7/8 Social Studies Quiz

You are being tested on the following outcome:

**8.3.1. analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles on the 1920s and 1930s.**

* **Identify the factors leading to prosperity in the 1920s.**
* **Examine the impact of new technology on lifestyles in the 1920s.**

1. Why were goods and services were scarce during WWI?

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2. By 1923, Central Canada, British Columbia and the Prairies entered a period of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Branch plants - What were branch plants? Why were they built?

4. Examples of primary industries are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Examples of secondary industries are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­

6. Why was the Maritime economy in a slump after WWI? Give any reasons we discussed in class:

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7. What were some inventions that became popular in the 1920s?

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8. What made it possible for so many people to buy all of these new products you listed in question 9?

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9. Some of the groups who did *not* benefit from the prosperity of the 1920s were (be specific – “the have nots” is not specific enough):

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10. In rural areas, families with little money would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to survive.

11. Among the “have nots,” young girls often left school by Grade \_\_\_ .

12. Unskilled women could only find work as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. The Canadian government was hoping to assimilate (to be absorbed into a larger group; conforming) the Aboriginals into mainstream (white, European)culture. One way they tried to achieve this was through:

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14. Two inventions which made leisure time (free time) more fun during the 1920s were:

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Choose to write about the Haves OR the Have Nots and answer the following:

* 1. Who were the “Haves”? Explain how life was good for them (3 examples).

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* 1. Who were the “Have Nots”? Explain at least three challenges they met, *and* how they dealt with them.

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