

Francophone References

Francophone A person whose first language is French.

The French The people of France.

Habitant A Francophone farmer in New France.

Canadiens French colonists born in New France.

Canadien(ne) A term that came to be used in the second half of the 17th century as the inhabitants of New France developed a new identity tied to their new homeland and wished to express their distinctiveness from the French of France. Although they continued to be subjects of the king of France, Canadiens were distinguished by their birth in New France. Canadiens developed several distinct colonial characters, including farmers (habitants), who were more independent than their peasant counterparts in France; fur traders, who learned Aboriginal ways of travelling, fighting, and surviving in the woods; and nobles, whose military careers were spent leading mixed troops made up of Indigenous peoples, militia, and regular soldiers. In the 19th and early 20th centuries, Francophones throughout North America used the term "Canadien" to express their national identity.

When the province of Québec, which at one time included much of present-day Québec and Ontario, was divided into Upper Canada (now Ontario) and Lower Canada (now Québec) in 1791, non-Francophone immigrants began to call themselves Canadians, an English version of the word "Canadien." After World War I, the term "French Canadian" became more prevalent to refer to Francophone Canadiens.

Acadian A Francophone citizen of Acadia; a descendant of the Francophones of Acadia.

French Canadian A term used to describe Francophone citizens of Canada. Since the 1960s, most Francophone Québécois have rejected the use of the term, preferring to identify themselves as Québécois. In light of this, Francophone minorities began to identify themselves as Franco-Albertains, Fransaskois, Franco-Colombiens, Franco-Manitobains, etc.

Québécois A Francophone of Québec origin; a resident of Québec.

Aboriginal References

Aboriginal peoples The original inhabitants of a land and their descendants. In 1982, the Canadian Constitution recognized three groups of Aboriginal peoples — First Nations, Métis, and Inuit — each with diverse sets of communities with their own histories, languages, cultural practices, and spiritual beliefs.

First Nations In Canada, the group of Aboriginal peoples formerly or alternatively known as Indians (a disfavoured term). “First Nations” refers to individuals — more than 500 000 First Nations people live in Canada — and to communities (or reserves) and their governments (or band councils). The term, which arose in the 1980s, is politically significant because it implies possession of rights arising from historical occupation and use of territory. Though no Canadian legal definition of this term exists (the Constitution refers to Indians), the United Nations considers the term synonymous with Indigenous peoples.

Indians Groups of Aboriginal peoples, who generally prefer to be called First Nations. The term “Indian” is still commonly used by Canadian governments, including in the Constitution. First Nations people generally disfavour the term because it originated in early European explorers’ mistaken impression that they had landed in India. It also ignores the great diversity of history and cultures among various First Nations.

Indigenous peoples The original inhabitants of a land and their descendants.

Inuit The Aboriginal people of northern Canada, who live primarily in Nunavut, the Northwest Territories, Labrador, and northern Québec. Inuit peoples also live in Greenland, Russia, and the American state of Alaska.

Métis A group of Aboriginal peoples with First Nations and European ancestry. Métis people identify with Métis history and culture, which dates to the fur trade era, when First Nations women and European (mostly French and British) men married and had children. The federal government refused for many years to give political recognition to the Métis, but they received recognition as Aboriginal people in the Constitution Act of 1982.

Source: *Peoples and Cultural Change*, by Kainai Board of Education, Métis Nation of Alberta, Northland School Division, and Tribal Chiefs Institute of Treaty Six, pages 236–238. Copyright © 2005 Duval House.

Ten Steps to Preparing Research

Name _____ Date _____

Steps	Comments
Step 1: Get Ready	
Make sure you understand the assignment. Read the instructions carefully. Check with a partner to make sure you understand them. Ask your teacher for clarification if you still have questions.	
Study the checklist for success and assessment criteria provided with the assignment. Think about the criteria for the task. If you have questions, ask for clarification.	
Check your time. What is the due date for the assignment? What is the date today? What steps must be completed? Use a calendar to plan your work.	
Step 2: Select a Topic	
Sometimes a topic will be assigned. Other times, you may select a topic on your own. Before you begin, however, ask yourself a few questions.	
• What do I already know about this topic?	
• Where would I look to find more information?	
• How will I check to make sure my information is accurate?	
Step 3: Find Resources	
Begin with your textbook. In some cases, you will be able to use this to complete the entire assignment. Sometimes, you may be asked to use resources in the school library or on the Internet. In these cases, your teacher or school librarian will provide suggestions for you.	

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REPRODUCIBLE C CONTINUED

Steps	Comments
Step 4: Take Notes	
<p>Researchers use various strategies for taking notes. Index cards, mind maps, and graphic organizers are all suitable note-taking tools.</p>	
<p>Here are some basic rules for taking notes:</p>	
<ul style="list-style-type: none"> Record information about your sources: author, title, place of publication, page numbers. 	
<ul style="list-style-type: none"> Use your own words. Read a passage, then turn away from the text and write the main idea in a few words on your index card or note-taking sheet. 	
<ul style="list-style-type: none"> Identify direct quotations. If you want to quote directly from a source, copy the words and enclose them in quotation marks. Don't overuse direct quotations. 	
<ul style="list-style-type: none"> Summarize, summarize, summarize. Use your summarizing skills to record only the main ideas and important facts. 	
Step 5: Organize Your Notes	
<p>Put your information in the order that makes the most sense to you and that will be easy for readers to follow. Check with your writing partner to see if the order makes sense to someone else.</p>	
Step 6: Write an Outline	
<p>Write an outline based on your notes. Don't be afraid to change the sequence of your information if you see a better way of doing things during this process.</p>	
<p>When you finish, check your outline. Ask yourself these questions: Have I included all the important ideas in this outline? Have I included ideas that really aren't very important? Does the order make sense? Do I still have questions?</p>	
<p>If you need to check facts, now is a very good time to do this.</p>	

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REPRODUCIBLE C CONTINUED

Steps	Comments
Step 7: Write a Draft	
Exchange your draft with that of a writing partner. Ask your partner if your draft is clear and interesting. If your partner has questions, you can check your draft and make necessary changes.	
Step 8: Revise Your Draft	
This is an important stage of writing. You are making changes to improve clarity, organization, and word choice. Here are some questions to ask yourself:	
<ul style="list-style-type: none"> • Is my draft clear and concise? 	
<ul style="list-style-type: none"> • Do I clearly state the main idea in the opening paragraph? 	
<ul style="list-style-type: none"> • Do the following paragraphs all support the main idea? Are the details interesting, worthwhile and clear? 	
<ul style="list-style-type: none"> • Does my draft include clear transitions from one idea to the next? Will a reader be able to follow my draft easily? 	
<ul style="list-style-type: none"> • Have I chosen words appropriate to my audience and purpose? 	
<ul style="list-style-type: none"> • Is my draft interesting? 	
<ul style="list-style-type: none"> • Have I included all the references and source information? 	
Step 9: Edit Your Draft	
As you prepare your work for submission, you may want to make small changes.	
Step 10: Check with a Partner	
A check by a partner is always a good idea as a final step before submission.	

Ten Steps to Effective Presentations

Name _____ Date _____

Steps	Comments
Step 1: Know your information	
<ul style="list-style-type: none"> • Do enough research to be the "class expert." 	
<ul style="list-style-type: none"> • Review your notes before making a presentation. 	
Step 2: Consider the amount and type of information presented.	
<ul style="list-style-type: none"> • Carefully select relevant information. 	
<ul style="list-style-type: none"> • Avoid presenting too much material. 	
<ul style="list-style-type: none"> • Give your classmates the background information they need to follow the presentation. 	
Step 3: Be creative.	
<ul style="list-style-type: none"> • Remember that creativity affects all aspects of your presentation. 	
<ul style="list-style-type: none"> • Make your presentation distinct. 	
Step 4: Prepare an effective introduction and conclusion.	
<ul style="list-style-type: none"> • Begin with an attention-grabbing introduction that includes both a clear topic statement and a statement of intent. 	
<ul style="list-style-type: none"> • In the conclusion, draw together your main points. 	
Step 5: Organize your presentation.	
<ul style="list-style-type: none"> • Establish a logical flow for content and activities. 	
<ul style="list-style-type: none"> • Integrate a variety of creative ideas, visual aids, and questions. Avoid long stretches of lecturing. 	
Step 6: Help classmates record notes.	
<ul style="list-style-type: none"> • Use clear, uncluttered overhead transparencies, chalkboard notes, and handouts. 	
<ul style="list-style-type: none"> • Provide a framework for taking notes, not a summary of your presentation. 	

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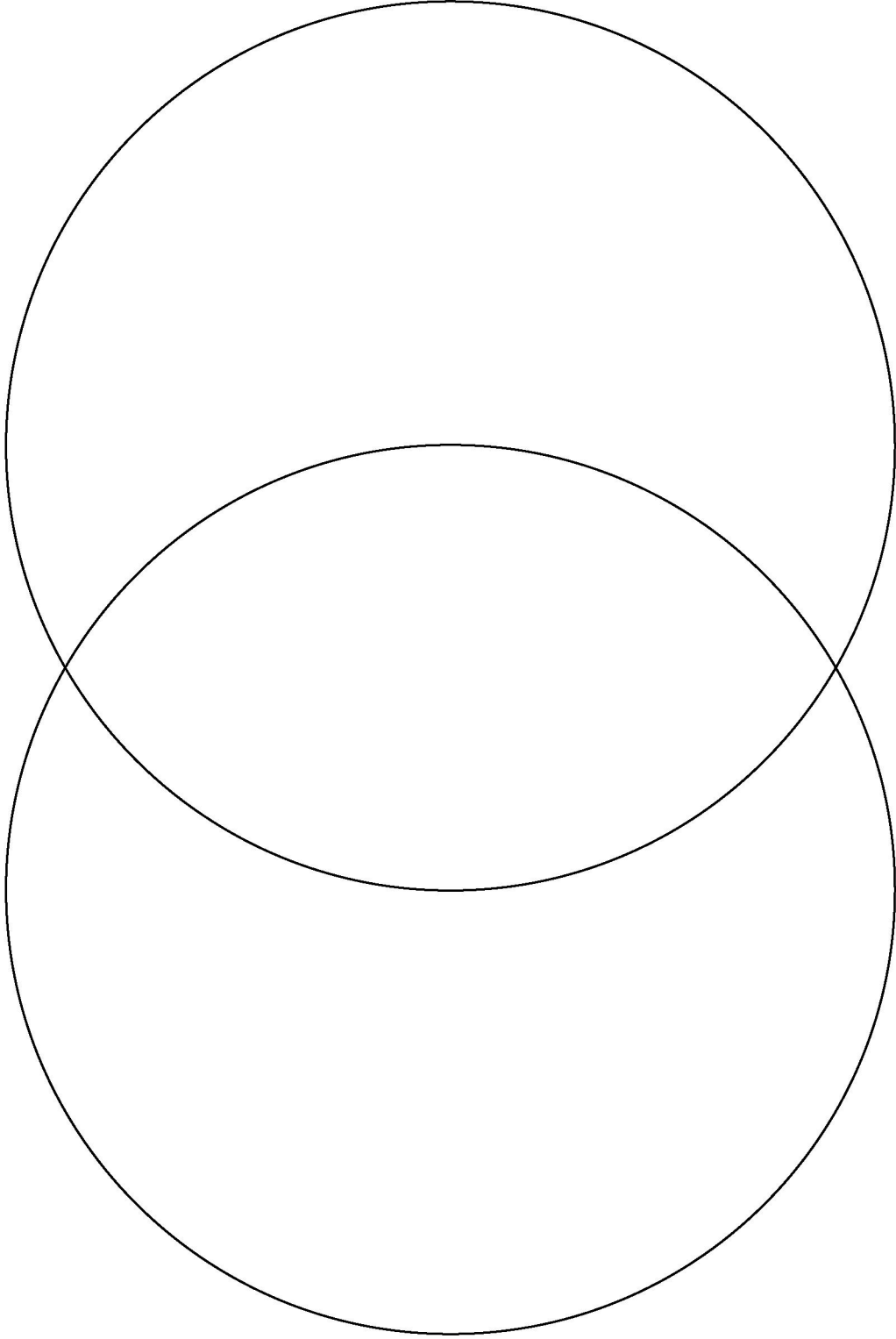
REPRODUCIBLE D CONTINUED

Steps	Comments
Step 7: Integrate visuals.	
<ul style="list-style-type: none"> • Use a variety of resources to illustrate your points and consider your classmates' different learning styles. 	
<ul style="list-style-type: none"> • Consider using a variety of media, such as films, slides, models, photographs, and music. 	
Step 8: Involve the class.	
<ul style="list-style-type: none"> • Link the visuals to the content of your presentation. 	
<ul style="list-style-type: none"> • Plan powerful questions that will inspire class discussion. 	
<ul style="list-style-type: none"> • Make questions specific; avoid vague questions, such as "What do you think...?" 	
<ul style="list-style-type: none"> • Use small student groups to come up with suggestions for solving a problem or addressing an issue. 	
<ul style="list-style-type: none"> • Provide students with short readings. 	
<ul style="list-style-type: none"> • Involve students in activities, such as game shows, simulations, and discussions. 	
Step 9: Time your presentation.	
<ul style="list-style-type: none"> • Estimate the time required for each part of the presentation to ensure that your presentation fits into the time allotted. 	
Step 10: Control your voice and presence.	
<ul style="list-style-type: none"> • Speak clearly, slowly, and as loudly as necessary 	
<ul style="list-style-type: none"> • Stress important points. 	
<ul style="list-style-type: none"> • Pause to allow information to be understood. 	
<ul style="list-style-type: none"> • Do not read from a prepared text. 	
<ul style="list-style-type: none"> • Project confidence and enthusiasm. 	
<ul style="list-style-type: none"> • Be prepared and ensure that all your materials are organized and at hand. 	

Venn Diagram

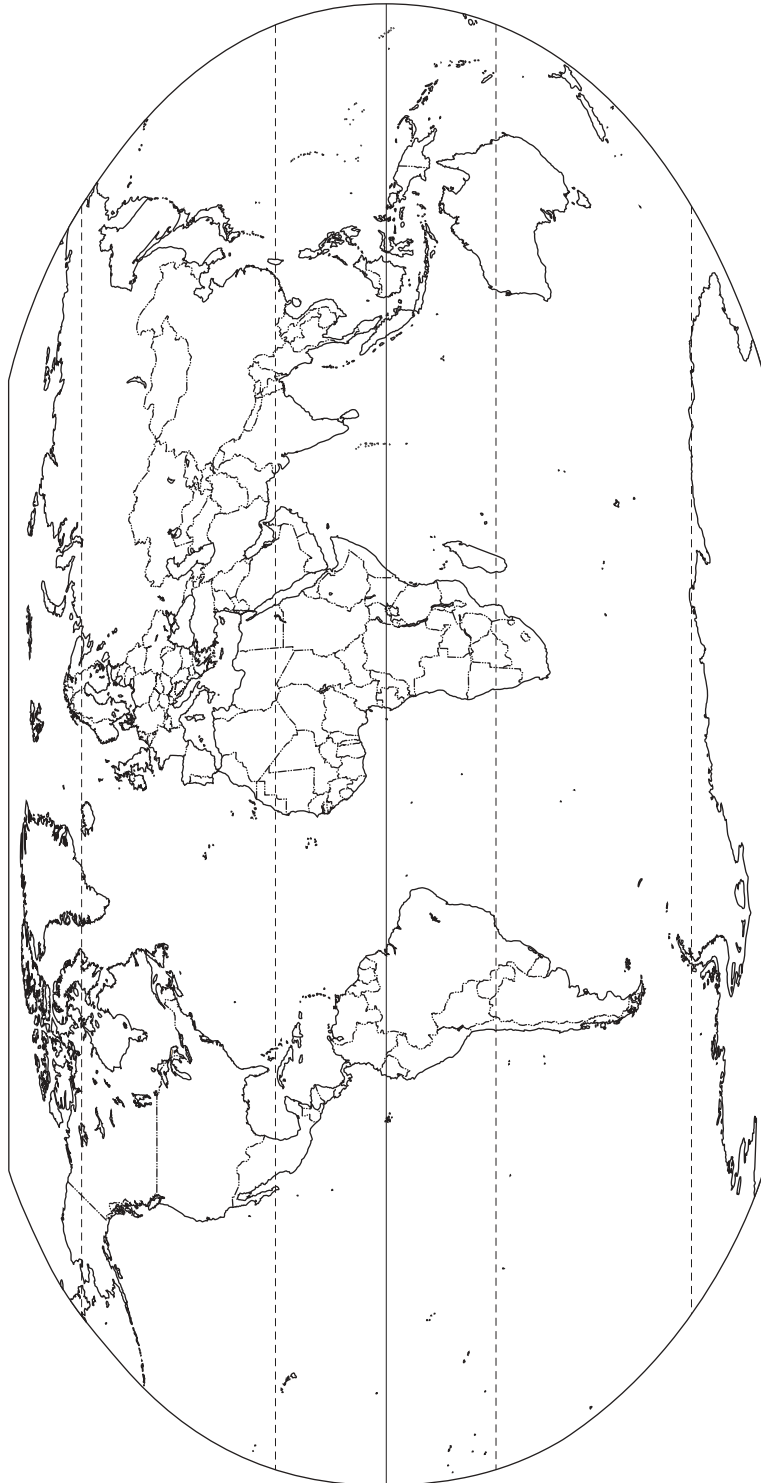
Name _____

Date _____



Map of The World — Political

Name _____ Date _____



T-Chart

Name _____ Date _____

Title _____

Detecting Bias

Name _____ Date _____

Detecting Bias		
Question	One Point of View or Perspective	Another Point of View or Perspective
Who is the writer or speaker?		
What is the writer's or speaker's purpose?		
Who is the intended audience?		
Does the writer or speaker support statements with evidence?		
Does the writer or speaker seem to favour one person, group, or point of view? Is any relevant person or group ignored or presented negatively?		
Does the writer or speaker use propaganda techniques, such as name calling, stereotyping, overgeneralizing, or appealing to fear or other emotions?		
How does the information fit with what you already know? Are there any contradictions? What other sources might you use to verify the account?		

Assessing the Authority and Validity of Internet Information

Name _____ Date _____

Internet Information Checklist	
Web Site	
Name and URL	
Authority	
Is the source of the information identified?	
Does the creator have knowledge of the subject?	
Are qualifications provided?	
Does the URL provide clues to help you assess the information?	
Objectivity	
Does the site state facts or opinions?	
Do you suspect bias? If so, why?	
Is the source of information clearly stated?	
Does the site include advertising? If so, does this affect the reliability of the information?	

Continued on next page

Comprehensiveness	
Does the content meet your research needs?	
Does the content cover a specific period or an aspect of the topic — or is it comprehensive?	
Do you need to find additional sources to add to the information provided?	
Currency	
If it matters to your topic, has the site been updated recently?	
Links	
Are links to other sources provided?	
Do the links work?	
Are they useful?	

My Rating of This Web Site

1 _____ 10
 Not authoritative at all Highly authoritative

Analyzing a Point of View or Perspective

Name _____ Date _____

Topic _____

Who is the speaker or writer?	
When did she or he speak or write?	
What is his or her background?	
How might this background influence his or her point of view or perspective? Do you think this perspective or point of view is biased? Why or why not?	
Do you think she or he is sharing a group perspective or an individual point of view?	
What is the message?	
What words emphasize this message?	
What questions about the topic does the message raise or leave unanswered?	
Whose perspective or point of view is not included?	

My KWL Chart

Name _____ Date _____

Topic _____

K	W	L
What do I already KNOW or think I know about this topic?	What do I WANT to know or think I need to know about this topic?	What have I LEARNED about this topic?

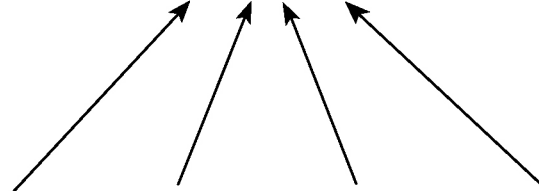
Analyzing and Interpreting Cause-and-Effect Relationships — 1

Name _____

Date _____

Causes

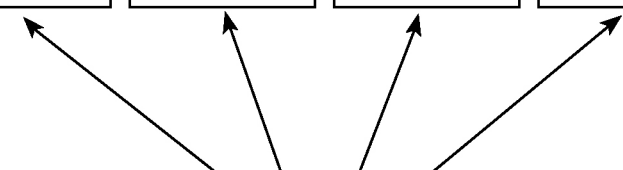
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Effects

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Reading Photographs

Name _____ Date _____

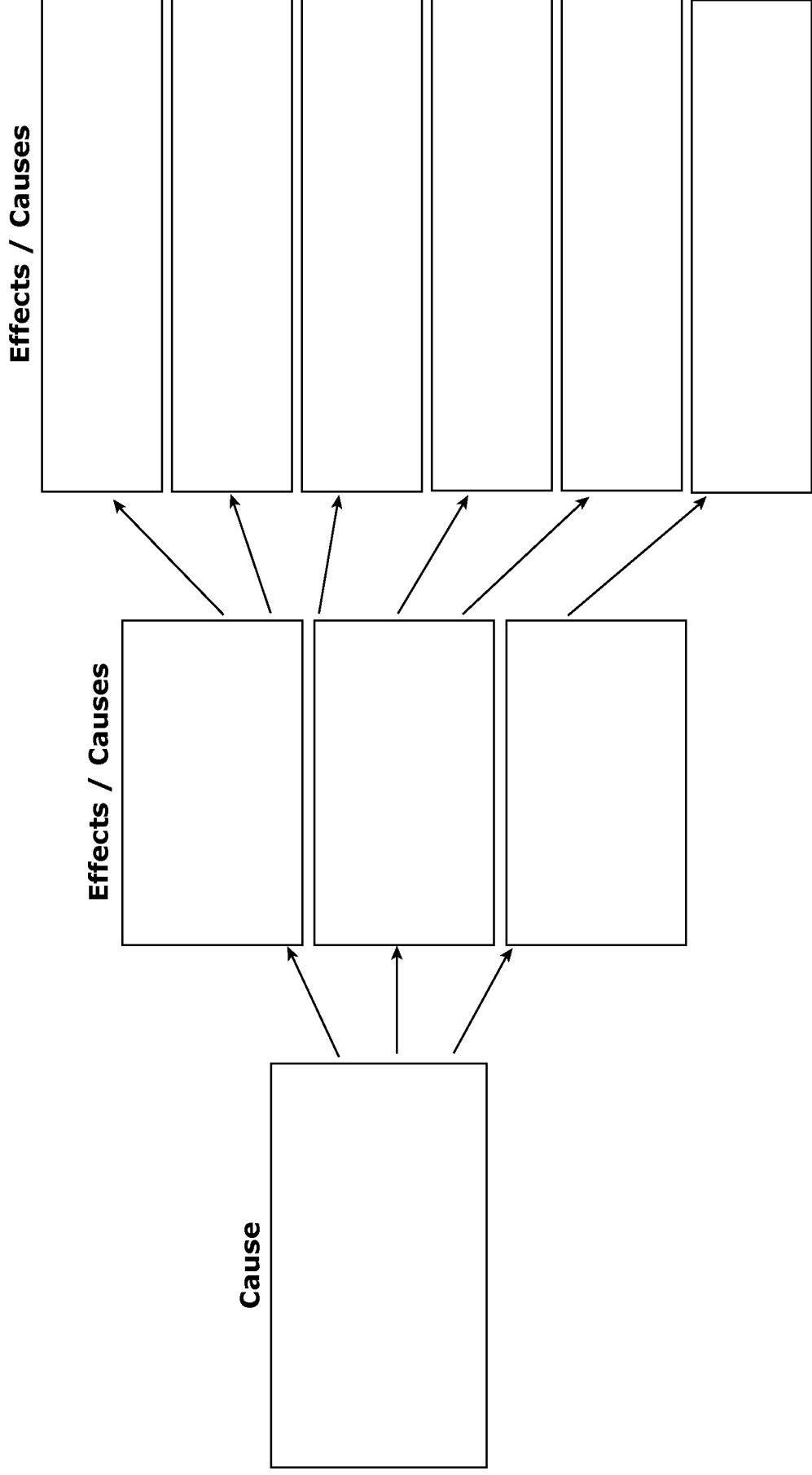
Photograph _____

Subject of Photograph	Description List what you see (i.e., facts or evidence in the photograph).	5 Ws+H (Who, What, Where, When, Why, How) Answer as many of these questions as possible.	Inference(s) Explain the conclusion(s) you drew on the basis of the facts or evidence presented in the photograph.

Analyzing and Interpreting Cause-and-Effect Relationships -- 2

Name _____

Date _____



Universal Declaration of Human Rights

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Continued on next page

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Continued on next page

Article 14

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Continued on next page

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Continued on next page

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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