

History
Secondary 4

The Second Industrial Phase in Canada

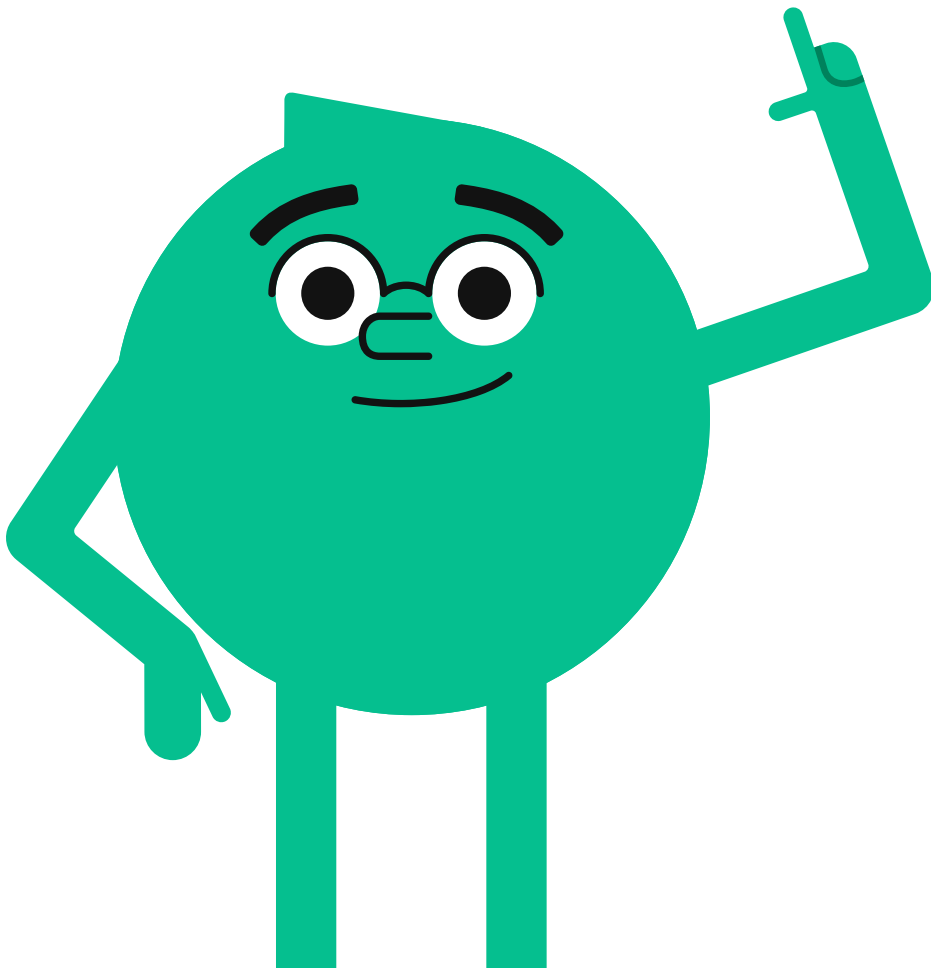


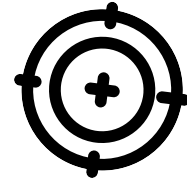
Teacher's Guide

Introduction

Discover a turnkey activity designed for the Secondary IV History of Québec and Canada course, focusing on the **second industrial phase**. This activity builds students' understanding by analyzing a document file and, by also consulting Alloprof concept sheets and their textbook, teaches them to fill in a summary table that will become a valuable study tool for exam prep.

This simple and effective approach encourages **students to synthesize their knowledge** and develop **their autonomy** while helping them understand the **main characteristics** of this transformative period in Canadian history





Objectives

At the end of the activity, students will be able to identify the main characteristics of Canada's second industrial phase. The summary table that they will complete can then be used as a revision tool in preparation for an assessment.

* This activity can also be an opportunity for students to practise analyzing a documentary file.



Duration

- One 75-minute period

Required materials

- Student Booklet (version A or version B)
- Pencil
- Textbook
- Access to Alloprof concept sheets:

[Industrialization: Monopoly Capitalism and International Trade](#)

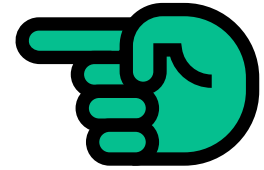
[The Second Industrial Phase: New Industries](#)

Depending on the document analysis method used, use our sheet on [Document Analysis: the 5W and the 5W+H](#)

or [The Historical Phrase](#)



Steps



Step 1:

- Before the start of class, the teacher chooses the version of the student booklet best suited to each pupil. The partially completed table (version A) is better suited to students who need more support. The blank table (version B) is better suited to more independent students.

The teacher distributes the student booklet and makes sure that everyone in the class has access to their textbook and the Alloprof concept sheets. Next, the teacher explains that the aim of the activity is to identify the main characteristics of Canada's second industrial phase and to analyze the document file to fill in the summary table. Students can also use the other resources at their disposal.

Step 2:

- Each student uses the information found in the document file to fill in the summary table. Students can also consult their textbook and the Alloprof concept sheets as needed (see list of required materials).

Step 3:

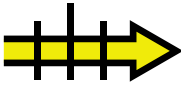
- Before the end of the lesson, the teacher holds a class discussion and encourages students to share their answers for the summary table, correcting or completing the information as needed. The goal is to ensure that every student has a complete and reliable summary table to use as a revision tool, and is more comfortable analyzing documents.

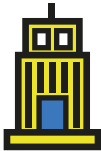
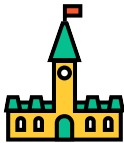
Notes :

- This activity can be done individually or in teams of two or three.
- The activity can be modified to focus on document analysis, with students completing the document analysis individually before working in teams to fill in the summary table.
- The activity can also be shortened by leaving out the document analysis portion.

Appendix 1 – Corrected tables

Using the documents in the document file and the resources at your disposal, complete the summary table on the characteristics of the second industrial phase.

Characteristics of the second industrial phase	
When did the second industrial phase take place? 	<u>It began in 1896 and lasted until the 1930s.</u>
What were the energy sources? Use documents 1 to 3. 	• <u>Coal</u> • <u>Oil</u> • <u>Hydroelectric power</u>
What were the main resources exploited? Use documents 4 to 7. 	• <u>Wood</u> (for newsprint) • <u>Aluminum smelters</u> • <u>Chemical products</u> • Minerals (such as gold, iron, copper, silver, and <u>asbestos</u>)
What were the main industrial sectors on the rise? Use documents 4, 7, and 8. 	• Heavy industry, such as <u>pulp and paper</u>, metallurgy, and <u>chemical products</u> • Large-scale manufacturing (e.g., <u>electrical appliances</u> and consumer goods) • Mining
Where are these industries located? Use document 9. 	Close to raw materials and <u>energy sources</u> . Industries were located in regions such as the Saguenay, Mauricie, and Outaouais.

Where did the industries export their production to? Use document 10. 	• The U.S. market • <u>International markets</u>
What kind of transportation infrastructure was developed? Use documents 11 and 12. 	• Construction of new <u>railroads</u> to improve access to natural resources and meet growing trade needs • Motorized vehicles were increasingly used for transport. As a result, there were growing investments in roadway infrastructure such as <u>roads</u> and bridges.
Where did foreign capital come from? Use document 13. 	• From the United Kingdom • <u>From the United States</u>
What is monopoly capitalism? Use document 14. 	• Corporate goal: to establish a <u>monopoly</u> in a sector of the economy and control most or all of that sector. • Advantages: ability to set <u>the price</u> of goods, since there is little or no <u>competition</u>. This <u>increases</u> profits.
What was the state's role in industry development? Use document 15. 	The state was inspired by the values of <u>economic liberalism</u>. It cuts <u>tariff</u> and offered <u>subsidies</u> to businesses. Economic liberalism was seen as a way to <u>stimulate the economy</u>.
How skilled was the workforce? Use document 16. 	The nature of the work required workers to be increasingly <u>specialized</u>.

Appendix 2 – Reference documents

• Document 1

(n.a.). (circa 1935). *Intérieur d'une mine de charbon, Alb., vers 1935* [Photograph]. Musée McCord Stewart.

<https://collections.musee-mccord-stewart.ca/fr/objects/165972/interieur-dune-mine-de-charbon-alb-vers-1935?ctx=433260ea9ee61ebb702eba00ce2726785e9d466b&idx=7>

• Document 2

(n.a.). (circa 1936). *Puits de pétrole Smith Separator Royalty No. 4, vers 1936* [Photograph]. Musée McCord Stewart.

<https://collections.musee-mccord-stewart.ca/fr/objects/166007/puits-de-petrole-smith-separator-royalty-no-4-alb-ver?ctx=45e60d7c96a0633281ebeb13874168deee7b8cf91&idx=3>

• Document 3

International Paper and Power Company. "International Paper and Power Company." *L'Avenir du Nord*, June 13, 1930.

<https://collections.banq.qc.ca/ark:/52327/2510348>

• Document 4

Wm. Notman & Son. (circa 1913). *Compagnie de pâte et papier Wayagamack, Trois-Rivières, QC, vers 1913* [Photograph]. Musée McCord Stewart.

<https://collections.musee-mccord-stewart.ca/fr/objects/136012/compagnie-de-pate-et-papier-wayagamack-troisrivieres-qc?ctx=f1b4d76de0508e136b7ff983e521dd6d17070fbb&idx=3>

• Document 5

Novelty Manufacturing & Art Co. Ltd. (n.d.). *Northern Aluminum C.'s Plant, Shawinigan Falls, Que.* [Photograph]. Bibliothèque et Archives nationales du Québec.

<https://collections.banq.qc.ca/ark:/52327/7760>

• Document 6

Alf. Frenette, Libraire-Imprimeur. (circa 1910). *Extraction d'amiante, Thetford Mines, Qué. = Loading Asbestos, Thetford Mines, Que.* [Photograph]. Bibliothèque et Archives nationales du Québec.

<https://collections.banq.qc.ca/ark:/52327/2723451>

• Document 7

Chambre de commerce française de Montréal. (July 1901). *Bulletin mensuel de la Chambre de commerce française de Montréal*. Bibliothèque et Archives nationales du Québec.

<https://collections.banq.qc.ca/ark:/52327/2741125>

• Document 8

Poirier, Conrad. (1939, July 18). Commercial. Melrose Electric [Photograph]. Bibliothèque et Archives nationales du Québec.

<https://numerique.banq.qc.ca/patrimoine/details/52327/2847161>

• **Document 9**

Alloprof. (n.d.). *The Second Industrial Phase: New Industries*. Alloprof.
<https://www.alloprof.qc.ca/fr/eleves/bv/histoire/la-deuxieme-phase-d-industrialisation-les-nouve-h1623>

• **Document 10**

Chambre de commerce française de Montréal. (June 1916). *Bulletin mensuel de la Chambre de commerce française de Montréal*. Bibliothèque et Archives nationales du Québec.

<https://collections.banq.qc.ca/ark:/52327/2741336>

• **Document 11**

Canadien National. (circa 1926–1927). *Huit hommes posant les rails du chemin de fer de Rouyn-Noranda* [Photograph]. Bibliothèque et Archives nationales du Québec.

<https://numerique.banq.qc.ca/patrimoine/details/52327/3223718> *Excerpt used by Alloprof in accordance with the Copyright Act's fair dealing exception for educational purposes [<https://laws-lois.justice.gc.ca/fra/lois/c-42/page-9.html>].

• **Document 12**

Jean Langevin. (1941). *Construction de la route Montréal-Sainte-Anne-de-Bellevue à Ville-Saint-Pierre* [Photograph]. Bibliothèque et Archives nationales du Québec.

<https://numerique.banq.qc.ca/patrimoine/details/52327/3032912>. CC BY-NC-ND 4.0

• **Document 13**

La Tribune. (1913, July 25). *Le capital américain investi au Canada*. Bibliothèque et Archives nationales du Québec. <https://collections.banq.qc.ca/ark:/52327/4181268>

• **Document 14**

Alloprof (n.d.). "Industrialization: Monopoly Capitalism and International Trade." Alloprof.
<https://www.alloprof.qc.ca/en/students/vl/history/industrialization-monopoly-capitalism-and-international-trade-h1179>

• **Document 15**

Alloprof (n.d.). "Industrialization: Monopoly Capitalism and International Trade." Alloprof.
<https://www.alloprof.qc.ca/en/students/vl/history/industrialization-monopoly-capitalism-and-international-trade-h1179>

• **Document 16**

De Tarlé, Antoine. (December 1923). « Les idées courantes en France sur l'orientation professionnelle ». *La revue trimestrielle canadienne*. Bibliothèque et Archives nationales du Québec. <https://collections.banq.qc.ca/ark:/52327/2580746>

