Chapter 1 – The Canadian Identity

Lesson 1 – Topics:  What is a Canadian?, Canadian Identity, Evolving Nature of our Identity.

Question

What is the most popular Canadian Commercial? ‘I am Canadian’
What is the most popular Canadian T.V. program? ‘Hockey Night in Canada’
Who is the most popular Canadian singer? ‘Shania Twain, Celien Dion, Johnny Reid’
What makes us different from other countries? ‘Multicultural, Provinces with own gov’t’

What is a Canadian?

A) The identity of a person or a nation is the sum of the characteristics distinguishing that person from other people or nations.

→ We know that Canada is the 2nd largest country in the world.
→ We know that Canada has many people with different religions, cultures and beliefs separated by vast distances.

B) The identity of a person begins to be shaped by early experiences by:

1. Friends 2. Family 3. School

→ As time passes, a persons identity changes and evolves, but they will always carry the characteristics their parents passed on to them.

(genetic history and childhood past) are high on a persons identity makeup.

“Compare this to Canada…….”

1. Aboriginal people were the fist to inhabit the land.
2. French and English were the founding people to start civilization.

“This is where Canada’s environment came from.”

- People that have problems, responsibilities, and relationships challenge people to re-examine their identity.
- The same can be said about Canada. Canada is continually challenged by new problems, responsibilities and relationships.
Activity #1

Look at page 3 with the students and get them to choose two to elaborate on.

Read “A Discussion About Canadian Identity” p.5,6
Read “Inuit Relocation to High Arctic” p.14

- “Symbols can identify a nation, on p. 16 of your text – which symbols most represent Canada.”

Read “How Others See Us” p.17

Canadian Identity

“1990’s, Canadians felt that elected representatives no longer cared about the average Canadian. To try and bridge this gap the government developed the Citizens forum. They travelled across Canada getting viewpoints from typical Canadians.

Seven Statements Came Out of this Forum

1. Belief in equality and fairness in a democratic society.
2. Belief in consultation and dialogue
3. Belief in the importance of accommodation and tolerance.
4. Support and Diversity
5. Compassion and Generosity.
6. Attachment to Canada’s Natural Beauty.
7. Our world Image: Commitment to freedom, peace, and non violent change.

The Evolving Nature of Our Identity

- Confederation in 1867 brought 4 provinces together.
  - Ontario, Quebec, New Brunswick, Nova Scotia

- 1870, Manitoba joined confederation because of a rebellion by the Metis people wanting their unique rights recognized in the new union.

- 1871, British Columbia joined confederation being promised a railway connecting it with the west.

- 1885, Canadian Pacific Railway Complete
  - North West Rebellion fell and Metis dream of independence in the west fell.

- 1896, Canadian Gov’t push for European settlement in the west.
→ Romanians, Germans, Mennonites, Scandinavians

- 1905, Alberta and Sask. were created.
→ During this time, people mostly lived off of the land.
→ Farmers, Trappers, and loggers.

→ Before WW1, the British flag was saluted and “God Save the Queen” was the National Anthem.

- 1914 – 1918
- WW1 began the development of Canada’s own identity.
- Brought many people from diff. Provinces to fight for the same cause.

- 1920’s – 1930’s
- Towns, cities, and industries grew.
- Thousands of new immigrants came to Canada during the 20’s, thus the beginning of “Multiculturalism”.
- Radio (CBC), brought Canadians information about Canada which brought in the sense of being united in a single nation.
- National pride was brought in with ‘Hockey Night in Canada’.
- Canadian teams dominated the olympics, NHL, and international competitions.

- 1939 – 1960’s
- WWII signified Canada as its own Country.
- brought massive immigration from Asia and West Indies.
- T.V. replaced radio which let Canadians watch American hero’s.
- Maple Leaf became Canada’s National Symbol.
- 1965, the maple leaf flag was adopted.
- O’Canada began to be sung instead of ‘God Save the Queen’.
- 1968, Official Language Act was passed making Canada a bilingual country (Eng. and French)

- 1970’s
- Multiculturalism policy passed to help Canadians preserve various ethnic backgrounds.

- 1980’s
- Free Trade with Americans lifted tariffs on the import and export of goods in each country.

Assignment

p. 17 - #10 & 11
Chapter 1 The Canadian Identity

Lesson 2a

Topics to cover: Hockey: Canada’s National Sport

Hockey: Canada’s National Sport

New Hockey Night In Canada Video
Old Hockey Night In Canada Video

- ice hockey is known as our sport
- carries dreams of many Canadian people
- create hero’s and legends
- transmits values and attitudes
  - You can see the values and attitudes in the names of some the teams across Canada.
    - Weather Phenomena → OCN Blizzard, Kootenay Ice
    - Economy → Edmonton Oilers, Brandon Wheat Kings
    - Culture → Montreal Canadiens, Vancouver Canucks
    - Animals → Manitoba Moose, Portage Terriers

Brief History of Hockey

- ‘Hockey’ came from French word “hoquet” meaning “shepherd’s crook.”
- 1st played in Canada by British troops stationed in Halifax & Kingston in the 1850’s
- 1879, 1st organized team “McGill University Hockey Club”
- 1892, first female game played in Barrie, Ontario
- 1893, the game spread to American Universities
- 1920, ice hockey was included in the winter Olympics
  - 1920, 1924, 1928, & 1932, Canada won gold medals by lopsided scores
  - It was not until 2002, and again in 2010 that Canada won gold in hockey for the men’s category.
  - In 2004, Canada won the World Cup of Hockey, previously known as the “Canada Cup”.

~THE REAL ORIGINAL SIX~

- 1917 – NHL (National Hockey League) was formed, with 5 Cdn teams and 1 American.
  - Teams were: Montreal Wanderers, Ottawa Senators, Toronto St. Patrick’s, Quebec Bulldogs, Hamilton Tigers
- 1924 – 1st American team joined, Boston Bruins
  - slowly, American teams were added eventually out numbering Canadian teams
- 1967 – Six more American teams were added and by 1994 there were 26. Today there are 30 teams, only 6 are Cdn. Teams.
  - Vancouver Canucks, Edmonton Oilers, Calgary Flames, Toronto Maple Leafs, Montreal Canadiens, Ottawa Senators
- Most players in the league are Cdn.
  - E.G. Sydney Crosby, Jerome Iginla, Cary Price
  - Most widely known ex hockey coach and hockey analyst is Don Cherry.

Female Hockey

- been playing for over 100 years
- 1987 – first Women’s Hockey Tournament
  - 10 teams, Canada won
- Women have won gold in the last 3 Olympics: 2010, 2006, 2002
  - Since 1990, the women have won 9 world titles plus 12 (3 nations/4 nations’) titles.
Today’s Hockey

- It was defined as Canada’s national sport
- Few towns do not have some form of hockey program
- The Allen & Memorial Cup are symbols of amateur hockey excellence in Canada
- Our Canadian identity can be seen in thousands of rinks around the world.

Activity: Why has hockey been such a strong part of our national identity?

Assignment
# 35, 36, 37 (p.30)

Chose a Canadian hockey hero to represent the importance of Canada’s national sport. Explain why this athlete and this sport are so important to Canadians in reference to the Canadian Identity.
Chapter 1 The Canadian Identity

Lesson 3

Topics to cover: The Challenge of Protecting Canadian Culture

The Challenge of Protecting Canadian Industries

Activity: Have student’s list five threats to the Canadian culture. Order them to level of importance from highest to lowest in terms of negative impact.
- Examples are: US, globalization, French – English tensions, loss of aboriginal language and traditions, political cutbacks to CBC, and less money put into general arts.

- “Look at figure 1-14 and get students to respond.” Pg. 32 - handout
- Cultural industries express and protect a nation’s identity
  - Portray attitudes, values, beliefs and facts about a nation
  - Must be strong to compete with other countries industries to prevent a culture and identity from becoming fragile
  - Canada has always been wary of the influence of the U.S.A.
- USA is the most powerful cultural industry in the world
  - Over 50 years, large multinational corporations have been developed and they sell us their cultural product
    - #1 product is? (movies)

- Canadians spend 54%(2004) watching Cdn. T.V and 36.8% watching American stations and Networks.
  - When a Cdn. watches American T.V, Cdn. stations lose advertising dollars.
  - 36.8% = 500 million in lost revenue ~ illustrates economic concerns ~
- Under the influence of so many programs, Canadians are worried people will develop American characteristics & values

Protecting Canada from American Culture

~Problem~
- 1783 – After American Revolution, many loyalists to Britain came to Canada, bring American values
- 1800’s – American movies, novels about “wild west” were popular
- 1900’s – Film and Radio welcomed, and brought American Culture

~Solution~
- 1932 – Broadcasting Act passed and created (CRBC) Pg. 34
  - Regulated the media to protect Canadian Culture
- 1936 - (CBC) was created
- 1939 – National Film Board was created
  ~Government Paid for Both~

- 1968 – (CRTC) is a government agency that supervises broadcasting in Canada
  - Broadcasting act passed, stated that T.V should add to the cultural, political, and social life of Canadians.
- 1970’s – Prime Time T.V (6pm to 12am) Cdn. Station must show 50% Cdn. Content
  - loop hole development controversy (News & Sports till 8pm) then USA movies or etc.
- 1991 – Bill C-40 was passed becoming new broadcasting act ~P.27Grey Area~
- 1995 – Due to the growing National Debt., 25% funding from the Federal Government was cut from (CBC)
  - CBC is one of the foremost creators, reflectors and preservers of national identity
  - Currently it has been revised and is stronger in the evenings
  - Shows CFL, NHL, NBL, sports among other current T.V shows.

- 2000 – More stations are available to the consumer than ever before.
  - Many channels are devoted to culture (history, fashion, design, food, and sports.)
  - By 2004 there were 15,000 hours less of local news and cultural programming on CBC radio and T.V.
    - Financial pressures on CBC have caused: loss of jobs and cut backs.
    - Due to strikes, CBC president locked employees out and reduced to re-playing old programs.

  - After the lockout, critics have determined that CBC is no longer central to the survival of the Canadian identity.
    - CBC’s new problem is the internet because more people are now watching the net instead of T.V.
    - With the CBC, it provides the following to Canadians: → insights into communities, regions, the country and provides and understanding of our place in the world.

**What is a ‘Cultural Nationalist’**

- People who protect and promote cultural
5 min. debate – Pg. 39 ‘For or Against Cultural Nationalism’
   Read the debate on pg. 39 and ask students to discuss what side they take
   and why

Read P.43 ‘Revising the Issues’

Assignment
Pg. 38, #47, 48, 49
Chapter 1 – The Canadian Identity
Review Assignment

1. What is meant by genetic history?

2. What is meant by the term culture?

3. A. What was the objective of relocation of Inuit families to the high Arctic in the 1950’s?
    B. What was the damage done to these people by the relocation?

4. What was the UN Human Development Index?


6. For what accomplishment will the following persons be remembered by:

   Charles Saunders  Lucy Maud Montgomery  Vilhjalmur Stefansson
   Charlotte Whitton  Kenneth Colin (K.C.) Irving  Joseph-Armand Bombardier
   William Reid  Shipbuilders  Jeanne Suave
   Lincoln Alexander  Oscar Peterson  Mary Owen Conquest
   Margaret Laurence  Gordie Howe  Rick Hansen
   K.D. Lang  Toronto Blue Jays

7. A. Who were the Metis people?
    B. How did the Metis conflicts of 1870 and 1885 contribute to Canadian culture conflicts?

8. What events brought Canadians to develop their own identity?

9. What is meant by the term “Official Language Act”?

10. Lacross is Canada’s national sport, who cares about hockey. Agree or disagree with an explanation.

11. Why and how has hockey become such a strong part of our identity?

12. How has the U.S. been able to “buy – off” our sport of hockey?
13. What are the cultural industries? How have they become Americanized?
14. Should we be alarmed by the U.S. dominance of the cultural industries?
15. Should we try to control this dominance by the U.S.?
16. What is the C.R.T.C.? Why was it established?
17. A. What is your favorite t.v. program? Where is it produced?
   B. What would you say if I cut the program to protect Manitoba’s unique culture?
Chapter 2 – French – English Relations

Lesson 1 – The Early Years and the Quebec Act
Two Cultures Advancing Towards Nationhood
Two Cultures Diverge

Read p.45 for introduction to topics.

Activity: Have students read BLM Analyzing Historical Documents

The Early Years and the Quebec Act

“Why do we recognize the French and English as Canada’s two founding cultures?”

- French were first to settle permanently in Canada (New France)
- Outposts were developed along \( \rightarrow \) St. Lawrence River, NS, NB, PEI, and Cape Breton.

- The English settled after and created the (13 colonies)
- East coast with outposts called \( \rightarrow \) Boston, NY, Philly, and NFLD

- During this time, the British and the French were at constant war for control of the land.
- Iroquois, Huron, and Montagnais Indians were involved by some being allies to the French or the English.

- New France fell in 1760 to the British.
  - When this occurred, the natives became less significant due to no need for allied status.

- Treaty of Paris 1763, New France became a British Colony of Quebec.
  - French became known as Canadians.
  - Greater concern on French & English relations with little regard to native culture.
  - Canada began to develop under the European mind set.

- General James Murray became first governor of Quebec under British rule.
- Stated that it was unfair for the Anglophone minority to control the Francophone majority (65,000 Canadians, 600 English)
Quebec Act (1774)
- passed by Sir Guy Carlton
- gave French freedom of religion
- Right to hold public office.
- French civil law retained, British criminal law established.
- No land can be taken from French, + no elected assembly.
“Anglophones very upset because it gave the French too much power, they wanted to dominate through an assembly.”
“Canadians happy because it clearly established the French culture.”

Two Cultures Advancing Towards Nationhood

American Revolution (1775 – 1783)
- Many people called loyalists came to Canada, thus increasing Anglophone population, devastating the French culture.

Constitutional Act (1791)
- Divided Quebec into two communities.
  - Southern part (today’s Quebec) became Lower Canada (French)
  - Southern part (today’s Ontario) became Upper Canada (English)
- creation of own assemblies

1830’s
- Reformers wanted a change to the act because they wanted more democratic system of gov’t.
- Demands refused and they rebelled (very short, put out by British troops)

- Lord Durham is sent in to see what the problem was……
  “Found two nations warring in the bossmot of a single state.”
- Wanted upper and lower Canada to be made as one through confederation.
“French opposed this idea, knowing full well they would lose their culture.”

George Etienne Cartier
- wanted confederation because…
  - freedom of realign, right to use french language.
  - power would be divided up into Fed. and Prov. Gov’ts
  - Prov. would control local affairs, allowing french control over PQ.

1867
- BNA act is passed and signed with four provinces.
Two Cultures Diverge (Problems after Confederation)

1) Western Rebellions (led by Lois Riel) 1870 - 1885
   Red River settlement (WPG) had Metis french and swiss
   Canada wanted to buy Hudson’s Bay Company’s land and Metis were not
   involved in the talks.

   “Trouble erupted when surveyors came to the Red River Colony”
   - Louis Riel wanted the rights of Métis people protected before sale talks take
     place.
   - 1869, Métis organized a prov. Gov’t (Riel as president)
   - Developed list of rights before Red River joined Confederation.

1870 – (Manitoba Created)
   - Métis received land (240 acres each)
   - French was official language.
   - Parliament was developed.

1876 – Macdonald’s government created the Indian Act.
   - Suppose to ensure the treaty agreements the First Nations people had signed years
     earlier.
     - Gov’t did not see First Nations people as actual citizens of the country.
     - It actually took their right to determine where and how they lived.
     - The act gave the government the right to give settlers the best land
       available while natives received isolated, infertile pieces of land called
       reservations.
     - During this time the government encouraged Europeans to come and settle
       in Canada.
     - The government was hoping to assimilate the natives to European
       culture with the mass immigration.
     - This was attempted by the following:
       - Denying First Nations the right to vote. (1960)
       - Banning traditional ceremonies, customs, and cultural
         activities.
       - Limiting hunting and fishing to certain areas at specific
         times of the year.
       - Creating residential schools to education First Nation
         children, promoting the religion and way of European
         culture.
       - Forbidding and discouraging Natives from using their own
         language and following traditional beliefs.

   - This brought on the onset of the second Metis rebellion in Saskatchewan.
1885 - The Government set out land surveyors to Sask.

Louis Riel came to help, and drew up another “List of Rights”. This time, McDonald was not listening. Four months passed and he had not responded.

Gabriel Dumont (Riel’s military leader) wanted to use force to get what the Metis wanted. A battle broke out in Batoche against the “North West Mounted Police”. Metis lost the battle in three days, and submitted on May 12th. Dumont was able to escape from persecution, Riel decided to stay.

Riel was caught and tried for treason on Aug. 1st, 1885. Riel was sentenced to death in Regina.

2) Manitoba Schools Question (1890)
- Dalton McCarthy (ONT. Politician) wanted to get rid of the Roman Catholic French Speaking Language Schools.
- Bishop Tache protested these claims.
- Thomas Greenway (Premier of Manitoba) passed a law that would see the existence of both protestant and catholic schools existing in MB. 
  - Public schools system was funded by tax, and was primarily English. But French and Catholic religion could be taught if student numbers were adequate.
  - Private School System that would be taught fully in French and provide catholic services. There would be no tax base given.

3) Conscription Crisis of WWI and WWII
- Early part of the wars, the federal government promised only volunteers would be sent overseas.
- The French as well as other various groups opposed the war.
- The English were for the war.
- During the war and with many casualties the Prime Ministers of each war had to go against their promise.

**Assignment**
#3 (p.48)
#4, 6 (p.49)
#8 (p.53)
#11 (p.56)
#19 (p. 58)
Chapter 2 French English Relations

Lesson 4

Topics to cover: 1) The Battle of Batoche and The Manitoba Schools Question
2) Jean Lesage and The Quiet Revolution
3) Pierre Trudeau's vision
4) The Parti Quebecois, the 1980 Referendum & The Institution
5) Brian Mulroney's Vision
6) Bouchard and Parizeau versus the Federalists
7) First Nations and Quebec

1885 – government set out land surveyors to Sask. where the Metis moved to due to English taking too much of their land.

Lois Riel came to help, drew up a bill of rights.
4 months passed with no answer from McDonald (1st prime minister)
Riel decided to use force and battles broke out against the North West Mounted Police.
Battled mainly at Batoche, but submission came on May 12th, 1885.
Riel was tried for treason, Aug. 1, 1885, and sentenced to death.

Read p. 53

2) Manitoba School Question
   - Dalton McCarthy, (Ont. Politician) wanted to get rid of Roman Catholic French Speaking Language schools.

Read p. 53 “Dalton McCarthy”

- 1890, premier Thomas Greenway passed law to eliminate the schools and abolished French as the official language.
- Bishop Tache, protested these laws.

Read p. 53 “Bishop Tache”

- took the case to court, by 1895, the court ordered Feds to deal with the problem, thus Wilfred Laurier, new PM of Canada, met with premier Greenway and passed the ‘Laurier – Greenway Compromise’

Laurier – Greenway Compromise

- Taxpayers of MB don’t have to support Catholic or French schools.
  Public schools with large Roman Catholic student enrollment could hire teachers to teach religious education. (40 urban, 10 rural)
- Public school, 10 or more speak french or any language, instruction given in that language if parents ask for it.

3) Conscription Crisis of WWI
   - Early part of war, english volunteered sending troops and supplies.
   - 1916, volunteer was not enough.
   - Conscription brought in to force french to fight, french felt it was not their war yet France was involved heavily.
   - 1917, Military Service Act brought in conscription.

Jean Lesage and The Quiet Revolution
Read p.58, 59
- 1960 elected premier ‘important generation’ gained power
- radical changes were intended called the “Quiet Revolution”
- wanted to change relationship between Ottawa and Quebec by:
  - 1) Complete control of Quebec
  - 2) Wanted Top Jobs run by French
  - 3) Complete control of use of French language in Quebec
     --called ‘Maitren, chez nous’ campaigne : “Masters in our own house”
- Feds felt that all provinces should be treated equal (West agreed), blamed Quebec Premiers for high unemployment, low wages, and lack of hospitals.

Pierre Trudeau’s Vision
- became Prime Minister in 1968
- wanted to develop a policy that would allow Canadians, regardless of culture, to live together happily
- adopted policy called Multiculturalism and Bilingualism

Official Languages Act 1969
- all aspects of fed. Government became bilingual and federal civil servants learned French forcefully
- all products labeled bilingually

Read p.62 ‘Canadian Francophones Outside Quebec’ and p.62 Jean-Paul Gobeil
Read p.63 (FLQ and Fig. 2-14)

The Parti Quebecois, The 1980 Referendum and the Constitution
- 1976 (PQ) & leader Rene Levesque became government of Quebec
- 1979 Quebec Canada: A New Deal was developed
   - main idea was sovereignty association (own country with strong economic ties to Con.)
   - laws of Canada would be gone
   - economic ties strong
- May 20, 1980 - Referendum took place to let Quebec decide to see if they wanted the (PQ) to begin sovereignty talks with Ottawa
  - 60% decided (NO!)
- 1982 Canadian Constitution and Charter of Rights and Freedoms
  - developed by Trudeau
  - No longer the BNA act of 1867
  - Quebec refused to sign, wanted changes
- By 1985, (PQ) leader Levesque resigned as leader then died
- New government elected, Liberal’s ‘Robert Bourasa’ leader believed in Quebec’s continual role in Canada

Brian Mulroney’s Vision

- PC leader Brian Mulroney became Prime Minister in 1984
- Developed the ‘Meech Lake Accord’ in 1987 with 10 provinces at Meech Lake
  - would give Quebec a great deal more power
  - giving the French special group rights, giving Quebec the protection of French society in Canada
  - all provinces must sign by June 23, 1990 to be passed. It was put down.
- Strongest opposition came from Aboriginals because they felt that their land and rights were ignored
- Referendum revived with fall of ‘Meech Lake’
  - “Separatists claimed that English Canada would not look at Canada as a nation of ‘Two Founding Cultures’”
  - “Mulroney wanted Quebec to sign the Constitution so again drew up another accord”
- 1992 ‘Charlottetown Accord’ developed, and national ref. given to pass it
  - Recognized Quebec as a ‘distinct society’
  - Failed again
- With the failure of two accords, to preserve French Culture, 1993, Brian Mulroney resigned due to unpopularity
- Kim Campbell became 1st female Prime Minister, lasted only a few months
- Election got rid of PC’s only 2 in parliament

P69 Fig. 2-20 draw the results of the National Ref.
“(Only 3 provinces and 1 territory agreed)”

Bouchard and Parizeau Vs The Federalists

- 1993 – Bloc Quebecois emerged with Lucien Bouchard as leader
  - Federal election gave 54 seats to BQ in Quebec becoming the Opposition
  - Promoted sovereignty, gave allegiance to Quebec not Canada
- 1994 PQ with leader Parizeau won Provincial Election 44.7% to 44.3%

- In 1995 there was another referendum to see if Quebec could gain its own sovereignty.
  - The Provincial gov’t lost its motion to pursue independence by 50.8% NO & 49.42% YES.

- In 1997 Prime Minister Chretien went to the Supreme Court of Canada, to ask opinions concerning Quebec’s wish to separate and future referendums.
  - The Supreme Court ruled that it was not possible for Quebec to separate without asking the people of Canada.

First Nations and Quebec

- Europeans often weakened the Natives Cultures
- 1960, Aboriginals demanded their cultural identity
  - out forth legal challenges and land claims
- 1980’s Aboriginals wanted self-government and wanted Canada to reflect original and founding cultures
  - First Nations French and English
- 1990’s When Quebec wanted separation they out strong opposition from the Aboriginals
  - Zehedre Nungak, leader of Quebec Inuit, maintained that Inuit owned 33% of Quebec land. Until land settled, no talk of separation.

Read p.73 last paragraph
Assignment
pg. 64, #25, 26, 27
pg. 66, #31
pg. 75, #40, 41, 42
Chapter 2 - French English Relations
Review Assignment

1. The first statement on page 46 maintains that French and English are the cultures of the two founding people. Why would this be offensive to certain Canadians?

2. What is meant by Quebec Nationalism? Who are some of the many Quebec Nationalists?

3. In what region of Canada did the earliest French settlers establish their colony?

4. Which First Nations people become involved in the French-English wars of the 1700’s?

5. What nation won the seven years war, and became the dominant power in America?

6. What Treaty in 1763 established British Rule?

7. Who was General James Murray? What did he establish?

8. The Quebec Act of 1774 was unpopular among English-Americans. What were four of the terms of the act?

9. Who were the loyalists? Why did they come to Canada in the late 1700’s?

10. There were two minor rebellions in Upper and Lower Canada in the 1830’s. Following the rebellions, lord Durham made certain recommendations. What were some of his recommendations for reform?

11. Who was George Etienne Cartier? What did he promote?

12. What land purchase in 1869 brought about a dispute in the Red River Region?

13. Why were the French-Canadian-Métis upset with this land purchase?

14. Who was Louis Riel? What was established by Riel to infuriate the English?

15. A. What economic conditions in the 1880’s brought about more Métis discontent?  
B. What person was lured from Montana to lead the Métis?  
C. Who was Gabriel Dumont?
16. The Canadian-British army crushed the Mètis. They hung Louis Riel. What further discontent followed? (For many years)

17. Who was Dalton McCarthy and Bishop Tache?

18. Jean Lesage was elected premier of Quebec in 1960. What changes did he want to make to Quebec which became known as the “Quiet Revolution”.

19. Trudeau had a vision. What was it?

20. Why did the FLQ result to violence in Quebec during the 1960’s to 70’s?

21. The PQ became the provincial government in 1976. Who was their founding leader and what document did his government produce? What was the significance of it and how did it fall apart?

22. What resulted was a fragile spirit of unity between Quebec and Canada. How did Trudeau try to repair it?

23. Brian Mulroney, leader of the PC party, became Prime Minister in 1984. What was his vision?

24. A. What was the Meech Lake Accord? Why did it fall? 
    B. What was the Charlottetown Accord? Why did it fall?

25. The Bloc Quebecois became the official opposition in 1993, in the House of Commons after the Federal election. Who was the leader and who was he loyal to?

26. Read the “1994 Quebec Election” on page 71. What side would you vote for and why?
Chapter 3 – Canada’s Cultural Diversity

- **Lesson 5 – Culture and Canadians**
  - The Development of a Cultural Diverse Nation
  - Canada’s Immigration Policy

Culture and Canadians

(Read p.77, 78)

Culture - is the way a group of people organize their lives.
Includes everything that makes one group of people distinct from another.
Provides a framework of beliefs and behaviors for daily life.

What does it include?
- food, housing, dress, tools, transportation, industry, technology, arts, legal systems, language, religion, etc.

→ All of this results in enormous cultural diversity.

What is Canadian Culture? (p. 78, 79 – fig.3-2 & fig. 3-3) Compare with Below

- Largest % of ethnic origins → North American (Cdn and US) 40.2
  → British Isles (Eng., Irish, Scott) 33.6
  → European 29.5
  → French 15.9
  → East and Southeast Asian 6.0

- Major source of immigration by country (2005)
  o China 16.1%
  o India 12.6%
  o Philippines 6.7%
  o Pakistan 5.2%
  o US 3.5%

The Development of a Cultural Diverse Nation

“We are taking a quick look at how Canada became a cultural diverse nation”.

1) The Aboriginal People (20,000 – 10,000 BC)
- historians believe they came from Asia
- Theory suggests they migrated across a land bridge from Siberia to Alaska
- Adapted to many types of environments.
2) The French (1600 – 1760)
- hoped to find great riches, and they found fish and furs.
- Put up settlements (1605 – Port Royal) and (Quebec 1608) to exploit the fur trade.
- Aboriginals helped development, eventually helping to create New France.
- 1666 – 3215 French → 1759 – 65,000
- 1991 → fourth largest cultural group in Canada

3) The Loyalists (1776 – 1786)
- with the rebellion of the 13 colonies, many remained British loyalists.
- 50,000 came to Canada
- 1st large group of British and 1st ever refugees to Canada.

4) The Great Migration (1815 – 1850)
- poor economic conditions in Europe
- huge rates of unemployment due to industrial revolution
- Canada in 1815 – ½ million people → 1850 - 2 ½ million
- 60% were British making them the largest cultural group.

“Look at Fig. 3-5 → shows the growth of Canada’s population”.

5) Post – Confederation Immigration (1867 – 1914)
- government wanted the prairies to carry out economic goals for Canada.
- Offered free homesteads of 160 acres.

“During this time, NWMP (North West Mounted Police) and CPR (Canadian Pacific Railway) were formed.”
- 1896 – the west began to take off.
- US cultivated land was gone.
- New types of wheat were developed to handle a short growing season.
- Clifford Sifton (Minister of Interior) made aggressive campaign to attract immigrants.
- Steamships became faster and cheaper to operate resulting in an easier trip.
- Alberta & Saskatchewan formed in 1905
  - Ukrainians, Mennonite, Jewish, Icelandic

6) Post-War & Mid-Twentieth Century Immigration (1919-1969)
- many came due to the struggle with hardships war caused from WWI.
- 1 ½ million came to Canada during 1920’s
- Immigration was reduced during the Great Depression during 1930’s – WWII
- “The Great Depression of 1929-1939, saw widespread unemployment, wages and prices were low.”
- Large amounts of people came to Canada after WWII.

\[\text{Discuss Fig. 3-9, pg. 85}\]

7) Recent Immigration Patterns (1970 to the present)
- Canada needed skilled workers with technical and professional training.
- Canada began to accept people from non traditional areas.
- Caribbean, Latin America, Africa, and new areas of Asia.
- Most came under a strict point system
- Favored people who know French and English (skilled, highly educated)
- 1970’s – 1980’s professors, teachers, managers, and entrepreneurs came to feed the economic growth.

- 1978\[\text{Trudeau made the Immigration Act, opening Canada’s doors to a wider range of immigrants.}\]

Discuss Fig. 3-10, p.86

\textbf{Assignment}

pg. 79, #1, 2, 3
pg. 87, #8, 9, 10
Chapter 3 – Canada’s Cultural Diversity

Lesson 6 - Canada’s Immigration Policy

Immigrant Experiences
A Difficult Issue

Canada’s Immigration Policy
Fig. 3-11, shows the goals for Canada’s Immigration policy of 1978

New Immigration policy was set out called “Immigration and Refugee Act” in 2002.

Goals that were set out are as follows:

1. Immigration for Economic Reasons
   a. Recruit workers whose skills are needed.
   b. Recruit entrepreneurs with money, knowledge, and expertise.
   c. Avoid recruiting workers in fields where there is no shortage of Canadian workers.

2. Immigration for Humanitarian Reasons
   a. Allow families to reunite.
   b. Allow people to escape persecution.
   c. Allow self-supporting people to come to Canada if they wish.

Three Basic Classes of Immigrants:

1) Family Class
   - must be close relative to a Canadian citizen.

2) Refugee Class
   - forced to leave homeland because of war and persecution

3) Independent Class
   - base of skills, capital, and jobs available in Canada.

Prohibited certain people because……
   - pose a threat to public health
   - safety
   - people who disregarded the law
   - people who may destroy our gov’t and way of life

- For the independent class of immigrants, the government developed selection criteria by a point based system.
- Points vary by situation and the total needed changes as well.
**Points System (2006)**

1. Education – 1 point for each year of primary and secondary education successfully completed. Extra for degree’s.
2. Vocational Training – Points for on the job training and extra for trade certificate.
3. Experience – Points for relevant job experience.
4. Occupational Demand – What is the need for Canada.
5. Arrange Employment – Points for if they already have a job and does not take away from Canadian workers.
6. Location – Points if the immigrant is willing to move to an area where his or her particular skills are needed.
7. Age – Points for working age. (16-65)
8. Knowledge of French or English – Ability to listen, read, writes and speaks. Extra for bilingualism.
9. Personal Suitability – Points based on an interview to assess the applicant’s past.

**Three main types of relationships can develop when different cultures meet:**

1. Assimilation – occurs when one cultural group adopts the language, values, attitudes, and traditions of the dominant culture. (Lose cultural background)
2. Segregation – occurs when cultural groups are separated from one another so that there is little chance that cultures will mix.
3. Integration – occurs when one cultural group preserves some distinctive aspects of its own culture, while adopting many of the values, attitudes, and traditions of the dominant culture.

**Immigrant Experiences**

p. 92 → Read with Class

**QUESTIONS**

#21, 22, 23, 24 → p.93

**A Difficult Issue: Levels of Immigration**

- 1989-1994 (Canada’s Economy Plummeted) sim to 1930’s
  - became known as the Recession
  - high unemployment, welfare rose, EI payment increased.

- 1985 (85,302 immigrant annually)
- Brian Mulroney by end of 2\textsuperscript{nd} term, 252 842 annually were being allowed in.
- “Canadians began to worry. Why?”

Fig. 3-12 and 3-13 p.94 \(\rightarrow\) review with class

- 1993 (Liberals made changes to immigration laws)
- made sponsors \(\rightarrow\) people who are Cdn. Citizens who agree to supports someone applying to immigrate.
- 1995 – raised the “Right of Landing Fee” to $975 plus immigration processing rose.
- In February 2000, Citizenship and Immigration Canada removed the Right Of Landing Fee for refugees but maintained the tax for immigrants.
- The government also created the Legislative Review Advisory Group in 1998, which gave Provinces the right to settle immigrants through the admission process.

Read pg. 95-97
Together do pg. 98, #32

**Official Multiculturalism: Adv. and Disadv.**

- Oct. 8\textsuperscript{th}, 1971 \(\rightarrow\) Canada’s identity became officially multicultural by Trudeau’s policy on multiculturalism.
- Goals were: help cultural groups pressure their cultures.
  - Help members of cultures group + overcome barriers
  - Promote cultural exchanges between groups
  - Assist immigrants to acquire one of Canada’s languages

**Adv: Of Multiculturalism**
- Gov’t grants help pay for teaching of languages.
- Grants to organizers of cultural conferences, festivals, and exchanges
- Government began paying for materials to teach the contributions of various cultural groups to Canada.
- Cultural understanding in communities.

**Dis. Of Multiculturalism**
- There are experiences of inequality, discrimination, and systemic racism.
- Fears of tearing up the country as a whole. (eg. Rwanda)
- Fear of no common unity in a country.

**What Issues Does Multiculturalism Face Today?**
- the right to cultural and religious laws
- changes to the Canadian Constitution
- the creation of a commission on immigration to look at immigration policies
- the alienation of different cultural groups
- problems with assimilation
- intolerance and misunderstandings of separate ethnic and racial communities.

read pg. 101-102

Teacher reads ➔ “Reviewing the Issues”

Assignment

pg. 102, #38, 39, 40
Chapter 3 – Canada’s Cultural Diversity
Review Assignment

1. What is meant by the term multiculturalism? What was Pierre Trudeau’s role in that program?

2. According to the chart on page 78, which racial groups hold the #1 and #2 position in our nation?

3. According to the chart on page 79, which racial group provides the most immigration to Canada?

4. The immigration to Canada did not take place in a steady stream. Rather, the immigrants came in waves, with many year of low numbers.
   a. What were 5 of the specific waves of people?
   b. What approximate dates did these people arrive?
   c. What were some of the circumstances that caused these people to move at each period?

5. What are four of the many criteria for awarding points towards new immigrants? pg. 88

6. Distinguish between the following terms:

   **Assimilation**  **Segregation**  **Integration**

7. Why has it become necessary to require sponsors for new immigrants? pg. 94

8. What are some of the advantages of multiculturalism to you and your friends?
Chapter 4 – Our Evolving Identity

Lesson 7 - Regional Identities: Western Alienation

Regional Identities: Western Alienation

Read 1st paragraph p.106

Current Western Concerns
- MB, ALBT., Sask., B.C. feel alienation from the rest of Canada.

Why?
- feeling that West is neglected; Ottawa doesn’t care.
- Feel that politicians in Ottawa are sensitive to high population areas where most of the seats are to be voted in.
- 52% of population live in Quebec and Ontario, while west has 17%; thus resulting in federal politician concerns only for Quebec and Ontario.
- West feel powerless because there is no balance of power in the parliament.
- The USA elect 2 senators for less pop. States to balance the power.

Read Fig. 4-2 → p.107

The Seeds of Western Alienation
- 1670, (MB, Sask., Albt.) owned by Hudson’s Bay Co.
- Governed the land but not interested in well being of people
- Main concern was profit from fur-trading
- Began exploitation (selfish or unfair use of people) and neglect.
- Political, economic and social system neglected.

1867 → Confederation, Ont., PQ., became most powerful forces.

1869 → Cdn. Gov’t purchased Hudson Bay land.
- 1870, gov’t gained control of resources in MB.
- 1905, Sask., and Albt. Followed suit.
- No provincial gov’t controlled its natural resources in the west.
- Natural resources exploited, east industry used it and was shipped out by eastern seaports using vessels owned by easterners.

1896 → Laurier made big promotions in Europe to populate west.
- said they would have a better life than in Europe.
- draught, isolation, long bitter winters, and high priced goods from central Canada caused hardships.
- when farmers had good crops, expected to sell beef, crops at a low price to feed industry workers in Ont. and PQ.

Brought on the following new political parties……
1. United Farmers of Alberta (1909)
2. Progressive Party (1920)
3. CCF – Co-Operative Commonwealth Federation.(1932)
4. Social Credit (mid 1930’s)
5. Reform Party (1987)
7. Canadian Alliance (2000)

“Students read p.110, 111 → Talk about objectives with students.
The Growth of Western Alienation
- severe draught, and falling world prices
- protective tariffs in east and not in the west
- banks in the East controlled West and foreclose many farms
- West rejected 6X on having their own banking system.
- Provinces forced to give up power of corporate and personal tax in return for welfare and EI.

WWII
- wheat sold below market value to Britain to help recover during and after the war.

Oil
- 1947, Albt. Struck oil, shows 20 years of economic growth.
- 70% controlled by US investors.
- OPEC in 1980 sold oil @ $35/barrel, Fed. forced west to sell at $15/barrel.

Foreign Business
- west welcomed it because it provided jobs and money for the province.
- Central Canada disagreed, and in 1974 (Foreign Invest. Review Agency) and in 1980(National Energy Policy) reduced new industry and jobs.

Quebec
- West feel that PQ has been given favoritism.
  Eg. 1986 Fed. gov’t wanted the up-keep of CF-18 fighter jets which would be $1.2 billion contract.
  75% of civil servants agreed it should be given to Bristol Aerospace in Wpg.
  Mulroney (who had a strong PQ vote) gave the contract to Canadair Of Mtrl.

  1993 Fed. gov’t removed the Crow Rate $560 million annually.
  Subsidy to railways to ship grain from west causing towns to die without the support.

2003
- Canada West Foundation held the largest public opinion survey ever conducted in Western Canada.
  - The Foundation was able to lay out a ten-point action plan for the federal government to begin to address.

(p. 116-117)

Assignment
pg. 107, #1, 3
pg. 117, #8a)
Chapter 4 – Our Evolving Identity

Lesson 8 - The French-English Language Question
The Challenge of Racism

The French – English Language Question
- many feared they would not be given jobs and excluded from politics if not bilingual.

-The Rejection of Bilingualism in Quebec-
- Bill 101 (1977) called the “Charter of French Language”, made french official language in Quebec.
- Made courts, and gov’t use only french forcing anglophones to use french.
- Many businesses moved out of Quebec because of (Bill 101)

-1982-
  Quebec Association of Protestant Schools brought the Quebec gov’t to court. 
  Charged Bill 101 in violation of Canadian Charter of Rights

-1984-
  Supreme court deemed Bill 101 illegal.

-1985-
  ‘Not Withstanding Clause’ was used against ‘Supreme Court’ to empower (Bill 101)

-1988-
  Bill 178 passed which stated no signs in Quebec could be english
  United Nations Human Rights Commission ordered the removal of Bill 178 due to the fact
  that signs would not threaten cultural identity.
  Bill 178 was renewed, to having two languages for signs as long as french was twice as large
  as other language.

The Challenge of Racism
- 1993, polls indicated 57% of Cdn’s said they sometimes bold –ve views of minority races.

Racism
- belief that inherited characteristics that determine physical features such as skin, colour, facial
  characteristics, and texture.
- some groups inferior to others.
- leads to prejudice and discrimination (p.121)
- worst eg. was Nazi Germany’s hatred for Jews, Blacks, and Gypsies.

Causes of Racism
- individual family and life experiences
- unhappy family life
- concerned for self
- compete with racial groups for land, job, social position and political power
- not mentally flexible

Fig. 4-13 shows Racism in Canada (p.123)

Aboriginal People and Racism
- forced to give up way of life
- 1867, Indian Act passed
  1. Set out to develop unified way in handling first nation affairs
  2. Encourage aboriginals to adopt European Lifestyle.
- gov’t led by ethnocentrism and racist assumptions.
- Now, leaning towards self—gov’t and operating their own schools on reserves.

Fig. 4-15 Rejecting Racism (p.127)
Modern Canada and the Fight Against Racism
- 1982, Charter of Rights and Freedoms
- 1971, Official Policy of Multiculturalism

These were the two main efforts by Fed. Gov’t.

Read p.131 – Reviewing the Issues

Assignment

pg. 124, #19, 20, 26
pg. 128, #29
pg. 130, #31, 32, 35
Chapter 4 - Our Evolving Identity
Review Assignment

1. What events have caused Western Alienation? p. 112

2. a. What were four of western Canada’s western protest political parties?
   b. Who led the initial party?

3. a. What is a tariff?
   b. How have tariffs been viewed by western Canadians?

4. How have western Canadians tended to accept the French languages?

5. How has bilingualism been treated in Quebec?

6. What is the difference between prejudice and discrimination?

7. What are four common causes of racist tendencies in people?

8. Name five incidents of racism in Canadian history?

9. What is meant by ethnocentrism?

10. What were the purposes of Residential schools?
Immigration Poster
Department of Tourism

You have been elected to solve the low patterns of tourism in your province by the Department of Tourism. The Department wants you to design a poster to attract people to your province using ideas you have recently learned in your unit of study.

Procedure: Select a province or territory in Canada that you would like to promote immigration from another country.

i. What does this province need? (doctors, farmers, entrepreneurs)
ii. Where do you want these people to live in your province?
iii. What class of immigrant are you accepting to fill the void in your province? (refugee, family, or independent)

Below is a list of items that are needed to be on this poster.

1. Title
2. Pictures (drawn or clipped)
3. Legible writing.
4. Must produce a theme.
5. Must be colorful and attractive.
6. Explanation of the poster in 200 words typed or done in print. Explain who you are targeting and what the poster is about. If you are in with a partner, explain who did what on the poster.

The project is out of 50 marks.