similarities</b>	The student identifies the point of divergence between the points of view.	The student identifies the point of divergence more or less correctly or merely presents the points of view	The student identifies the point of view of divergence between the points of view incorrectly or does identify it.

**III. DETERMINE CAUSES & CONSEQUENCES**

**Determine causes and consequences – Indicating a fact that explains a historical phenomenon**

7. Referring to the document below, indicate a cause of the rivalry between New France and the British colonies beginning in the 17<sup>th</sup> century.



Answer: \_\_\_\_\_

	2 marks	1 mark	0 marks
<b>Determine causes and consequences</b>	The student correctly determines the cause.	The student determines one of the cause more or less correctly.	The student determines the cause incorrectly.

**Determine causes and consequences – Indicating a fact that explains a historical phenomenon and a fact that results from a historical phenomenon**

8. Policies promoting immigration and a high birth rate were introduced in New France in the second half of the 17<sup>th</sup> century. Enter the number of the document that presents a cause of these policies and the number of the document that presents a consequence.

**Document 1**

After carefully visiting almost every dwelling in Canada ... I found large families everywhere. Fathers and mothers usual have 10 or 12 children and, quite often, 15, 16 or 17, and when I frequently asked them how many had died, most said none ...

Jacques de Meulles, intendent

**Document 2**

**Data on unmarried adults from a census conducted in the colony**

Age Group	Men	Women
16-30 years	608	42
31-50 years	141	6
51-90 years	26	8
<b>TOTAL</b>	<b>775</b>	<b>56</b>

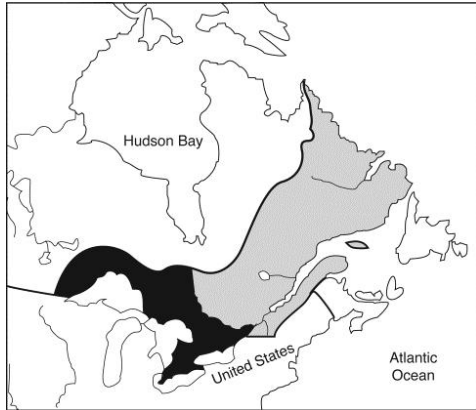
	2 marks	1 mark	0 marks
Determine causes and consequences	The student correctly determines the cause and the consequence.	The student determines either the cause or the consequence.	The student does not determines the cause or consequence.

<b>Cause</b>	<input type="text"/>
<b>Consequence</b>	<input type="text"/>

## IV. DETERMINE CHANGES & CONTINUITY

**Determine changes and continuities – Indicating a fact that shows that a historical phenomenon changes**

9. Referring to the document below, indicate the territorial change that occurred with the adoption of the Constitutional Act in 1791.



Determine changes and continuities	2 marks	1 mark	0 marks
	The student correctly determines the continuity or the change.	The student determines the continuity or the change more or less correctly.	The student determines the continuity or the change incorrectly.

Answer: \_\_\_\_\_

\_\_\_\_\_

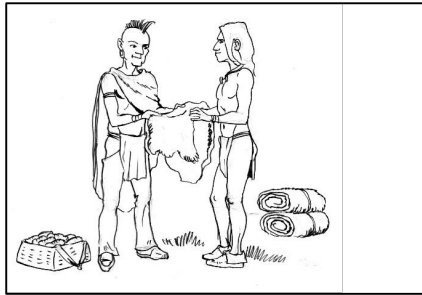
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**Determine changes and continuities – Indicating a fact that shows that a historical phenomenon persists**

10. Indicate an element of continuity in the way that trade was carried out in North America during the periods presented in the document below.

Trade around 1500



Trade around 1700



Determine changes and continuities	2 marks	1 mark	0 marks
	The student correctly determines the continuity.	The student determines the continuity more or less correctly.	The student determines the continuity or incorrectly.

Answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Determine changes and continuities – Showing that a historical phenomenon changes or persists**

11. Referring to the document below, indicate whether there was a **change or continuity** in the exercise of political power in the colony. Justify your choice with **facts** and refer to a specific time.

From 1763 to 1791	From 1791 to 1840
<div style="border: 1px solid black; padding: 5px;"> <p>....(The governor was) the most important political figure in the British colony. He had the power to make laws and regulations and the duty to ensure the safety of the subjects in the colony.</p> </div>	

	3 marks	2 marks	1 mark	0 marks
<b>Determine changes and continuities</b>	The student indicates whether there was a change or continuity and justifies his or her choice correctly.	The student indicates whether there was change or continuity, but justifies his or her choice more or less correctly.  Or  The student indicates a change or a continuity correctly without indicating whether it is a change or continuity.	The student indicates a change or continuity more or less correctly without indicating whether it is a change or continuity.	The student justifies his or her choice incorrectly or does not justify it

Answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## V. ESTABLISH CONNECTIONS BETWEEN FACTS

12. **Documents 1 to 3** present the positions of various social groups during the political crisis in Lower Canada in the 1830s. Enter the number of the document corresponding to the position of each social group in the appropriate space.

### Document 1

The members of this group constituted a rising elite. Inspired by liberal ideas, a fair number of them got involved in politics, forming the leadership of the *Parti patriote*.

MEES.

### Document 2

This group preached submission to the colonial administration and strongly criticized the liberal ideas defended by the *Patriotes*. The social and political influence of this group later increased.

MEES.

### Document 3

This group, whose members were mainly of British origin, occupied the key positions in the colonial administration. It was strongly opposed to the demands of the *Patriotes*.

MEES.

	2 marks	1 mark	0 marks
<b>Establish connections between facts</b>	The student establishes connections between all the facts (3 out of 3)	The student establishes connections between some of the facts (2 out of 3)	The student does not establish connections between the facts (1 or 0 out of 3)

<b>Social Group</b>	<b>Professional Bourgeoisie</b>	<b>Business Class</b>	<b>Catholic Clergy</b>
<b>Document</b>	<input style="width: 80px; height: 40px;" type="text"/>	<input style="width: 80px; height: 40px;" type="text"/>	<input style="width: 80px; height: 40px;" type="text"/>

13. Consult the document below. What connection do you make between the fur trade and the expansion of the territory of New France?



Answer:

Establish connections between facts	2 marks	0 marks
	The student establishes connections between the facts.	The student does not establish connections between the facts.

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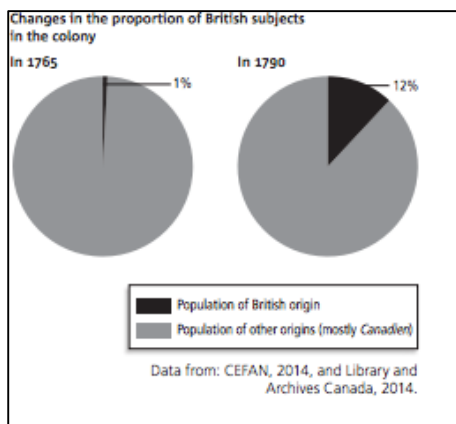


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14. Based on the document below, what connections can you make between the composition of the population of the Province of Quebec and the policy of compromise adopted by the first governors?



Answer: \_\_\_\_\_

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Establish connections between facts	2 marks	0 marks
	The student establishes connections between the facts.	The student does not establish connections between the facts.



16. Using the documents below, explain how the Europeans' exploitation of resources in the territory of North America during the 16<sup>th</sup> and 17<sup>th</sup> centuries affected the way of life of Native peoples. Your answer must provide details on each of the elements below and establish connections between them.

- **The European exploitation of the territory's resources**
- **The relations between Native peoples and Europeans**
- **A consequence of these relations for Native peoples**




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	3 marks	2 marks	1 mark	0 marks
<b>Establish causal connections</b>	The student correctly establishes the two causal connections between the three elements on which he or she has provided details.	The student correctly establishes only one of the causal connections between the two elements on which he or she has provided details.	The student does not correctly establish any causal connections, but provides details on at least two elements.	The student provides details on a single element or does not provide details on any of the elements.

## PART B – DESCRIPTION OF A PERIOD IN HISTORY INSTRUCTIONS & DOCUMENTS

17. Between 1608 and 1760, colonial society had distinctive economic and social structures.

**Describe colonial society between 1608 and 1760 from economic and social perspective.**

Steps:

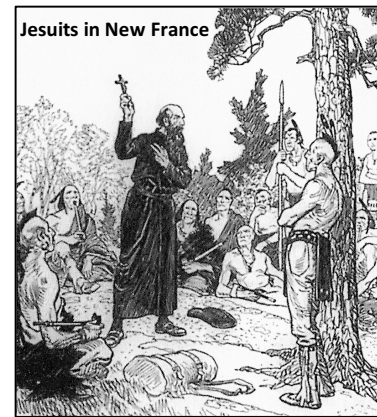
1. Consult the documents below
2. Complete the diagram on page 14

### Document 1

Despite the measures adopted by the French authorities in the 1680s, furs piled up, rotted and were eaten by vermin. The French market, unable to absorb all the production, reacted by lowering prices. The colony's merchants lost a lot of money during this period . . . The French state responded to the crisis by deciding, in 1697, to reduce the size of the territory being developed and to close most of the forts and trading posts. ”

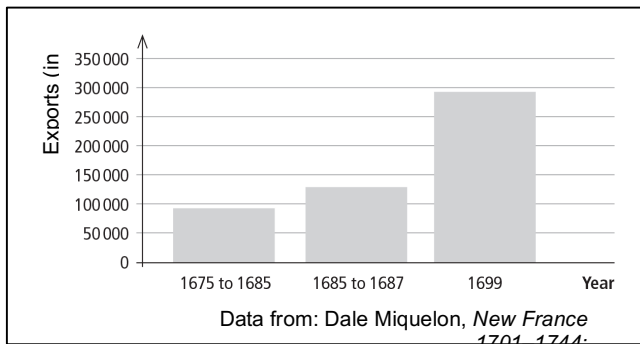
Horguelin, Ladouceur, Lord and Rose, *Panoramas*, 2010.

### Document 2



### Document 3

**Annual Exports of beaver pelts, 1675 -1699**



### Document 4

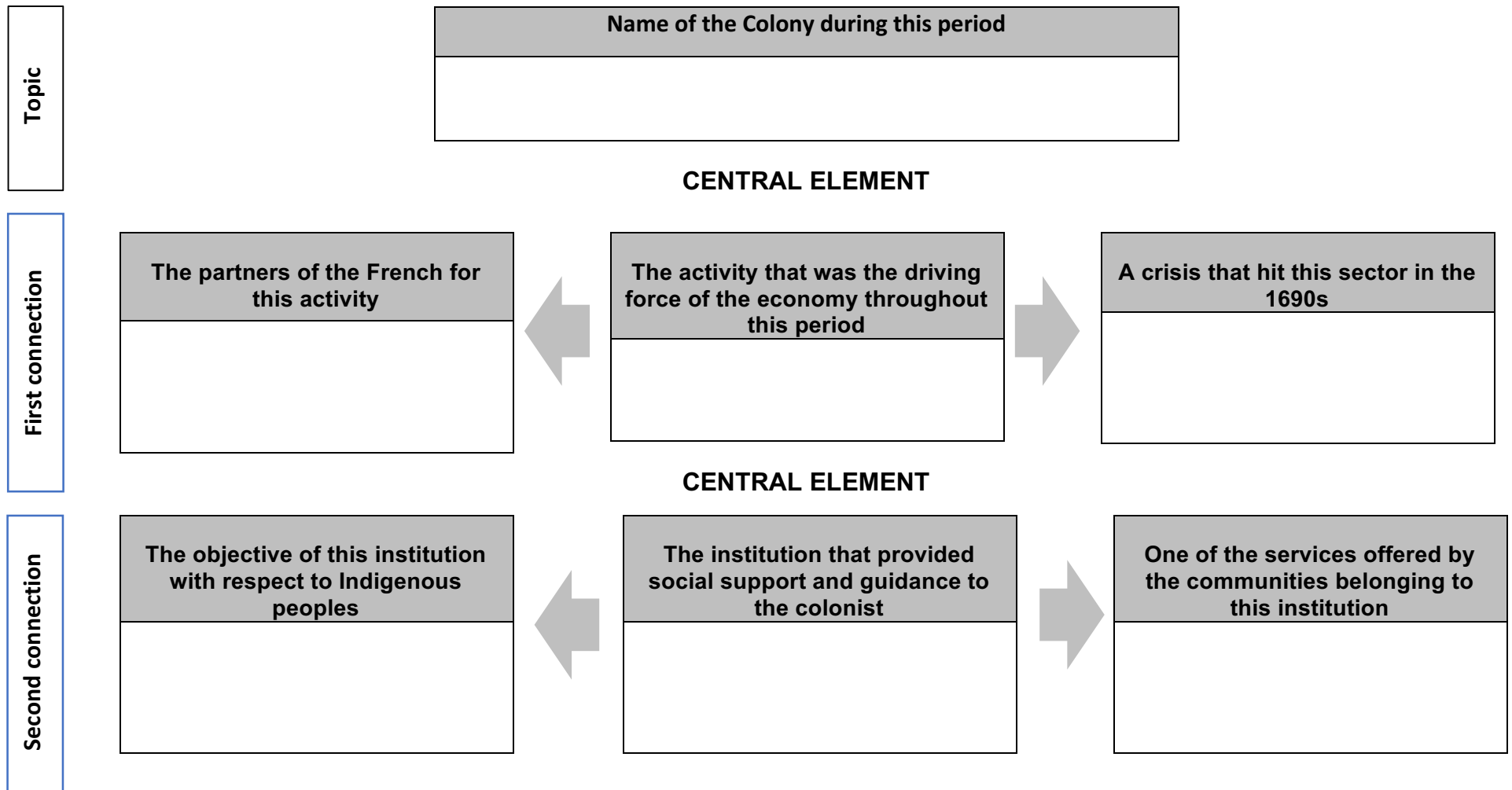


### Document 5

	Arrival Date	Services Offered
<b>Jesuits</b>	1611	Education and worship services
<b>Recollets</b>	1615	Worship service
<b>Ursulines</b>	1639	Hospital Care
<b>Augustines</b>	1639	Eudcation & worship service
<b>Sulpiciens</b>	1657	Hospital Care

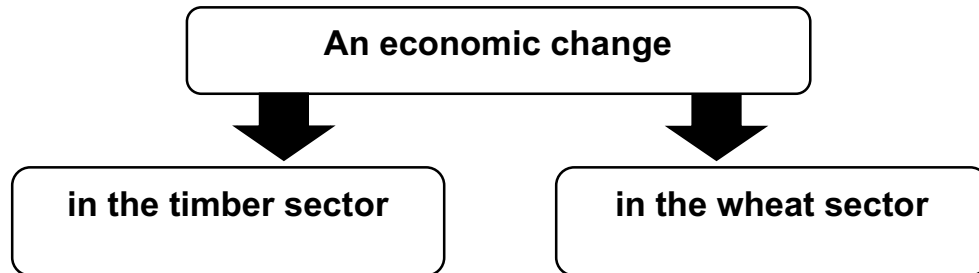
## PART B – DESCRIPTION OF A PERIOD IN HISTORY CHART

**Describe colonial society between 1608 and 1760 from an economic and social perspective.**  
Complete the diagram below.



## **PART C – INTERPRETATION OF RIGOUR GRID AND PARAGRAPH**

18. During the first half of the 19th century, stimulated by the industrial revolution in Great Britain, Lower Canada's economy underwent major changes, especially in the timber and wheat sectors.



**Explain the economic changes that occurred in Lower Canada between 1791 and 1840.**

In your text, you must:

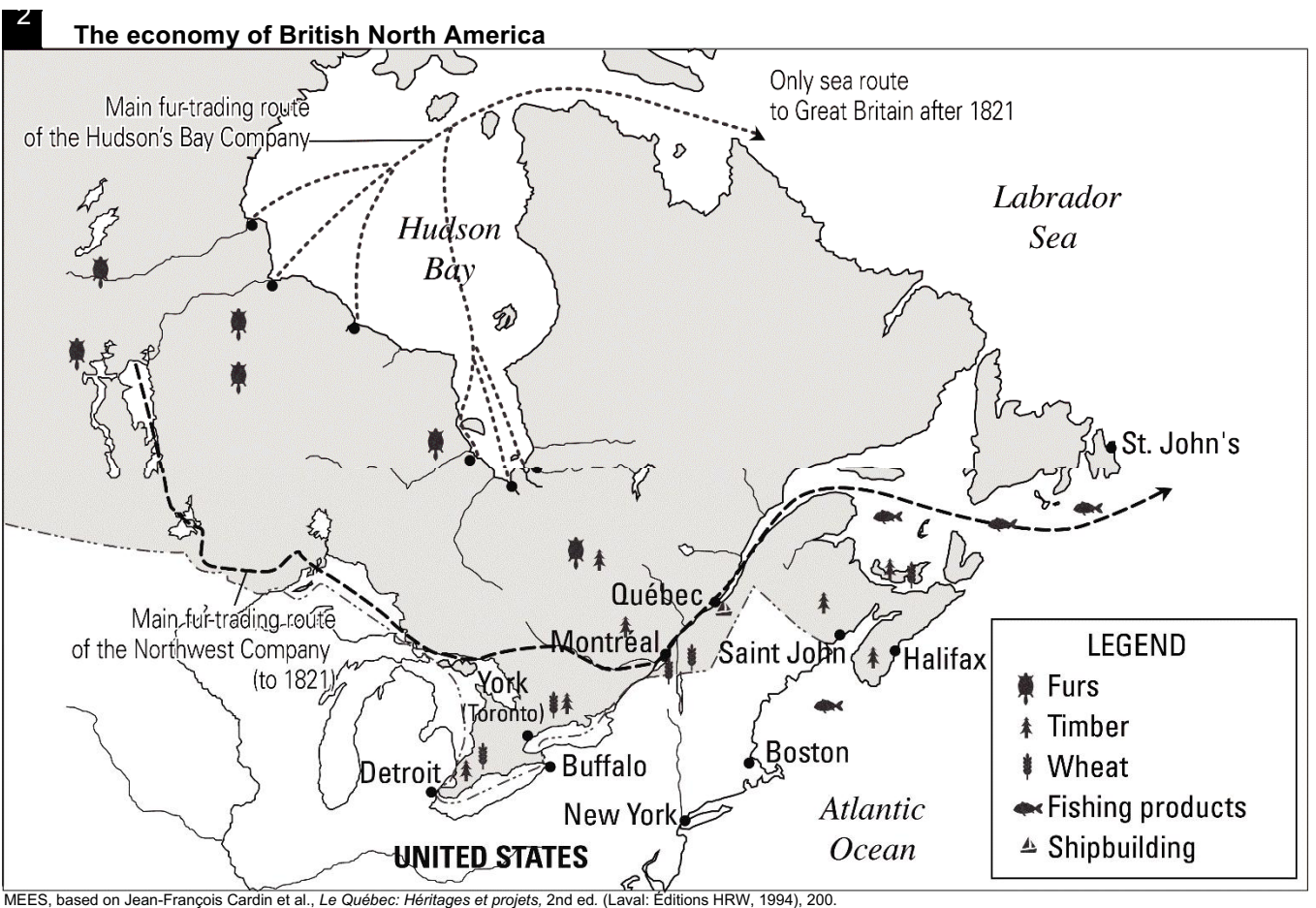
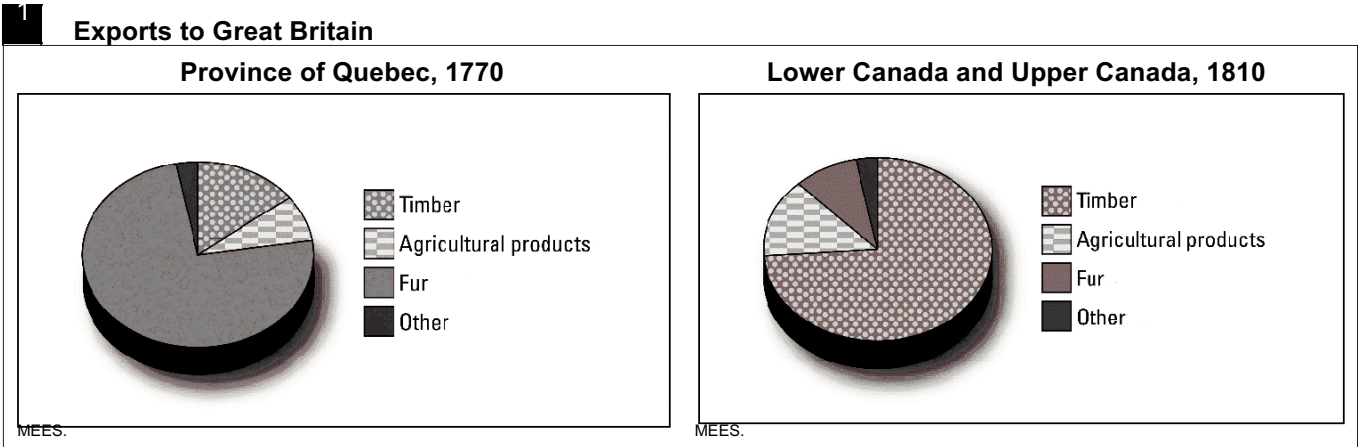
- indicate an economic change in the timber sector that occurred between 1791 and 1840 and explain why this change occurred
- indicate an economic change in the wheat sector that occurred between 1791 and 1840 and explain why this change occurred

Procedure:

1. Consult the documents on pages 16 & 17
2. Complete the Diagram
3. Write the text (about 150 words)



## Documents



**3**

Great Britain had long been able to find the timber it needed in the Scandinavian countries and Russia. The military conflict with France from the mid-1790s to 1815 interrupted its trade with the European continent.

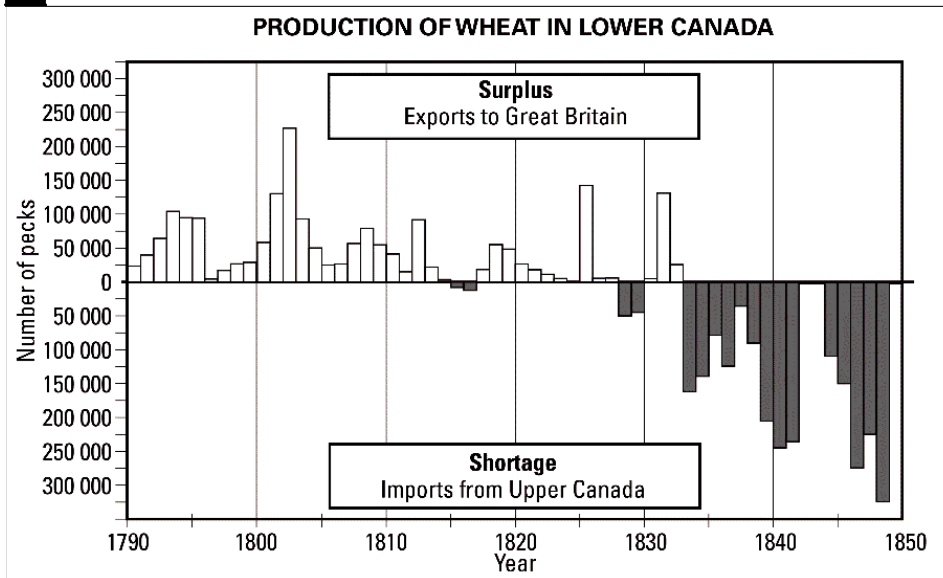
Jean-Pierre Charland, *  l'aube du XXI<sup>e</sup> si cle: Histoire du Qu bec et du Canada*, with the collaboration of Jacques Saint-Pierre (Montr al: Lidec, 1997), student textbook, 186.  
 [Translation]

4

The testimony of Meiklejohn, an exporter of cereals, is worth considering. “Lower Canada,” he said in 1822, “is on the verge of becoming an important consumer of foreign wheat. Unless the peasants are persuaded to improve their methods,” he added, “the situation will worsen, because the *habitants* continue to cultivate crops that exhaust the soil, such as wheat, oats and other cereals, instead of adopting a series of green crops, and creating grasslands rather than letting the land lie fallow.”

Fernand Ouellet and Jean Hamelin, “La crise agricole dans le Bas-Canada (1802-1837),” *Études rurales*, no 7, 1962, 42, [online].  
[http://www.persee.fr/web/revues/home/prescript/article/rural\\_0014-2182\\_1962\\_num\\_7\\_1\\_1028](http://www.persee.fr/web/revues/home/prescript/article/rural_0014-2182_1962_num_7_1_1028) (Accessed June 18, 2015). [Translation]

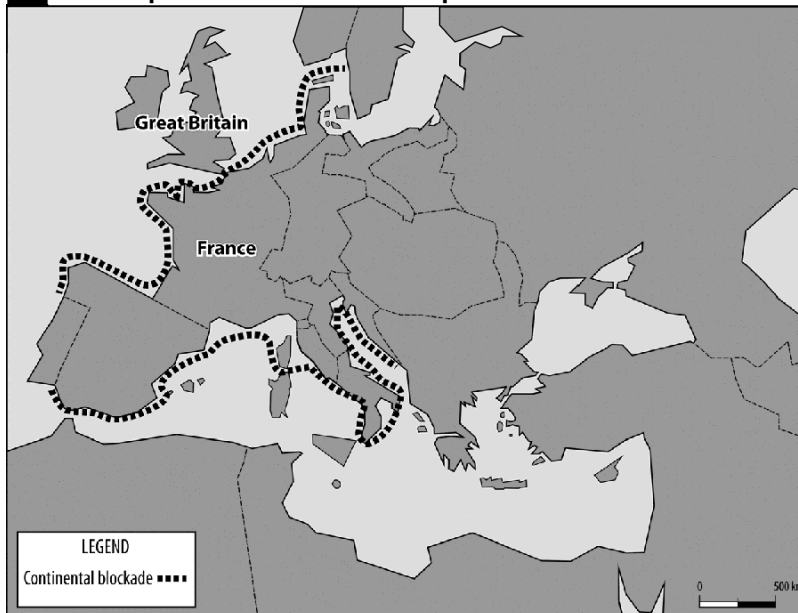
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MEES, based on Fernand Ouellet, *Histoire économique et sociale du Québec: 1760-1850* (Montréal: Fides, 1971), 609.

6

### Europe at the time of the Napoleonic wars



MEES

**Diagram:**

Indicate an economic change in the timber sector that occurred between 1791 and 1840

Explain why this occurred.

Indicate an economic change in the wheat sector that occurred between 1791 and 1840

Explain why this occurred.

**Text:**

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