

## INTRODUCING CLUSTER FIVE

### DEFINING CONTEMPORARY CANADA (1982 TO PRESENT)

#### CLUSTER FIVE AT A GLANCE

Cluster Five focuses on: the Meech Lake and Charlottetown Accords; growth of the Québec separatist movement; the 1995 sovereignty referendum and the subsequent attempts by the Canadian federal government to define the necessary terms for a province to separate; Western alienation; growth of political activism by First Nations, Métis, and Inuit peoples; the resurgence of Aboriginal culture; Canada's participation in international organizations and trade; and Canada's global responsibilities.

Students' exploration, analysis, and evaluation of Defining Contemporary Canada (1982 to Present) will touch on a variety of issues, and will approach many topics using the Historical Thinking Concepts of historical significance, using primary-source evidence, continuity and change, cause and consequence, taking a historical perspective, and considering the ethical dimensions of history.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the chapter Essential Questions, they will also be working toward developing their own response to the overall course question: How has Canada's history shaped the Canada of today?

At the end of the cluster, you may wish to help students pull together the information they have learned by asking them to relate their learning back to the title of the student resource, *Shaping Canada*. This will help students to focus on the importance of history and how knowledge of history informs our understanding of the world today.

Ask the question, "This book is titled *Shaping Canada*. What knowledge did you gain from this cluster that helps you to understand how events from the past have shaped Canada today?" Collaborate with students to decide on what format they will respond to this question, or you may wish to complete this as a whole class activity at the end of each cluster.

#### QUICK LESSON PLANNER—CLUSTER FIVE

##### Notes

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The overall Enduring Understandings emphasized in each chapter are listed in the curriculum congruence chart (pp. 13–15).
3. Strategies for differentiating instruction are listed at the end of each lesson.

Introducing Cluster Five and Cluster Five Challenge		
Lesson	Lesson Focus	Estimated Time
1. Cluster Five Challenge	Introduces students to Cluster Five and the Cluster Five Challenge.	45 minutes

<b>Chapter 15: Canada's Changing Face</b>		
<b>Essential Question: How has Canada been shaped by the <i>Canadian Charter of Rights and Freedoms</i>, cultural diversity, and demographic and technological change?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1. Patriation of the Constitution</b>	Students will build on their knowledge of the patriation of the Constitution, learning about the various debates and controversies that occurred during this process.	70 minutes
<b>2. The <i>Canadian Charter of Rights and Freedoms</i></b>	Students will explore the provisions of the <i>Canadian Charter of Rights and Freedoms</i> , as well as its impact on shaping the lives and governance of Canadians.	70 minutes
<b>3. Canadian Demographics and Identity Today</b>	Students will examine the Canadian population and how it changed in terms of location, composition, and how people communicated; these changes will be explored in terms of their impact on Canadian identity in recent years.	70 minutes

<b>Chapter 16: National Unity</b>		
<b>Essential Question: How has the question of national unity influenced federalism, constitutional debate, and political change?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1. The Place of Québec in Canada</b>	Students will learn about the challenges Québec has faced related to nationalism, separatism, sovereignty, and the implications for Canada and the Constitution.	210 minutes
<b>2. National Unity and Changing Politics</b>	Students will examine the challenges Canada faced in the years following the failure of the Meech Lake and Charlottetown Accords including: Western alienation, the creation of new political parties, the challenges in the division of federal-provincial powers, the question of Senate reform, and the financial crisis of 2008.	70 minutes

<b>Chapter 17: Aboriginal Peoples Today</b>		
<b>Essential Question: How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1. Protest and Political Action</b>	Students will learn about the ways in which First Nations, Métis and Inuit peoples have continued to work toward political, social, economic, and cultural self-determination.	140 minutes
<b>2. Toward Reconciliation</b>	Students will examine the steps that have been put in place to help the reconciliation process for First Nations, Métis, and Inuit peoples in Canada.	140 minutes

<b>Chapter 18: International Relations</b>		
<b>Essential Question: How have Canada's international relations changed since 1982 and what should its global commitments be for the future?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1. Canada's International Roles</b>	Students will learn about the changing nature of Canada's role in the global community after 1982.	140 minutes
<b>2. Relations with the United States</b>	Students will focus upon the complexities of the relationship between Canada and the United States, and examine how this relationship has been strengthened and challenged.	70 minutes
<b>3. Global Interdependence Now and in the Future</b>	Students will learn how topics pertaining to the global economy, social justice, humanitarian assistance, global security, environment, and human rights are interwoven. Students will also evaluate Canada's roles and responsibilities in an interdependent world.	140 minutes

<b>Epilogue</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1. How Has Canada's History Shaped the Canada of Today?</b>	Students will focus on the overall course question and review what they have learned about Canada's past and try to predict how these factors will shape Canada's future.	70 minutes

## CLUSTER 5 OPENER LESSON

### INTRODUCING CLUSTER FIVE AND THE CLUSTER FIVE CHALLENGE

Overall course question: How has Canada's history shaped the Canada of today?

#### LESSON FOCUS:

This lesson introduces students to Cluster Five and its cluster challenge—to compose profiles of Canadians who have helped shape Canada, each one being connected to one of the four themes of Cluster Five.

#### Essential Question

This cluster is divided into four Essential Questions by chapter:

- Chapter 15: How has Canada been shaped by the *Canadian Charter of Rights and Freedoms*, cultural diversity, and demographic and technological change?
- Chapter 16: How has the question of national unity influenced federalism, constitutional debate, and political change?
- Chapter 17: How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?
- Chapter 18: How have Canada's international relations changed since 1982 and what should its global commitments be for the future?

ESTIMATED TIME: 45 minutes

#### GETTING READY

Photocopy blackline masters.

- BLM CO5.1.1, Cluster Five Checklist for Success
- BLM CO5.1.2, Steps to My Challenge: Initial Planning (Note: Each student will need four copies.)
- BLM CO5.1.3, Student Reflection: Progress Update (Note: You will use this sheet more than once.)
- BLM CO5.1.4, Cluster Five Challenge: Project Rubric

Create presentation slides or transparencies of a few anonymous exemplars of student work, if available.

#### RESOURCES

*Shaping Canada*, pages 428–431

#### 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/society/celebrations/topics/1455/>

The Greatest Canadians from the CBC Archives: video profiles of the top ten finalists in the “Greatest Canadian” program.

<http://www.gg.ca/document.aspx?id=187>

Governor General of Canada Awards information.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completion of BLM CO5.1.1, Cluster Five Checklist for Success; BLM CO5.1.2, Steps to My Challenge: Initial Planning; and BLM CO5.1.3, Student Reflection: Progress Update
- Completion of the Cluster Five Challenge

## PRIOR LEARNING

Students will draw on their familiarity with the historical thinking concepts, particularly their understanding of how historical significance can be established persuasively.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students to consider the word *leader* or *leadership*. Invite them to brainstorm for ideas that come to mind when they think of that word. Record their ideas on the board. Students may identify ideas such as elected politicians, people who set a good example for others to follow, and people who innovate and cause change.
 

Ask students to recall the major topics that they learned about in Cluster Four to predict the areas in which Canadians might emerge as leaders. Students may identify areas such as achieving social justice for various groups of Canadians, First Nations, Métis, and Inuit activism, the struggle to unify Canada, or participation in international affairs. Discuss with students that in this cluster, they will be discovering that many of these themes continue to play a prominent role in Canada’s history. Ask them to turn to page 429 to view the chapter titles and Essential Questions for this cluster. You may wish to have students predict how these themes might have played out in this period.
2. Ask four volunteers to read the paragraphs on page 428, pausing after each to ask whether students have questions. Ask students how leadership would have been important in this period. They may note the efforts to gain full control of the constitution, to establish agreement over Québec’s role in Confederation, to address First Nations, Métis, and Inuit rights, to participate effectively in the global economy and in a variety of international organizations, and to respond to the current challenges being offered by demographic and environmental changes.
3. Discuss with students that the idea of leadership, in relation to the themes explored on page 428 and outlined on page 429, will be the focus of their cluster challenge.
4. Draw students’ attention to the timeline on page 430. Remind them that these timelines are a useful preview of key events that the cluster will explore, and a useful place to start when they are ready to review at the end of the cluster. Ask students to read the events listed. Once they are done, return to the question of leadership; are there any more ideas about concepts associated with leadership that students can add to the list? Add any new ideas to the list on the board.

5. Remind students that there are many ways of being a leader, but what leaders often have in common is that they make things happen, often with significant consequences. Draw students' attention to page 431, and read through the heading "Write profiles of Canadians who have helped shape Canada"; discuss with students that they will not only be dealing with individuals who are famous, but people whose historical significance can be established.
6. Have students read the description of the challenge individually, or ask for volunteers to read it aloud. At this point, if you have created presentation slides or transparencies of past students' work for this cluster challenge, display them and have students point out elements where these samples effectively accomplish this Cluster Challenge.
7. Distribute BLM CO5.1.1, Cluster Five Checklist for Success; BLM CO5.1.2, Steps to My Challenge: Initial planning; BLM CO5.1.3, Student Reflection: Progress Update; and BLM CO5.1.4, Cluster Five Challenge: Project Rubric.

With students, briefly review the checklist, planning sheet, progress update, and rubric sheets and ask them to store these sheets where they can find and complete them as they work through the steps of the challenge.

Remind students what expectations are for citing of sources and manuscript format.
8. If you wish, have students look again at some or all of the exemplars, and using BLM CO5.1.4, Cluster Five Challenge: Project Rubric, discuss how each might be assessed if it were representative of a collection of profiles submitted for this Cluster Challenge. Have students identify suggestions for how each exemplar might be improved in order to achieve "Competent" or "Exemplary" for all outcomes for this cluster challenge.

## **DIFFERENTIATING INSTRUCTION**

1. Some students may benefit from working with a partner or from one-on-one assistance from you at the end of each chapter to complete BLM CO5.1.2, Steps to My Challenge, and/or to complete the self-reflection sheets as they progress through the project.
2. Have students choose one or two of their profiles to present to the class, ensuring that students don't present the same individuals. You may wish to have a poll to establish which of those individuals presented had the greatest significance.
3. Some students may wish to record their profiles in an alternative format, such as a computer-generated presentation or a video or photo essay.

# CHAPTER 15

## CANADA'S CHANGING FACE

### CHAPTER 15 OVERVIEW

#### Chapter Focus

Students will

- examine the events that led to the *Constitution Act, 1982*
- investigate how the *Canadian Charter of Rights and Freedoms* affected human rights in Canada
- examine the growing cultural diversity of Canada, immigration issues, and the impact of pluralism on Canadian identity
- consider the effects of changing demographic patterns and technological change

#### Essential Question

How has Canada been shaped by the *Canadian Charter of Rights and Freedoms*, cultural diversity, and demographic and technological change?

#### Enduring Understandings

1. Canadian identity, citizenship, and nationhood are subjects of ongoing debate in Canada's pluralistic society.
2. Immigration has helped shape Canada's history and continues to shape Canadian society and identity.
3. The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.
4. The meaning of citizenship has evolved over time and the rights, responsibilities, and freedoms of Canadian citizens are subject to continuing debate.

#### 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 15 questions can be found following the last lesson for this chapter on page 406.

**HISTORICAL BACKGROUND**

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

The patriation of the Canadian Constitution, formalized through the *Constitution Act*, gave Canada exclusive control over its constitutional affairs. This was the final step to full independence from Great Britain. The *Canadian Charter of Rights and Freedoms* was entrenched in the Constitution and accelerated the process by which human rights became politically important. It also changed significantly the relationship between Parliament and the courts. Among other things, the Charter guaranteed gender equality and minority rights, confirmed Canada's bilingual nature, and recognized and affirmed existing Aboriginal and treaty rights.

Canadians also had to deal with a variety of social questions, including abortion, gay marriage, gun control, and the impact of cultural diversity. Immigration patterns were changing as increasing numbers of immigrants and refugees arrived from Africa, Asia, and Latin America. Canada's growing diversity of peoples resulted in debates about the degree to which accommodations should be made for different values and beliefs, and what constituted a modern Canadian identity. Continued urbanization and rapid technological advancements further defined contemporary Canada.

These years also saw a continuing debate over the nature of federalism around issues such as the National Energy Program, constitutional reform, funding of social programs, and equalization payments. The Free Trade Agreement (and then NAFTA) tied the Canadian economy more closely to the United States, and Canadian governments paid increasing attention to Canada-U.S. relations. Economically in the 1990s, governments cut back on social services in a drive to eliminate the deficit. These actions raised questions of the respective roles of government and the private sector, as in the case of health care. By the 1990s, Canadians were becoming increasingly concerned about issues related to sustainable development and the protection of the environment. Climate change became a major concern in the early years of the twenty-first century, as did the impacts of the global recession of 2008.



## LESSON 1

### PATRIATION OF THE CONSTITUTION

In this lesson, students will build on their knowledge of the patriation of the Constitution, learning about the various debates and controversies that occurred during this process.

**ESTIMATED TIME:** 70 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 15.1.1, Active Reading Guide
- BLM 15.1.2, Dealing with Constitutional Reform
- BLM 15.1.3, Viewing Historic Films (optional)

Create a transparency or slide of:

- BLM 15.1.1, Active Reading Guide
- BLM 15.1.2, Dealing with Constitutional Reform

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 432–439

### 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.histori.ca/peace/page.do?pageID=258>

The Patriation of the Constitution

[http://archives.cbc.ca/society/native\\_issues/clips/12699/](http://archives.cbc.ca/society/native_issues/clips/12699/)

CBC News Archive: “Native People Fight for Constitutional Protection.” CBC news clips examining Aboriginal protests on Parliament Hill for Constitutional protection.

<http://archives.cbc.ca/politics/constitution/clips/13264/>

CBC News Archive: “Bringing Home the Constitution”

### ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 15.1.1, Active Reading Guide; and BLM 15.1.2, Dealing with Constitutional Reform
- Participating in class discussions and activities

## PRIOR LEARNING

Students will draw on their knowledge of constitutional debates as learned in Chapter 14.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Write the phrase *constitutional reform* on the board. Remind students that in the past few lessons they have been learning about the relationship between the federal government and other groups, such as the provinces and First Nations. Ask them to recall what they learned about the efforts to reform the Constitution in those lessons. (You may wish to direct students to scan pages 416 and 417 if necessary to refresh their memories.)  
Have volunteers identify five to seven facts that they know about constitutional reform, and record these on the board.
2. Have students turn to page 433, and read through the Essential Question and bullet points at the top of the page.
3. 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.
4. Have a student volunteer read through the paragraph under the heading “Getting Started,” and lead a discussion of the questions that follow.
5. Distribute copies of BLM 15.1.1, Active Reading Guide. Instruct students to record the assigned reading section, pages 434 to 439, on the line below the heading. Once they have done this, they should copy the facts recorded on the board into the box at the top of the graphic organizer labelled, “Before reading, I knew that... .”
6. Draw students’ attention to the second box in the organizer labelled, “Before reading, I predicted that I would learn... .” Ask students to scan the section to make predictions about what they will learn in the reading. Remind students that scanning may involve reading headings, subheadings, margin features, captions and illustrations. Suggest that they read the first sentence of each paragraph. Give students a few minutes to complete this section of the handout individually or with a partner.
7. Once they are finished, give students time to complete the reading in detail, and then to finish filling in the sheet. You may wish to have students compare their completed handouts with a partner, correcting and supplementing information as necessary. Alternatively, you may wish to correct it with the whole class, having volunteers supply details orally, and recording them on a transparency or slide of the BLM.
8. Distribute copies of BLM 15.1.2, Dealing with Constitutional Reform. Discuss with students that they will be considering the events and actions of individuals in this section of the book; the question they will consider is whether each of the four major stages identified on the BLM ultimately contributed positively or negatively to the patriation of the Constitution. They can consider this in terms of getting the Constitution patriated, or expand their consideration to include the terms of the provisions that were made in the final document.  
For each of the major stages, students should record the important details of what happened in the “Details” box, and in the lower box, evaluate whether the actions and individuals contributed positively or negatively to the process. In other words, were they part of the problem or part of the solution?

9. Once students have completed the BLM individually or in pairs, have volunteers identify the key details they recorded on the organizer. Where there is disagreement about whether each stage was part of the solution or part of the problem, lead an informal debate.
10. Assign the “Recall...Reflect...Respond” questions on page 439 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

### **DIFFERENTIATING INSTRUCTION**

1. Have student volunteers read the selected section aloud if the class contains struggling readers. After each paragraph you may ask volunteers to identify which information should be recorded in the “During reading, I learned that...” section of BLM 15.1.1. This would also allow you to lead discussions of HTC questions in the section.
2. Project the footage of the patriation ceremony of the Constitution available at the CBC web site (see Additional Resources for this lesson). Ask students to complete BLM 15.1.3, Viewing Historic Films, and lead a discussion of their observations afterward.

## LESSON 2

### THE CANADIAN CHARTER OF RIGHTS AND FREEDOMS

In this lesson, students will explore the provisions of the *Canadian Charter of Rights and Freedoms*, as well as its impact on shaping the lives and governance of Canadians.

**ESTIMATED TIME:** 70 minutes

#### GETTING READY

Photocopy blackline masters.

- BLM 15.2.1, 5 Ws and 1 H: *The Canadian Charter of Rights and Freedoms*

Create a transparency or slide of:

- BLM 15.2.1, 5 Ws and 1 H: *The Canadian Charter of Rights and Freedoms*

Book a projector if necessary.

#### RESOURCES

*Shaping Canada*, pages 440–446

#### 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/constitution/topics/1092/>—Clip 12

CBC Archives: “The Constitution and Charter re-evaluated.” This web site from the CBC archives includes this clip from 2002 featuring constitutional expert David Lutz discussing the shift of legislative power to the courts.

[http://www.charterofrights.ca/en/02\\_00\\_01](http://www.charterofrights.ca/en/02_00_01)

Fundamental Freedoms: The Canadian Charter of Rights and Freedoms—This multilingual, multimedia web site presents an overview of the *Canadian Charter of Rights and Freedoms*.

#### ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 15.2.1, 5Ws and 1H: *The Canadian Charter of Rights and Freedoms*
- Participating in class discussions and activities

#### PRIOR LEARNING

Students will draw on previous learning about human rights, including any knowledge of the *Canadian Charter of Rights and Freedoms* which they may recall from Grade 9 Social Studies, as well as more recent learning about the patriation of the Constitution.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students to form groups of four and respond to the following questions:

- Brainstorm and describe the rights you think Canadians citizens have under the *Canadian Charter of Rights and Freedoms*.
- Who do you think is responsible for enforcing the *Canadian Charter of Rights and Freedoms*?
- Can you think of any problems that might arise from the Charter? (You may wish to think about federal-provincial relations, individual versus collective rights, etc.)

Allow groups several minutes to respond to the questions before asking volunteers to share their answers. Clarify responses as necessary, and discuss with the class that the focus of the lesson will be dealing with Canada's response to the Charter—not only by individuals, but also by groups, governments, and perhaps most importantly, the courts.

2. Handout BLM 15.2.1, 5 Ws and 1 H: The *Canadian Charter of Rights and Freedoms*, and discuss with students that they will be completing it as they read pages 440 to 446 in *Shaping Canada*. Explain to students to skip reading pages 441, 442, and 445, as they will be coming back to examine these features later. Have students read the section individually or in pairs, and then answer the questions in the left-hand column of the BLM. When they have had time to complete this activity, have students share answers with a partner, or have volunteers share answers with the whole class and record them on a transparency or slide of the BLM.

3. As a class, return to the three features in this section:

- Establishing Historical Significance: The Notwithstanding Clause (p. 441)
- Viewpoints on History: The Supreme Court versus Parliament (p. 442)
- Considering the Ethical Dimensions of History: Limiting Religious Expression (p. 445)

Have volunteers read the feature material and discuss the questions as a class or assign for homework.

4. Project the CBC Archives video clip listed in the Additional Resources. Before it begins, ask students to listen to find out:

- what the constitutional expert (David Lutz) believes the most significant impact of the Charter to be
- what criticism(s) have been levelled at the Charter

Students will likely identify that the Charter has been criticized for giving judges too much power, that Lutz believes that it has legislated rights so that Canadian citizens can rely on them, and that Section 15's equality rights have had tremendous impact.

5. At the end of the lesson, ask students to respond to the following exit slip question:

In light of what you have learned today, how important has the *Canadian Charter of Rights and Freedoms* been in shaping Canada as you know it? Would you agree more with a person who argues it's a well-intentioned mistake or with a person who says it may be flawed, but it must be protected? Why?

Have students complete this before leaving or assign as homework.

6. Assign the “Recall...Reflect...Respond” questions on page 446. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

### **DIFFERENTIATING INSTRUCTION**

1. Have students complete the BLM 15.2.1, 5 Ws and 1 H: The *Canadian Charter of Rights and Freedoms*, in small groups or as a jigsaw activity.
2. On December 9, 2010, Liberal Member of Parliament Bob Rae delivered a speech to the House of Commons outlining why the *Canadian Charter of Rights and Freedoms* must be protected. He gave the speech in response to growing criticisms from the Conservative Party over the validity of the charter. Have students read the speech online at the following web site and ask students to summarize Rae's arguments:

<http://bobrae.liberal.ca/statements/the-charter-of-rights-and-freedoms-a-speech-in-the-house-from-dec-9-2010/>

## LESSON 3

### CANADIAN DEMOGRAPHICS AND IDENTITY TODAY

In this lesson, students will examine the Canadian population and how it changed in terms of location, composition, and how people communicated; these changes will be explored in terms of their impact on Canadian identity in recent years.

**ESTIMATED TIME:** 70 minutes

### GETTING READY

Photocopy blackline masters.

- BLM D, Structured Notes
- BLM 15.3.1, Influences on Changing Identity: Demographics, Diversity, and Technology
- BLM 15.3.2, Canadian Culture Essay Evaluation (optional)

Create a transparency or slide of:

- BLM D, Structured Notes
- BLM 15.3.1, Influences on Changing Identity: Demographics, Diversity, and Technology

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 447–457

### 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/talkcanada>

TalkCanada: Your Interview with Prime Minister Harper

### ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM D, Structured Notes; and BLM 15.3.1, Influences on Changing Identity: Demographics, Diversity, and Technology
- Participating in class discussions and activities

### PRIOR LEARNING

Students will build on their learning from previous chapters about the emergence of a sense of Canadian identity.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students to participate in a quick game of “Would You Rather.” Ask them to take a few moments to consider the following options: Would you rather give up all your electronic communication (cell phone, social media, etc.) but live in an urban community or keep your electronic communication tools and live in an extremely geographically isolated spot?

When they have had a few minutes to think about the question, facilitate a discussion of the implications of living with either choice. A few students may have no trouble deciding, but for the students who would find either option undesirable, ask them to consider why so many Canadians feel the need to live in densely-populated areas, and to have the possibility of near-constant communication.

Discuss with students that the focus of this lesson will be on the implications of these issues for Canadian culture and identity—urbanization and changing technology—as well as immigration shifts.

2. Distribute copies of BLM D, Structured Notes, and instruct students to record the following headings in the left-hand column:
  - Urbanization and Aboriginal Peoples
  - Canada's Multicultural Policies
  - Shifting Immigration and Refugees
  - National Identity in a Pluralistic Society
  - Technology and Mass Communication

Tell students to read pages 447 to 457 of *Shaping Canada*, and as they read, record key details relating to the headings in the middle column, and then explain the historical significance in the column on the far right. Tell students that at this time they do not need to read the Profile feature “What is Canadian Culture?” on pages 454–455 as they will be coming back to it later.

3. When they have completed this task individually, have students compare their sheets with a partner, supplementing their own answers where appropriate. Ask volunteers to share their answers, checking for comprehension and accuracy, and correcting misconceptions if necessary.
4. Draw students' attention back to the chapter's Essential Question on page 433: How has Canada been shaped by the *Canadian Charter of Rights and Freedoms*, cultural diversity, and demographic and technological change? If you wish, lead a brief refresher discussion of what they learned in the previous lesson about the impact of the Charter. Discuss with students that in this part of the lesson, they will use the notes they recorded from reading the chapter to consolidate their understanding of the effects of the other three elements in the Essential Question: demographic change, diversity, and technological change.
5. Distribute copies of BLM 15.3.1, Influences on Changing Identity: Demographics, Diversity, and Technology. Point out to students that the three funnels each have a label that groups the information they have been looking at into three broad categories:

- Changes in Where Canadians Live
- Changing Patterns of Immigration
- Changes in How Canadians Communicate

Within the funnel, there are three spaces to record the three most important facts for the



category. In the box below each funnel, there is space for students to summarize how each trend has impacted Canadian culture and identity. Ask students to complete the three funnels individually or in pairs.

6. When they have done so, ask volunteers to share answers and record them on a transparency or slide of the BLM.
7. Once students have completed the “funnel” part of the activity, have students consider whether the information they explored in this chapter represents more change or more continuity. Draw their attention to the “scale” diagram at the bottom of the page, and instruct them to consider the events and impacts that they have been recording on this sheet, and think back to previous learning about shifting demographics, increases and changes in immigration, and technological change.

In pairs or small groups, have them generate ideas about continuities and changes that they can perceive. They should then decide whether change or continuity is more strongly represented. Details supporting the dominant pattern (change or continuity) should be noted on the right side of the scale, and details supporting the less significant pattern should be recorded on the left. The boxes above the scale should be labelled “Change” and “Continuity” (which box each label goes on will depend on students’ conclusions).
8. When students have completed this part of the activity, lead a brief discussion of their conclusions, facilitating debate where it arises.
9. As a class, read the Profile feature “What is Canadian Culture?” on pages 454–455. Ask students to form into groups of four to answer questions 1, 2, and 4. After groups have had time to respond, ask volunteers to share their answers with the class. You may wish to assign question 3 for homework or as an additional assessment piece. A suggested rubric is provided for the essay assignment, on BLM 15.3.2, Canadian Culture Essay Evaluation.
10. Assign the “Recall...Reflect...Respond” questions on page 457. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## **DIFFERENTIATING INSTRUCTION**

1. You may wish to assign the note-taking activity as a collaborative activity if some students are struggling readers. If many students in the class have difficulty extracting relevant details from expository text, you may wish to have volunteers read paragraphs aloud, and after each one, have others suggest what details should be recorded on the handout.
2. Ask students to research and consider examples of the impact of technology on democratic citizenship. They may visit petitions to the Canadian government on social media or other web sites, or view Stephen Harper’s interview listed in the Additional Resources. Have students create a written report on their findings, with commentary on whether they think the Internet is more powerful as a tool for the government to respond to citizens, or for citizens to respond to the government.

## CHAPTER 15 QUESTIONS AND ACTIVITIES (PAGES 458 AND 459)

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 459)

Direct students' attention back to the Cluster Five Challenge they were introduced to on page 431 of *Shaping Canada* as a reminder of the details of the Cluster Challenge project. Encourage students to choose an individual from this chapter who helped shape Canada and then describe how they helped shape it. Have each student read the Steps to Your Challenge on page 459 and complete the necessary work to fulfill this stage of the Challenge.

## POSSIBLE RESPONSES TO CHAPTER 15 QUESTIONS

### Page 435

#### HTC Evidence

Students will likely identify the fact that the Québec electorate, with their large number of seats, had a significant impact on federal elections. In the 1980 election, the Liberal Party won all but one of Québec's seventy-five seats; in stark contrast, the Liberals won only two of the eighty seats in western Canada. The ideological differences highlighted by this election result (not as obvious as it was with Ontario's more balanced result), added to the perceived significance of Québec's total number of seats in Parliament, and may have caused people in the West to feel that Québec should not gain any more influence than it already had.

### Page 437

#### HTC Historical Perspective

Student responses will vary. Some may feel that Trudeau was correct in pointing out that Lévesque turned his back on his allies first; others may feel that regardless of this action, Lévesque should not have been excluded from the Kitchen Accord discussions given the importance of the topic to the whole country.

### Page 438

#### HTC Historical Perspective

Answers will vary; students may point out that both Alberta and British Columbia have significant First Nations populations, as well as important natural resources that are significant in their economies, and that both premiers might have been concerned about the impact of settling potential claims on the lands within their provinces.

**Page 439****Recall...Reflect...Respond**

1. The patriation of the Constitution was historically significant for a number of reasons:
  - It was the first time in Canada's history that Canadians had control over this document.
  - It gave all Canadians a constitutional guarantee of rights for the first time.
  - It failed to resolve conflicts between Québec and the rest of Canada, laying the groundwork for future challenges.
2. Timeline of events in Canada's sovereignty may include:
  - 1867 – *British North America Act* was passed
  - 1910 – Canada created its own navy
  - 1919 – Prime Minister Borden insisted on signing the Treaty of Versailles
  - 1922 – The Canadian government declined to send troops automatically during the Chanak Affair
  - 1923 – The Halibut Treaty was negotiated
  - 1923 – Prime Minister King attended the Imperial Conference and insisted on a statement that the conferences were not binding on member countries
  - 1926 – The Balfour Report was presented at another Imperial Conference
  - 1931 – The *Statute of Westminster* was passed
  - 1949 – The Supreme Court of Canada was made the highest court of appeal
  - 1982 – The *Constitution Act, 1982* was signed

**Page 441****Establishing Historical Significance: The Notwithstanding Clause**

Student responses will depend on their research. They may suggest that it was included because it was the only way that the impasse in constitutional negotiations could be broken; if it had not been included, they may suggest constitutional negotiations might have stalled indefinitely. Given the statement in the book that it has rarely resulted in a violation of human rights, many students will suggest that it has not been historically significant in the protection of human rights in Canada.

**Page 442****Viewpoints on History: The Supreme Court Versus Parliament**

1. Students' paraphrase of the argument against judges having a role in interpreting the Constitution should include a statement to the effect that judges are not elected and therefore they do not have a right to play a role in the legislative process, and should not have authority over the representatives that Canadian voters have chosen. Their paraphrase of the argument in favour of judges having a role in interpreting the Constitution should include the idea that the insistence that only elected members should have a say is simply to ignore the reality of how our government is set up in the Constitution, which gives the courts a voice. In addition, while judges are human and may make mistakes, their mistakes are often minor. The role they play in protecting minority rights against the majority is too important to give up for the sake of preventing small mistakes.
2. Students answers will vary, but some may point to examples of times when minorities needed protecting, such as the treatment of "enemy aliens" during wartime, or the repeated efforts

to assimilate Aboriginal Canadians. They may point to the Supreme Court's ruling that the Alberta legislature could not pass a law restricting marriage to same-sex couples as an example when the courts did protect a minority against legislation imposed by the majority.

**Page 443****HTC Cause and Consequence**

The rights of women and their unborn babies were the two competing rights that were at stake; ultimately the woman's right was given precedence. The consequence of the Supreme Court's decision was that legislation could not restrict women from having an abortion if they decided to do so.

**Page 444****HTC Historical Significance**

Students' answers will vary. Some may feel it is appropriate because in the case of *Arsenault-Cameron v. Prince Edward Island*, the court helped ensure that a minority group's rights were protected. Others may feel that it is not appropriate, perhaps believing it is outside interference in local matters.

**Page 445****Considering the Ethical Dimensions of History: Limiting Religious Expression**

1. Students may suggest that the ethical dimension of Bill 94 is that in denying the right of some Muslim women to wear the niqab, the bill contradicts the rights of freedom of religion and equality in the *Canadian Charter of Rights and Freedoms*.

There are many different interests involved in this controversy including Muslim women who want to wear the niqab, other Muslim women and some women's groups who support the bill, constitutional experts, and the Québec government. Students may suggest that there seems to be some agreement between women who want to wear the niqab and constitutional experts, and between some women's groups and the Québec government. Students may respond that an important conflict exists between the Muslim women themselves over the right to wear a niqab.

2. Student answers will vary, but responses should be respectful to religious practices as they discuss this issue.

**Page 446****Recall...Reflect...Respond**

1. Challenges to the Charter mentioned in this section, include the issues of:
  - abortion, in which a woman's right to "life, liberty, and security of person" was upheld, over the unborn child's right;
  - language rights, in which a minority group's right to education in their own language was upheld, at the expense of the provincial governments;
  - same-sex marriage, in which the right of same-sex couples to legally marry was upheld, despite controversy;
  - employment equity, in which the government set goals for certain under-represented groups to be more proportionately represented in the workplace;

- religious freedoms, in which religious practices that might violate policies already set in place should be given “reasonable accommodation,” such as the practice of wearing a kirpan; and
- Security Certificates, in which the Supreme Court ruled that they violated rights to liberty.

Students’ opinions will vary on whether the courts made the right choices in each of the cases, and on the criteria they use to form their opinions.

2. Student responses will vary, but based on this section of *Shaping Canada*, many will probably reflect that the Charter has changed the role of the courts from what it used to be, to one in which social policies are examined and/or amended, both to reflect the changing values of Canadians and to protect the rights of minority groups.

#### Page 447

##### HTC Cause and Consequence

Students’ answers will vary, but may include ideas such as the increased strain on infrastructure, that a changing sense of Canadian identity may emerge, greater representation within Canada of cultures from other parts of the world, and the possibility of changes in Aboriginal identity, treaty rights, and the provision of services to Aboriginal Canadians.

#### Page 449

##### HTC Historical Perspective

Students’ answers will vary. Many students may respond that a current prime minister must accept that immigration is an essential part of Canada’s future, and multiculturalism is now an embedded reality of Canada.

#### Page 450

##### Identifying Continuity and Change: A Century of Immigration to Canada

1. Turning point decades include 1911 to 1920, when the number of countries of origin shrank, possibly due to the First World War; 1941 to 1950, when immigration from the Netherlands and Italy increased, possibly due to the Second World War; and 1971 to 1980, when India and the Philippines appear on the list, likely due to the adoption of the point system to select immigrants.
2. The table shows the continuity that for most of the twentieth century, Britain and the United States were major points of origin of immigrants to Canada.
3. Answers will vary, but ensure that students use logical and relevant support for their stances.

#### Page 452

##### HTC Evidence

Students will likely suggest that as there are often huge distances between population centres in Canada, isolating Canadians from each other, and even vaster areas that few Canadians ever visit, Canada can be said to have too much geography. A country can be said to have too much history if that history becomes a burden in some way; for example, groups within the population can hang on to old conflicts or old practices that are no longer beneficial, for the sake of tradition.

**Pages 454–455****Profile: What is Canadian Culture?**

1. The article suggests that Canadian culture is difficult if not impossible to define, as it is comprised of many cultures, including elements of cultures from around the world, as well as regional cultures that have evolved in the different parts of Canada. In predicting whether a minority or majority of other Canadians would agree, student responses will vary.
2. Student answers will vary. Some may suggest that a hundred years ago, there was less diversity and less appreciation for the diversity that did exist; as a result many Canadians then would have asserted that Canadian culture was largely British, and would not have acknowledged contradictory evidence. Canadians one hundred years ago who were not of British descent may have been more likely to agree with Phipps's argument.
3. Student essays will depend upon their interviews.
4. Student answers will vary. Some students may argue that Phipp's argument is an extension of John Ralston Saul's argument that Canadian identity is based on many pillars, and not just those of First Nations, the French, and the British.

**Page 456****HTC Continuity and Change**

Student answers will vary. Many will mention personal music devices such as cell phones, desktop computers, laptops, or other emerging technologies. Most students will identify that of that list, only desktop computers existed when their parents were teens, and that none of these devices existed during their grandparents' youth.

**Page 457****Recall...Reflect...Respond**

1. Answers will vary. Students may suggest that the demographic shifts in urbanization and in the growth of the Aboriginal population will continue. Benefits may include more diversity in cities, which could lead to greater understanding amongst the different cultural groups; challenges may include the struggle to ensure that cities' infrastructure and services continue to meet the growing variety of needs.

Students may suggest that the immigration and refugee system will continue to adapt to the needs of Canada, and to respond to the desire of people to come to Canada. The benefits may include stable population growth which will help Canada's economy; challenges will include helping new Canadians establish themselves, and solving issues such as recognition of professional qualifications.

Students may also suggest that as immigration continues to be important for Canada's development and society becomes even more pluralistic, the issue of an indefinable Canadian culture will continue to exist. Benefits may include Canadians having access to a multitude of ideas and beliefs; challenges may include a reduced or weak sense of national unity.

Students may also believe that the role of technology in daily life will continue to be a trend. Benefits may include increasing availability of information, the ease of communicating with the government, and ongoing contact with even very distant friends; challenges may include an increasing sense of personal isolation as people become more reliant on using technology to communicate even when face-to-face contact is easily attainable.

2. Student answers will vary depending on which trends they focused on in question one.

### Page 458 and 459

#### Chapter 15 Questions and Activities

1. Answers will vary, but may identify ideas such as the following:

Factor	Consequences
<i>The Canadian Charter of Rights and Freedoms</i>	<ul style="list-style-type: none"> <li>• Individuals and groups had a significant way to protest and cause change if they felt their rights were being violated</li> <li>• Courts gained more influence on deciding social policy</li> <li>• Laws can be declared invalid if they are seen to violate the Charter</li> </ul>
Cultural diversity	<ul style="list-style-type: none"> <li>• Multiculturalism was adopted as a policy</li> <li>• Some individuals and groups welcome the range of ideas, beliefs and practices that are added to what is seen as “Canadian”</li> <li>• Some feel that a definable Canadian identity has become even more elusive</li> </ul>
Demographic and technological change	<ul style="list-style-type: none"> <li>• Canada has become a “civic nation”—one that is defined not by a common cultural or ethnic heritage, but one that is united by political values and beliefs</li> <li>• Technological changes have led to a vast increase in the access people have to information</li> <li>• Governments have had to adjust their policies and actions because far more people are paying attention, and responding differently to authority than they have in the past</li> </ul>

2. Student arguments will depend on their research findings. Assess their work for accuracy and relevance of supporting detail.

3. a) Students will likely identify that Trudeau’s legacy is represented by a rose because it was a signature accessory for him; he often wore a red rose in his lapel.

b) The Omnibus Bill sparked a great deal of controversy at the time it was proposed. It might have been considered a “flower petal” at the time by some, but this would not have been a unanimous reaction.

c) The patriation of the Constitution is both a petal and a thorn because while it was an important milestone in achieving total sovereignty for Canada, it also set the stage for continuing challenges between Québec and the rest of Canada.

d) The artist of the cartoon might have included “fuddle duddle” as a thorn on the rose because it was an infamous comment that he made, while others felt he actually mouthed an obscenity at them in the House of Commons. The artist included it as a detail that rounds out the whole picture of Trudeau as having left a complex legacy.

e) First Nations may locate the 1969 *White Paper* on a thorn, as it negatively received for its controversial proposals. However, it also sparked important First Nations activism, so some students might argue that as it indirectly led to progress, they would locate it on a petal.

- f) Answers will vary, but many students will probably suggest that the cartoon comments that Trudeau's legacy was complex, and was one of significant highs and lows.
4. Students' "history in a box" projects will vary.
  5. The outcome of the Baltej Singh Dhillon case was that despite petitions expressing opposition to a change, the Solicitor General Pierre Cadieux announced in the House of Commons that there would be a policy change allowing Sikhs to wear a turban while on active duty with the RCMP. Students' interpretations of why it was controversial will vary, but some may suggest that many people were resistant to changing a national icon. They may or may not feel that it would be as big an issue today.
  6. Students' explanations will vary depending on which dictionary they use, but answers should include the idea that multiculturalism suggests not only tolerance of diversity, but promotion and appreciation of different cultures. Pluralism, on the other hand, suggests merely acceptance or acknowledgement of diversity. They may believe that the change in usage has come about from growing resistance to multiculturalism by people who feel Canadian identity and unity is undermined by it, or from a feeling that it is an ideal that cannot actually be realized.
  7. Figure 15–31 suggests that the child is spending too much time on the computer as his face has been replaced by an emoticon. Figure 15–32 suggests that technology has replaced much of face-to-face communication. Both cartoons suggest that people are relying more on technology to communicate and are losing the ability to socialize effectively.