

CHAPTER 16

NATIONAL UNITY

CHAPTER 16 OVERVIEW

Chapter Focus

Students will

- examine the attempts to have Québec sign the Canadian Constitution through the Meech Lake Accord and the Charlottetown Accord
- investigate the debate over Québec's place in the Canadian federation
- explore the formation of new federal political parties and their regional interests
- discover the challenges facing federal-provincial relations

Essential Question

How has the question of national unity influenced federalism, constitutional debate, and political change?

Enduring Understandings

1. Nouvelle-France, Acadie, Québec and francophone communities across Canada have played a role in shaping Canadian history and identity.
2. As a result of Québec's unique identity and history, its place in the Canadian confederation continues to be the subject of debate.
3. French-English relations play an ongoing role in the debate about majority-minority rights and responsibilities of citizens in Canada.
4. The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing 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 16 questions can be found following the last lesson for this chapter on page 421.

HISTORICAL BACKGROUND

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

When the Constitution was patriated in 1982, the government of Québec refused to give its assent. This raised the continuing question of Québec's place in Confederation to a new level. Should Québec be considered to be just like any other province, or should it be considered to be a distinct nation in its own right, whether inside or outside of Canada? Or, should Québec be recognized as a distinct society, and, if so, what exactly would this mean? Should the Québec government have special powers to promote and protect Québec's distinctiveness? Following his election in 1984, Prime Minister Brian Mulroney promised to bring Québec, "into the Constitution." The result was a long round of negotiations, leading first to the Meech Lake Accord of 1987, and then to the Charlottetown Accord of 1992. Both Accords not only failed to win sufficient support, but widened the debate to include questions about how Canada's First Nations, Métis, and Inuit and the western provinces could gain what they saw as their rightful places in Confederation.

Nationalist sentiment continued to grow in Québec, and in 1995 a sovereignty referendum came very close to winning majority support. In response, the Canadian Parliament declared Québec to be a distinct society and, in 2000, passed the *Clarity Act*, setting out the conditions for any future referendum on Québec independence. A 2003 Liberal victory in the Québec provincial election seemed to make the question of Québec separatism less urgent for the rest of Canada, but the question of Québec identity and its place in Confederation remained. In 2006, the Canadian Parliament recognized Québec as, "a nation within a united Canada," without clarifying the meaning and implications of this recognition. Debates about national unity and constitutional reform, previously seen largely as debates between Québec and the rest of Canada, continued to become more complex and to elude solutions.

LESSON 1

THE PLACE OF QUÉBEC IN CANADA

In this lesson, students will learn about the challenges Québec has faced related to nationalism, separatism, sovereignty, and the implications for Canada and the Constitution.

ESTIMATED TIME: 210 minutes

GETTING READY

Photocopy blackline masters.

- BLM 16.1.1, The Flow of Cause and Consequence of the Meech Lake Accord. You may wish to copy this BLM on to 11 x 17" paper.
- BLM 16.1.2, A National Consensus?
- BLM A, Two-Circle Venn Diagram

Create a transparency or slide of:

- BLM 16.1.1, The Flow of Cause and Consequence of the Meech Lake Accord
- BLM 16.1.2, A National Consensus?
- BLM A, Two-Circle Venn Diagram

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 460–473

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit 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/>

CBC Digital Archives—Charting the Future: Canada's New Constitution

<http://archives.cbc.ca/politics/constitution/topics/1180/>

CBC Digital Archives—Constitutional Discord: Meech Lake

http://archives.cbc.ca/politics/provincial_territorial_politics/topics/3805/

CBC Digital Archives—Jacques Parizeau: Standing Up for Quebec

http://archives.cbc.ca/politics/federal_politics/topics/1891/

CBC Digital Archives—Separation Anxiety: The 1995 Quebec Referendum

Canada: A People's History (DVD), Canadian Broadcasting Corporation, 2003.

Episode 17: *In An Uncertain World—1976 to 1990*

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 16.1.1, The Flow of Cause and Consequence of the Meech Lake Accord; BLM 16.1.2, A National Consensus?; and BLM A, Two-Circle Venn Diagram
- Participating in class discussions and activities

PRIOR LEARNING

Students will draw upon their knowledge of growing Québec nationalism including: the Quiet Revolution, *étapisme*, the FLQ, and the October Crisis. They will have also examined factors tied to Canadian national identity and unity. Students will have knowledge of the events that led to the *Constitution Act, 1982*, how the *Canadian Charter of Rights and Freedoms* affected human rights in Canada, and the evolving relationship between Aboriginal peoples and the Government of Canada. The western provinces' dissatisfaction with Confederation will have also been explored.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. Ask students to form into groups of four or five. Then ask groups to respond to the question, "What keeps Canada united? What are reasons that challenge Canada's unity?" Allow groups time to respond before asking volunteers to share their group's responses. Record their answers on the board.

Students may respond that some of the aspects that keep Canada united are: the Constitution, aspects of Canadian identity and culture, or beliefs in multiculturalism. Students may identify factors that challenge Canada's unity such as: geographical differences or alienation, distinct cultures, or failure of the Constitution to address the needs of Québec and First Nations, Métis, and Inuit peoples.

Discuss with students that the focus of Chapter 16 is the challenges that national unity has faced in Canada.

2. Have students open *Shaping Canada* to pages 460 and 461. Ask for a volunteer to read the Essential Question out loud on page 461 and continue with the bulleted points of what will be explored in the chapter.
3. Call on a second volunteer to read the section "Getting Started." As a large group discuss the two questions that call for the examination of Figures 16–1 and 16–2.
4. Read over the Enduring Understandings that will be covered in Chapter 16.
5. Point out the Key Terms located page 461. 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. With students, read the sections "The Rise of Québec Nationalism to 1980" and "Recognition as a Distinct Society" on page 462. After reading, discuss with the class that they will be exploring Prime Minister Brian Mulroney's first attempt to reform the Constitution and achieve Québec's inclusion within it.
7. Ask students to read pages 463 to 465. When they are finished, distribute BLM 16.1.1, The Flow of Cause and Consequence of the Meech Lake Accord. Have students review the material they just read with a partner, and write the main details in the boxes provided on the BLM. Explain that the last box that has been already filled in is a clue to what they will be learning about in the next lesson.
8. When pairs are finished, ask volunteers to share the details they selected and record these on a transparency or slide of the BLM to ensure all students have accurate information. Review the HTC questions on pages 463 and 465 and lead a discussion with the class.

9. Draw students' attention to the Profile feature "Elijah Harper" on page 466 and read together with the class. Discuss Explorations question 1. You may wish to assign Explorations question 2 for homework as it requires additional research.

Part II

10. Ask students to review the reasons why the Meech Lake Accord failed. You may wish to activate discussion by asking, "What groups or provinces were opposed to the accord and why?" Students may respond that First Nations, Métis, and Inuit groups opposed the accord, as their culture was also distinct but was not recognized as being so. Some groups also opposed the accord as they believed it gave Québec the power to override the *Canadian Charter of Rights and Freedoms*. They should also refer to the opposition of Manitoba and Newfoundland and Labrador to the accord.
11. Continue the discussion by asking, "Although the Meech Lake Accord was defeated, why might Prime Minister Brian Mulroney try to attempt constitutional reform again?" Allow students to discuss their responses with a partner before asking volunteers to share their answers. Discuss with students that Mulroney's next attempt at constitutional reform will be the next focus of this lesson.
12. Ask students to turn to page 467 in *Shaping Canada*. Have a volunteer read the section under "Charlottetown Accord." After reading, draw students' attention to Figure 16–8 and discuss the question that is in the caption. As a class, respond to the HTC Evidence question at the bottom of the page, or alternatively, have students form into groups of four to discuss the question, and then share their responses.
13. Distribute BLM A, Two-Circle Venn Diagram, and ask students to compare the similarities and differences of the Meech Lake Accord and the Charlottetown Accord. You may wish to have students complete this task individually or with a partner. When students are finished, ask volunteers to share what they recorded about the similarities and differences of the two accords, and write these on a transparency or slide of the BLM.
14. Draw students' attention to the Establishing Historical Significance feature "Twenty Years After Meech" on page 468. As a class, read the feature and discuss the questions at the bottom of the page.

Part III

15. To begin the class, ask the question, "Take the historical perspective of a Québécois after the failure of both the Meech Lake Accord and the Charlottetown Accord. How might you feel about Québec's future? How might you feel about the rest of Canada?" Allow students to answer this question using a think-pair-share strategy.

Students may suggest that as a Québécois, they may feel that Canada does not understand their needs or Québec's needs as a distinct culture. They may also express anger or resentment toward Canadians of other provinces. Or they may be grateful that the accords did not pass as they believe that separation is the only route to protect their culture. Discuss with students that in this lesson, they will be examining Québec's reaction and next steps in the failure of the Meech Lake and Charlottetown Accords.

16. Ask students to turn to page 469 and have a volunteer read the section “Québec Referendum on Sovereignty, 1995.” You may wish to pause after the fourth paragraph and have students temporarily close their books to hold an impromptu class referendum. Ask students to return to their historical perspective of a Québécois and vote on the referendum question that was posed in 1995 to the citizens of Québec. You may wish to do this as a show of hands or to allow a private ballot by having students to write “Yes” or “No” on a slip of paper and placing their vote in a box. Then have a volunteer count the votes for each side. Discuss the results with the class. What reasons led them to their decision?
17. Continue reading the rest of the page. Distribute BLM 16.1.2, *A National Consensus?* to students. Explain that with a partner, they will learn about the federal government’s attempts at both trying to include Québec in the Constitution, and to define the rules over what must happen for a province to separate from Canada. They will also examine Québec’s reaction to these attempts on the BLM.
18. Ask students to read pages 470 and 472 to complete the BLM. Remind students that they will be coming back to the feature on page 471 so they do not need to read it at this point in the lesson. When pairs are finished completing the BLM, have volunteers share the details they have selected and record these on a transparency or slide of the BLM to ensure all students have the correct information.
19. Draw students’ attention back to the *Viewpoints on History* feature “The Right to Be A Distinct Society?” on page 471. Have four volunteers each read one of the voices in the feature. Ask students to form into groups of four to respond to the *Explorations* questions at the end of the feature. Facilitate a discussion of the questions after allowing all groups to share their responses.
20. Ask students to remain in their groups to read the *Establishing Historical Significance* feature “A Nation within a United Canada” on page 473. You may wish to answer questions 1 and 2 as a group or whole-class activity, or you may wish to hold a horseshoe debate (see page 24) if time permits.
21. Assign the “Recall...Reflect...Respond” questions on page 472 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

DIFFERENTIATING INSTRUCTION

1. To encourage a more thorough understanding of the Meech Lake Accord, you may wish to book time in a computer lab and allow students to visit the CBC Archives web site on the accord that is listed in the *Additional Resources* section for this lesson. There are eleven television clips that highlight the debate, the urgency to have the accord pass, and the ultimate failure of the accord. You may wish students to take notes on all the clips, or you may wish to specify which ones you would like them to view. This same task can be completed for the *Charlottetown Accord* using the web site listed in the *Additional Resources* section.
2. You may wish to have students complete the BLMs as a whole-class activity, instead of individually or with a partner.

LESSON 2

NATIONAL UNITY AND CHANGING POLITICS

In this lesson, students will examine the challenges Canada faced in the years following the failure of the Meech Lake and Charlottetown Accords. They will examine western alienation, the arrival of new political parties, the challenges in the division of federal-provincial powers, the question of Senate reform, and the financial crisis of 2008.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline masters.

- BLM 16.2.1, Challenges to National Unity

Create a transparency or slide of:

- BLM 16.2.1, Challenges to National Unity

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

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 474–483

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit 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.conservative.ca/>
Conservative Party of Canada

<http://www.liberal.ca/>
Liberal Party of Canada

<http://www.ndp.ca/>
New Democratic Party of Canada

<http://greenparty.ca/>
Green Party of Canada

<http://www.blocquebecois.org/accueil.aspx> (French)
<http://www.blocquebecois.org/English.aspx> (English)
Bloc Québécois

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 16.2.1, Challenges to National Unity
- Participating in class discussions and activities

PRIOR LEARNING

Students will be familiar with issues of national unity, federalism, constitutional debate, sovereignty, and Québec's desire to be recognized as a distinct society.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. To activate prior learning, ask students to turn back to page 460 in *Shaping Canada* and re-examine Figure 16–1. Terry Mosher created this political cartoon in 1990. Ask students how they would have modified this cartoon after the sovereignty-association referendum. Would the maple leaf be more or less damaged?
Students may respond that they would have modified the cartoon by creating bigger breaks in the maple leaf because the failure of the Meech Lake and Charlottetown Accords challenged the relationship between Québec and the rest of Canada. Others may respond that they would have modified the cartoon by showing less damage to the maple leaf because despite the discord between Québec and Canada, in the sovereignty-association referendum, a slight majority had voted in favour of Québec staying a part of Canada.
2. Discuss with students that after the failure of the Meech Lake and Charlottetown Accords, there were other challenges to national unity that Canada faced, and those challenges will be the focus of this lesson.
3. Have students form into groups of five for a jigsaw activity. Ask group members to number themselves one through five to determine which expert group they will be in:
 - 1s will be experts on “The West Wants In” (page 474)
 - 2s will be experts on Federal-Provincial Division of Powers (pages 475–476)
 - 3s will be experts on Senate Reform (page 477)
 - 4s will be experts on Economic Recession and the Financial Crisis of 2008 (page 478)
 - 5s will be experts on The Shifting Political Spectrum (page 479–480)
4. Distribute BLM 16.2.1, Challenges to National Unity, to students. Explain that each expert group will be examining a challenge that Canada experienced after the failure of the Meech Lake and Charlottetown Accord, and they will be also examining how that challenge may have affected national unity in Canada.
5. Ask students to leave their home groups to form their expert groups for the activity. Explain to the expert groups that in some instances, they may need to speculate about how the challenge they are examining may have affected national unity.
6. When expert groups have finished their task, ask students to form back into their home groups. Allow each expert to share hers or his information with the rest of the home group and have group members record the details in the appropriate space on the BLM. After each expert has finished sharing, each student should have a completed handout.
7. To ensure all students have the correct information, ask volunteers to share the details they recorded on the handout and write these down on a transparency or slide of the BLM.

8. Return to the HTC questions on pages 475, 476, 477, and 480. You may wish to answer these questions as a whole-class activity, or have students respond to the questions in their notebooks with a partner, or in a group of four.
9. As a class, turn to page 481 and read the Considering the Ethical Dimensions of History feature “Proroguing Parliament.” Answer question 1 as a class, and hold a horseshoe debate (see page 24) on question 2, if time permits.
10. Assign the “Recall...Reflect...Respond” questions on page 480 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

DIFFERENTIATING INSTRUCTION

1. Have students create a flash-card matching game. The cards should be composed of two groupings:
 - Challenges in Canadian politics as related to national unity, federalism, constitutional debate, sovereignty, and distinct society.
 - Specific examples of ways in which people, parties, and governments have tried to address these problems.

Play the game by matching a problem with its possible solution.

CHAPTER 16 QUESTIONS AND ACTIVITIES (PAGES 482 AND 483)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and the 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 483)

Direct students' attention back to the Cluster Five Challenge they were introduced to on page 431 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 483. Have students complete the necessary work to fulfill this stage of the challenge.

POSSIBLE RESPONSES TO CHAPTER 16 QUESTIONS

Page 463

HTC Historical Significance

Student responses will vary, but may include that if Québec had accepted the Constitution it may have affected the lives of many Canadians. The type and magnitude of change would have had different levels of impact, depending on various factors, including whether people lived inside or outside of Québec. Québec's acceptance of the Constitution may have been historically significant as it may have represented the reconciliation of a challenging situation that has existed since the time of the British conquest.

Page 465

HTC Evidence

Elijah Harper's primary reason for opposing the Meech Lake Accord was the Canadian government's neglect of Aboriginal issues in its development.

Page 466

Profile: Elijah Harper

1. Elijah Harper's opposition to the Meech Lake Accord was a turning point in Canadian history in that the self-actualization and the political actions of Aboriginal peoples halted the Canadian political process in order to ensure that their voice and rights would be recognized.
2. Student responses will vary, but students should be encouraged to seek information from reputable sources and to use citations where appropriate.

Page 467

HTC Evidence

The John Geddes quotation presents the opinion that anti-Québec feelings played a part in the failure of the Meech Lake and Charlottetown Accords. Student responses to the second question will vary. Whether they state that they agree or disagree that anti-Québec sentiment had a major or minor role in the failure of the Accords, they should present facts and logical thinking in their response.

Page 468

Establishing Historical Significance: Twenty Years After Meech

1. Student responses may include that in 1990 some Canadians thought the failure of the Meech Lake Accord was significant because it highlighted the flaws of the governing process. Distrust of government, resentment of political elites, and regionalism worked together to create animosity among many Canadians toward the accord.
2. Cohen implies that the historical significance of the Meech Lake Accord failure highlighted the importance of the need of the federal government to hear the voice of Canadians. He implies the necessity for governments to empower the public in the process of nation-building, or in this case constitutional reform, in a consultative capacity at the least. Cohen also implies that constitutional change is a dangerous process, but in this case Canada has persisted in spite of a failure twenty years prior.

Page 470

HTC Historical Perspective

Bouchard's statement that the Calgary Declaration showed that Canada would not make any of the changes that Québec wanted might have been made because of the language that was used in the declaration. Bouchard's anger could have been with the use of the term *unique*. The use of this word was done specifically to avoid the word *distinct*. Bouchard states that although Québec came close to separating from Canada, it was still not enough for the rest of the country to make the changes sought by Québécois, and that suggesting that all Canadians were unique was meaningless.

Page 471

Viewpoints on History: The Right to Be a Distinct Society?

1. Summary of the arguments for and against distinct society status:

Name of Person or Party	Nature of Support (For or Against)	Summary of the Argument
The Liberal Party of Québec	For	<ul style="list-style-type: none"> • Québec ought to be given explicit constitutional recognition as a distinct society to better frame the position Québec has in Canada • This should be expressed in the preamble of the new Constitution
Phil Fontaine (Head of the Assembly of Manitoba Chiefs, 1988–1997)	Against	<ul style="list-style-type: none"> • Although Fontaine had no issue with Québec being granted the label of a <i>distinct society</i> he had issues in that it ignored the distinctness of First Nations, Métis, and Inuit peoples
Pierre Trudeau (Former Prime Minister of Canada)	Against	<ul style="list-style-type: none"> • Trudeau declared that no justification exists for distinctiveness to be embedded in the Constitution • Québécois should assert themselves in the full extent of their rights without special legislation
Brian Dickson (Chief Justice of the Supreme Court of Canada, 1984–1990)	For	<ul style="list-style-type: none"> • Dickson stated that in practice, the courts take measures to interpret the <i>Canadian Charter of Rights and Freedoms</i> and the Constitution in a manner that accounts for Québec's distinct society • The entrenchment of the term <i>distinct society</i> in the Constitution would have little effect regarding how the courts practise in relation to Québec

2. Student responses will vary, but should include historical perspectives of Canadians outside of Québec. Students should be encouraged to be politically sensitive and avoid stereotypes.

Page 472**Recall... Reflect... Respond**

1. Student timelines may include:
 - Failure of the Meech Lake Accord (1990)
 - Development of the Charlottetown Accord (1992)
 - National Referendum regarding the national approval of the Charlottetown Accord (1993)
 - Federal Election resulting in the Bloc Québécois becoming the Official Opposition in the House of Commons (1993)
 - Montréal Unity Rally (1995)
 - Québec Referendum on Sovereignty (1995)
 - The Calgary Declaration (1997)
 - The Supreme Court of Canada ruling regarding Québec separation (1999)
 - *Clarity Act* (2000)
 - Prime Minister Stephen Harper's request for a motion to be passed in the House of Commons declaring, "That this house recognize that the Québécois form a nation within a united Canada." (2006)

Be sure that student timelines explain the historical significance for each event.

2. Student answers will vary depending on the news article they choose.

Page 473**Establishing Historical Significance: A Nation Within a United Canada**

1. Student responses may acknowledge that the recognition of the Québécois as a nation within a united Canada was historically significant. Parliament's approval of this motion, and how this suggested national readiness to recognize Québec as a distinct society, will be debatable among students.
2. Mr. Chong's statement of November 27, 2006, may have reflected the views of many Canadians. Students may wish to explore the causes and consequences of ethnic nationalism in Canada, and why Chong resigned so he could abstain from voting on the motion of Québécois forming a nation within a united Canada.

Page 475**HTC Cause and Consequence**

Answers may vary, but responses may include that Ontario's change from being a donor province to a recipient province in equalization payments may have helped national unity as provinces realized that they are all potentially susceptible to economic downturn. Other students may suggest that the very structure of the equalization payment system will always create discord among the provinces as they are assigned "have" or "have-not" labels.

Page 476**HTC Cause and Consequence**

Students may suggest that both positive and negative consequences might exist for provinces assuming more control over their own health care systems. As provinces assess their own

specific provincial needs for health care services, this may better inform their policy and practice. Negative consequences may include that greater provincial control over health care will mean differences in levels of services in each province, which goes against the long-standing tradition of universal health care for all Canadians. Different levels of health care could have long-term ripple effects, such as people leaving one province for another.

Page 477

HTC Cause and Consequence

Students may suggest that if Senate reform includes the “Triple-E” solution (equal, elected, and effective), then there may be both positive and negative consequences. Being elected, senators may have greater interests in serving the areas they represent. However, there may be concern that higher populated provinces, such as Québec and Ontario, would dominate the Senate and that would result in voting heavily influenced by the interests of central Canada.

Page 480

HTC Cause and Consequence

Students may suggest that the Conservatives formed minority governments in 2006 and 2008 because Canadians were reluctant to see one party have majority rule. The arrival of new parties, such as the Green Party, may also have pulled voters away from the traditional four parties and helped divide the vote. Some students may argue that voters became disinterested in politics after scandals in the both the Conservative and Liberal majority governments came to light, and distrust of both parties became more prominent. Low voter turnout may have increased the likelihood of a minority government.

Page 480

Recall... Reflect... Respond

1. Answers will vary depending on which two political changes they chose. Be sure that students provide arguments for why their choices were the most significant for national unity.
2. Student responses will vary depending on which challenges they chose as causing the most tension in federal-provincial relations.

Page 481

Considering the Ethical Dimensions of History: Proroguing Parliament

1. Student responses may indicate that although prorogation was legal, Prime Minister Harper’s use of it was done in the self-interest of the Conservative government, and to stymie the opposition party’s agenda. As Harper prorogued parliament twice in two years, many Canadians believed he was abusing democracy.
2. Student responses will vary, but should indicate logical justification for their choice.

Pages 482–483

Chapter 16 Questions and Activities

1. “How has the question of national unity influenced federalism, constitutional debate, and political change?” Students may have some of the following points in their responses:

NATIONAL UNITY		
Federalism	Constitutional Debate	Political Change
<ul style="list-style-type: none"> debates over the sharing of powers between the provinces and the central government in Ottawa actions by federal government were often focussed on strengthening a unified nation with regional autonomy 	<ul style="list-style-type: none"> national unity plays a decisive role in debate over the constitution issue of national unity has been challenged many times as Québec faces challenges to find its place in Canada national unity has also been challenged as First Nations, Métis, and Inuit peoples seek their place within the constitution of Canada the Meech Lake and Charlottetown Accords, and the Calgary Declaration were driven by an underlying federal desire for national unity and the solidification of the position of the Canadian provinces within Confederation; however all of these attempts failed to address Québec's needs 	<ul style="list-style-type: none"> regional concerns brought about new political parties such as the Bloc Québécois, and the Reform Party questions of national unity spurred two separate provincial referenda in Québec and one national referendum over issues tied to national unity the Calgary Declaration was a move to achieve greater political change by way of increasing national unity consultations with the Supreme Court of Canada over the interpretation of the law often fuelled political change

2. Student responses will vary, but they should include that the defeat of the Meech Lake and Charlottetown Accords may have been interpreted by Québécois as a message that the rest of Canada was not prepared to grant Québec the rights it believed it needed to protect its culture. This may have generated ill-feelings and resentment toward the rest of Canada, and a belief that Québec sovereignty was the only solution.
3. Student responses will vary, but must logically examine the potential to create constitutional reforms supported by all regions in Canada. For those that say, “yes it is possible to create a constitutional reform that will satisfy all,” responses could relate to the present demographic realities of Canada. Canada is an ever-growing nation of cultural diversity, and this diversity may allow for present-day citizens to accept constitutional reform more easily. Other responses may say that fundamental issues, such as the question of the rights of Québécois and First Nations, Métis, and Inuit peoples in Canada's constitution, and the unwillingness of provinces to grant other provinces or groups special status, will continue to make constitutional reform impossible.

4. a) There are many historical examples that can be used to exemplify Gunter's argument that Québec is more entwined in Canada than the West. The first example students may note might be the establishment of Nouvelle France. With the founding of Champlain's Abitation in 1608, Québec's importance was established. The fall of Nouvelle France would mark a tragic point for Québec colonial people, but also the beginning of a historic transition and entrenchment for Québec. With the *Proclamation Act*, and later the *Québec Act*, the province was given a place of significance within the developing Canada right from the onset. Historically, Québec played a part in the defence of the British North America during the American Revolution and the War of 1812, as well as participating in nation-building with the *British North America Act*. The importance of Québec's participation in Canada's forces during the two world wars was also critical to entwining Québec with Canada.

Geographically and economically, Québec has been enmeshed with central Canada. Together, Québec and Ontario have traditionally formed the economic engine of Canada.

As for the West, students may offer responses that although it is no less important, historically it has a smaller list of accomplishments and influences. The abundance of water in Manitoba, potash in Saskatchewan, oil in Alberta, and forestry in British Columbia grant the provinces the luxury to be more independent and assertive within national politics.

- b) Student responses to Gunter's conclusion will vary. Encourage students to read outside sources to better their understanding and develop their perspective.
5. Answers will vary. Ensure that students have selected evidence from *Shaping Canada* to support their positions.
6. The cartoon conveys the message that Elizabeth May, although present at the 2008 televised election debate, was underrepresented by the media covering the event. The cartoon seems to imply that May was not as important as the other leaders in the debate.
Students may argue that green strategies and the value system of the Green Party are growing in their influence on Canadian voters.
7. The image of Stephen Harper is presented in likeness of Henry VIII of England, who was known to rule with absolute power. Dolighan plays on words in the title "Prorogative" which pokes at the fact that this was the second time Prime Minister Harper used prorogation to end the parliamentary session early. Is it really Mr. Harper's prerogative to prorogue parliament? Student responses related to the ability for Prime Ministers to request the prorogation of Parliament will vary.

