

# CHAPTER 12

## CANADIAN IDENTITY

### CHAPTER 12 OVERVIEW

#### Chapter Focus

Students will

- examine the development of Canadian identity and culture from the Second World War until the early 1980s
- explore steps the Canadian government took to foster Canadian pride, identity, citizenship, culture, and nationalism, including the formation of various national institutions
- explore some of the issues Canadians debated as they expressed their sense of their country and its place in the world

#### Essential Question

How did the establishment of national institutions contribute to defining Canadian identity?

#### Enduring Understandings

1. Canadian identity, citizenship, and nationhood are subjects of ongoing debate in Canada's pluralistic society.
2. French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
3. The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.

#### TEACHING AND LEARNING STRATEGIES

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you choose relevant lessons and activities for your class and ensure the Enduring Understandings of each chapter are met.

#### APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

#### CHAPTER QUESTIONS AND POSSIBLE RESPONSES

Possible answers to all Chapter 12 questions can be found following the last lesson for this chapter on page 337.

## HISTORICAL BACKGROUND

(This section is taken from: Manitoba Education. *Grade 11 History of Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2010.)

Canada's participation in the two world wars and the granting of full independence with the *Statute of Westminster* greatly enhanced the idea of a distinct Canadian national identity. The challenges of the Great Depression and the political, economic, and social developments in the post–Second World War period gave rise to a sense of nationalism and the establishment of a number of national institutions and symbols intended to protect and promote Canadian identity, culture, and society. These included the creation of the Canadian Broadcasting Corporation and the National Film Board, and the passing of legislation including the *Citizenship Act* and the *Multiculturalism Act*. This period also brought Canada into a much closer relationship with the United States through geographic, economic, strategic, and cultural ties. This relationship led to further debate about the idea of a Canadian identity and whether Canada was, in fact, culturally distinct from its southern neighbour.

Although the Liberal and Conservative parties dominated politics, various other national and provincial political parties left their mark during this period. Political parties such as the Cooperative Commonwealth Federation (which later became the New Democratic Party), Social Credit, and Union Nationale presented Canadians with a range of ideas about the kind of country Canada was becoming and about how it should define itself. The adoption of the new Canadian flag and the hosting of the International Exposition (Expo 67) celebrating Canada's one hundredth birthday were seen as great achievements, and enhanced Canada's identity and pride. The patriation of the Constitution and the entrenchment of the *Canadian Charter of Rights and Freedoms* were additional steps in Canada's move toward independence from Great Britain, and further solidified its identity and role as a member of the international community.

## LESSON 1

### BUILDING A NATION

In this lesson, students will learn about factors shaping Canadian citizenship and identity, from changing boundaries, the First and Second World Wars, the Great Depression, to the impact of Canada's economic relationship with the United States.

**ESTIMATED TIME:** 70 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 12.1.1, From Country to Nation
- BLM F, Word Map (optional)

Create a transparency or slide of:

- BLM 12.1.1, From Country to Nation (optional)
- BLM F, Word Map (optional)

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 346–351

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

[http://archives.cbc.ca/politics/provincial\\_territorial\\_politics/topics/564/](http://archives.cbc.ca/politics/provincial_territorial_politics/topics/564/) (Radio Clip 3)  
CBC Archives—Radio report on Newfoundland entering Confederation.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 12.1.1, From Country to Nation
- Participating in class discussions and activities

### PRIOR LEARNING

Students will draw on their knowledge of the events and impact of the First World War and the Great Depression.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Play the radio broadcast listed in the Additional Resources, or another short broadcast about Newfoundland entering Confederation. Instruct students to listen to descriptions of Newfoundlanders' reactions toward losing independence and joining Confederation. What does the broadcast suggest about how Canadian identity was perceived in 1949? How do the people's responses show change and continuity in terms of the particular challenges Canadians face in defining a unified Canadian identity?
2. After they have listened to the report, ask student volunteers to share details they noticed. These might include:
  - The feelings of the public were somewhat mixed.
  - The seal hunter's comment: "We're in it now, and we're going to be good Canadians. But whatever they want to call me, I'll still be a Newfoundlander at heart."
  - The report mentions the gains of social programs like baby bonuses and a pension, and the fact that the economy of Newfoundland improved as prices dropped.
  - It mentions that Canada now stretches 3700 miles (nearly 6000 km) across, through seven time zones.

Lead a discussion of how these details reflect both change and continuity. Students may mention ideas such as *regionalism* (greater sense of connection and loyalty to the part of Canada one is from, rather than to the whole country), the fact that many people identify social programs with Canada's identity, and the challenges Canadians face in staying connected with each other when the population is spread across such a large territory.

3. Discuss with students that one of the topics of this lesson is how Newfoundland's joining Confederation impacted on the concept of Canadian identity. Ask students to turn to page 346 in *Shaping Canada* and view the images on the page. When they have done so, ask them to predict what other forces that helped shape Canadian identity might be the focus of the lesson and/or the chapter as a whole. Students will likely mention Expo '67, bilingualism, and the CBC. Their responses may also be more inferential, and consider ideas such as many Canadians' sense of identity being tied to the perception other countries have of Canada, or the tension between maintaining an audience for Canadian media products in the face of competition from American sources.
4. Draw students' attention to the Essential Question and the bullet points beneath it at the top of page 347 of *Shaping Canada*. If appropriate for your class, lead a brief oral exploration of what the word *institution* means. Students should be aware that *institution* can be defined narrowly to refer to a formal organization that affects or governs the actions of a community, such as an education system, or it may be defined more broadly to include social patterns and customs, such as marriage.
5. Point out the Key Terms located on the same page. Make this a classroom activity in vocabulary building by continuing to build upon the word wall (see page 31). You may also wish to ask students to continue compiling the point-form glossary of definitions in their notebooks, or you may wish to note the glossary on page 560 of the student book.
6. Ask a student volunteer to read through the paragraph under the heading "Getting Started," and lead a discussion of the questions that follow, ensuring that students remain respectful of students in the class who may represent diverse aspects of Canadian culture, or who are new to the country.

7. Read over the Enduring Understandings that students will focus on for Chapter 12.
8. Ask student volunteers to take turns reading the paragraphs on page 348. When they have finished, lead a discussion of the HTC question at the bottom of the page. Students should note that the cartoon represents the addition of Newfoundland as being an act of completion, like placing the last piece in a jigsaw puzzle. This suggests that Newfoundland's acceptance of Confederation was inevitable, or necessary, by comparing it to a puzzle piece without which Canada would be incomplete. Students' opinions will vary on whether this represents the reality of the situation.
9. Distribute copies of BLM 12.1.1, From Country to Nation, to students. Instruct students to record two significant details from the section "Newfoundland Joins Canada" on page 348, in the first box on the top left of the handout. Once they have done this, they should compare their responses with a partner. Student pairs should then decide on a third detail that could be recorded. It may be a detail that one student recorded but the other did not, or students may revisit the book to select a new detail.

Ask volunteers to share examples of significant details, and record them on the board or a transparency or slide of the blackline master.
10. Ask pairs to create a summary statement that conveys the central idea of the paragraph on page 348, based on the details they recorded. This statement should be recorded in the top box of the middle row. Discuss with students that they must generate their own summary statement, and not merely use the title of the section in the book. Ask volunteers to share their statements. Students should have brief statements that express a complete thought, such as, "Canada's peaceful development over time shaped its identity."
11. Have pairs repeat this process for the sections under the headings "An Evolving Sense of Nationhood" and "Relations with the United States." You may wish to have students continue to read paragraphs aloud so that you can incorporate discussions of the HTC questions, or you may wish to have students read the remaining pages silently in order to assess their independent progress. If you choose to have students read silently, be sure to go back and discuss the HTC questions in this section.

At the end of this stage, students should have six more significant details and summary statements such as:

  - "Traumatic events like world wars and depression changed how Canadians saw themselves."
  - "Economic connections to the United States have influenced Canada's identity."
12. Direct students to form groups of four or five. Ask groups to use the details and summary statements they have each recorded to draw a conclusion about what main idea is conveyed by pages 348 to 351 in the book. Remind them to distinguish between a topic, which can be expressed in a word or phrase, and a main idea, which
  - is the point an author is making about the topic
  - connects to all of the details included in the written work
  - should be expressed in a complete sentence

Once students have come to a consensus about the main idea, they should record it in the box at the right of the page. Groups' main ideas should summarize an appropriate concept, such as, "Diverse forces, both internal and external, shaped Canadian identity in the first two-thirds of the twentieth century."

13. Assign the “Recall...Reflect...Respond” questions on page 351. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## **DIFFERENTIATING INSTRUCTION**

1. If content-based literacy skills are a focus of your instruction, you may wish to have students complete vocabulary-building exercises for words such as *institution*, *nationalism*, and/or *citizenship*, so that students are completely comfortable with these key words and their nuances. You may wish to use BLM F, Word Map, or another vocabulary activity of your own.
2. Have students research an issue relating to economic nationalism, such as the rejection of BHP Billiton’s proposed takeover of PotashCorp of Saskatchewan, or the “Buy Ontario” provisions in Ontario’s *Green Energy Act*. Have students present reports or create posters that explain what the impetus toward economic nationalism is in the situation, what controversies have been raised, and what the outcome has been, if it is resolved. Students should conclude with an evaluation of what impact(s) the issue has had, or predict it will have, on Canadian identity.
3. When students are completing BLM 12.1.1, *From Country to Nation*, you may wish to give struggling learners more specific clues about what details to include in the boxes. For example, for the middle row of three boxes, you might provide headings such as “Canada’s identity changed with a new province,” “Canadian identity was affected by world wars and economic problems,” and “Canadian identity is affected by connections to the United States.”

## LESSON 2

### CITIZENSHIP AND IDENTITY

In this lesson, students will learn about the impact of important acts and events, created in the years between the Second World War and the early 1970s, upon Canadian identity.

**ESTIMATED TIME:** 140 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 12.2.1, Citizenship and Identity: Historical Perspectives on Major Developments
- BLM 12.2.2, Canadian Identity Paragraph Assessment
- BLM 12.2.3, Editing Checklist
- BLM G, T-Chart
- BLM H, Writing a Paragraph

Create a transparency or slide of:

- BLM 12.2.1, Citizenship and Identity: Historical Perspectives on Major Developments
- BLM 12.2.2, Canadian Identity Paragraph Assessment
- BLM 12.2.3, Editing Checklist
- BLM G, T-Chart
- BLM H, Writing a Paragraph

Book a projector if necessary.

Review the procedures for a jigsaw activity (see page 19).

### RESOURCES

*Shaping Canada*, pages 352–361

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

[http://www.youtube.com/watch?v=BQbQGn\\_rqTw](http://www.youtube.com/watch?v=BQbQGn_rqTw)

“We Are More” by Shane Koyczan

A slam poet explores what Canada means.

[http://www.ocol-clo.gc.ca/html/chart\\_charte\\_video\\_e.php](http://www.ocol-clo.gc.ca/html/chart_charte_video_e.php)

One Charter, Two Languages, A Thousand and One Voices

An online video and teaching guide about the *Canadian Charter of Rights and Freedoms* and linguistic duality from the Office of the Commissioner of Official Languages.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 12.2.1, *Citizenship and Identity: Historical Perspectives on Major Developments*; BLM G, *T-Chart*; and BLM H, *Writing a Paragraph*
- Completing the formal paragraph assignment
- Participating in class discussions and activities

## PRIOR LEARNING

Students will connect the material in this part of the chapter to the learning they gained from the previous lesson about forces that shaped Canadian identity, and to earlier learning about events such as Confederation and other instances of growing Canadian autonomy.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

### Part I

1. Ask students to identify defining aspects of Canadian identity and culture. In order to encourage students to generate ideas beyond common stereotypes, you may wish to set parameters, such as by instructing students to list characteristics in the form of one noun, one adjective, one verb, and one adverb. Students should write their words in their notebooks.  
Pass whiteboard markers or chalk out to five or six students, instructing them to record one of the words they listed on the board. Once they have done so, they should each pass their markers or chalk on to another classmate who will do the same (recording new words). Repeat this procedure until everyone has had a chance to contribute, or until the board is full of ideas.
2. Invite volunteers to try to use some of the words on the board to create a sentence that sums up Canadian identity. Record these sentences on the board (or on the projector if there is not enough room on the board). Once there are a few possible definitions, lead a discussion of the definitions. You may ask students to consider questions such as whether they have relied on stereotypes, and if they have, do the definitions remain valid, or do they lose validity? Do they believe their ideas capture the essence of what it means to be Canadian, or do they feel there are gaps?
3. Select a visual or multi-media representation of Canadian identity for the class to view, using a video such as "We Are More," by Shane Koyczan, listed in the Additional Resources, or another of your own choosing. Once students have viewed the representation, lead a discussion, asking students to compare and contrast the ideas in the visual or video text to their own ideas. Would they change their definitions?
4. Ask students to form home groups of six for a jigsaw activity and distribute BLM 12.2.1, *Citizenship and Identity: Historical Perspectives on Major Developments*. Have students in each home group assign themselves the number 1, 2, 3, 4, 5, or 6 to identify the expert group he or she will join. Members of each expert group will read and complete one trapezoid on the handout, identifying key details of one major development on one side of the shape. On the other, they will record facts and/or predictions about Canadians' perspectives on the development at the time. They should try to identify and/or predict at least two different perspectives, reflecting the diversity of the population.



Group 1 will become experts on the *Citizenship Act* (pages 352–353); Group 2 will become experts on Symbols of Nationhood (pages 353–355); Group 3 will become experts on Canada’s Centennial, 1967 (pages 355–356); Group 4 will become experts on Trudeau’s Canada (page 356–357); Group 5 will become experts on Issues of Language (pages 357–358); and Group 6 will become experts on Multiculturalism (pages 361–362).

Instruct expert-group members to read their assigned section, discuss the information, and collaborate to decide on what to record in the appropriate sections of the handout. Remind them to check the visuals and margin features for additional information.

5. When the groups have finished reading and filling out their shape on the handout, ask students to return to their home groups and share the information with other group members. As the expert on each topic shares her or his information, other home-group members should record the information in the blank trapezoids of their handouts. By the end of this stage of the activity, all students’ handouts should be filled in completely.
6. With the class, orally review the information that they have recorded. Ask students to consider imagining what would happen if one of these events occurred today, such as another Expo, or major new changes to the definition of citizenship. Would people react similarly or differently? Lead a discussion, inviting students to consider how current values and circumstances might influence perspectives.
7. Draw students’ attention to the Using Primary-Source Evidence feature “The Flag Debate” on page 354, the Taking a Historical Perspective feature “Perspectives on Founding Cultures” on page 359, and the Viewpoints on History feature “Canadian Multiculturalism” on page 362. Ask volunteers to read the features and discuss the feature questions as a class.
8. Assign the “Recall...Reflect...Respond” questions on page 361. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## Part II

9. Draw students’ attention back to the Essential Question of the chapter, “How did the establishment of national institutions contribute to defining Canadian identity?” Discuss with students that the section of the chapter they are currently working with focuses on this issue. The first part of the chapter deals less with the establishment of institutions, and more with events that contributed to Canadian national identity, particularly the world wars. Remind students that even before this period, there were events that have been identified as contributing to a sense of national unity and identity, such as the War of 1812 and Confederation.
10. Distribute BLM G, T-Chart, and instruct students to fill in the topic line with the heading “Events and institutions that shaped Canadian identity.” Ask them to fill in the boxes at the top of the chart with the headings “Events” and “Institutions.” Direct students to use pages 347 to 362 in *Shaping Canada* to identify details for each side of the chart, indicating for each detail what the impact on Canadian identity was; you may have them do this individually or in small groups. Remind students to practice good scholarly methods by recording the page number on which they found each detail.
11. Once students have completed their T-Chart for this section of the book, you may wish to have them review earlier chapters of *Shaping Canada* to find further events and institutions that may have contributed to national identity. After students have completed their T-Charts, invite volunteers to share details, and record them on the board or on a transparency or slide of the BLM.

12. Write the following question on the board or on the projector: “In the development of Canadian identity, have events or national institutions had a greater impact?” Discuss with students that they may draw a conclusion from the details recorded on their T-Charts, and compose a formal paragraph in which they will argue their position. Remind students that the impact of both should be addressed and explained in the paragraph.
13. Distribute copies of BLM 12.2.2, Canadian Identity Paragraph Assessment, and BLM 12.2.3, Editing Checklist. Read through the rubric and the checklist with students to clarify expectations for the assessment. Outline any other requirements for the assignment you may have, such as style guidelines and formatting of the final draft, and the due date.
14. Distribute copies of BLM H, Writing a Paragraph, as a template on which students may create their first draft of the paragraph, to be completed in class or as homework.

## **DIFFERENTIATING INSTRUCTION**

1. You may wish to have students complete activities in this lesson individually instead of collaboratively.
2. If you had students view Shane Koyczan’s poem, you may wish to have the class further explore the ideas of this section of the chapter in the form of slam poetry. Have students compose a piece of approximately a minute, in which they consider events and institutions that shaped Canadian identity.

You may wish to discuss some of the characteristics of slam poetry:

- It is meant to be performed rather than read in a book
- It is made up of short stanzas that develop a theme
- It is often very rhythmical, sometimes incorporating rhyme
- The style of language is often energetic, visceral, and blunt

You may wish to have students view the video again, so that they can see this in action. Have students perform their poems in front of the class or make a recording of themselves reciting their poems.

3. Instead of having students compose a paragraph, you may wish to organize a formal debate on the same topic.

## LESSON 3

### PROMOTING CANADIAN CULTURE

In this lesson, students will focus on government policies that have been designed to protect and promote Canadian culture.

**ESTIMATED TIME:** 70 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 12.3.1, Culture Chart
- BLM 12.3.2, Ethical Dimension: Rating Policies to Promote Canadian Culture
- BLM 12.3.3, Profiles in Canadian Culture (optional extension activity)
- BLM D, Structured Notes (optional)

Create a transparency or slide of:

- BLM 12.3.1, Culture Chart
- BLM 12.3.2, Ethical Dimension: Rating Policies to Promote Canadian Culture
- BLM 12.3.3, Profiles in Canadian Culture (optional)

Book time in the resource centre or a computer lab for students to complete the research activity.

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 363–369

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.canadacouncil.ca/home-e.htm>

Canada Council for the Arts

<http://www.crtc.gc.ca/eng/home-accueil.htm>

Canadian Radio-television and Telecommunications Commission

### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 12.3.1, Culture Chart, and BLM 12.3.2, Ethical Dimension: Rating Policies to Promote Canadian Culture
- Participating in class discussions and activities

## PRIOR LEARNING

Students will build on their knowledge of the factors that have shaped Canadian identity.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students to brainstorm about cultural products that they watch, listen to, or read. Encourage students to think about theatre performances, magazines, television shows, music, books, and movies. Once they have written down some of their choices, ask them to think about how many of those products were made or produced in Canada and reflect Canadian values. Once students have time to assess their lists, ask volunteers to share any observations with the class. They may discuss that the majority of the products may have been produced outside of Canada, such as in the United States, and do not necessarily reflect Canadian values.
2. Distribute BLM 12.3.1, Culture Chart, to students. Have students indicate their culture beliefs and habits by circling the most appropriate ratings and descriptions on the handout.  
When students have had time to complete the chart, ask volunteers to share their responses orally, or involve students in a more visual representation of some or all of their responses:
  - For the “Importance in Preserving or Expressing a National Culture” column, assign a number from 1 to 4 to each corner of the room. Have students stand in the corner corresponding to the number they chose for each of the cultural products. Lead a discussion on why they feel the way they do.
  - For the “How Often I Use This Kind of Cultural Product” column, have students remain in their seats for “Never.” Re-label the four corners with the following descriptions: “A Little,” “Some,” “A Fair Amount,” and “Lots!” Have students move to the corner that best matches their frequency or quantity of use for each cultural product. Lead a discussion about the patterns that emerge, and their significance.
  - For the “How Often My Choices Were Created by Canadians” column, have students remain in their seats for “Less than 10%.” Using the same labels on the corners of the room, have students move to the corner that best matches the proportion of Canadian content in the products they use. Lead a discussion about the patterns that emerge, what country is the usual source of the products they use, and the significance for Canadian culture and identity.

When responses have been shared, lead a discussion on whether they think Canadian cultural products should be given more attention by the Canadian public. Explore possible consequences for Canadian identity if there was more or less use of Canadian cultural products by the Canadian public.
3. Discuss with students that there has historically been a feeling that cultural products such as magazines, television programs, movies, and music are an important way in which a nation expresses and preserves its culture. Because of this, the government has taken steps to encourage Canadian artists. Discuss with students that these actions are the focus of this lesson.
4. Ask students to turn to page 363, and have student volunteers take turns reading the paragraphs aloud, stopping after each reader to check for comprehension. Draw their attention to the caption next to Figure 12–23, and lead a discussion of the question in the caption.

5. Continue reading through the next page of *Shaping Canada*, asking student volunteers to read the paragraphs under “National Film Board” and “Massey Commission.” Ask students if any of them have seen the film *Atanarjuat: The Fast Runner*. Lead a discussion of the historical significance of an internationally acclaimed film being filmed in Inuktitut. Ask students to consider how Canadian identity is shaped by things like this, both in terms of how Canada is perceived abroad, and how Canadians perceive themselves.
6. Instruct students to turn to page 365 of *Shaping Canada*, and draw students’ attention to Figure 12–26. Lead a discussion of the questions posed in the caption. If it does not come up in discussion of the questions, ask students if the cartoon gives them a favourable impression of the Canada Council.
7. Have volunteers read aloud the paragraphs under “Recommendations of the Massey Report.” Lead a discussion of the HTC question at the end of the passage. Students should identify that the statement in the Voices feature suggests that the Massey Commission members felt that the arts have a tremendous impact on people’s attitudes, thoughts, and beliefs, and that the arts must be nurtured in order to ensure Canadian achievement in all kinds of areas. Student opinions about government funding of the arts will vary.
8. Ask students to consider whether government funding is the only policy promoting culture that is controversial. Student responses will vary. Discuss with students that they will be reading about another controversial institution and policy, and that they will then be asked to consider the ethical dimension of all of these policies.
9. Have volunteers read the paragraphs on page 366, under the heading “The Canadian Radio-television and Telecommunications Commission,” checking for comprehension after each paragraph.
10. Ask students whether they agree with the CanCon regulations. Their responses will vary. Ask students about the basis that they are evaluating the policies they have been learning about. Have students form groups of four or five, and instruct them to describe three indicators that a government’s policies could be evaluated for. They may suggest ideas such as:
  - Policies should not reflect political goals other than the encouragement of freedom of expression and contribution to Canadian culture.
  - Policies should foster creativity and originality in the arts and cultural industries.
  - Policies should be re-examined regularly to ensure relevance and effectiveness as society and technology changes.
  - Policies should result in a diverse range of Canadian voices and experiences being represented in the arts.
11. When groups have had time to generate their ideas, ask volunteers to share their responses. Record their suggestions on the board or projector. Distribute copies of BLM 12.3.2, Ethical Dimension: Rating Policies to Promote Canadian Culture. Have students individually select three criteria for ethical and appropriate cultural policies that they think are most appropriate, and record them on the lines at the top of the page.
12. Ask students how they would evaluate the government’s actions for the first five rows of the chart, based on the criteria they established. As they grade each one, they should fill in a rationale to the right side of the grade they assign.

13. Once students have completed their sheets, find out how students rated each development. If pressed for time, do this as a simple show of hands and discussion activity. If class time is available, label the corners of the room from 1 to 4. Have students move to the corner that represents the rating they gave to the first item, the creation of the Canadian Broadcasting Corporation. Ask a spokesperson for each corner to explain a rationale for that rating. Once each group has spoken, allow students a moment to change their ratings by moving to a different corner. On a transparency or slide of BLM 12.3.2, record the rating given by the largest corner group and a brief note about the rationale. Repeat this procedure until all seven policies or developments are complete.
14. Ask students what they learned about the class's prevailing opinion on the subject of the government's efforts to promote Canadian culture. Lead a brief discussion about whether they think society as a whole would show similar responses, and whether at the time the policies were introduced people would have felt similarly or differently. Draw students' attention to the History in Action feature "Legislating Culture" on page 367. Have volunteers read the feature and then discuss the questions as a class.
15. Assign the "Recall...Reflect...Respond" questions on page 366 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## DIFFERENTIATING INSTRUCTION

1. Instead of reading through the section of *Shaping Canada* aloud, you may wish to distribute copies of BLM D, Structured Notes. Instruct students to record "Promoting Canadian Culture" as the topic title. They can list "Canadian Radio and Television," "National Film Board," "Massey Commission," "Recommendations of the Massey Report," and "The Canadian Radio-television and Telecommunications Commission" as the five headings in the left-hand column of the chart. Students can complete this individually, in pairs, or as a jigsaw activity.
2. As an extension activity, assign BLM 12.3.3, Profiles in Canadian Culture. Students should choose two Canadian artists or arts groups. When students are choosing who they will research, remind them that *arts* include a wide variety of cultural products, including pop music, movies, and books. You may also wish to instruct students to focus on Canadian artists who live and work in Canada, rather than expatriate Canadians such as James Cameron or Jim Carrey.

## CHAPTER 12 QUESTIONS AND ACTIVITIES (PAGES 368 AND 369)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and Enduring Understandings of this course.

With students, review the Chapter Review questions and activities and collaborate on which questions the class wishes to explore. You may wish to take into consideration what lessons have been completed for this chapter when choosing the questions. Some of the questions and activities require research and go beyond the scope of *Shaping Canada*. Student abilities and course allotment time will need to be considered when choosing the questions and activities.

**STEPS TO YOUR CHALLENGE (page 369)**

Direct students' attention back to the Cluster Four Challenge they were introduced to on page 315 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. Students will work independently in this challenge. Read aloud to the class the Steps To Your Challenge from page 369. Have students complete the necessary work to fulfill this stage of the challenge.

**POSSIBLE RESPONSES TO CHAPTER 12 QUESTIONS****Page 348****HTC Evidence**

The cartoon represents the addition of Newfoundland as an act of completion, like placing the last piece in a jigsaw puzzle. This suggests that its acceptance of Confederation was inevitable, or necessary, by comparing it to a puzzle piece without which Canada would be incomplete. Students' opinions will vary on whether this perspective was realistic.

**Page 349****HTC Historical Significance**

Students' answers will vary, though many may likely agree that when they think of Canadian identity, they think of universal health care. Students may also suggest that this view implies that Canada's identity is one in which a sense of caring for others in one's community, or a shared responsibility for the community's well-being, is valued.

**Page 350****HTC Continuity and Change**

Students will likely recall that historical Canadian concerns about the United States featured worries about invasion (such as in the War of 1812 and before Confederation). Students may suggest that change is reflected in the fact that after the Second World War, there was very little talk of actual military invasion. They may see continuity in the fact that there were concerns about Canada being significantly influenced by American culture, perhaps to the point of losing sovereignty.

**Page 351****Recall...Reflect...Respond**

1. Pearson's comment reflects the tendency toward a pragmatic approach to relations with other countries, including the United States, founded at least partly on recognition of their important impact on Canada's economy. It points out that it would be foolish to antagonize a country such as the United States, on which so much production and trade of goods depends. Trudeau's comment focuses more on what it feels like to live next to a country that wields so much political and economic power, suggesting an awareness that Canada is not as important to the United States as the United States is to Canada. Examples that students identify may include fears that Canadian identity was being overtaken by American influence, the Auto Pact, and the creation of the Foreign Investment Review Agency.

2. Answers will vary, but may include:

Topic	How Canadian Identity Was Affected
Newfoundland joins Canada	A unique, regional culture was added to the Canadian identity. A sense of Canada being completed from "sea to sea" might also have resulted.
The First World War	Many Canadians experienced suffering, sacrifices, victories and hard work together, helping to nurture a sense of common purpose and unity.
The Depression	The widespread problems led to an outcry for government intervention, sparking a series of social and economic programs, many of which are perceived by some Canadians to be defining characteristics of Canada and its identity.
Topic	How Canadian Identity Was Affected
The Second World War	As with the First World War, shared efforts engendered a sense of unity, and pride in Canadians' contributions created greater confidence in Canada's place on the world stage.
Relations with the United States	Strong cultural influences from the United States and significant dependence on trade with America led many to fear that Canada's separate identity was being eroded. This led to policies being developed to preserve economic and cultural autonomy, such as the Foreign Investment Review Agency.

### Page 353

#### HTC Continuity and Change

Changes evident in the new oath include less emphasis on loyalty to the Crown, and greater emphasis on Canada, referring to a loyalty to Canada's laws and freedoms, respect for diverse people, and protecting the country's safety. In both oaths, continuity is reflected in that respect for the law is mentioned as a key promise of the new citizen. Student answers will vary regarding benefits of the new oath, but many will appreciate that the new oath's focus is on Canada itself, rather than on the Crown. Some may prefer the old one because it is more traditional, and has been recited for decades.

### Page 354

#### Using Primary-Source Evidence: The Flag Debate

1. Student responses may include that some Canadians may feel excluded by the current flag design because the maple leaf is only representative of certain geographical areas in Canada, such as southern Ontario and Québec. Other responses may include that the flag does not reflect the rich history of Aboriginal peoples in Canada, or the many cultures that make up Canada's multicultural society.
2. The historical context that affected the flag debate, as in the 1960s, was that there was a greater sense of Canadian autonomy, and therefore a greater desire for national symbols that reflected that autonomy. However, the world wars had not been forgotten, and families of fallen soldiers and veterans might have felt resentment that the flag under which those men and women fought was being discarded. The colonial past was also a controversial topic in the 1960s, as French-Canadians were experiencing a resurgence of national feeling as a distinct people within Canada; this would have created a heavier emphasis on symbols relating to French and British colonialism both in and out of Québec. The design chosen, omitting all of those symbols, therefore seems inevitable. In 1867, 1885, and 1918, the debate would have



likely featured some of the same issues. All of those years featured or followed conflicts and issues between French and English Canadians, and an increase of autonomy from Britain, to varying degrees.

3. The designs reflect continuity in symbols that suggest a sense of connection to the countries of Canada's colonial past in the inclusion of the Union Jack and *fleur-de-lis* in two of the flags. They also reflect change in the fact that eventually a symbol connected to Canada alone (the maple leaf) goes from being a small detail within the Red Ensign to being the focal point; this shift in focus and the omission of the symbols of France and Britain show a growing sense of autonomy.

### Page 355

#### HTC Continuity and Change

The history of Canada's national anthem shows continuity in that both "O Canada" and "God Save the Queen" have been played for many decades. "O Canada" has been revised slightly since 1908, showing change, but a recent proposal to make the lyrics gender-neutral was dropped, showing continuity. They show change in that "O Canada" was originally a French anthem that was translated, and eventually became the official national anthem. Also, "The Maple Leaf Forever," which used to be quite commonly played, is rarely heard today.

### Page 356

#### HTC Evidence

Trudeau's statement meant that the government should not be involved in the most private aspects of people's lives. His statement suggests that in his view, there were clear limits on what the government should try to influence or control.

### Page 359

#### Taking a Historical Perspective: Perspectives on Founding Cultures

1. Student answers will vary. Support for St. Laurent's view will probably focus on examples relating to marginalization, especially Aboriginal peoples not being consulted or included during Confederation talks. Other examples may include moments such as the defeat of Pontiac's uprising, residential schools, and the *Indian Act*. Support for Cardinal's view will likely focus on examples of contributions, especially nation-building ones, such as Riel and the creation of Manitoba. Other examples may include such points as the Europeans' dependence on First Nations' and Métis help in the fur trade, the importance of First Nations' and Métis participation in many battles, from the Battle of the Plains of Abraham and the War of 1812 to the world wars, as well as the significance of Aboriginal values such as negotiation and equity in shaping Canadian governance and culture.
2. Student responses will vary.

### Page 361

#### Recall...Reflect...Respond

1. Student answers will vary. Some might argue dual citizenship would increase immigration, as more people might feel it would be less difficult to leave their country of birth if they knew they could retain part of their original national identity. Others might argue it would not increase immigration, as it might send a message that Canadian citizenship was held in lower esteem in some way, if everyone was allowed to be committed not just to Canada, but

to some other country as well. Students may respond that a short-term consequence would be increased immigration, but a long-term consequence might be that the idea of what Canadian identity is would become even more difficult to define; others may feel that it would be enriched.

2. Students' timelines may include the following:

- 1867 – “The Maple Leaf Forever” was written
- 1880 – “O Canada” was composed for a St-Jean Baptiste Day celebration
- 1908 – “O Canada” was translated into English
- 1914 – the *Naturalization Act* set rules for becoming a British subject in Canada
- Post–Second World War – immigration increased
- 1946 – the *Citizenship Act* defined what a Canadian citizen was
- 1950s – immigration rules became less restrictive
- 1956 – a revision to the *Citizenship Act* clarified that Aboriginal peoples were to be considered Canadian citizens
- 1962 – changes to the *Immigration Act* eliminated most discrimination based on ethnicity, religion, or national origin
- 1963 – Lester B. Pearson established the Royal Commission on Bilingualism and Biculturalism
- 1965 – Canada's new flag was raised for the first time
- 1967 – the points system was introduced
- 1967 – Canada celebrated its Centennial
- 1967 – Canada hosted Expo '67 in Montréal
- 1967 – The Order of Canada was instituted
- 1967–1969 – the B and B Commission released its report, introducing the idea that Québec was a distinct society within Canada
- 1968 – Pierre Trudeau took office as prime minister
- 1968 – the *Divorce Act* was passed
- 1969 – the *Criminal Law Amendment Act* ratified most of the proposals in the Omnibus Bill of 1967, legalizing contraception, lotteries, abortions, and homosexuality
- 1969 – the *Official Languages Act* made French and English the languages of record in Parliament
- 1970 – the government developed the Official Languages in Education Program
- 1971 – the government adopted an official policy of multiculturalism
- 1977 – the *Citizenship Act* was amended to reflect increased cultural diversity, allowing dual citizenship
- 1978 – VIA Rail was made a Crown corporation
- 1980 – “O Canada” was made Canada's national anthem
- 1988 – *Canadian Multiculturalism Act* gave official recognition to all cultures of Canada
- 2010 – a proposal to amend “O Canada” was made

Student selection of the three or four events that they consider most significant will vary. Assess oral or written responses for detail and logic in their explanations.

## Page 362

### Viewpoints on History: Canadian Multiculturalism

1. Neil Bissoondath states that Canadian multiculturalism is superficial and appreciation of other cultures is manifested mainly at festivals.

In the Speech to the House of Commons, Pierre Trudeau argues that the *Canadian Multiculturalism Act* would create support and protection for each citizen's identity, and that by allowing citizens to have confidence in their own culture and identity, they will not feel insecure about other cultures becoming part of Canada.

In his Speech to the Ukrainian-Canadian Congress, Trudeau argues that part of Canada's national identity comes from its multicultural society, and multiculturalism is key to making Canada's society strong and resilient.

Students may offer responses mentioning Trudeau's strong federalist bias. Students may need some background information on Neil Bissoondath such as: he is a critic of Canada's multiculturalism policy; he was born in Trinidad and Tobago, and he has lived in southern Ontario and in Québec.

2. Student answers will vary, depending on their experience and knowledge of news media.

### Page 365

#### HTC Evidence

The statement in the Voices feature suggests that the Massey Commission members felt that the arts have a tremendous impact on people's attitudes, thoughts, and beliefs, and that the arts must be nurtured in order to ensure Canadian achievement in all kinds of areas. Student opinions about government funding of the arts will vary.

### Page 366

#### Recall...Reflect...Respond

1. Technological changes that have occurred since 1951 relating to arts and culture include personal recording devices, the development of the Internet, and emerging technologies with the capacity to play music, video, and surf the web. Student newspaper editorials will vary in the stances they take; they should all follow the conventions of an editorial, and incorporate relevant details to support their opinions.
2. Students' paragraphs will vary, depending on which program they view or listen. Ensure that students consider different aspects of Canadian identity or culture when assessing the program's contribution.

### Page 367

#### History in Action: Legislating Culture

1. The CRTC was created in 1968 in order to ensure that Canadian broadcasting remained under Canadian control, regulating it in order to protect Canadian interests. It would ensure that Canadian artists received greater exposure, and that Canadian content would be strengthened.
2. Student responses will vary. Ensure that students justify their position with specific reasons relating to the circumstances of the 1960s and the realities of technology's impact on how Canadians experience cultural products today.

**Pages 368–369****Chapter 12 Questions and Activities**

1. Recognizing that Canadian identity is made up of many different elements, and defining *institution* broadly to include not only formal organizations, but also the common practices that influence social order, students' tables should include the following institutions:

Foreign Investment Review Agency

The Citizenship Branch (the Nationalities Branch renamed and given a new mandate)

The *Citizenship Act*

"O Canada"

Order of Canada Award

Official bilingualism

Multiculturalism

Canadian Broadcasting Corporation

National Film Board

Royal Commission on National Development in the Arts, Letters and Sciences

National Ballet of Canada

National Library of Canada

Stratford Theatre Company

Canada Council for the Arts

Canadian Radio-television and Telecommunications Commission

Student paragraphs will vary in the position that they take on whether these institutions are successful in developing and reflecting Canadian identity, but should all be founded on clear explanations and concrete, accurate, and relevant details.

2. Student discussions and/or displays will depend on the editorials they locate in newspapers.
3. a) Three key events or acts are mentioned in the chapter that occurred in the 1960s and 1970s, and that relate to the ideas in the excerpt: the creation of a new national flag, the *Official Languages Act*, and the establishment of the policy of multiculturalism. Students may interpret the impact of these events and acts differently. Many students may interpret the creation of the flag as evidence that the excerpt's statement about the absence of national symbols in 1867 was something that had changed; however, some students may feel that while the flag had been created, not necessarily everyone had embraced it. Similarly, some students may feel that official bilingualism and multiculturalism reflect growing unity and the overcoming of linguistic and cultural differences. Other students may feel that there is a gap between government policies and how people actually live and feel, and that our many languages and cultures continue to divide the population rather than unite it.  
b) Student answers will vary, depending on their experiences in their communities and knowledge of current issues in Canada. Students may draw upon their knowledge that the situation in the excerpt may still apply today as Canada continues to grapple with recognizing the many cultures that exist within our country.
4. Student analysis of anthems will vary, depending on which country's anthem they choose to compare to Canada's. Ensure that students consider varied elements such as the values represented. For example, what are the implied expectations of the citizen, who is included in citizenship, and does the anthem seem to single out certain behaviours or institutions for respect? Students should provide evidence from the anthems to support their ideas.

5. Student responses will vary according to their research findings. Encourage students to document their sources, and to evaluate the reliability and validity of them, using criteria such as the author's qualifications, the date the information was published, the objectivity of the source, and whether the claims of the source are supported and verifiable.
6. The "Centennial Birthday Party" poster seems to have the purpose of informing people of the date and location of the main celebration. It promotes an image of Canada as a country of youth and excitement. The "What can I do for Centennial?" poster seems to be intended to bolster the idea of service as a way of celebrating the anniversary. It promotes an image of Canada as a country of people who are involved. The last poster seems to have the purpose of encouraging the idea of branding everything with the Centennial symbol. It promotes the idea of Canadian businesses supporting the national celebration. Student opinions will vary on whether they think this style of advertising would be successful today. They will also vary on ideas about how they would promote Canada's 150th birthday in 2017, though many will mention ideas such as using social media or Internet web sites.

