

## 20-2: Understanding Nationalism

### CHAPTER 13: VISIONS OF CANADA

1. In the decades following Confederation, Francophones in Canada feared
  - A. assimilation
  - B. alienation
  - C. segregation
  - D. accommodation
  
2. A direct consequence of the Métis struggle for land and self-government was the creation of the
  - A. transcontinental railway
  - B. Assembly of First Nations
  - C. province of Manitoba
  - D. Indian Act
  
3. Clifford Sifton started an aggressive immigration campaign in the late 1890s in order to
  - A. expand Canada's transcontinental railway
  - B. settle the Canadian West
  - C. takeover traditional Aboriginal lands
  - D. assimilate Francophones
  
4. Québec nationalism is rooted in the desire of the Québécois to
  - A. protect the Catholic Church and faith
  - B. achieve political independence
  - C. achieve equality for their language and culture in Canada
  - D. affirm and promote their identity and French heritage
  
5. Robert Baldwin and Louis-Hippolyte LaFontaine campaigned in the 1840s to achieve
  - A. representative government
  - B. responsible government
  - C. democratic government
  - D. parliamentary government

*Use the following sources to answer questions 6 to 8.*

**Source I**

In 1956, John Diefenbaker, who would later become prime minister, said, “I have one love — Canada; one purpose — Canada’s greatness; one aim — Canadian unity from the Atlantic to the Pacific.” Those who identify with Diefenbaker’s vision of one Canada believe that Canadians want to live together as a civic nation, regardless of their ethnic, cultural, language, and regional differences.

**Source II**

In 1979, Joe Clark, who was then leader of the Progressive Conservative Party, said, “Governments make the nation work by recognizing that we are fundamentally a community of communities.”

**Source III**

In 2006, Prime Minister Stephen Harper proclaimed that the Québécois constitute a “nation within a united Canada.” Harper’s statement acknowledged that Québécois have a collective identity that is different from that of other peoples in Canada.

**Source IV**

“We believe in two official languages and in a pluralistic society not merely as a political necessity but as an enrichment. We want to live in a country in which French Canadians can choose to live among English Canadians and English Canadians can choose to live among French Canadians without abandoning their cultural heritage.”

— Pierre Trudeau, prime minister, introducing the Official Languages Act, 1968

6. Which viewpoint downplays differences between Canadians?
- Source I
  - Source II
  - Source III
  - Source IV
7. Which viewpoints **best** focus on the role of government in Canadian identity?
- Sources I and II
  - Sources I and III
  - Sources II and III
  - Sources II and IV
8. Which viewpoint would be **most** supported by a Québec nationalist?
- Source I
  - Source II
  - Source III
  - Source IV

*Use the following information to answer question 9.*



In this cartoon from 1869, the bulldog is a symbol of Britain.

9. The **main** message illustrated in this cartoon is that
- Canada will resist American attempts to take over the country
  - Canada will do anything to keep its ties to Great Britain
  - Canada wants to take over the United States
  - Canada needs Britain's help to defend its borders

Use the following data to answer question 10.

Languages in Canada

Language	1867*	1931*	2001*
French	31%	27%	23%
English	61%	56%	60%
Other	8%	17%	18%

10. A Québec nationalist would argue that the data justify the

- A. spread of the English language in Canada
- B. decline of the French language in Canada
- C. independence of Québec from Canada
- D. expansion of multiculturalism

Use the following information to answer question 11.



This photograph of a sod house was taken near Viking, Alberta, in the early 20<sup>th</sup> century.

11. This source could be used to argue that most Ukrainian immigrants to Canada in the early 20<sup>th</sup> century

- A. received government support to settle the land
- B. worked as hired hands for other farmers
- C. worked in government labour camps
- D. had to work hard to farm the land

Use the following statement to answer question 12.

Neil Bissoondath believes that Canadians must develop a new vision of the country: “A Canada where no one is alienated by hyphenation.”

12. Neil Bissoondath argues that multiculturalism

- A. is dividing Canadians instead of uniting them
- B. is the glue that holds Canadians together
- C. must be revised in the face of new global realities
- D. discriminates against immigrants

Use the following information to answer questions 13 to 15.

**Source I**

“As a historical nation, not a tribe, the Métis were and remain in the vanguard of asserting self-government rights as an Aboriginal people in Canada.”

— John Weinstein in *Quiet Revolution West: The Rebirth of Métis Nationalism*, 2007

**Source II**

“The First Nations view our relationship today as a continuation of the treaty relationship... This partnership is symbolized by the grandfather of all treaties, the Iroquois Confederacy Gus-wen-tah or two-row wampum... First Nations and Europeans would travel in parallel paths down the symbolic river in their own vessels. The two-row wampum, which signifies ‘One River, Two Vessels,’ committed the newcomers [Europeans] to travel in their vessel and not attempt to interfere with our [the First Nations’] voyage.”

— Ovide Mercredi and Mary Ellen Turpel,  
*In the Rapids: Navigating the Future of First Nations*, 1993

13. The author of Source I argues for

- A. self-determination
- B. integration
- C. segregation
- D. a leadership role for Métis people

14. Source II supports the argument that

- A. Europeans and First Nations need to agree on a form of government that suits both peoples
- B. First Nations have the right to self-government
- C. European laws are more important than First Nations laws
- D. European laws are less important than First Nations laws

15. The two sources **best** support the argument that Aboriginal peoples have

- A. land rights
- B. the right to follow traditional ways of life
- C. rights to self-determination
- D. rights to culture and language