



Grade 11 History of Canada (30F)

A Course for Independent Study

Field Validation Version



GRADE 11
HISTORY OF CANADA (30F)

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Field Validation Version

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Available in alternate formats upon request.

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INTRODUCTION

Overview

Welcome to Grade 11 History of Canada! Grade 11 History of Canada is organized around the following question for historical inquiry:

“How has Canada’s history shaped the Canada of today?”

You will investigate the history of Canada from pre-contact time to the present. It is important to keep the above question in mind as you work your way through the course. By the time you finish this course, you will be prepared to respond to that question. To help prepare you for this, the above question has been chunked into smaller questions with more focus. These are known as **Essential Questions**. Every chapter in *Shaping Canada*, your textbook for this course, will discuss one Essential Question. In order to make sense of these questions, you will develop **Historical Thinking Concepts** and acquire **Enduring Understandings**.

Enduring Understandings are related to five themes in History of Canada:

1. First Nations, Métis, and Inuit Peoples
2. French-English Duality
3. Identity, Diversity, and Citizenship
4. Governance and Economics
5. Canada and the World.

Historical Thinking Concepts are the skills you will need to develop for a successful historical inquiry, which include:

1. Establish historical significance
2. Use primary source evidence
3. Identify continuity and change
4. Analyze cause and consequence
5. Take historical perspectives
6. Understand ethical dimensions of history

As a student enrolled in an independent study course, you have taken on a dual role—that of a student and a teacher. As a student, you are responsible for mastering the chapters and completing the learning activities and assignments. As a teacher, you are responsible for checking your work carefully, noting areas in which you need to improve, and motivating yourself to succeed.

What Will You Learn in This Course?

The course is structured according to the clusters and chapters in *Shaping Canada*. There are five clusters in the textbook that consist of three to four chapters, which are based on the Essential Questions of this course. In each chapter, you will read the pages listed in the course package and then complete the **learning activity** related to the section you just read. At the end of every chapter is an **assignment** that you will need to complete and send in to your tutor/marker for assessment. The five clusters are as follows:

- Cluster 1: *First Peoples and Nouvelle-France* (before 1763)
- Cluster 2: *British North America* (1763 to 1867)
- Cluster 3: *Becoming a Sovereign Nation* (1867 to 1931)
- Cluster 4: *Achievements and Challenges* (1931 to 1982)
- Cluster 5: *Defining Contemporary Canada* (1982 to present)

How Is This Course Organized?

Each cluster in this course is made up of several chapters, each related to *Shaping Canada*. Within each chapter are learning activities and an assignment at the end of the chapter. In general, the structure of each chapter is as follows:

- **Introduction:** Each chapter begins by describing what you will be learning. Topics for each chapter relate to that chapter's Essential Question.
- **Required Reading:** The content for this course can be found in *Shaping Canada*. The readings have been assigned according to the sections within each chapter of *Shaping Canada*. Follow the course package, as not every page of the textbook is essential for this course.
- **Summary:** Each chapter ends with a summary of the content you learned in that chapter.
- **Learning Activities:** After one or two required reading sections is a learning activity. These will help you learn about the chapter's Essential Question and prepare you for the assignments, the midterm examination, and the final examination. Once you have completed a learning activity, you should check your answers with the answer key found at the end of the applicable cluster.
- **Assignments:** Assignments are found at the end of each chapter. In total, assignments will be worth 60 percent of your final mark. You will mail or email all your completed assignments to the Distance Learning Unit for assessment.

What Resources Will You Need for This Course?

You are required to have the textbook for this course, as there is no actual course content in this package. The textbook is called *Shaping Canada: Our History: From Our Beginnings to the Present*, and can be purchased from the Manitoba Learning Resource Centre (LRC). You will also need a notebook where you can compile your completed learning activities and assignments.

This course does not require you to have access to the Internet, but it may be a useful tool for you to successfully complete the learning activities and assignments. It may also be useful to have access to a photocopier. With access to a photocopier/scanner, you could make a copy of your assignments before submitting them so that if your tutor/marker wants to discuss an assignment with you over the phone, each of you will have a copy. It would also allow you to continue studying or to complete further lessons while your original work is with the tutor/marker. Photocopying or scanning your assignments will also ensure that you keep a copy in case the originals are lost.

Textbook Order Information:

- *Shaping Canada: Our History: From Our Beginnings to the Present, Student Edition* (published by McGraw-Hill) (Print) Grade(s): 11 (LRC stock number—student text #10391)

LRC Contact Information

- Website: www.manitobalrc.ca
- Toll-free: 1-866-771-6822

Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in this course: your tutor/marker and your learning partner.

Your Tutor/Marker

Tutor/markers are experienced educators who tutor Independent Study Option (ISO) students and mark assignments and examinations. When you are having difficulty with something in this course, contact your tutor/marker, who is there to help you. Your tutor/marker's name and contact information were sent to you with this course. You can also obtain this information in the learning management system (LMS).

Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about the history of Canada or history in general, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your coursework, read the course with you, check your work, look at and respond to your learning activities, or help you make sense of assignments. You may even study for your examinations with your learning partner. If you and your learning partner are taking the same course, however, your assignment work should not be identical.

A Very Brief Guide to Writing an Essay

From time to time in this course, you will be asked to write a response in essay format. If you are unclear on how to write an essay or wish to have further guidance about structuring essays, a guide to writing essays has been included in the Appendix section of this course. This guide is called "A Very Brief Guide to Writing an Essay." Even if you are a confident essay writer, it may be a good idea to refer to this guide before beginning an essay as it may provide you with some helpful tips.

How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the learning activities, assignments, and examinations.

Learning Activities



One of the easiest and fastest ways to find out how much you have learned is by completing the learning activities. These have been designed to let you assess yourself by comparing your answers with the answer keys at the end of the respective clusters. You will need a notebook to write down your answers. For the most part, there is a learning activity after every required reading section.

Besides giving you feedback, the learning activities will help you practise what you have learned and prepare you to successfully complete your assignments and examinations. Many of the questions on the examinations will be similar to the questions in the learning activities. Remember that you do not need to send your learning activities to the Distance Learning Unit.

Assignments



Each chapter in this course contains an assignment, which you will complete and submit to the Distance Learning Unit. The assignments are worth a total of 60% of your final course mark.

Within these assignments are questions and tasks that relate to the Essential Question of the chapter. In order to do well on each assignment, you should complete all learning activities first and check your answers in the answer key provided. Remember to keep all assignments that have been marked and returned to you, as you will need to review them for the examinations.

Midterm and Final Examinations



The midterm examination is based on Clusters 1 through 3 and is worth 20 percent of your final mark. The final examination is based on Clusters 4 and 5 and is also worth 20 percent of your final mark. In order to do well on these examinations, you should review all of the work that you have completed for each cluster, including all learning activities and assignments.

The two examinations are worth a total of 40 percent of your final course mark. You will write both examinations under supervision.



Practice Examinations and Answer Keys

To help you succeed in your examinations, you will have an opportunity to complete a Midterm Practice Examination and a Final Practice Examination. These examinations, along with the answer keys, are found in the learning management system (LMS). If you do not have access to the Internet, contact the Distance Learning Unit at 1-800-465-9915 to obtain a copy of the practice examinations.

These practice examinations are similar to the actual examinations you will be writing. The answer keys enable you to check your answers. This will give you the confidence you need to do well on your examinations.

Requesting Your Examinations

You are responsible for making arrangements to have the examinations sent to your proctor from the Distance Learning Unit. Please make arrangements before you finish Cluster 3 to write the midterm examination. Likewise, you should begin arranging for your final examination before you finish Cluster 5.

To write your examinations, you need to make the following arrangements:

- **If you are attending school**, your examination will be sent to your school as soon as all the applicable assignments have been submitted. You should make arrangements with your school's Independent Study Option (ISO) school facilitator to determine a date, time, and location to write the examination.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. Examination Request Forms can be found on the Distance Learning Unit's website, or look for information in the learning management system (LMS). **Two weeks before** you are ready to write the examination, fill in the Examination Request Form and mail, fax, or email it to

Distance Learning Unit
500-555 Main Street
P.O. Box 2020
Winkler, MB R6W 4B8
Fax: 204-325-1719
Toll-Free Telephone: 1-800-465-9915
Email: distance.learning@gov.mb.ca

How Much Time Will You Need to Complete This Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you decide how quickly you will complete the course. You can complete as many lessons as you wish in a single session. You do not have to wait for your teacher or classmates.

From the date of your registration, you have a maximum of **12 months** to complete this course, but the pace at which you proceed is up to you. Read the next few pages to get a recommendation on how to pace yourself.

Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

Cluster	Completion Date
Cluster 1	End of September
Cluster 2	End of October
Cluster 3	Middle of November
Midterm Examination	End of November
Cluster 4	End of December
Cluster 5	Middle of January
Final Examination	End of January

Chart B: Semester 2

If you want to start the course in February and complete it in May, you can follow the timeline suggested below.

Cluster	Completion Date
Cluster 1	Middle of February
Cluster 2	End of February
Cluster 3	Middle of March
Midterm Examination	End of March
Cluster 4	Middle of April
Cluster 5	End of April
Final Examination	Middle of May

Chart C: Full School Year (Not Semestered)

If you want to start the course in September and compete it in May, you can follow the timeline suggested below.

Cluster	Completion Date
Cluster 1	End of September
Cluster 2	End of October
Cluster 3	End of November
Midterm Examination	End of January
Cluster 4	Beginning of March
Cluster 5	Middle of April
Final Examination	Middle of May

Timelines

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you.



If you need this course to graduate this school year, all coursework must be received by the Distance Learning Unit on or before the first Friday in May, and all examinations must be received by the Distance Learning Unit on or before the last Friday in May. Any coursework or examinations received after these deadlines may not be processed in time for a June graduation. Assignments or examinations submitted after these recommended deadlines will be processed and marked as they are received.

When and How Will You Submit Completed Assignments?

When to Submit Assignments

While working on this course, you will submit completed assignments to the Distance Learning Unit five times. The following chart shows you exactly what assignments you will be submitting at the end of each cluster.

Submission of Assignments	
Submission	Assignments You Will Submit
1	<p>Cluster 1: First Peoples and Nouvelle-France (before 1763)</p> <ul style="list-style-type: none"> ■ Cluster 1 Cover Sheet ■ Assignment 1.0: What is history, and why do we study it? ■ Assignment 1.1: Who were the First Peoples, and how did they structure their world? ■ Assignment 1.2: Why did the French and other Europeans come to North America, and how did they interact with the First Peoples? ■ Assignment 1.3: How did First Peoples and Europeans interact in the Northwest, and what were the results?
2	<p>Cluster 2: British North America (1763 to 1867)</p> <ul style="list-style-type: none"> ■ Cluster 2 Cover Sheet ■ Assignment 2.1: How did British colonial rule change during this period, and what was its impact on life in North America? ■ Assignment 2.2: How did the fur trade, European settlement, and the rise of the Métis Nation transform life for the peoples of the Northwest? ■ Assignment 2.3: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?
3	<p>Cluster 3: Becoming a Sovereign Nation (1867 to 1931)</p> <ul style="list-style-type: none"> ■ Cluster 3 Cover Sheet ■ Assignment 3.1: Why did the Métis resist the westward expansion of Canada, and what were the consequences? ■ Assignment 3.2: How did territorial expansion, immigration, and industrialization change life for men and women in Canada? ■ Assignment 3.3: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation? ■ Assignment 3.4: How was Canada's identity as a nation shaped by the First World War and by its changing relationship to Great Britain and the world?
4	<p>Cluster 4: Achievements and Challenges (1931 to 1982)</p> <ul style="list-style-type: none"> ■ Cluster 4 Cover Sheet ■ Assignment 4.1: How did Canada seek to establish economic security and social justice from the period of the Great Depression to the patriation of the Constitution? ■ Assignment 4.2: How did the establishment of national institutions contribute to defining Canadian identity? ■ Assignment 4.3: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community? ■ Assignment 4.4: How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?
5	<p>Cluster 5: Defining Contemporary Canada (1982 to present)</p> <ul style="list-style-type: none"> ■ Cluster 5 Cover Sheet ■ Assignment 5.1: How has Canada been shaped by the <i>Canadian Charter of Rights and Freedoms</i>, cultural diversity, and demographic and technological change? ■ Assignment 5.2: How has the question of national unity influenced federalism, constitutional debate, and political change? ■ Assignment 5.3: How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination? ■ Assignment 5.4: How have Canada's international relations changed since 1982, and what should its global commitments be for the future?

How to Submit Assignments

In this course, you have the choice of submitting your assignments either by mail or electronically.

- **Mail:** Each time you **mail** something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction). Complete the information at the top of each Cover Sheet before submitting it along with your assignments.
- **Electronic submission:** You do not need to include a cover sheet when submitting assignments electronically.

Submitting Your Assignments by Mail



If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope, and address it to

Distance Learning Unit
500-555 Main Street
P.O. Box 2020
Winkler MB R6W 4B8

Your tutor/marker will mark your work and return it to you by mail.

Submitting Your Assignments Electronically



Assignment submission options vary by course. Sometimes assignments can be submitted electronically and sometimes they must be submitted by mail. Specific instructions on how to submit assignments were sent to you with this course. In addition, this information is available in the learning management system (LMS).

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

Your tutor/marker will mark your work and return it to you electronically.



The Distance Learning Unit does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.

What Are the Guide Graphics For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



Learning Activity: Complete a learning activity. This will help you review or practise what you have learned and to prepare for an assignment or an examination. You will not submit learning activities to the Distance Learning Unit. Instead, you will compare your responses to the Learning Activity Answer Key, found at the end of the applicable cluster.



Check Your Work: Check your responses against those provided in the Learning Activity Answer Key, found at the end of the applicable cluster.



Assignment: Complete an assignment. You will submit your completed assignments for each cluster to the Distance Learning Unit for assessment (when instructed to do so).



Mail or Electronic Submission: Mail or electronically submit your completed assignments to the Distance Learning Unit for assessment at this time.



Examination: Write your midterm or final examination at this time.



Telephone Your Tutor/Marker: Telephone your tutor/marker.



Learning Partner: Ask your learning partner to help you with this task.



Note: Take note of and remember this important information or reminder.

Remember: If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help.

Good luck with the course!

Notes

GRADE 11 HISTORY OF CANADA (30F)

Cluster 1 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Cluster 1 Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 1.0: What is history, and why do we study it?</p> <p><input type="checkbox"/> Assignment 1.1: Who were the First Peoples, and how did they structure their world?</p> <p><input type="checkbox"/> Assignment 1.2: Why did the French and other Europeans come to North America, and how did they interact with First Peoples?</p> <p><input type="checkbox"/> Assignment 1.3: How did First Peoples and Europeans interact in the Northwest, and what were the results?</p>	<p>Attempt 1</p> <hr/> <p>Date Received</p> <p>_____ /15</p> <p>_____ /15</p> <p>_____ /15</p> <p>_____ /15</p> <p>Total: ____ /60</p>	<p>Attempt 2</p> <hr/> <p>Date Received</p> <p>_____ /15</p> <p>_____ /15</p> <p>_____ /15</p> <p>_____ /15</p> <p>Total: ____ /60</p>
For Tutor/Marker Use		
<p>Remarks:</p> 		

GRADE 11 HISTORY OF CANADA (30F)

Cluster 2 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Cluster 2 Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 2.1: How did British colonial rule change during this period, and what was its impact on life in North America?</p> <p><input type="checkbox"/> Assignment 2.2: How did the fur trade, European settlement, and the rise of the Métis Nation affect the lives of the peoples of the Northwest?</p> <p><input type="checkbox"/> Assignment 2.3: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?</p>	<p>Attempt 1</p> <hr style="width: 100%;"/> <p style="text-align: center; font-size: small;">Date Received</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">Total: ____ /45</p>	<p>Attempt 2</p> <hr style="width: 100%;"/> <p style="text-align: center; font-size: small;">Date Received</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">Total: ____ /45</p>

For Tutor/Marker Use

Remarks:

Category	Criteria		
Introduction to the Essay (2 marks)	(2 marks) <ul style="list-style-type: none"> ■ Attracts the reader's attention ■ Presents all of the main points in the essay ■ Explains clearly the purpose of the essay 	(1.5 marks) <ul style="list-style-type: none"> ■ Presents most of the main points in the essay ■ Explains the purpose of the essay 	(1 mark) <ul style="list-style-type: none"> ■ Presents some of the main points in the essay ■ Explains vaguely the purpose of the essay
Organization of Ideas in the Essay (3 marks)	(3 marks) <ul style="list-style-type: none"> ■ Presents all ideas in paragraph form and in logical order ■ Includes strong transitions between all paragraphs and ideas 	(2 marks) <ul style="list-style-type: none"> ■ Presents some ideas in paragraph form and may be in logical order ■ Includes some transitions between paragraphs and ideas 	(1 mark) <ul style="list-style-type: none"> ■ Presents few ideas in paragraph form and the order of ideas may be illogical ■ Includes few or unclear transitions between paragraphs and/or ideas
Information in the Essay (6 marks)	(5 – 6 marks) <ul style="list-style-type: none"> ■ Explains thoroughly why Canada was established from the perspective of the British Government and the perspective of the people who lived in the four colonies ■ Explains thoroughly how the four colonies united to form the Dominion of Canada ■ Demonstrates a strong understanding of the complexities of the ideas presented 	(3 – 4 marks) <ul style="list-style-type: none"> ■ Explains somewhat clearly why Canada was established from the perspective of the British Government and the perspective of the people who lived in the four colonies ■ Explains somewhat clearly how the four colonies united to form the Dominion of Canada ■ Demonstrates some understanding of the complexities of the ideas presented 	(1 – 2 marks) <ul style="list-style-type: none"> ■ Explains to a limited degree why Canada was established from the perspective of the British Government and the perspective of the people who lived in the four colonies ■ Explains to a limited degree how the four colonies united to form the Dominion of Canada ■ Demonstrates to a limited degree an understanding of the complexities of the ideas presented
Writing Style (2 marks)	(2 marks) <ul style="list-style-type: none"> ■ Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history ■ Contains few spelling and grammar errors ■ Contains complex terms, which are used in context and defined 	(1.5 marks) <ul style="list-style-type: none"> ■ Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history ■ Contains spelling and grammar errors that distract from the essay ■ Contains some complex terms that are used out of context or undefined 	(1 mark) <ul style="list-style-type: none"> ■ Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history ■ Contains spelling and grammar errors that make the essay hard to read ■ Does not contain any complex terms, or else they are not clearly defined
Conclusion to the Essay (2 marks)	(2 marks) <ul style="list-style-type: none"> ■ Summarizes thoroughly the content of the essay 	(1.5 marks) <ul style="list-style-type: none"> ■ Summarizes somewhat clearly the content of the essay 	(1 mark) <ul style="list-style-type: none"> ■ Summarizes to a limited degree the content of the essay
Total: _____ /15			

GRADE 11 HISTORY OF CANADA (30F)

Cluster 3 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
Cluster 3 Assignments	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.	_____	_____
	Date Received	Date Received
<input type="checkbox"/> Assignment 3.1: Why did the Métis resist the westward expansion of Canada, and what were the consequences?	_____ /15	_____ /15
<input type="checkbox"/> Assignment 3.2: How did territorial expansion, immigration, and industrialization change life for men and women in Canada?	_____ /15	_____ /15
<input type="checkbox"/> Assignment 3.3: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?	_____ /15	_____ /15
<input type="checkbox"/> Assignment 3.4: How was Canada's identity as a nation shaped by the First World War and by its changing relationship to Great Britain and the world?	_____ /15	_____ /15
	Total: ____ /60	Total: ____ /60
For Tutor/Marker Use		
Remarks:		

Category	Criteria		
Information in the Essay (Possible 10 marks)	(8 – 10 marks) <ul style="list-style-type: none"> ■ Takes a clear position on whether Louis Riel was a hero, traitor, or insane. ■ Provides a clear definition of those terms (<i>hero, traitor, treason, insane</i>) that are discussed in the essay. ■ Provides a detailed description of Louis Riel’s actions that could be described as heroic, treasonous, or insane. ■ Provides a detailed explanation of whether Louis Riel’s actions were heroic, treasonous, or insane, based on the definitions of those terms and the descriptions of the actions. 	(5 – 7 marks) <ul style="list-style-type: none"> ■ Takes a vague position on whether Louis Riel was a hero, traitor, or insane. ■ Provides a vague definition of those terms (<i>hero, traitor, treason, insane</i>) that are discussed in the essay. ■ Provides a vague description of Louis Riel’s actions that could be described as heroic, treasonous, or insane. ■ Provides a vague explanation of whether Louis Riel’s actions were heroic, treasonous, or insane, based on the definitions of those terms and the descriptions of the actions. 	(1 – 4 marks) <ul style="list-style-type: none"> ■ Does not take position on whether Louis Riel was a hero, traitor, or insane. ■ Does not provide a definition of those terms (<i>hero, traitor, treason, insane</i>) that are discussed in the essay. ■ Does not provide a description of Louis Riel’s actions that could be described as heroic, treasonous, or insane. ■ Does not provide an explanation of whether Louis Riel’s actions were heroic, treasonous, or insane, based on the definitions of those terms and the descriptions of the actions.
Essay Format (Possible 5 marks)	(4 – 5 marks) <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Attracts the reader’s attention. ■ Presents all of the main points in the essay. ■ Explains clearly the purpose of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents all ideas in paragraph form and in logical order. ■ Includes strong transitions between all paragraphs and ideas. <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history. ■ Contains few spelling and grammar errors that do not distract from the essay. ■ Contains complex terms, which are used in context and defined. <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes thoroughly the content of the essay. 	(2 – 3 marks) <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Presents most of the main points in the essay. ■ Explains the purpose of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents some ideas in paragraph form and may be in logical order. ■ Includes some transitions between paragraphs and ideas. <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history. ■ Contains spelling and grammar errors that distract from the essay. ■ Contains some complex terms that are used out of context or undefined. <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes somewhat clearly the content of the essay. 	(1 mark) <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Presents some of the main points in the essay. ■ Provides a vague explanation of the purpose of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents few ideas in paragraph form and the order of ideas may be illogical. ■ Includes few or unclear transitions between paragraphs and/or ideas. <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history. ■ Contains spelling and grammar errors that make the essay hard to read. ■ Does not contain any complex terms or else they are not clearly defined. <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes to a limited degree the content of the essay.
Total: _____ /15			

GRADE 11 HISTORY OF CANADA (30F)

Cluster 4 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
Cluster 4 Assignments	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.	_____	_____
	Date Received	Date Received
<input type="checkbox"/> Assignment 4.1: How did Canada seek to establish economic security and social justice from the period of the Great Depression to the patriation of the Constitution?	_____ /15	_____ /15
<input type="checkbox"/> Assignment 4.2: How did the establishment of national institutions contribute to defining Canadian identity?	_____ /15	_____ /15
<input type="checkbox"/> Assignment 4.3: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?	_____ /15	_____ /15
<input type="checkbox"/> Assignment 4.4: How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Quebec?	_____ /15	_____ /15
	Total: _____ /60	Total: _____ /60
For Tutor/Marker Use		
Remarks: 		

GRADE 11 HISTORY OF CANADA (30F)

Cluster 5 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Cluster 5 Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 5.1: How has Canada been shaped by the <i>Canadian Charter of Rights and Freedoms</i>, cultural diversity, and demographic and technological change?</p> <p><input type="checkbox"/> Assignment 5.2: How has the question of national unity influenced federalism, constitutional debate, and political change?</p> <p><input type="checkbox"/> Assignment 5.3: How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?</p> <p><input type="checkbox"/> Assignment 5.4: How have Canada's international relations changed since 1982, and what should its global commitments be for the future?</p>	<p>Attempt 1</p> <hr style="width: 100%;"/> <p style="text-align: center; font-size: small;">Date Received</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">Total: ____ /60</p>	<p>Attempt 2</p> <hr style="width: 100%;"/> <p style="text-align: center; font-size: small;">Date Received</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">_____ /15</p> <p style="text-align: center;">Total: ____ /60</p>

For Tutor/Marker Use
<p>Remarks:</p>

Released 2019



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Imprimé au Canada



CLUSTER 1

First Peoples and Nouvelle-France

CLUSTER 1: FIRST PEOPLES AND NOUVELLE-FRANCE

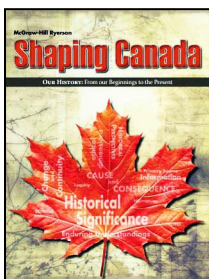
Introduction

Welcome to Cluster 1 and the beginning of Grade 11 Canadian History. This cluster will help you gain an understanding of the role and purpose of history. It will also help you to explore the First Nations, French, and European contributions to early Canadian history. The time frame for the cluster is prehistory until 1763.

Note: Prehistory is the period of human history before written records were kept.

You will explore the following:

- What is history, and why do we study it?
- Who were the First Peoples, and how did they structure their world?
- Why did the French and other Europeans come to North America, and how did they interact with First Peoples?
- How did First Peoples and Europeans interact in the Northwest, and what were the results?



Cluster 1 consists of four chapters. Each chapter has some learning activities that you must complete. These will help you practise and review what you have learned. At the end of the cluster, you will find the answer keys to the learning activities, which you can use to check your answers. Each chapter within this course is directly related to the chapters in your textbook, *Shaping Canada*.

Assessment

When you have completed the assignments for Cluster 1, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Assessment Checklist

- Prologue Chapter:**
Assignment 1.0: What is history, and why do we study it?
- Chapter 1:**
Assignment 1.1: Who were the First Peoples, and how did they structure their world?
- Chapter 2:**
Assignment 1.2: Why did the French and other Europeans come to North America, and how did they interact with First Peoples?
- Chapter 3:**
Assignment 1.3: How did First Peoples and Europeans interact in the Northwest, and what were the results?

Prologue Chapter: What is History?

Essential Question: What is history, and why do we study it?



Remember: Essential Questions target the most important understanding or knowledge of a topic. They are designed to help you get to the heart of the topic.

Introduction

In this chapter, you will study several important questions in the study of history, including the following:

- What is history?
- Why does history matter?

You will also be introduced to the following concepts of historical literacy:

- historical significance
- evidence
- continuity and change
- cause and consequence
- historical perspective
- ethical judgment

These concepts are highlighted throughout the textbook *Shaping Canada*, and will provide a framework for this course.

Getting Familiar with the Textbook

Read pages xi to xvii in *Shaping Canada*.





Remember:

- Do NOT send the learning activities to your tutor/marker.
- Learning activities are meant to help you understand the content and prepare for the midterm and final examinations.
- Once you have completed a learning activity, you can check your answers in the answer key at the end of the cluster.
 - If you answered most of the questions correctly, then you should continue on in the course.
 - If you did not answer most of the questions correctly, then you most likely did not fully understand that part of the chapter. You will need to go back and look through that part of the chapter again. If you need to, have your learning partner help with the parts of the chapter you did not understand.
- Make sure that you understand the answers in the answer key, and that your answer includes those important points.
- Some learning activity questions do not have simple, straightforward answers. The answer key for these questions will contain elements of a good answer.



Note: This may be a good time to ask your learning partner for help. Remember, your learning partner is anybody you choose to help you with your course.



Learning Activity 1.1

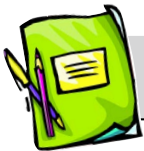
Textbook Tour

Using your textbook *Shaping Canada*, answer the following questions:

1. On what pages would you find information about the Front de libération du Québec (FLQ)?
2. What is the figure number of the Manitoba Metis Federation?
3. Who is featured on page 380 and what did he do?
4. What does the “Getting Started” section at the beginning of each chapter provide?
5. What is the definition of “pluralistic”?

What is History and Why Do We Study It?

Read pages 2 to 4 in *Shaping Canada*.



Learning Activity 1.2

History, History Everywhere

Background:



It seems that study after study, poll after poll, are indicating that Canadians (and Americans) know little about their past. This is surprising considering history is referenced and interpreted in many aspects of our daily lives. Obvious places to find elements of history are street names, monuments, the names of our schools and airports, in museums, or in the origin of our statutory holidays. If you look closer, historical elements can be found in songs, TV, video games, fashion, and online. Thanks to advances in technology and media, history is now, more than ever, present and accessible in our everyday lives.

Think about the community in which you live. What type of community do you live in: a small town, a First Nation, a rural area, a municipality, or a city? Now, think about the name of your community. Where did the name come from? Is it named after a person? Read the following overviews of several place names in Manitoba. Answer the questions that follow.

I. Peguis First Nation

The Peguis First Nation was named after an Ojibwe Chief named Peguis. Peguis and his people made it possible for the first European settlers in Manitoba, known as the Selkirk Settlers, to survive during the initial years of their settlement. Located just south of modern-day Lockport, Manitoba, Chief Peguis established an Ojibwe agricultural settlement. For 30 years, Chief Peguis was the spokesman for his people against the misuse of Indian lands and was a defender of Aboriginal rights until his death in 1864.

II. Dauphin

The city of Dauphin got its name from nearby Dauphin Lake. The lake was named by an early French Canadian explorer, who claimed the areas for France and named the lake after the Dauphin of France. The word *dauphin* is French for “the eldest son of the King of France,” who was next in line to the French throne. Dauphin is now a centre of Ukrainian culture and home to Canada’s Ukrainian National Festival.

III. Thompson

Thompson was completely pre-planned and developed in 1956. The city was named for the president of the International Nickel Company, John F. Thompson, who was opening a mine two miles away.

IV. Selkirk

Selkirk is named for Thomas Douglas, 5th Earl of Selkirk (1771–1820), who established the Red River Settlement (1812) at the fork of the Red and the Assiniboine rivers. In recognition of the Earl’s importance in bringing settlers to the region, the town was named Selkirk and incorporated in 1882.

V. Alexander

Alexander is located 22 kilometres west of Brandon along the Trans-Canada Highway. There are several suggestions as to the origin of the name. Some say it was named after a CPR contractor, Prime Minister Sir John Alexander MacDonald, or a local pioneer, Alexander Spiers.

VI. Ethelbert

Ethelbert is a town 60 kilometres north of Dauphin. The name of the community is a boy-girl combination. A railway official supposedly named the village after his niece (Ethel) and his nephew (Bert).

VII. Morris

The community of Morris is situated about 50 kilometres south of Winnipeg and 50 kilometres north of the Canada-US border. It was named after Alexander Morris, the second Lieutenant-Governor of Manitoba. Morris had also served as the first Chief Justice of Manitoba and was instrumental in founding the University of Manitoba.

Questions:

1. All of the above Manitoba communities have one thing in common: they were named after people. Identify at least two people from the above communities that you think are the most historically important. Explain why you think each person you chose is historically important.
2. Who, in your view, has had the most long-term significance in Canadian history? Provide a reason for your choice.
3. List the names of the people who are “everyday” people. In what ways is the history of everyday people significant to historians?
4. If several historians were given the above questions, do you think they would all come up with the same answers? In other words, would they all think the same people are important and the same people are “everyday” people? Provide reasoning for your answer.

What is history and why do we study it? (*Continued*)

Read pages 5 to 13 in *Shaping Canada*.



Remember: Learning activities are there to help you understand the content. It is very important to understand the following Essential Questions and Historical Thinking Concepts. These will not only be integrated into your assignments but also into your examinations. Pay close attention and make sure you understand them.



Learning Activity 1.3

Essential Questions and Historical Thinking Concepts

1. What is the goal of Essential Questions in the study of history? In other words, how can Essential Questions help you understand history?
2. Identify the six Historical Thinking Concepts and briefly summarize each.
3. Look at the five images on pages 2 and 3 of your textbook (Figures P-2 to P-6). Choose one image. Describe how at least three of the six Historical Thinking Concepts apply to the image you chose. Some background information is provided for each image. This information will help you with your responses. (Figure P-1 is done for you as an example. All six Historical Thinking Concepts are done for your benefit, but you only need to complete three of them for your chosen image.)

Historical Thinking Concepts: Figure P-1

The parfleche is not a significant feature in history. It is significant to those who are studying the daily life of the Dakota people.

The parfleche is a perfect example of a primary source. It was created and used by people of pre-contact North America.

The cause of the parfleche can be assumed. The creators of the container needed to store things easily. The consequence would be the development of the parfleche.

The parfleche can be considered a minor historical feature in the big scheme of things. It is a testament, however, to the innovation and evolution of technology within the culture. The process of constructing and decorating the container eventually became more advanced and complex as technology improved within the culture.

By interacting with actual objects used by people from the past, it is easier to put yourself in the shoes of those people. It helps to “bring them to life.”

The parfleche was created and used long before Europeans learned of the existence of North America. This object provides an insight into the development of communities in North America before contact. Previous views of history have not considered North American history before contact.



Learning Activity 1.4

Tutor/Marker Conversation



It is important to be able to communicate with your teacher (in a regular classroom) or your tutor/marker (in an ISO course) to successfully complete your course. Like a teacher, your tutor/marker is available to answer your questions and encourage you. In order to help you as much as possible, the tutor/marker has to get to know you.

In this part of the learning activity, you will make a phone call to your tutor/marker. Your tutor/marker is expecting your call.



Note: You can find your tutor/marker's phone number on the Record of Progress that came with this course. If you cannot find it, contact the ISO office at 1-800-465-9915.

Here is a list of steps you should follow to complete this section of the learning activity:

1. Contact your tutor/marker to make an appointment for the conversation. It may take up to 20 minutes on the phone, so you need to make sure that both of you are available for this time.
2. Before you make your conversation appointment, make sure you
 - have a copy of our course in front of you
 - jot down any questions that you might have about anything in the course
 - review the following tutor/marker questions to prepare for your conversation. (Your tutor/marker may not ask each of them, but review them anyway so that you will have something to say. The more your tutor/marker knows about you, the more he or she will be able to help you, so don't answer with just a "yes" or "no." Give as much information as you can.)
3. At the arranged appointment time, call your tutor/marker and have the conversation.

Tutor/Marker Questions:

1. Why are you taking this ISO course? (Is it to get a credit? ...to graduate? ...to be admitted into a post-secondary institution?)
2. Are you currently in school? (This may sound like a silly question, but many independent learners do not attend school.)
3. Are you taking other courses? If so, which ones?
4. Do you have a job? Is it full-time or part-time?
5. When is the best time for you and your tutor/marker to speak to each other on the phone for any future questions/concerns you or they may have?
6. When do you plan on working on the course—that is, what are the best times for you to study (time of day, weekday, weekend, etc.)?
7. When do you plan to finish this course?
8. What are your long- and short-term goals (jobs, careers, further study, etc.)?
9. Do you plan on emailing or mailing your assignments to your tutor/marker?
10. Have you selected a learning partner for this course? If so, who is this person?
11. Do you have any concerns about this course? If so, what are they? Would your tutor/marker be able to help you with them? How?



Assignment 1.0

What Is History, and Why Do We Study It? (15 marks)

1. In one sentence, clearly and concisely describe why it is important to study history. (1 mark)
2. Historians have to develop thorough and informed responses to Essential Questions. They do this through critical thinking. What are the three qualities of an effective critical thinker? (3 marks)
3. In general, history is a record and understanding of the past. This gets more complicated when you incorporate your experiences and view of the world into the definition of history. (2 marks each for 4 marks)
 - a. Looking at the six quotations on page 2 of your textbook, choose at least one and describe what the author's view of history might be based on his or her quotation. (2 marks) Note: To help you interpret the quotation's meaning, consider the following questions (These do NOT need to be answered; they are just to help you develop a response):
Do they think history is an accurate account of the past?
Do they think history tells the whole story of the past?

Do they think history is a list of facts?

Do they think history is a story of past events?

Would they focus on important people and dates or “everyday” people or both?

- b. What is your view of history? Provide a clear, concise reason for your opinion. Consider your background, previous history courses, and the quotations on page 2 of your textbook to help you develop an answer. (2 marks)
4. Historical Thinking Skills are vital to gain a proper understanding of history. (1 mark for part ‘a’ and 6 marks for part ‘b’ for a total of 7 marks)
- a. What is historical thinking? (1 mark)
- b. Imagine that you are a historian faced with each of the following scenarios. Using the six Historical Thinking Concepts, apply one to each scenario. Only one Historical Thinking Concept can be applied to each scenario and each concept is only used once. Write the abbreviation in the space provided in the left-hand column. (6 marks)
- Historical Significance: HS
 - Evidence: E
 - Continuity and Change: C&C
 - Causes & Consequence: C-C
 - Historical Perspective: HP
 - Ethical Dimension: ED

Historical Thinking Concept	Scenarios
	You come upon a diary written by a witness to the execution of Louis Riel in 1885.
	You are writing a research paper centred on the fur trade in Canada with emphasis on the practice of trading liquor with the First Nations in exchange for fur.
	You are collecting information concerning the Underground Railroad—the secret network that from 1810 to 1850 brought African-American slaves to Canada for freedom—and you have decided that one previously unknown slave is of particular importance.
	You are examining the passage of the <i>Rebellion Losses Bill</i> of 1849 and the connections to the Montreal Riots and the burning of the Canadian Parliament buildings.
	You are writing a section of a Grade 8 history book concerning the immigration of Irish people to Canada in the 1840s. To make it important to the students, you must imagine what it must have been like to make a 3,000 mile, six- or seven-week voyage from Ireland crammed into steerage in a “coffin ship,” which were so named because they were a breeding ground for diseases.
	You have a photograph of a city street, with its buildings, modes of transportation, people bustling about, and the names of many businesses evident. The photo is 100 years old. The street still exists in the same city today. You use the photo and the scene it depicts and a comparative measure to life in the present. What has changed? What has stayed the same?

Prologue Chapter Summary

History is the study of the past. Historians attempt to account for and make meaning of the past so that it can help us understand the present and make reasoned decisions about the future. Historical Thinking Concepts provide a structure from which we can study the past.

Now you that you have completed the prologue, you should be able to answer the Essential Question, "*What is history, and why do we study it?*"



Remember: A question similar to the above Essential Question may be on your examination.

Notes

CHAPTER 1: THE FIRST PEOPLES

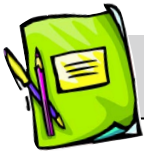
Essential Question: Who were the First Peoples, and how did they structure their world?

Introduction

The history of the land that is present-day Canada stretches back thousands of years. Science and oral tradition provide us with differing explanations of when and how the First Peoples came to live in what is now called Canada. The First Peoples formed many self-governing nations and created a wide variety of cultures. An important element of Canada's history is the story of how the First Peoples related to each other, understood and explained their world, and organized their lives. As we shall see throughout this course, the First Peoples have played and continue to play an important part in Canadian history.

The Diversity and Origins of First Peoples in Canada

Read pages 19 to 22 in *Shaping Canada*.



Learning Activity 1.5

Diversity of First Peoples



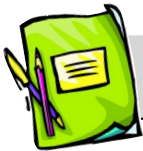
1. Read the "Voices" sidebar on page 20 of your textbook. Levinia Nuqaalaaq Brown, an Inuk Elder from Rankin Inlet, Nunavut, calls the Inuit people "engineers and architects." How can this description be applied to all First Peoples?
2. The textbook makes a comparison between the lives of First Nations on the northwest coast and the First Nations of the Great Plains. How did food source have a direct impact on the development of these First Nations cultures?



Remember: Learning activities are meant to help you understand the content you just read and practise the Historical Thinking Concepts. Also, some questions in the learning activities may be on your examination, so it is a good idea to do all of the questions in each learning activity.

The Diversity and Origins of First Peoples in Canada Traditional Worldviews of First Peoples in North America

Read pages 23 to 25, 27 to 28, and 31 to 35 in *Shaping Canada*.



Learning Activity 1.6

First Peoples Origins and World Views



1. Consider the term *oral tradition*:
 - a. What does this term mean?
 - b. Which cultures practise this tradition?
2. Look back to the creation story on pages 24 and 25 of your textbook. If you were a young Anishinaabe before Europeans landed in North America,
 - a. what are some values that you would come to understand through the story? Identify at least two values present in the story that are important to your culture.
 - b. in what ways would these values influence the way you lived your life?
3. An enduring archaeological theory that explains the origins of First Peoples in North America is the Land Bridge Theory.
 - a. How does the Land Bridge Theory describe the origin of the First Peoples? Provide an outline of the Land Bridge Theory.
 - b. There has been archaeological evidence found in Monte Verde, Chile, that predates archaeological findings in North America. These findings suggest that people arrived in Chile before they arrived in North America. This discovery contradicts the Land Bridge Theory. Suggest an explanation for this contradiction. In other words, what situation would provide the evidence of people settling in South America before North America?

4. Refer back to pages 32, 34, and 35 of your textbook. Each topic from those pages occupies a row in the chart below. Except for “Spirituality,” which is done for you as an example, all topics have one summary point completed and are missing two more summary points. You will need to review each topic in the textbook and finish the topic summary by writing down two distinct, clear summarizing points. Keep in mind that a person should be able to read the three summary points for each topic and have a general idea of what the topic is about.

Traditional World Views of First Peoples in North America	
Spirituality	<ul style="list-style-type: none"> ■ relationship to the universe ■ interconnection of all parts of the universe ■ balance and harmony
Caretakers of the Land	<ul style="list-style-type: none"> ■ do not have a sense of land ownership ■ _____ ■ _____
Languages and Oral Traditions	<ul style="list-style-type: none"> ■ world is experienced and described ■ _____ ■ _____
Values	<ul style="list-style-type: none"> ■ cooperation, autonomy, sharing, and diversity ■ _____ ■ _____

Traditional Methods of Social Organization
Governance and Relations between Nations

Read pages 36 to 41, and 42 to 43 in *Shaping Canada*.





Learning Activity 1.7

First Peoples' Social Organization



1. Look at the picture and caption in Figure 1-19 on page 37 and Figure 1-20 on page 38 of your textbook. Figure 1-19 is a picture of a large farming community (up to 1500 people) completing daily activities. Figure 1-20 is a picture of a small hunting community.
 - a. Describe at least two activities depicted in each of the figures.
 - Figure 1-19:
 - Figure 1-20:
 - b. How does the division of labour differ in these two pictures? In other words, explain how community size is a factor in division of labour, and provide at least one example of a difference between the two pictures.
-



Assignment 1.1

Who were the First Peoples, and how did they structure their world? (15 marks)

1. Look at the images of artifacts (Figure 1-27 to Figure 1-30) on page 46 of your textbook. Using the “evidence” Historical Thinking Concept, what can you interpret (1 mark) and therefore assume (1 mark) about the role of the environment in First Peoples’ lives from these artifacts?
2. Choose **one** of the following two statements, and write a paragraph in support of that statement based on the materials you read in this chapter. You could also use material that you learned outside this chapter. Make sure to use your own words. Write with clarity, providing concrete examples and explanations. Each paragraph is worth a maximum of five marks. To receive the five marks, you need to write at least five important, distinct, and relevant points. (5 marks)

Statements:

- I. First Nations, Métis, and Inuit peoples have diverse and complex cultures and a long history in North America.
 - II. The oral traditions of First Nations peoples teach the importance of living in harmony with one’s social and physical environment in a universe governed by natural laws.
3. Refer to page 39 of your textbook, including the profile of Elder Gladys Taylor Cook. (3 marks)
 - a. What role do Elders hold in First Peoples communities? (1 mark)
 - b. Elder Gladys Taylor Cook is an example of the role Elders play in First Nations communities today, whereas the section “The Wisdom of Elders” provides insight into the role of Elders in the past. Provide at least one concrete example demonstrating how the role of Elders has stayed the same (1 mark) and at least one concrete example demonstrating how the role of Elders has changed (1 mark) in First Nations communities. (2 marks)
 4. Referring back to page 33 of your textbook and other information found in this chapter, summarize First Peoples’ world view into one overarching theme. In other words, how could you describe the First Peoples’ relationship with the plants, animals, people, and the environment in one concise and distinct statement? (1 mark)

5. Choose a topic from the list of five topics in part 'a'. Choose another topic from the list of two topics in part 'b'. For each chosen topic, you will need to provide at least two summary points in your own words. The summary points should be distinct and concise so that someone could read those points and have a general understanding of the topic. (4 marks)
- a. Choose one of the following topics and summarize (2 marks):
- I. Kinship Communities including Extended Families and Clans (page 36)
 - II. Community Size (page 37)
 - III. Roles and Contributions, including Different but Equal: Gender Equality and The Wisdom of Elders (pages 38 to 39)
 - IV. Traditional Education (page 40)
 - V. Justice and Conflict Resolution (page 41)
- b. Choose one of the following topics (2 marks):
- I. Community Governance = Discussion and Consensus including Community Leadership (page 42)
 - II. Relations between Nations including Trade and Peace and Conflict (page 43)
-

Chapter 1 Summary

First Peoples have lived in the land that we now call Canada for millennia. There are differing views as to how they arrived here: science and oral tradition offer explanations. First Nations people structured their world according to the physical environment that surrounded them. Their culture—spirituality, arts, languages, social organization, dwellings, as well forms of transportation, food, tools, and clothing—reflected this. First Peoples had a unique world view based on this relationship with Mother Earth.

Despite the multicultural nature of First Nations groups in Canada, the varied histories of the First Nations peoples are fundamentally connected to the physical identity of Canada. You will be learning about the ongoing and changing role of the First Peoples in every module in this course.

Now you that you have completed Chapter 1, you should be able to answer the Essential Question,
"Who were the First Peoples, and how did they structure their world?"

Notes

CHAPTER 2: EUROPEANS ARRIVE

Essential Question: Why did the French and other Europeans come to North America, and how did they interact with First Peoples?

Introduction

After the Vikings in the 10th century, the first Europeans to visit what is now Canada came to fish along the coast of Newfoundland and Labrador, and in the 16th century French explorers showed an interest in settlement. Some hoped to find gold and other precious metals; some were looking for the Northwest Passage to Asia; some wanted to spread Christianity; some wanted to expand the power of their home country; some saw possibilities in the fur trade. Whatever their reasons, they all assumed the principle of *terra nullius* (Latin for “nobody’s land”), meaning that they believed that the First Peoples did not own the land on which they lived, and that they, as Europeans, had the right to claim the land.

In the 17th century, the French established settlements in what are now Québec, the Maritimes, the Great Lakes, and the Mississippi Valley. The French brought their language, culture, and religion to Nouvelle-France (New France), adapting them to North American conditions. They quickly established a distinctive culture and a French presence, which today forms a defining characteristic of Canada. For much of Nouvelle-France’s existence it was involved in intermittent war with the British and their allies, the Iroquois, until 1763, when Britain gained possession of Nouvelle-France and made it a British colony. Hudson’s Bay, Acadia, and Newfoundland were also scenes of British-French conflict.

European Exploration and Colonization

Read pages 50 to 54 in *Shaping Canada*.



Remember: Learning activities are meant to help you understand the content you just read and develop your skills with the Historical Thinking Concepts. Also, some questions in the learning activities may be on your examination so it is a good idea to do all of the questions in each learning activity.



Learning Activity 1.8

European Exploration and Colonization



1. The natural curiosity of humans has led to many efforts to explore our world. The Vikings are considered to be the first Europeans to arrive in North America. In comparison, the modern-day explorations to space and the deep sea can be considered humans' first visits to uninhabitable regions. The chart below is set up to compare Viking exploration and modern-day exploration. Fill in at least one detail for each theme as it relates to Viking exploration and modern-day exploration.

The following chart contains many details for each theme. You are responsible for at least one detail for each theme as it relates to both Viking exploration and modern-day exploration. A range of detail is provided because there are multiple answers for each theme.

Theme	Vikings Exploration	Modern-Day Exploration
Purpose or Goal	<ul style="list-style-type: none">■ Intended to go to Greenland but were blown off course■ Immediately recognized the abundance of resources (trees)■ Settled there for three years	<ul style="list-style-type: none">■ Attempting to go where no one has gone before■ Searching for resources■ Searching for understanding of our world and space
Technology	<ul style="list-style-type: none">■ Wooden sea-faring ships■ Constructed first European settlement in North America with help of First Peoples (<i>L'Anse aux Meadows</i>)	<ul style="list-style-type: none">■ Do not have the technology for human settlement in these areas, although there is a temporary settlement at the International Space Station■ Have the technology to send people to areas not inhabitable by humans
Additional Details	<ul style="list-style-type: none">■ Encounters with First Peoples living in Newfoundland resulted in both confrontation and trade■ Brought news of their findings back to Europe, eventually inspiring others to explore North America	<ul style="list-style-type: none">■ Have discovered new life forms in deep sea■ Have walked on the moon and landed a robot on Mars

2. When Europeans arrived in North America, they claimed the land as theirs, even though they were aware the First Peoples already lived there. In your opinion, how did the doctrine of *terra nullius* influence the Europeans' attitude toward the First Peoples?

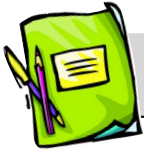
Nouvelle-France

Read pages 55 to 64 in *Shaping Canada*.



Note: The following are some terms that are not defined in the textbook:

- *Scurvy* is a fatal disease caused by extreme lack of Vitamin C.
- A *cartographer* is a mapmaker.
- A *dowry* is the money, estate, or goods the women brings with her into a marriage.



Learning Activity 1.9

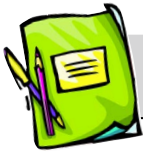
Nouvelle-France



1. During the Age of Exploration, many European countries were coming to North America.
 - a. What was the initial reason the French came to North America? In other words, what were they looking for in North America?
 - b. What did the early French explorers find in North America that brought them back and led to the creation of permanent settlements?
2. Why did Samuel de Champlain's settlement succeed and Jacques Cartier's settlement fail? Provide at least two reasons for Champlain's success and Cartier's failure.
3. Remnants of Nouvelle-France's agricultural system are still recognizable today in Québec. How did the agricultural system work in Nouvelle-France and what was this system called?
4. *Les filles du roi* were brought to Nouvelle-France to increase the population and secure France's claim to the land. If you were a *fille du roi*, how would you feel about going to Nouvelle-France to marry a stranger and have children? Remember you are most likely leaving France because you were orphaned and/or are very poor.

British-French Hostilities Relations with First Nations

Read pages 65 to 68, and 70 to 73 in *Shaping Canada*.



Learning Activity 1.10

British-French Hostilities and Relations with First Nations



1. The British-French struggle for power came to a head when the British challenged the French for Québec.
 - a. Why is the British conquest of Québec considered to be an important turning point in Canadian history?
 - b. There are different views as to which was the most impactful consequence of the British conquest of Québec. Identify at least two important consequences of the British conquest of Québec.
2. Look at Figure 2-31 on page 73 of your textbook. Identify at least one example from the image that demonstrates the impact of Europeans on the First Nations way of life.



Assignment 1.2

Why did the French and other Europeans come to North America, and how did they interact with First Peoples? (15 marks)

1. Europeans regained their interest in North America a few hundred years after the Vikings left L'Anse aux Meadows. What was the reason for the Europeans' regained interest in North America? Identify and describe four motives to return and explore North America. For your benefit, the Northwest Passage motivation is already completed for you. Write with clarity and use concrete and distinct supporting details. (8 marks)

I. The Northwest Passage (Sample)

The important trade link between Asia and Europe in the 15th century was the city of Constantinople. When this city fell into the hands of

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Muslims, Europeans began to seek alternative routes to Asia. Once they were aware of North America's existence, Europeans attempted to travel to Asia through the Northwest Passage. Many attempts were made to find this northerly route but none were successful.

II. Abundant Natural Resources (2 marks)

III. Mercantilism (2 marks)

IV. Competition between Colonies (2 marks)

V. The Religious Impulse to Colonize (2 marks)

2. The development of the fur trade is directly linked to the development and growth of Nouvelle-France. (5 marks)
 - a. What animal influenced the growth of the fur trade? (1 mark) Why? (1 mark)
 - b. Describe the relationship between the *coureurs de bois* and the First Nations. (1 mark)
 - c. How did the rivalry between the British and the French for control of the fur trade affect the First Nations? Provide at least two examples. (2 marks)
 3. Identify at least two ways in which the Europeans and the First Nations peoples interacted as the Europeans began to settle in North America and established Nouvelle-France. (2 marks)
-

Chapter 2 Summary

Beginning with the Vikings in 10th Century, waves of Europeans, especially the French and English, came to explore and later settle the North American continent. In North America, the Europeans farmed, began the fur trade, established urban and rural centres, and brought with them their culture, language, religion, and war. The Europeans interacted with the First Peoples of North America, and were partners in business and war. They traded ideas and, inadvertently, disease. The Europeans adapted to life in North America, and eventually a uniquely Euro-American culture emerged.

Now that you have completed Chapter 2, you should be able to answer the Essential Question,
"Why did the French and other Europeans come to North America, and how did they interact with First Peoples?"

CHAPTER 3: THE NORTHWEST FUR TRADE

Essential Question: How did First Peoples and Europeans interact in the Northwest, and what were the results?

Introduction

Europeans gained knowledge of Hudson Bay after explorer Henry Hudson failed in his attempt to find the Northwest Passage. Consisting of all the rivers that drained into the Hudson Bay, Rupert's Land (also known as the Northwest) became the scene of fierce competition in the fur trade. Involving French, British, First Nations, and Métis, rival fur traders sought to increase their profits while undoing the competition. As a result of this competition, fur traders pushed further and further inland, making connections with new First Nations communities and establishing fur trading posts along river systems. Seeking new trading routes and a link to Asia through North America, the fur traders eventually explored the rest of modern-day Canada, all the way to the Pacific Ocean.

The Rise of the Hudson's Bay Company

Read pages 77 to 82 in *Shaping Canada*.



Learning Activity 1.11

Rise of the Hudson's Bay Company



1. It is 1670 and your father has returned from his duties in the English Royal Court. At the dinner table, your father begins to brag about Radisson and Groseilliers' successful journey to the Northwest. You listen intently as your father amuses your family with the story of how the British trumped the French in the fur trading game. Nothing would please you more than to grow up and begin making money in the fur trade. Later that night, you sit down at your desk and write in your journal.

From this perspective, describe Radisson and Groseilliers' expedition. Also, include your thoughts on the French king's decision to deny the men

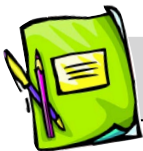
funding for their expedition. What does this success mean for the British fur trade in North America?

European Rivalries and the Western Fur Trade

Read pages 83 to 87 in *Shaping Canada*.



Remember: Questions in the learning activities may be on the examination. It is important for you to complete all the questions in the learning activities.



Learning Activity 1.12

European Rivalries and the Western Fur Trade



1. As a result of competition for territory and power both in Europe and around the world, France and Britain were frequently at war between 1688 and 1763. How did this rivalry impact the North American fur trade?
 2. Pierre Gaultier de Varennes, Sieur de La Vérendrye, is credited with exploring the West. After reading the “Voices” box on page 85 of your textbook, identify a reason why La Vérendrye began his venture west and what a consequence of his explorations could be.
-

First Nations’ Roles in the Western Fur Trade

Read pages 88 to 93 in *Shaping Canada*.





Learning Activity 1.13

First Nations' Roles in the Western Fur Trade

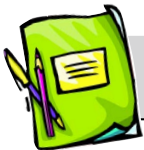


1. What was the unit of currency in the fur trade?
2. Look at the graph in Figure 3-17 on page 92 of your textbook. The two graphs depict the change in goods traded at York Factory between 1720 and 1780. Looking at the change in goods traded, what does this tell you about the change in lifestyle of the First Nations peoples? Use at least one example from the chart to support your response.
3. From the following roles of First Nations peoples in the western fur trade, choose two and describe each, using at least one supporting detail:
 - I. Working for Traders
 - II. Working as Traders
 - III. Married to Traders
 - IV. Middlemen

Remember, you only have to choose *two* of the four roles identified and describe the role using at least one concrete detail. This answer key provides the whole range of possible answers for each role.

Competition and Exploration

Read pages 94 to 101 in *Shaping Canada*.



Learning Activity 1.14

Competition and Exploration



1. The impact of the fall of Nouvelle-France was not just felt along the St. Lawrence River; it had a large impact on the fur trade in the Northwest.
 - a. After the fall of Nouvelle-France, what did the HBC hope would happen to the French fur trade?

- b. What actually happened in the Northwestern fur trade after the fall of Nouvelle-France?
 - c. Why do you think the fall of Nouvelle-France is historically significant for the fur trade development and the course of Canadian history?
4. During the 1770s, the North West Company emerged as an aggressive and bold rival to the HBC.
- a. Who formed the North West Company, and why?
 - b. How did the North West Company expand into the interior, and how did this influence the HBC?
-



Assignment 1.3

How did First Peoples and Europeans interact in the Northwest, and what were the results? (15 marks)

1. During the 17th century, British businesses began to take advantage of the expanding British Empire. Chartered in 1600, the British East India Company generated a large profit in goods from India. Prince Rupert and his Company of Adventurers wished to find similar success in the Northwest. The Hudson's Bay Company was chartered to trade for furs. (4 marks)
 - a. How was the HBC's governance structured? In other words, who were the decision-makers (1 mark) and who were the enforcers (1 mark)? What was the hierarchy of power in the HBC?
 - b. What elements of the HBC charter had a significant role in shaping the fur trade and exploration in the Northwest? Provide at least two concrete, concise, and distinct examples to support your response. (2 marks)
2. The fur trade in the Northwest did not only have an impact on the lives of the European traders but also on the lives of the First Nations living in the region. (6 marks)
 - a. Examine the continuity and change in the lives of the First Nations people as a result of the fur trade. Provide at least one example (1 mark) supporting changing aspects of the First Nations' lives, and at least one example (1 mark) supporting continuing aspects of the First Nations' lives as a result of the fur trade.

- b. Many fur traders married First Nations women. There were many benefits for both sides of the relationship. What value was the marriage of a First Nations woman and a fur trader to her family (1 mark), himself (1 mark), and the fur trade company for which he worked (1 mark)?
 - c. How was the birth of the Métis nation both a cause (1 mark) and a consequence (1 mark) of the fur trade in the Northwest? Write at least one cause and one consequence for each.
3. Provide at least one reason why the North West Company was a dominant force in the fur trade until it amalgamated with the HBC in 1821. Describe the competitive advantage the NWC had over the HBC. What did the NWC have that the HBC did not? (1 mark)
4. Alcohol was an early good exchanged in the fur trade. (3 marks)
- a. Considering that the European fur traders were aware of the destructive powers of alcohol, why did the fur traders continue to trade alcohol to the First Nations? Describe the two reasons for the use of alcohol as a trade good. (2 marks)
 - b. Using modern-day examples, can you think of instances in which a negative impact on people has been ignored for short-term profit? (1 mark)
-

Chapter 3 Summary

As the eastern part of Canada—the Atlantic Region and modern-day Québec and Ontario—were being colonized by the French and British, explorers and fur traders pushed west into Canada’s interior. The creation of the Hudson’s Bay Company changed the social, cultural, political, and commercial life of the Northwest. Expansion had effects on the lives of the First Nations that were both positive and negative. As a result of the fur trade, the West saw the creation of a new nation of blended First Nations and European ancestry—the Métis people.

The fall of Nouvelle-France to the English in 1759 did not quell interest in the West, nor did it give the HBC an unchallenged hold over the fur trade. After 1763, interest in the Northwest only increased.

Now that you that you have completed Chapter 3, you should be able to answer the Essential Question, *“How did First Peoples and Europeans interact in the Northwest, and what were the results?”*

Cluster Review

Read pages 14 in *Shaping Canada* to review what you have learned in this cluster.





Submitting Your Assignments

It is now time for you to submit Assignments 1.0, 1.1, 1.2, and 1.3 from Cluster 1 so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Cluster 1 assignments and organize your material in the following order:

- Cluster 1 Cover Sheet (found at the end of the course Introduction)
- Assignment 1.0: What is history, and why do we study it?
- Assignment 1.1: Who were the First Peoples, and how did they structure their world?
- Assignment 1.2: Why did the French and other Europeans come to North America, and how did they interact with First Peoples?
- Assignment 1.3: How did First Peoples and Europeans interact in the Northwest, and what were the results?

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes



CLUSTER 1

Learning Activities Answer Keys

CLUSTER 1: FIRST PEOPLES AND NOUVELLE-FRANCE ANSWER KEYS

Learning Activity 1.1: Textbook Tour

Using your textbook *Shaping Canada*, answer the following questions:

1. On what pages would you find information about the Front de libération du Québec (FLQ)?
Pages 409-412
2. What is the figure number of the Manitoba Metis Federation?
Figure 7-3
3. Who is featured on page 380 and what did he do?
Tommy Prince, who fought in WWII and the Korean War and is the most decorated First Nations soldier in Canada.
4. What does the “Getting Started” section at the beginning of each chapter provide?
Getting started introduces you to the ideas in the chapter and provides information and guiding questions about the images on the neighbouring page.
5. What is the definition of “pluralistic”?
Describing a society in which diverse cultures, beliefs, and values are accepted.

Learning Activity 1.2: History, History Everywhere

1. All of the above Manitoba communities have one thing in common: they were named after people. Identify at least two people from the above communities that you think are the most historically important. Explain why you think each person you chose is historically important.
There is no simple right or wrong answer to this question, but there are several good ones. They include the following:
 - **Chief Peguis**
He did so much to help the early European settlers survive in Manitoba.

- **Lord Selkirk**
He brought the Selkirk Settlers, the first European settlers, to Manitoba.
 - **The Dauphin of France**
He was next in line to the French throne.
 - **Alexander Morris**
He was an important leader in early Manitoba.
2. Who, in your view, has had the most long-term significance in Canadian history? Provide a reason for your choice.
- There is no simple right or wrong answer, but the person who had the most long-term significance in Canadian history is probably either:*
- **Lord Selkirk**
He brought the Selkirk Settlers, the first European settlers, to Manitoba.
 - **Chief Peguis**
He did so much to help the early European settlers survive in Manitoba.
3. List the names of the people who are “everyday” people. In what ways is the history of everyday people significant to historians?
- This might include people like the following:**
- Alexander Spiers**
- Ethel and Bert**
- It is important to look at the lives of everyday people because it tells historians how people lived in the past. Understanding how people lived in the past helps to explain why things are the way they are today.**
4. If several historians were given the above questions, do you think they would all come up with the same answers? In other words, would they all think the same people are important and the same people are “everyday” people? Provide reasoning for your answer.
- Would historians come up with the same answer?**
- No, the answers would differ from historian to historian.**
- Why?**
- Historians will most likely have different opinions regarding what is important.**
-

Learning Activity 1.3: Essential Questions and Historical Thinking Concepts

1. What is the goal of Essential Questions in the study of history? In other words, how can Essential Questions help you understand history?

The goal of Essential Questions

- **is to help you target the main theme of a historical topic**

Or

- **is to help you develop an understanding of the key elements of a historical topic**

2. Identify the six Historical Thinking Concepts and briefly summarize each.

Historical significance:

- **“How do we decide what’s important to learn about the past?”**
- **Historically significant events or themes of the past are those that have the most long-lasting and influential effects on the other events of the past and the present.**

Evidence:

- **“How do we know what we know about the past?”**
- **Historical evidence like primary sources provides insight into what happened in the past and how people thought and behaved. Evidence allows historians to create a more thorough understanding of the past.**

Continuity and Change:

- **“How do we understand the complexity of the past?”**
- **A way to understand history is to understand the progression of themes and events of the past. By identifying what remains the same and what changes as time goes on, historians can understand historical events and themes are related to each other.**

Cause and Consequence:

- **“How do we explain the effects of decisions and actions taken in the past?”**
- **A way to understand history is to understand what factors led to an event occurring and what factors are created because of that event occurring.**

Historical Perspectives:

- “How can we better understand people in the past?”
- Historical perspective is based on the idea that people in the past had a different perspective than people living today. It is also based on the idea that people in the past had different ideas from each other, especially from people living in different places, or belonging to different groups. Historians sometimes have to put themselves in the shoes people from the past to better understand their actions.

Ethical Dimensions:

- “What can we learn from the past to help us better understand the present?”
 - Learning and studying from past events can help shape the way people think about ethical dilemmas today.
3. Look at the five images on pages 2 and 3 of your textbook (Figures P-2 to P-6). Choose one image. Describe how at least three of the six Historical Thinking Concepts apply to the image you chose. Some background information is provided for each image. This information will help you with your responses. (Figure P-1 is done for you as an example. All six Historical Thinking Concepts are done for your benefit, but you only need to complete three of them for your chosen image.)

A full set of answers is provided. Remember that you only need to choose one image and explain three Historical Thinking Concepts as they relate to that image. There is no simple, straightforward answer. The following is what can be found in a good answer.

Historical Thinking Concepts: Figure P-1	
HS	The parfleche is not a significant feature in history. It is significant to those who are studying the daily life of the Dakota people.
E	The parfleche is a perfect example of a primary source. It was created and used by people of pre-contact North America.
C-C	The cause of the parfleche can be assumed. The creators of the container needed to store things easily. The consequence would be the development of the parfleche.
C&C	The parfleche can be considered a minor historical feature in the big scheme of things. It is a testament, however, to the innovation and evolution of technology within the culture. The process of constructing and decorating the container eventually became more advanced and complex as technology improved within the culture.
HP	By interacting with actual objects used by people from the past, it is easier to put yourself in the shoes of those people. It helps to “bring them to life.”
ED	The parfleche was created and used long before Europeans learned of the existence of North America. This object provides an insight into the development of communities in North America before contact. Previous views of history have not considered North American history before contact.

Historical Thinking Concepts: Figure P-2	
HS	<i>(Answers can include any one of the following points)</i> The CPR linked the Pacific Coast with the Atlantic Coast, uniting the country. Many Chinese labourers worked on the construction of the CPR.
E	This is a primary source depicting the hard work the Chinese labourers had to endure to construct the CPR
C-C	<i>(Answers can include any one of the following points)</i> Cause Canada was a large country but not united. Consequence The construction of the CPR was necessary to unite the country. Cause Constructing the CPR was a huge, expensive undertaking. Consequence To save money, the government employed Chinese labourers who were not fairly compensated.
C&C	<i>(Answers can include any one of the following points)</i> The CPR is still an important link between the East and the West today. Canadian workers now receive a fair wage for the job they do and have a right to a safe working environment
HP	This image provides an insight into the working conditions of the Chinese labourers and the amount of effort it took to construct a trans-continental railway.
ED	<i>(Answers can include any one of the following points)</i> The working conditions depicted in the image do not meet the standards of today at all. It appears to be a very unsafe working environment. One can also consider how the Chinese labourers came to work on CPR construction. Was it legal by today’s standards?

Historical Thinking Concepts: Figure P-3	
HS	This battle was a turning point in Canadian history as it marked the fall of Nouvelle-France and the start of British rule.
E	Though created after the actual battle, this painting is a primary source. One must consider the biases and point of view of the painter when viewing it for historical purposes.
C-C	<p>Cause There was an increasing power struggle between the British and the French for control of North America.</p> <p>Consequence This power struggle came to a head at the Plains of Abraham where the British defeated the French.</p>
C&C	French and English cultures are the two dominant cultures in modern Canada.
HP	The painter was clearly British, considering the glorified position of General Wolfe on his deathbed and the concerned onlookers circling him. The painting seems to make an attempt to portray General Wolfe as a hero for the British.
ED	This painting only depicts one side of the battle.

Historical Thinking Concepts: Figure P-4	
HS	Women like Nellie McClung advocated for women's rights, which led to the improvement of women's lives throughout Canada.
E	This authentic photograph and signature of Nellie McClung provide a face to the name, as well as a context that will help to understand the historical event.
C-C	<p>Cause Women began to find their voice and speak up for equity and their rights.</p> <p>Consequence Today, women are treated with the same rights and equality as men.</p>
C&C	Women in Canada today have the same rights and privileges as men. The fight for women's rights continues in other parts of the world.
HP	From the image, you can see that Nellie McClung is not poor, but she is facing such hardships that she must stand up for her rights. The image helps to better understand the situation in which Nellie McClung found herself.
ED	The United Nations Universal Human Rights are now the standard in Canada. People have the right to be free from discrimination based on gender or race.

Historical Thinking Concepts: Figure P-5	
HS	Advocating for and awareness of Aboriginal rights are important in Canadian social history and the development of our multicultural society.
E	The visual impact of Elijah Harper holding the eagle feather is a strong sign for Aboriginal rights advocacy.
C-C	<p>Cause Aboriginal groups felt like their needs were being ignored when other cultural groups' needs were being addressed.</p> <p>Consequence Elijah Harper stood up for Aboriginal needs and halted efforts to pass the Meech Lake accord, thus bringing awareness to Aboriginal rights in Canada.</p>
C&C	Though much progress has been made, addressing Aboriginal concerns in federal policy is still an ongoing effort.
HP	Elijah Harper made a stand for the cultural needs of his people. The feather is symbolic of Aboriginal advocacy and an example of the use of Aboriginal traditions in politics.
ED	Because Elijah Harper's actions are relatively recent, they fit within the standards of today.

Historical Thinking Concepts: Figure P-6	
HS	The Battle of Vimy Ridge was a point of Canadian pride in WWII and lent itself to the development of Canadian identity.
E	The image of the monument serves as a permanent reminder of the sacrifices of Canadian soldiers and their valiant efforts to secure the ridge.
C-C	<p>Cause Canadian soldiers fought to secure the strategic region of Vimy Ridge in northern France.</p> <p>Consequence Canadians took pride in the soldiers' efforts and the monument was established in memory of these soldiers.</p>
C&C	Canadian identity began to take shape in WWI and WWII and has evolved throughout modern Canadian history to what it is today.
HP	The monument reminds us of the sacrifice of the soldiers at Vimy Ridge. Without such visual reminders, it could become difficult to remember these sacrifices.
ED	It could be argued that monuments like this glorify war, whereas others see them as a strong reminder of the horrors of war. Nonetheless, it is a visual reminder of the contributions of Canadians on a global scale.

Learning Activity 1.5: Diversity of First Peoples

1. Read the “Voices” sidebar on page 20 of your textbook. Levinia Nuqaalaaq Brown, an Inuk Elder from Rankin Inlet, Nunavut, calls the Inuit people “engineers and architects.” How can this description be applied to all First Peoples?

As with the Inuit, when a group of First Peoples settled in a new environment, they were faced with many challenges from the environment. In order to survive, they had to solve many of these problems by using resources provided by the land. The type of environment dictated the problems the First Peoples would face when they settled there. All First Peoples had to develop skills and tools to survive in their unique environment. Eventually, the First Peoples would develop a unique culture based on their environment.

2. The textbook makes a comparison between the lives of First Nations on the northwest coast and the First Nations of the Great Plains. How did food source have a direct impact on the development of these First Nations cultures?

Food source had a direct impact on the development of these cultures. The First Nations of the Great Plains lived off of bison, which is a grazing herd animal, whereas the First Nations of the northwest coast relied mostly on fish from the ocean. Both First Nations cultures developed a lifestyle around their food source. The First Nations of the Great Plains needed to move easily from place to place, following the bison herds, and became nomadic. The proximity and availability of fish allowed the First Nations of the northwest coast to stay in one place for an extended period of time and became sedentary.

Learning Activity 1.6: First Peoples Origins and World Views

1. Consider the term *oral tradition*:
 - b. What does this term mean?

The term refers to elements of the culture that are passed down from generation to generation through storytelling, song, and prayer.

- c. Which cultures practise this tradition?

First Nations, Métis, and Inuit communities, for the most part, practise oral tradition.

2. Look back to the creation story on pages 24 and 25 of your textbook. If you were a young Anishinaabe before Europeans landed in North America,
- what are some values that you would come to understand through the story? Identify at least two values present in the story that are important to your culture.

Answers may include at least two of the following responses:

Respect for the land

Teamwork

Animals and humans are equal

Sacrifice for the good of the group

Respect for all living things

- in what ways would these values influence the way you lived your life?

There is no simple, straightforward answer. Responses will vary. The following are examples of what might be included in a good answer.

As an Anishinaabe youth, this creation story would influence my actions towards the land. I would respect the land by using only what I need and giving back to it when I could. My relationships with other people would be based on respect and teamwork. I would respect other's contributions to the community and work together to solve problems.

3. An enduring archaeological theory that explains the origins of First Peoples in North America is the Land Bridge Theory.

- How does the Land Bridge Theory describe the origin of the First Peoples? Provide an outline of the Land Bridge Theory.

During a glacial period, about 2,500 and 12,000 years ago, people migrated from Russia across an exposed land bridge to Alaska. From this point, these people migrated to different parts of North America and eventually South America.

- There has been archaeological evidence found in Monte Verde, Chile that predates archaeological findings in North America. These findings suggest that people arrived in Chile before they arrived in North America. This discovery contradicts the Land Bridge Theory. Suggest an explanation for this contradiction. In other words, what situation would provide the evidence of people settling in South America before North America?

Answers will vary; the following is a suggestion of a good answer.

Depending on the technology of the people, it could be possible that they arrived in boats across the Pacific. They could travel from Southeast Asia to South America, possibly stopping on South Pacific islands such as Fiji, Tahiti, and Hawaii on the way there.

Or

It could be possible that archaeologists have yet to discover evidence in North America that proves humans settled in North America before the Monte Verde evidence date.

4. Refer back to pages 32, 34, and 35. Each topic from those pages occupies a row in the chart below. Except for “Spirituality,” which is done for you as an example, all topics have one summary point completed and are missing two more summary points. You will need to review each topic in the textbook and finish the topic summary by writing down two distinct, clear summarizing points. Keep in mind that a person should be able to read the three summary points for each topic and have a general idea of what the topic is about.

Traditional World Views of First Peoples in North America	
Spirituality	<ul style="list-style-type: none">■ relationship to the universe■ interconnection of all parts of the universe■ balance and harmony
Caretakers of the Land	<ul style="list-style-type: none">■ do not have a sense of land ownership■ are keepers of the land■ the health of the land directly related to the health of the community
Languages and Oral Traditions	<ul style="list-style-type: none">■ world is experienced and described■ communication almost exclusively verbal■ values and traditions are passed through verbal communication
Values	<ul style="list-style-type: none">■ cooperation, autonomy, sharing, and diversity■ contribution for a greater good■ valued respect of others over material goods

Learning Activity 1.7: First Peoples' Social Organization

1. Look at the picture and caption in Figure 1-19 on page 37 and Figure 1-20 on page 38 of your textbook. Figure 1-19 is a picture of a large farming community (up to 1500 people) completing daily activities. Figure 1-20 is a picture of a small hunting community.
 - a. Describe at least two activities depicted in each of the figures.

Figure 1-19: *(Answers can include any two of the following responses)*

- Person cooking on a fire
- Person weaving a basket
- Four people grinding corn
- Person carving a tool
- Person carrying long sticks or dried stocks of corn
- Person spreading corn on a weaved frame
- Person lying in a hammock

Figure 1-20:

- Two people preparing a recently killed caribou and drying the hides and meat on a rack
- Person carrying what appear to be hunting tools

- b. How does the division of labour differ in these two pictures? In other words, explain how community size is a factor in division of labour, and provide at least one example of a difference between the two pictures.

Community size influences how labour is divided in a community. Small communities do not have the population to allow people to take on specific roles. People in these communities had to perform many tasks and teamwork was essential to complete the job. Larger communities are able to designate specific tasks to each person. There are enough labourers in the community that some people can rest during the day if need be.

Learning Activity 1.8: European Exploration and Colonization

- The natural curiosity of humans has led to many efforts to explore our world. The Vikings are considered to be the first Europeans to arrive to North America. The modern-day explorations to space and the deep-sea can be considered humans' first visit to uninhabitable regions. The chart below is set up to compare Viking exploration and modern-day exploration. Fill in at least one detail for each theme as it relates to Viking Explorations and Modern-Day Explorations.

The following chart contains many details for each theme. You are responsible for at least one detail for each theme as it relates to both Viking Exploration and Modern-Day Exploration. A range of detail is provided because there are multiple answers for each theme.

Theme	Viking Exploration	Modern-Day Exploration
Purpose or Goal	<ul style="list-style-type: none"> ■ Intended to go to Greenland but were blown off course ■ Immediately recognized the abundance of resources (trees) ■ Settled there for three years 	<ul style="list-style-type: none"> ■ Attempting to go where no one has gone before ■ Searching for resources ■ Searching for understanding of our world and space
Technology	<ul style="list-style-type: none"> ■ Wooden sea-faring ships ■ Constructed first European settlement in North America with help of First Peoples (L'Anse aux Meadows) 	<ul style="list-style-type: none"> ■ Do not have the technology for human settlement in these areas, although there is a temporary settlement at the International Space Station ■ Have the technology to send people to areas not inhabitable by humans
Additional Details	<ul style="list-style-type: none"> ■ Encounters with First Peoples living in Newfoundland resulted in both confrontation and trade ■ Brought news of their findings back to Europe, eventually inspiring others to explore North America 	<ul style="list-style-type: none"> ■ Have discovered new life forms in deep sea ■ Have walked on the moon and landed a robot on Mars

2. When Europeans arrived in North America, they claimed the land as theirs, even though they were aware the First Peoples already lived there. In your opinion, how did the doctrine of terra nullius influence the Europeans' attitude toward the First Peoples?

As this is an opinion-based answer, there is no straightforward response. The following responses are samples of a good answer:

Europeans who followed the doctrine of *terra nullius* held the belief that North America was free land and no one had a claim over it. When they reached North America and encountered the First Peoples living there, they did not respect that fact that the First Peoples were there first. Following the beliefs of this doctrine, the Europeans saw North America as free for the taking and began to make their claim on large areas of land. To these Europeans, the claimed land was theirs to use. They began taking what they wanted and treating the First Peoples in a way that would benefit them. To the Europeans following the doctrine of *terra nullius*, the First Peoples came with the land they claimed. Their longstanding culture and way of life was not respected.

Learning Activity 1.9: Nouvelle-France

1. During the Age of Exploration, many European countries were coming to North America.
 - a. What was the initial reason the French came to North America? In other words, what were they looking for in North America?
They were attempting to find an internal route to Asia through North America.
 - b. What did the early French explorers find in North America that brought them back and led to the creation of permanent settlements?
They found abundant resources such as trees, furs, fish, and fertile land.
2. Why did Samuel de Champlain's settlement succeed and Jacques Cartier's settlement fail? Provide at least two reasons for Champlain's success and Cartier's failure.

There is no simple straightforward answer. The following are samples of responses that would be found in a good answer.

In general, Champlain's expedition to North America was better prepared than Cartier's:

- Champlain already had knowledge of geography and cartography (mapmaking). With this knowledge, Champlain had a better understanding of what to look for in a location for a settlement (like natural protection, fertile land, and accessibility for trade). It was this knowledge that led him to move the settlement in one year from Ile Ste. Croix to Port Royal and eventually establish Québec and Montreal on the vacated locations of the Haudenosaunee villages of Stadacona and Hochelaga, respectively.
 - To keep the spirits high and positive on the Port Royal settlement, Champlain instituted the Order of Good Cheer. This boost to morale may have led to a more tolerable experience for the settlers, which would have benefited the functioning of the settlement.
 - Unlike Cartier’s expedition, Champlain encountered a vastly smaller population of the Haudenosaunee people. This is most likely the result of earlier contact with Cartier and other Europeans who spread disease and started conflicts that led to bloodshed. With no one to challenge their land claim, Champlain easily moved into the region and set up Québec and Montreal on the land where Haudenosaunee villages once stood.
 - Champlain travelled to North America some 65 years after Cartier’s last voyage. This time may have allowed Champlain to reflect upon Cartier’s mistakes. This foresight allowed Champlain to better prepare for his expedition. Problems that plagued Cartier, like scurvy, appear to have not been an issue for Champlain.
3. Remnants of Nouvelle-France’s agricultural system are still recognizable today in Québec. How did the agricultural system work in Nouvelle-France, and what was this system called?

How the agricultural system worked:

- All of the land in Nouvelle-France was controlled by the king of France. He would provide large areas of land to soldiers, merchants, nobility, and the Church.
- The person who received the land from the king was known as the seigneur. This person was expected to build a manor on the land and a mill to grind grain.
- The seigneur would rent out land to farmers, who were known as habitants. On top of paying to rent the land, habitants also were expected to pay a tax to the Church (tithe) and to pay for hunting and fishing rights on the seigneur’s land.

Name of agricultural system:

- **This structure of agriculture is known as the seigneurial system.**

4. Les filles du roi were brought to Nouvelle-France to increase the population and secure France's claim to the land. If you were a fille du roi, how would you feel about going to Nouvelle-France to marry a stranger and have children? Remember you are most likely leaving France because you were orphaned and/or very poor.

There is no simple straightforward answer as it is an opinion answer. What is required for a good answer would be an understanding of the circumstances the filles du roi were leaving and the situation they were entering. Therefore, those circumstances are described below and should be contained in a good answer.

Circumstances in France:

- **Most women who became the filles du roi were orphans and/or very poor. They were living in terrible conditions. The prospect of an expensive dowry, a home to live in, and a husband would have been somewhat appealing to a woman in this situation.**

Circumstances in Nouvelle-France:

- **As women arrived in Nouvelle-France, they were faced with a very harsh environment. Knowing nothing of the land or this new society, these women were expected to find a husband in a short time. If they had more than 10 children, they would receive money from the king. On top of taking care of the children and the house, they were expected to help with farming chores.**

Some may argue that the filles du roi left a bad situation just to get into another one.

Learning Activity 1.10: British-French Hostilities and Relations with First Nations

1. British-French struggle for power came to a head when the British challenged the French for Québec.
 - a. Why is the British conquest of Québec considered to be an important turning point in Canadian history?

The British conquest of Québec concluded with the battle at the Plains of Abraham where the British defeated the French, effectively taking power of Nouvelle-France and ending French rule in Canada.

- b. There are different views as to which was the most impactful consequence of the British conquest of Québec. Identify at least two important consequences of the British conquest of Québec.

There is no simple, straightforward answer. Your answer should contain at least two different viewpoints.

- It was a long battle where many men perished.
 - It changed the direction of Canada's development---that is, it changed the course of Canada's history.
 - French customs no longer dominated the region.
 - The First Nations lost a strategic position in which they had benefited from trade.
 - The First Nations also lost land because of the increase in population.
2. Look at Figure 2-31 on page 73 of your textbook. Identify at least one example from the image that demonstrates the impact of Europeans on the First Nations way of life.

Answers should include at least one of the following:

- The First Nations in the image are using a musket (gun) to hunt.
- If you look closely in the canoes, there are a couple of beaver-pelt top hats, for which the First Nations would have traded with the Europeans.
- There is a cast iron pot on the fire in the tipi. The First Nations would have had to trade for this item.

Learning Activity 1.11: Rise of the Hudson's Bay Company

1. It is 1670 and your father has returned from his duties in the English Royal Court. At the dinner table, your father begins to brag about Radisson and Groseilliers' successful journey to the Northwest. You listen intently as your father amuses your family with the story of how the British trumped the French in the fur trading game. Nothing would please you more than to grow up and begin making money in the fur trade. Later that night, you sit down at your desk and write in your journal.

From this perspective, describe Radisson and Groseilliers' expedition. Also, include your thoughts on the French king's decision to deny the men funding for their expedition. What does this success mean for the British fur trade in North America?

Answers will vary but should include these essential elements:

Radisson and Groseilliers' expedition:

- As *coureurs de bois*, Radisson and Groseilliers wanted to establish a fur trading post in the Northwest because it was rumoured to have a large supply of furs.
- They approached the French king with this lucrative proposal. Instead of funding their expedition, the king fined them and imprisoned Groseilliers for illegal fur trading because they were *coureurs de bois*.
- Radisson and Groseilliers then approached the English king with the same proposal. This time they were accepted and provided with funding to establish a fur trading post in the Northwest in England's name.
- After the first successful expedition, Radisson and Groseilliers were chartered to establish an English fur trading network in the Northwest. The company, known as the Hudson's Bay Company (formally as the Company of Adventurers of England Trading into Hudson's Bay), was given a monopoly, which included judicial and administrative rights in the Northwest. This territory included the entire drainage basin of Hudson Bay.

Thoughts on the French king's decision:

- As a resident of England and considering your father's position in the Royal Court, you would most likely think the French king was unwise and short-sighted to not take advantage of such a worthwhile opportunity.

What this means for English fur trading in North America:

Answers may include at least one of the following

- With the help of Radisson and Groseilliers, England was able to establish a large territory in which they gave exclusive fur trading rights to the Hudson's Bay Company. This action will most likely result in a healthy return to the British government.
- England is now in an advantageous position to challenge the French in the fur trade competition.
- The Hudson's Bay Company was also given exclusive rights to legislation and administration of the territory. The British government is not directly governing the region and may prove to be problematic for the British government down the road.

Learning Activity 1.12: European Rivalries and the Western Fur Trade

1. As a result of competition for territory and power both in Europe and around the world, France and Britain were frequently at war between 1688 and 1763. How did this rivalry impact the North American fur trade?

As a result of the war in Europe, competition between the British and French fur traders became fierce. Companies formed alliances and trade networks with certain First Nations communities. This led to competition between First Nations communities as well. Prices for furs increased because there was such a rush from both sides to acquire as many furs as possible. Companies made deals with one another that were frequently tainted with deception and violence.

2. Pierre Gaultier de Varennes, Sieur de La Vérendrye, is credited with exploring the West. After reading the “Voices” box on page 85 of your textbook, identify a reason why La Vérendrye began his venture west and what a consequence of his explorations could be.

Since this answer is based on interpretation and inferring from the text, answers will vary. An example of a good answer is as follows:

Reason for exploration:

- La Vérendrye went west because he wanted to expand the French colony as well as increase its commerce.

Result of exploration:

- Some unintended consequences of La Vérendrye’s exploration into the West could be the establishment of French culture in areas near La Vérendrye’s French fur trading posts.

Learning Activity 1.13: First Nations’ Roles in the Western Fur Trade

1. What was the unit of currency in the fur trade?

One “made-beaver” pelt

2. Look at the graph in Figure 3-17 on page 92 of your textbook. The two graphs depict the change in goods traded at York Factory between 1720 and 1780. Looking at the change in goods traded, what does this tell you about the change in lifestyle of the First Nations peoples? Use at least one example from the chart to support your response.

Since this response requires inference from data, there is no straightforward, simple answer. The following is an example of a good answer.

Changes in the First Nations peoples' lives during the period of 1720 and 1780 could include to increasing importance of the fur trade in their lifestyle. Evident in the increased demand for cloth and blankets, the First Nations people could have relied more on cloth and blankets for warmth than their traditional material such as fur and animal pelts. The decreased usage of furs in clothing could have been the result of their value in trade with the Europeans.

3. From the below roles of First Nations peoples in the western fur trade, choose two and describe each, using at least one supporting detail.
- I. Working for Traders
 - II. Working as Traders
 - III. Married to Traders
 - IV. Middlemen

Remember, you only have to choose two of the four roles identified and describe the role using at least one concrete detail. This answer key provides the whole range of possible answers for each role.

I. Working for Traders:

- Hunting
- Making snowshoes
- Paddling supply canoes

II. Working as Traders

- Traded furs with other First Nations or European traders for European goods

III. Married to Traders

- Provided survival skills
 - Gathered supplies for canoe repairs
 - Prepared food (e.g., Pemmican)
 - Acted as paddlers and guides on expeditions
- Used First Nations' traditional skills
 - Raised families
 - Made moccasins and snowshoes
 - Cleaned and tanned pelts
 - Tended gardens and fished

- Acted as translators and negotiators
 - Intermediaries and translators between First Nations communities and fur companies

IV. Middlemen

- Established homeguard around HBC posts
- Traded with other First Nations for furs
- Supplied fur traders with food and survival supplies

Learning Activity 1.14: Competition and Exploration

1. The impact of the fall of Nouvelle-France was not just felt along the St. Lawrence River; it had a large impact on the fur trade in the Northwest.
 - a. After the fall of Nouvelle-France, what did the HBC hope would happen to the French fur trade?

The HBC expected the French fur trade to collapse. With competition greatly reduced, the HBC fur trade would thrive.

- b. What actually happened in the Northwestern fur trade after the fall of Nouvelle-France?

After the fall of Nouvelle-France, the voyageurs could no longer trade with France. Instead, they began to trade with the English, Scottish, and traders from the Thirteen Colonies who had hurried into Montreal to take advantage of the French trading routes into the Northwest. English, Scottish, and Yankee traders ignored the HBC's monopoly in the Northwest, resulting in a free-for-all in the Northwest. The intense fur trade competition only grew stronger.

- c. Why do you think the fall of Nouvelle-France is historically significant for the fur trade development and the course of Canadian history?

Since this is an opinion-based response, answers may vary.

Before the fall of Nouvelle-France, the fur trade in the Northwest was predominately French (Montreal-based) and English (HBC-based). The face of the fur trade competition changed when the English, Scottish, and Yankee fur traders took advantage of the lucrative French fur trading routes. From that point on, the fur trade would be a battle between the HBC and the other Montreal-based companies formed by these new traders.

4. During the 1770s, the North West Company emerged as an aggressive and bold rival to the HBC.

a. Who formed the North West Company, and why?

Who formed the North West Company?

Among the 23 Montreal-based partners were the famous explorers Alexander Mackenzie, Simon Fraser, and Peter Pond.

Why did the North West Company form?

As a result of the increasing costs of moving further inland, many of the Montreal-based fur trading companies pooled their resources together to form the North West Company.

b. How did the North West Company expand into the interior, and how did this influence the HBC?

How did the NWC expand into the interior?

Since the North West Company refused to recognize the HBC's monopoly in Rupert's Land, and the HBC had no way to enforce its monopoly, the Nor'Westers explored further west into the interior of Rupert's Land and built an inland trading post.

How did the NWC's expansion influence the HBC?

The HBC was forced to adopt the ways of the North West Company and followed suit by building their trading post next door to the new Nor'Wester trading post.

Notes



CLUSTER 2

British North America

CLUSTER 2: BRITISH NORTH AMERICA

Introduction

Welcome to Cluster 2. This cluster will help you acquire an understanding of events in Canadian history from 1763–1867. These events include British colonial rule in Canada from the end of the Seven Years War to the birth of Canada, and its effects on the people of the Northwest.

You will explore the following questions:

- How did British colonial rule change during this period, and what was its impact on life in North America?
- How did the fur trade, European settlement, and the rise of the Métis nation affect the lives of the peoples of the Northwest?
- Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?

Cluster 2 consists of three chapters. Each chapter has some learning activities to help you practise and review what you have learned. At the end of the cluster, you will find the answer keys to the learning activities. Each chapter also has one assignment that you will send to your tutor/marker for assessment.

Assessment

When you have completed the assignments for Cluster 2, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Assessment Checklist

- Chapter 4:**
Assignment 2.1: How did British colonial rule change during this period, and what was its impact on life in North America?
- Chapter 5:**
Assignment 2.2: How did the fur trade, European settlement, and the rise of the Métis nation affect the lives of the peoples of the Northwest?
- Chapter 6:**
Assignment 2.3: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?

CHAPTER 4: BRITISH COLONIAL RULE

Essential Question: How did British colonial rule change during this period, and what was its impact on life in North America?

Introduction

The British faced serious challenges over how to govern its new colony of Québec. Britain expected its colonies to resemble the mother country, but Québec was French-speaking, Roman Catholic, and had its own distinct system of land ownership and law. This situation was further complicated by several factors, including the following:

- Thousands of *Loyalist* refugees arrived from the newly independent United States in the 1780s. (They are called *Loyalist* because they were loyal to the King of Great Britain.) You will learn more about them later in this chapter.
- More and more citizens wanted responsible government in the late 1830s.
- The relationship between British North America (BNA) and the United States was changing rapidly, and culminated in a bloody war.
- The relationship between BNA and Great Britain was also changing, and it culminated in Canada becoming, more or less, an independent country.

Throughout these events, Britain attempted to accommodate both First Nations land rights and the demands of the settlers. Ultimately, this became the beginning of what would be a long period of marginalization of First Nations in what is now Canada. (Marginalization is the process in which groups of people are excluded [marginalized] by wider society. In other words, it is as if they are put in the margins of society.)

Governing the Peoples of British North America

Read pages 108 to 117 in *Shaping Canada*.



Remember: Learning activities are meant to help you to understand the content you just read and to practise the Historical Thinking Concepts. Also, some questions in the learning activities may be on your examination, so it is a good idea to do all of the questions in each learning activity.



Learning Activity 2.1



Note: This may be a good time to ask your learning partner for help. Remember, your learning partner can be anybody you choose to help you with your course.

Governing the Peoples of British North America

1. For whom was the Royal Proclamation of 1763 most historically significant? Why?
2. Refer to the “Voices” box on page 117 of your textbook.
 - a. What is this rebel address to the Province of Québec requesting the Canadiens to do?
 - b. In your opinion, why would the rebels want the Canadiens to join their cause?
 - c. What did the Canadiens decide to do? Why do you think they decided to do this?



Note: *Canadien* is the name for the French-speaking people living in the Province of Québec within British North America.

The United Empire Loyalists

Read pages 118 to 124 in *Shaping Canada*.





Learning Activity 2.2

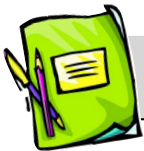
The United Empire Loyalists



1. Many Loyalists felt that they made significant sacrifices to remain loyal to Britain and that they were not fairly compensated by the British Government. Loyalists could receive compensation for what they had to give up if they travelled to England, so long as they provided thorough documentation of what they had lost. They only received compensation if they lost the most in comparison to the other Loyalists who were seeking compensation. Do you think that the British Government had an ethical obligation to compensate all of the Loyalists' losses no matter how well documented or small the claims may have been?

Relations with the United States

Read pages 125 to 130 in *Shaping Canada*.



Learning Activity 2.3

Relations with the United States



1. Armed conflict between the United States and British North America broke out on July 12, 1812.
 - a. Identify at least two causes of the War of 1812.
 - b. Suppose Brock and Tecumseh had been defeated by the Americans at Fort Detroit. What might have been the short-term (at least one) and long-term (at least one) consequences of this alternate history?
3. After 1760, British North America (BNA) underwent a major shift both socially and economically. The following chart outlines the changes and continuity in life for various cultural groups in BNA, as discussed on pages 128 and 129 of your textbook. You will need to identify at least one concise,

distinct change or continuity in life since 1760 for each cultural group. One point for each group has already been identified for you.

Answers should include at least one of the following for each cultural group.

Cultural Groups	Changes and continuity in life since 1760
British Immigrants	<ul style="list-style-type: none"> A large number of British immigrants arrived in BNA.
BNA's Black population	<ul style="list-style-type: none"> The <i>Slavery Abolition Act</i> of 1833 led to freed slaves in BNA.
First Nations	<ul style="list-style-type: none"> The <i>Gradual Civilization Act</i> was passed in 1857 with the goal to assimilate the First Nations peoples into British culture.
Loyalists	<ul style="list-style-type: none"> Maintained the American belief that it was the right of the people in BNA to have a representative government.

Toward Responsible Government

Read pages 131 to 139 in *Shaping Canada*.



Note: Responsible government – a government system in which government officials are elected and must answer to the people (the electorate).



Learning Activity 2.4



Toward Responsible Government

1. Refer to “Portrait of a Rebel” on page 133 of your textbook.



Note: The following terms are not defined in the textbook.

- Languished – to become weak or feeble
- Blighting (blight) – to destroy, ruin, or frustrate
- Despots – oppressive rulers
- Capricious – impulsive, unpredictable
- Arbitrary – at one’s discretion, subjective
- Exchequer – a nation’s treasury
- Prostrations – to be powerless

- a. Based on the evidence presented on page 133 of your textbook, what can you assume about Mackenzie’s character? Identify at least one characteristic of Mackenzie and provide the evidence that supports this characterization (e.g., Sir Francis Bond Head’s description of Mackenzie or Mackenzie’s own words).
 - b. Based on Bond Head’s view of Mackenzie, what can you infer about Bond Head’s personality?
 - c. What influence would an interaction between these two personalities have on events leading to the rebellions?
4. What was the eventual outcome of the 1837 Rebellions? In other words, what is the historical significance of the 1837 Rebellions in Upper and Lower Canada?



Assignment 2.1

How did British colonial rule change during this period, and what was its impact on life in North America? (15 marks)

1. The following chart outlines three historically significant legislations passed in BNA:
 - *Royal Proclamation*
 - *Quebec Act*
 - *Constitutional Act*

A certain attitude is reflected in each act. Here they are, along with a short definition:

- Separation: a means of division
- Accommodation: a reconciliation of differences
- Assimilation: to absorb into the culture of a population or group

Fill in the blanks for the chart so it is complete. (9 marks)

Description of the Act	Name of the Act	Year the Act was Passed	Attitude
1. This act guaranteed French Canadian cultural survival. It enlarged the size of Québec, opened the appointed council to the French Canadians, established freedom of worship for Catholics, re-established French civil law, and retained the seigneurial system.	(1 mark)	(1 mark)	(1 mark)
2. (2 marks)	Constitutional Act	1791	(1 mark)
3. (2 marks)	(1 mark)	1763	Assimilation

2. The War of 1812 was a significant event in Canadian history. (3 marks)
 - a. Identify at least one consequence of the War of 1812 that you feel is the most historically significant. (1 mark)
 - b. What issues (at least two) do you think most affected the years that followed the War of 1812? Support your opinion with concrete examples. (2 marks)
3. Sent to BNA as the new Governor General, Lord Durham played a pivotal role in the development of Canada's government. (3 marks)
 - a. What two recommendations did Lord Durham make about the two colonies of Upper and Lower Canada? (2 marks)

- b. Lord Durham and his report were viewed differently by English and French Canadians. Durham was hailed as a statesman by the Reformers in Upper Canada and as a “racist” in Lower Canada. What accounts for the difference? (1 mark)
-

Chapter 4 Summary

After the conquest of Québec and the end of the Seven Years War, the British faced serious challenges in governing its geographically large and culturally diverse colony. It attempted to govern BNA by passing legislation that was further complicated by the following changes in the colony: uneasy French and First Nations people who were not willing to be assimilated and anglicized; the Declaration of Independence in the 13 colonies and the ensuing American Revolution; the arrival of thousands of Loyalist refugees to BNA; and the establishment of a new relationship with the expansionist United States. The drastic changes that took place during this time still resonate today.



Note: Now that you have completed Chapter 4, you should be able to answer the Essential Question, “*How did British colonial rule change during this period, and what was its impact on life in North America?*”

Notes

CHAPTER 5: THE NORTHWEST CHANGES

Essential Question: How did the fur trade, European settlement, and the rise of the Métis nation affect the lives of the peoples of the Northwest?

Introduction

During the existence of British North America (1763–1867), the Northwest was largely the preserve of the First Peoples—that is, First Nations and Métis in the West and Inuit in the far North. Until 1869, when the Hudson’s Bay Company sold Rupert’s Land to Canada, Britain was largely content to allow the HBC to govern Western Canada. The Métis and First Nations lived as independent peoples running their own affairs, but during this time their populations were diminished as a result of both their vulnerability to European diseases and the destruction of the resources they relied on. The Hudson’s Bay Company and the North West Company (NWC) struggled for control of the fur trade until their merger in 1821. This struggle, along with the threats of American expansion into the West and the establishment of the Selkirk settlement at Red River, caused the British government to pay more attention to the West. The Gold Rush brought attention to the Pacific Northwest, where Vancouver Island and British Columbia were united into one colony in 1866. Thus, in Western Canada the stage was set to open the land to immigration and settlement. This was accomplished through the signing of treaties, the creation of reserves, and the institution of a policy of assimilation of the First Nations and marginalization of the Métis.

Fur-Trade and Settlement Rivalries

Read pages 142 to 147 in *Shaping Canada*.



Note: The following term is not defined in the textbook:

- Confluence – the meeting of streams or rivers.



Learning Activity 2.5

Fur Trade and Settlement Rivalries



1. Refer to the maps in your textbook on page 142, Figures 5-1 and 5-2.
 - a. Why did both the HBC and NWC build forts at the confluence of the Red and Assiniboine Rivers?
 - b. What insight does this give you about their rivalry?
 - c. Based on a comparison of these two maps, how has the fur trade influenced the development of the city of Winnipeg?
2. Thomas Douglas, the Fifth Earl of Selkirk, looked to the Red River Valley not to participate in the fur trade, but to settle the land.
 - a. What inspired Thomas Douglas, the Fifth Earl of Selkirk, to establish the Selkirk Settlement in the Red River Valley?
 - b. How was the fur trade rivalry affected by the arrival of the Selkirk Settlers?

The Métis at Red River

Read pages 148 to 157 in *Shaping Canada*.



Remember: Questions from the learning activities may be on the examination.



Learning Activity 2.6

The Métis at Red River



1. Describe the significance of pemmican to the Red River Métis community.
 2. Considering the events that unfolded as a result of the Pemmican Proclamation, discuss the ethical dimensions of Governor Miles Macdonell's actions. Were they reasonable? Support your opinion with concrete examples.
 3. The fur trading companies seemed to have no concern for proper hunting practices to maintain the beaver population. There were many changes to the fur trade as a result of the overhunt of the beaver. Today, we are still faced with many challenges because of limited resources. How have attitudes changed regarding environmental destruction for economic gain?
-

Toward the Pacific Coast

Read pages 158 to 167 in *Shaping Canada*.



Learning Activity 2.7

Toward the Pacific Coast



1. What were three incentives for the British to take control of the Pacific coast?
 2. Refer to the profile of Alexander Mackenzie on page 159 of your textbook. Based on this evidence, what contributions did the First Nations people make to Mackenzie's expedition on the Fraser River?
 3. As a result of the Oregon Treaty, the priorities of the HBC changed from being just a fur trading company. Describe these new priorities.
-



Assignment 2.2

How did the fur trade, European settlement, and the rise of the Métis nation affect the lives of the peoples of the Northwest? (15 marks)

1. In the following table, provide at least one point describing how each event affected the lives of First Nations people in the Northwest. To help you complete this question, a sample point is provided as an example. (4 marks)

Events that Affected First Nations People			
Fur Trade	Gold Rush	European Settlement	Rise of the Métis Nation
Resources and knowledge sharing was promoted.			

2. Métis culture developed during the 19th century, especially in the Red River Valley.
- a. Many features of the Red River Valley influenced the development of Métis culture. Choose at least two of the following and describe how they affected Métis culture. (2 marks)
- I. Social and political situation in the Red River Valley
 - II. Geography of the Red River Valley
 - III. Economics of the Red River Valley

- b. Look at the Métis flag on page 169 of your textbook. The symbol for infinity (which looks like a horizontal figure eight) is depicted on the flag. Based on your knowledge of the development of the Métis culture, why was the infinity symbol chosen to represent the Métis community? (1 mark)
3. The following five people are included in the chart below. For each row, either the name or the description of the person's contribution is omitted. Fill in the blanks accordingly. (8 marks)
- I. Miles Macdonell
 - II. Simon McTavish
 - III. Pierre Guillaume Sayer
 - IV. Palliser and Hind
 - V. Thomas Douglas, 5th Earl of Selkirk

Name	Description
(1 mark)	<ul style="list-style-type: none"> ■ One of the founders of the North West Company (NWC). ■ He lobbied to put an end to the HBC's fur trade monopoly. When the British government denied his request, the rivalry between the two companies greatly intensified.
(1 mark)	<ul style="list-style-type: none"> ■ Scottish nobleman and philanthropist who bought 10,000 acres of HBC land on which he settled farmers from Scotland. ■ The colony laid the foundation for what was to become southern Manitoba. There are several locations in Manitoba named after him.
Palliser and Hind	(2 marks)
Miles Macdonell	(2 marks)
Pierre Guillaume Sayer	(2 marks)

Chapter 5 Summary

While the British governed BNA between 1783 and 1867, the Northwest remained largely uncolonized and was the home to Aboriginal peoples. The Hudson's Bay Company effectively governed Western Canada before and after amalgamation with the North West Company in 1821. First Nations and Métis became important players in the western fur trade, and were affected by all the events associated with it. The founding of the Selkirk settlement at Red River and the threat of American expansion into the West caused the British government to become more interested in the West. The Gold Rush also brought attention to the Pacific Northwest, where Vancouver Island and British Columbia were united into one colony in 1866.



Note: Now that you have completed Chapter 5, you should be able to answer the Essential Question, *"How did the fur trade, European settlement and the rise of the Métis nation affect the lives of the peoples of the Northwest?"*

CHAPTER 6: CONFEDERATION

Essential Question: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?

Introduction

Aside from the changes in the Northwest, Britain's colonies in North America were facing a number of serious challenges by the 1860s:

- English-French tensions were simmering in the Province of Canada
- Economic development was stagnant from a lack of investment
- Britain's adoption of free trade and the United States' repeal of the Reciprocity Treaty led to economic problems
- potential American hostility following the Civil War and Britain's reluctance to defend its colonies raised security concerns

Thus, Britain's colonies were forced to consider how to strengthen their defences. After a series of conferences and some clever manoeuvring by politicians in Canada West and Canada East, the British Parliament approved the *BNA Act* and, on July 1, 1867, the new Dominion of Canada came into existence.

Challenges Facing British North America

Read pages 172 to 179 in *Shaping Canada*.



Remember: Learning activities are meant to help you understand the content you just read and to practise the Historical Thinking Concepts. Also, some questions in the learning activities may be on your examination, so it is a good idea to do all of the questions in each learning activity.



Learning Activity 2.8

Challenges Facing British North America



1. As a result of new legislation in Britain, the colonies of British North America began to seek alternative sources to sell their products—that is, Canadians began to think in terms of a “continental” trade system rather than a traditional “colonial” trade system.
 - a. What infrastructure (communication and transportation networks) would the British North America colonies need to have a successful trade system?
 - b. What challenges might these infrastructure needs pose?
 2. Examine the painting in Figure 6-8 on page 176 of your textbook, titled “American Progress.” The painter strategically uses light and dark elements in the painting to convey a specific emotion or impression.
 - a. Who is “America” clearing from the land to make way for newcomers? In other words, describe the scene depicted in the painting.
 - b. How does this painting resemble the doctrine of Manifest Destiny?
 3. Look at the chart in Figure 6-10 on page 179 in your textbook detailing the major direct causes of Confederation. Predict the consequences of Confederation. In other words, how might Confederation influence the development of Canada socially, politically, and economically?
-

Seeking Political Solutions: the Road to Confederation

Read pages 180 to 184 in *Shaping Canada*.





Learning Activity 2.9

Seeking Political Solutions: The Road to Confederation



1. Refer to the political cartoon in Figure 6-13 on page 183 of your textbook. How are fears of American influence and possible annexation held by the British North American colonies represented in this cartoon?



Note: John Bull is the personification of Great Britain.

The following is a list of “Factors that Led to Confederation in 1867” that will be needed to complete the rest of the questions in Learning Activity 2.9.

Factors that Led to Confederation in 1867
■ British actions and American reactions to the American Civil War
■ Political deadlock resulting from the current political structure
■ The Fenian raids
■ The creation of a new British colonial policy whereby Britain no longer wanted to maintain troops in its colonies.
■ An inter-colony railroad that would improve trade, military movement, and transportation in general
■ Cancellation of the Reciprocity Treaty
■ The US doctrine of Manifest Destiny, which presented a real and constant threat of intervention from the US
■ The promise of economic development

2. Organize the “Factors that Led to Confederation in 1867” list into two categories in the chart below.

Internal Factors (occurred within British North America)	External Factors (occurred outside British North America)

3. Reorganize the “Factors that Led to Confederation in 1867” list into two categories in the chart below.

Factors Arising in the United States	Factors Arising in Britain

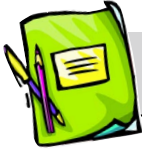
4. Reorganize the “Factors that Led to Confederation in 1867” list into three categories in the chart below.

Defence Issues	Economic Issues	Political Issues

5. Look at your charts in questions 2 to 4. In a sentence, write the major contributing factors that led to Canadian Confederation in 1867.

Making Confederation a Reality

Read pages 185 to 191 in *Shaping Canada*.



Learning Activity 2.10

Making Confederation a Reality



1. Refer to the painting “The Fathers of Confederation at the London Conference, 1866” in Figure 6-16 on page 186 of your textbook.
 - a. What groups are represented in the painting?
 - b. What groups were left out of the painting and were therefore not considered during Confederation?
 - c. Take the historical perspective of one of these “absent from Confederation” groups you identified in the question above, and describe what their view of Confederation would be. In other words, put yourself in the shoes of a member of a group whose needs were not considered when establishing Confederation. How do you think this person felt about not having a say in Confederation? What needs would this person have had that would not have been considered by the Fathers of Confederation?
2. Refer to the *Enfranchisement Act* on page 187 of your textbook. Using the Historical Thinking Concept of ethical dimensions, judge the *Enfranchisement Act* from both a historical and modern standpoint.
3. “Canada’s parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.”
 - a. List at least two facts to support the previous statement:
 - b. Canada’s Parliament consists of three parts. Identify the role of each.
 - I. Governor General
 - II. Senate
 - III. House of Commons
 - c. The key concept of federalism is that the central government is granted certain powers while the provinces retain others. This became Canada’s system of government in 1867. Provide at least two examples of federalism in the *British North America Act*.



Assignment 2.3

Why and how was the Dominion of Canada established as a confederation of British colonies in 1867? (15 marks)

There were several factors that influenced Confederation, both caused from internal (within BNA/Canada) sources and pressures from external (outside of Canada) sources.

Write a one-page essay that answers the following questions:

1. Why was the Dominion of Canada formed?
 - a. The British government wanted the colonies to join together
 - b. Many of the people who lived in the four colonies wanted the colonies to join together
3. How did the four colonies unite to form the Dominion of Canada?



Note: You do not need to conduct any research for this assignment. There is enough information in the textbook. You may want to use Learning Activity 2.9, questions 2 to 5, to help you organize your thoughts about the factors that led to Confederation.

Here is the marking rubric that your tutor/marker will use to mark your assignment. The information in each box gives the mark that your tutor/marker will assign to an essay with those general characteristics found in most of that part of the essay. Follow it as closely as possible in order to receive a good mark. If you have any questions, contact your tutor/marker or ask your learning partner.

Category	Criteria		
Introduction to the Essay (2 marks)	(2 marks) <ul style="list-style-type: none"> ■ Attracts the reader's attention ■ Presents all of the main points in the essay ■ Explains clearly the purpose of the essay 	(1.5 marks) <ul style="list-style-type: none"> ■ Presents most of the main points in the essay ■ Explains the purpose of the essay 	(1 mark) <ul style="list-style-type: none"> ■ Presents some of the main points in the essay ■ Explains vaguely the purpose of the essay

Category	Criteria		
<p>Organization of Ideas in the Essay (3 marks)</p>	<p>(3 marks)</p> <ul style="list-style-type: none"> ■ Presents all ideas in paragraph form and in logical order ■ Includes strong transitions between all paragraphs and ideas 	<p>(2 marks)</p> <ul style="list-style-type: none"> ■ Presents some ideas in paragraph form and may be in logical order ■ Includes some transitions between paragraphs and ideas 	<p>(1 mark)</p> <ul style="list-style-type: none"> ■ Presents few ideas in paragraph form and the order of ideas may be illogical ■ Includes few or unclear transitions between paragraphs and/or ideas
<p>Information in the Essay (6 marks)</p>	<p>(5 – 6 marks)</p> <ul style="list-style-type: none"> ■ Explains thoroughly why Canada was established from the perspective of the British Government and the perspective of the people who lived in the four colonies ■ Explains thoroughly how the four colonies united to form the Dominion of Canada ■ Demonstrates a strong understanding of the complexities of the ideas presented 	<p>(3 – 4 marks)</p> <ul style="list-style-type: none"> ■ Explains somewhat clearly why Canada was established from the perspective of the British Government and the perspective of the people who lived in the four colonies ■ Explains somewhat clearly how the four colonies united to form the Dominion of Canada ■ Demonstrates some understanding of the complexities of the ideas presented 	<p>(1 – 2 marks)</p> <ul style="list-style-type: none"> ■ Explains to a limited degree why Canada was established from the perspective of the British Government and the perspective of the people who lived in the four colonies ■ Explains to a limited degree how the four colonies united to form the Dominion of Canada ■ Demonstrates to a limited degree an understanding of the complexities of the ideas presented

Category	Criteria		
<p>Writing Style (2 marks)</p>	<p>(2 marks)</p> <ul style="list-style-type: none"> ■ Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history ■ Contains few spelling and grammar errors ■ Contains complex terms, which are used in context and defined 	<p>(1.5 marks)</p> <ul style="list-style-type: none"> ■ Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history ■ Contains spelling and grammar errors that distract from the essay ■ Contains some complex terms that are used out of context or undefined 	<p>(1 mark)</p> <ul style="list-style-type: none"> ■ Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history ■ Contains spelling and grammar errors that make the essay hard to read ■ Does not contain any complex terms, or else they are not clearly defined
<p>Conclusion to the Essay (2 marks)</p>	<p>(2 marks)</p> <ul style="list-style-type: none"> ■ Summarizes thoroughly the content of the essay 	<p>(1.5 marks)</p> <ul style="list-style-type: none"> ■ Summarizes somewhat clearly the content of the essay 	<p>(1 mark)</p> <ul style="list-style-type: none"> ■ Summarizes to a limited degree the content of the essay
Total:		/15	



Note: If you are having difficulty writing this essay, refer to "A Very Brief Guide to Writing an Essay," which is included in the Appendix at the end of this course package.

Chapter 6 Summary

By the 1860s, the BNA colonies were facing a number of serious challenges. Many had their roots at home in British North America and their origins in Britain and the United States. There were political, economic, cultural, and defensive challenges. As a result, Britain's colonies began serious negotiations for a union. After a series of conferences in Charlottetown, Québec, and London, the four BNA colonies saw the benefit of a union—a Confederation. On July 1, 1867, the new Dominion of Canada was born.



Now that you have completed Chapter 6, you should be able to answer the Essential Question, "*Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?*"

Cluster Review

Read pages 104 in *Shaping Canada*.



Notes



Submitting Your Assignments

It is now time for you to submit Assignments 2.1, 2.2, and 2.3 from Cluster 2 so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Cluster 2 assignments and organize your material in the following order:

- Cluster 2 Cover Sheet (found at the end of the course Introduction)
- Assignment 2.1: How did British colonial rule change during this period, and what was its impact on life in North America?
- Assignment 2.2: How did the fur trade, European settlement, and the rise of the Métis Nation affect the lives of the peoples of the Northwest?
- Assignment 2.3: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes



CLUSTER 2

Learning Activities Answer Keys

CLUSTER 2:
BRITISH NORTH AMERICA
ANSWER KEYS

Learning Activity 2.1: Governing the Peoples of British North America

1. For whom was the Royal Proclamation of 1763 most historically significant? Why?

The Royal Proclamation was probably most historically significant for the First Nations people because it formalized a relationship between the First Nations and the government. It also would come to be seen as a base for Aboriginal land ownership and self-government today.

2. Refer to the “Voices” box on page 117 of your textbook.
 - a. What is this rebel address to the Province of Québec requesting the Canadiens to do?



Note: *Canadien* is the name for the French-speaking people living in the Province of Québec within British North America.

Join the 13 colonist rebels to overthrow the British government.

- b. In your opinion, why would the rebels want the Canadiens to join their cause?

Since this is an opinion-based answer, responses may vary. The following response is a sample of a good answer:

- **The rebels may have recognized the Canadiens as being disenfranchised citizens of the British government (that is, they were deprived of rights, especially to vote). The rebels hoped this would make the Canadiens frustrated enough to join their cause.**

Or

- **The rebels hoped that the Canadiens were still angry about their loss of power and would want to get revenge for the siege of Québec.**

- c. What did the Canadiens decide to do? Why do you think they decided to do this?
- **The Canadiens did not join the rebels in their cause. This is most likely because they feared that they would not have the same religious and language rights if they were to form a new country with the 13 colonies. In comparison to the Americans, British rule appeared to be more tolerable.**
-

Learning Activity 2.2: The United Empire Loyalists

1. Many Loyalists felt that they made significant sacrifices to remain loyal to Britain and that they were not fairly compensated by the British Government. Loyalists could receive compensation for what they had to give up if they travelled to England, provided thorough documentation of what they had lost, and had lost the most in comparison to other Loyalists seeking compensation. Do you think that the British Government had an ethical obligation to compensate all of the Loyalists' losses no matter how well documented or small the claims may have been?

Answers will vary. A good answer should contain relevant details to support the opinion. The following is an example of a good answer:

- **Britain is not expected to fairly compensate all claims if they could not prove their losses.**

Or

- **It is unfair that Britain did not fairly compensate all those who were loyal to them. Those who could not afford to travel to England to make their claims were clearly in more need than those who could afford the journey.**
-

The Learning Activity 2.3: Relations with the United States

1. Armed conflict between the United States and British North America broke out on July 12, 1812.
- a. Identify at least two causes of the War of 1812.

The following lists all of the causes of the War of 1812. A good answer should include at least two of the following:

- **Some Americans were dissatisfied with the strengthening ties to Britain. They wanted the choice to trade their goods with whichever country offered the best price for their goods.**
-

- Many Americans pointed to the British for secretly supporting the First Nations uprising in the American West.
 - Many Americans were frustrated and fed up with the British who were still boarding American ships at sea, as it caused major delays in trade.
 - A group of southern American politicians put out a call to eradicate British influence in North America for good.
- b. Suppose Brock and Tecumseh had been defeated by the Americans at Fort Detroit. What might have been the short-term (at least one) and long-term (at least one) consequences of this alternate history?

Answers may vary. The following is an example of a good answer:

Short-term consequences:

- A defeat at Fort Detroit may have resulted in a strong feeling of defeat among the population instead of supporting a sense of unity among British North America.

Long-term consequences:

- This offensive was a joint shared effort between the British and the First Nations. A defeat may have led to disintegration of this relationship.
 - If the Americans had won the conflict at Fort Detroit on top of their victory in the War of Independence, they would likely feel quite good about their success. This would have inspired the troops and may have led to a victory in the War of 1812, thus permanently altering the course of Canadian history.
2. After 1760, British North America (BNA) underwent a major shift both socially and economically. The following chart outlines the changes and continuity in life for various cultural groups in BNA, as discussed on pages 128 and 129 of your textbook. You will need to identify at least one concise, distinct change or continuity in life since 1760 for each cultural group. One point for each group has already been identified for you.

Answers should include at least one of the following for each cultural group.

Cultural Groups	Changes and continuity in life since 1760
British Immigrants	<ul style="list-style-type: none"> ■ A large number of British immigrants arrived in BNA. ■ Had to adapt to life in BNA. ■ Population growth in towns and cities. ■ Major infrastructure projects to support booming population.
BNA's Black population	<ul style="list-style-type: none"> ■ The <i>Slavery Abolition Act</i> of 1833 led to freed slaves in BNA. ■ BNA became a destination for the refugee slaves in the Underground Railroad ■ Population centres for African American refugees were Upper Canada, Nova Scotia, and the West.
First Nations	<ul style="list-style-type: none"> ■ The <i>Gradual Civilization Act</i> was passed in 1857 with the goal to assimilate the First Nations peoples into British culture. ■ Increased demand for farmland meant that First Nations' land interests were ignored.
Loyalists	<ul style="list-style-type: none"> ■ Maintained the American belief that it was the right of the people in BNA to have a representative government. ■ They took jobs and developed services in new cities such as York and Kingston, and became the emerging middle class.

Learning Activity 2.4: Toward Responsible Government

3. Refer to "Portrait of a Rebel" on page 133 of your textbook.



Note: The following terms are not defined in the textbook.

- Languished – to become weak or feeble
- Blighting (blight) – to destroy, ruin, or frustrate
- Despots – oppressive rulers
- Capricious – impulsive, unpredictable
- Arbitrary – at one's discretion, subjective
- Exchequer – a nation's treasury
- Prostrations – to be powerless

- a. Based on the evidence presented on page 133 of your textbook, what can you assume about Mackenzie's character? Identify at least one characteristic of Mackenzie and provide the evidence that supports this characterization (e.g., Sir Francis Bond Head's description of Mackenzie or Mackenzie's own words).

Answers should include at least one of the following characteristics of Mackenzie:

Based on Mackenzie's words:

- Passion for justice
- Visionary

Based on Bond Head's words:

- Unconventional

- b. Based on Bond Head's view of Mackenzie, what can you infer about Bond Head's personality?

Answers will vary. The following is an example of a good response:

Bond Head's view of Mackenzie:

- Sceptical
- Did not take Mackenzie seriously
- Mocks Mackenzie

- c. What influence would an interaction between these two personalities have on events leading to the rebellions?

With both sides clearly at odds over reform of BNA and not willing to compromise, it seems inevitable that the situation would escalate.

2. What was the eventual outcome of the 1837 Rebellions? In other words, what is the historical significance of the 1837 Rebellions in Upper and Lower Canada?

Upper and Lower Canada were unified into the Province of Canada and eventually adopted responsible government.

Learning Activity 2.5: Fur Trade and Settlement Rivalries

1. Refer to the maps in your textbook on page 142, Figures 5-1 and 5-2.
- a. Why did both the HBC and NWC build forts at the confluence of the Red and Assiniboine Rivers?

The confluence of the Red and Assiniboine Rivers was a strategic location for the fur trade in the Northwest and the West. As this point could be accessed from locations to the north, south, east, and west, it linked all points in the Northwest and the West.

- b. What insight does this give you about their rivalry?

Answers may vary. The following is an example of a good answer:

The value of this location overrode any rivalry that existed between the two companies. It appears they were willing to share the land to have access to this location. They were business people first and fierce competitors second.

- c. Based on a comparison of these two maps, how has the fur trade influenced the development of the city of Winnipeg?

The former site of the fur-trading forts is still a major meeting place known as The Forks. The Manitoba Legislative Building is located near the confluence of the rivers, as is the major intersection of Portage Avenue and Main Street. It appears that the city grew from this central point where the forts were located.

2. Thomas Douglas, the Fifth Earl of Selkirk, looked to the Red River Valley not to participate in the fur trade, but to settle the land.

- a. What inspired Thomas Douglas, the Fifth Earl of Selkirk, to establish the Selkirk Settlement in the Red River Valley?

Concerned with the plight of Scottish tenant farmers, Selkirk began thinking of a way to help these people.

- b. How was the fur trade rivalry affected by the arrival of the Selkirk Settlers?

Selkirk had acquired land by buying shares in the HBC. The NWC saw the Selkirk Settlement as a tactic by the HBC to secure a fur trade monopoly in the Assiniboia region. This led to distrust and resentment toward the settlers, who found themselves in a very tense situation with the NWC.

Learning Activity 2.6: The Métis at Red River

1. Describe the significance of pemmican to the Red River Métis community.

Pemmican was a valued food staple and trade good for the Métis. They organized massive bison hunts, which would provide the main ingredient for pemmican. The Métis became the main provider of pemmican to the NWC, who used it as the primary food source in their forts and among their trappers and traders. In this way, pemmican and the bison hunt came to dominate Métis life.

2. Considering the events that unfolded as a result of the Pemmican Proclamation, discuss the ethical dimensions of Governor Miles Macdonell's actions. Were they reasonable? Support your opinion with concrete examples.

Answers may vary. The following is an example of a good response:

- **Considering the Selkirk Settlers were facing famine conditions, it was important for Governor Macdonell to do everything in his power to secure a food source for the settlement.**

Or

- **No matter the conditions of the settlers, Macdonell's actions were not justified because the Nor'Westers and the Métis relied almost entirely on pemmican for income and sustenance. In essence, he sacrificed two communities for the benefit of one.**

3. The fur trading companies seemed to have no concern for proper hunting practices to maintain the beaver population. There were many changes to the fur trade as a result of the overhunt of the beaver. Today, we are still faced with many challenges because of limited resources. How have attitudes changed regarding environmental destruction for economic gain?

Answers will vary. The following are potential answers:

- **Environmental issues are becoming more important to the average citizen.**
- **Industries are feeling the pressure of public opinion to stop harmful practices and to look for environmentally friendly alternatives (e.g., Manitoba open-pit mining, Alberta oil sands, deforestation on the Canadian Shield).**

Learning Activity 2.7: Toward the Pacific Coast

1. What were three incentives for the British to take control of the Pacific coast?

Answers should include:

- **Sea otter skins were becoming more valuable. The Pacific coast had a large population of sea otters.**
- **Spain and Russia were pursuing territory in this region.**
- **The HBC wanted to expand its fur trading territory further west.**

2. Refer to the profile of Alexander Mackenzie on page 159 of your textbook. Based on this evidence, what contributions did the First Nations people make to Mackenzie's expedition on the Fraser River?

The First Nations people told Mackenzie the following information about the Fraser River:

- its direction
 - the location of falls and rapids
 - where portages were necessary
 - where other streams joined
 - the types of wildlife in the area
3. As a result of the Oregon Treaty, the priorities of the HBC changed from being just a fur trading company. Describe these new priorities.

The HBC began to shift from a fur trading company to an organization concerned with establishing and building the population of the Pacific Northwest. The HBC also became more concerned with taking control of the land and resources in the region.

Learning Activity 2.8: Challenges Facing British North America

1. As a result of new legislation in Britain, the colonies of British North America began to seek alternative sources to sell their products—that is, Canadians began to think in terms of a “continental” trade system rather than a traditional “colonial” trade system.
- a. What infrastructure (communication and transportation networks) would the British North America colonies need to have a successful trade system?

Answers will vary. The following is an example of a good answer:

In order to move goods from one colony to another in the continent, a transportation system needs to be constructed. This could include railways, roads, and waterways. A communication network (such as a postal service) should be developed as well as bank organizations and trade organizations.

- b. What challenges might these infrastructure needs pose?

Answers will vary. The following is an example of a good answer:

The main challenge posed by these infrastructure needs would be the high cost of construction, especially a transcontinental railway. The other challenge is the scale of these projects. It would take a long time and a lot of labour to construct a rail/road/waterway transportation network suitable for transcontinental trade.

2. Examine the painting in Figure 6-8 on page 176 of your textbook, titled “American Progress.” The painter strategically uses light and dark elements in the painting to convey a specific emotion or impression.

a. Who is “America” clearing from the land to make way for newcomers? In other words, describe the scene depicted in the painting.

“America” appears to be moving into the dark and formidable land, pushing back the First Nations people who appear to be retreating in fright. “America” is clearing this away and replacing it with pink sunrises and hopeful settlers.

b. How does this painting resemble the doctrine of Manifest Destiny?

This painting clearly favours the doctrine of Manifest Destiny. One can infer from this painting that North America was a dark and scary place before the Americans arrived. By depicting the time before the Americans as being wild and dangerous, the painting almost justifies the American settlement of the land by implying that they made it a better place to live.

3. Look at the chart in Figure 6-10 on page 179 in your textbook detailing the major direct causes of Confederation. Predict the consequences of Confederation. In other words, how might Confederation influence the development of Canada socially, politically, and economically?

Predictions may include the following:

- **increase in wealth**
- **increase in immigrants**
- **more territories will join Confederation**
- **a linking railway between the provinces**

Learning Activity 2.9: Seeking Political Solutions: The Road to Confederation

1. Refer to the political cartoon in Figure 6-13 on page 183 of your textbook. How are fears of American influence and possible annexation held by the British North American colonies represented in this cartoon?

Uncle Sam is being “booted” from the Dominion by Young Canada. John Bull is backing up Young Canada. The political cartoon appears to be implying that Canada can defend itself against the Americans only with the support of the British.

Factors that Led to Confederation in 1867
■ British actions and American reactions to the American Civil War
■ Political deadlock resulting from the current political structure
■ The Fenian raids
■ The creation of a new British colonial policy whereby Britain no longer wanted to maintain troops in its colonies.
■ An inter-colony railroad that would improve trade, military movement, and transportation in general
■ Cancellation of the Reciprocity Treaty
■ The U.S. doctrine of Manifest Destiny, which presented a real and constant threat of intervention from the U.S.
■ The promise of economic development

2. Organize the “Factors that Led to Confederation in 1867” list into two categories in the chart below.

Internal Factors (occurred within British North America)	External Factors (occurred outside British North America)
■ Political deadlock resulting from the current political structure	■ Cancellation of the Reciprocity Treaty
■ An inter-colony railroad that would improve trade, military movement, and transportation in general	■ Creation of a new British colonial policy whereby Britain no longer wanted to maintain troops in its colonies.
■ The promise of economic development	■ The Fenian raids
	■ U.S. doctrine of Manifest Destiny presented a real and constant threat of intervention from the U.S.
	■ British actions and American reactions to the American Civil War

3. Reorganize the “Factors that Led to Confederation in 1867” list into two categories in the chart below.

Factors Arising in the United States	Factors Arising in Britain
<ul style="list-style-type: none"> ■ Cancellation of the Reciprocity Treaty 	<ul style="list-style-type: none"> ■ Creation of a new British colonial policy whereby Britain no longer wanted to maintain troops in its colonies
<ul style="list-style-type: none"> ■ The Fenian raids 	<ul style="list-style-type: none"> ■ British actions and American reactions to the American Civil War
<ul style="list-style-type: none"> ■ U.S. doctrine of Manifest Destiny presented a real and constant threat of intervention from the U.S. 	
<ul style="list-style-type: none"> ■ British actions and American reactions to the American Civil War 	

4. Reorganize the “Factors that Led to Confederation in 1867” list into three categories in the chart below.

Defence Issues	Economic Issues	Political Issues
<ul style="list-style-type: none"> ■ Creation of a new British colonial policy whereby Britain no longer wanted to maintain troops in its colonies. 	<ul style="list-style-type: none"> ■ Cancellation of the Reciprocity Treaty 	<ul style="list-style-type: none"> ■ Political deadlock resulting from the current political structure
<ul style="list-style-type: none"> ■ An inter-colony railroad, which would improve trade, military movement, and transportation in general 	<ul style="list-style-type: none"> ■ An inter-colony railroad, which would improve trade, military movement, and transportation in general 	<ul style="list-style-type: none"> ■ The U.S. doctrine of Manifest Destiny presented a real and constant threat of intervention from the U.S.
<ul style="list-style-type: none"> ■ The Fenian raids 	<ul style="list-style-type: none"> ■ The promise of economic development 	
<ul style="list-style-type: none"> ■ U.S. doctrine of Manifest Destiny presented a real and constant threat of intervention from the U.S. 		
<ul style="list-style-type: none"> ■ British actions and American reactions to the American Civil War 		

5. Look at your charts in questions 2 to 4. In a sentence, write the major contributing factors that led to Canadian Confederation in 1867.

There were several issues at play in the late 1860s pushing the colonies of BNA to unite into one. These issues were political, economic, and defensive in nature, and had their origin in Canada, Britain, and the United States.

Learning Activity 2.10: Making Confederation a Reality

1. Refer to the painting “The Fathers of Confederation at the London Conference, 1866” in Figure 6-16 on page 186 of your textbook.
 - a. What groups are represented in the painting?
Mostly older British (maybe French as well) men are represented in the painting.
 - b. What groups were left out of the painting and were therefore not considered during Confederation?
First Nations, Métis, and Inuit peoples, women, and everyday people do not appear to be represented in this painting, and thus were not considered when negotiating Confederation.
 - c. Take the historical perspective of one of these “absent from Confederation” groups you identified in the question above, and describe what their view of Confederation would be. In other words, put yourself in the shoes of a member of a group whose needs were not considered when establishing Confederation. How do you think this person felt about not having a say in Confederation? What needs would this person have had that would not have been considered by the Fathers of Confederation?

Answers will vary depending on which group is chosen. The following is an example of a good answer when considering the First Nations people:

First Nations peoples’ needs were not considered by the Fathers of Confederation except that they were made the “responsibilities” of the federal government. Without a say as to their destiny in Canada, the First Nations people may have felt like their rights were being taken away from them (such as land ownership). The fact that they inhabited North America long before any Europeans arrived did not appear to have any weight when discussing the First Nations people and Confederation.

2. Refer to the *Enfranchisement Act* on page 187 of your textbook. Using the Historical Thinking Concept of ethical dimensions, judge the *Enfranchisement Act* from both a historical and modern standpoint.

Answers will vary. The following is an example of a good answer:

From a historical standpoint, the Enfranchisement Act was intended to achieve the following:

- **Assimilation of the First Nations people into European culture**
- **Increased control over First Nations people**

From a modern standpoint, the *Enfranchisement Act* was unethical in every way as it forced First Nations people to give up their traditional way of life for what the government believed to be a “better” way of life. The act is unethical because a government cannot decide what is the best way to live, and to impose laws to enforce it.

3. “Canada’s parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.”

- a. List at least two facts to support the previous statement:

Answers should include at least two of the following:

- **The BNA Act established the rules for Canadian governance, which the government is bound to follow.**
- **The House of Commons is the most powerful part of Parliament because its representatives are elected by the citizens of Canada. The number of representatives from each province is determined by the population.**
- **The Governor General represents the interests of the British Crown. He or she is the head of state in lieu of the British monarch, making Canada a constitutional monarchy.**

- b. Canada’s Parliament consists of three parts. Identify the role of each.

I. Governor General

II. Senate

III. House of Commons

- I. **The Governor General represents the interests of the British Crown (the king or queen). The Governor General signs into law the bills passed by the House of Commons and the Senate.**
- II. **Senate: Senators are appointed by the Prime Minister. They examine each bill passed by the House of Commons and vote to accept or reject it. The approval of the Senate is needed for a bill to become law.**

III. House of Commons representatives are called Members of Parliament (MPs) and are elected by the citizens of Canada. MPs make motions for bills and approve them. Their number is determined by the population.

- c. The key concept of federalism is that the central government is granted certain powers while the provinces retain others. This became Canada's system of government in 1867. Provide at least two examples of federalism in the *British North America Act*.

Answers should include at least two of the following:

- **The *BNA Act* clearly identifies the legislative powers of the federal and provincial governments, with the federal government having greater powers than the provincial government.**
 - **The *BNA Act* gave the federal government the right to make laws in such matters as trade, defence, criminal laws, banks, the fisheries, taxation, and First Nations. The federal government was also given the right to disallow (reject) any provincial law that it thought was against the best interests of the country as a whole.**
 - **The *BNA Act* gave the provinces the right to pass laws in such areas as property, civil rights, the sale of licenses and alcohol, cities, mines, and forests. Section 93 gave the provinces the right to make laws concerning education.**
-



CLUSTER 3

Becoming a Sovereign Nation

CLUSTER 3: BECOMING A SOVEREIGN NATION

Introduction

Welcome to Cluster 3. The Essential Questions, learning activities, and assignments in this cluster will help you focus on events in Canadian history from 1867-1931. During this period, Canada went through many changes that eventually led to it becoming a modern nation. In this cluster you will learn about the transfer of Rupert's Land to the Dominion after it was purchased from the Hudson's Bay Company in 1869, investigate Canada's relationship with the First Nations people after Confederation, and explore Canada's development through the industrial period and how a unique Canadian identity emerged as a result of experiences on the battlefields of Europe during the First World War.

You will explore the following questions:

- Why did the Métis resist the westward expansion of Canada, and what were the consequences?
- How did territorial expansion, immigration, and industrialization affect the lives of men and women in Canada?
- How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?
- How was Canada's identity as a nation shaped by the First World War, and by its changing relationship to Great Britain and the world?

Cluster 3 consists of four chapters. Each chapter has some learning activities to help you practise and review what you have learned. At the end of the cluster you will find the answer keys to the learning activities. Each chapter also has one assignment that you will send to your tutor/marker for assessment. After completing this cluster, you will need to take the midterm examination that will cover all the topics from Clusters 1, 2, and 3. To prepare yourself, make sure to review the content from each cluster. Use the Essential Questions at the beginning of each chapter as a guide for studying. If you find that you are having difficulty fully answering an Essential Question, then you probably should review that topic. Good luck!

Assessment

When you have completed the assignments for Cluster 3, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Assessment Checklist

- Chapter 7:**
Assignment 3.1: Why did the Métis resist the westward expansion of Canada, and what were the consequences?
- Chapter 8:**
Assignment 3.2: How did territorial expansion, immigration, and industrialization affect the lives of men and women in Canada?
- Chapter 9:**
Assignment 3.3: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?
- Chapter 10:**
Assignment 3.4: How was Canada's identity as a nation shaped by the First World War, and by its changing relationship to Great Britain and the world?

Writing Your Midterm Examination



You will write the midterm examination when you have completed Clusters 1, 2, and 3 of this course. The midterm examination is based on Clusters 1, 2, and 3, and is worth 20 percent of your final mark in the course. To do well on the midterm examination, you should review all the work you complete in Clusters 1, 2, and 3, including all the learning activities and assignments. You will write the midterm examination under supervision.

CHAPTER 7: MÉTIS RESISTANCE

Essential Question: Why did the Métis resist the westward expansion of Canada, and what were the consequences?

Introduction

After the birth of the Dominion of Canada in 1867, many of the problems faced by the British North American colonies appeared to have been resolved – at least for the time being. The new Dominion could now turn its attention to those colonies that were reluctant to join and to expand by consolidating control of Rupert’s Land. One of the first actions of the Dominion was to take possession of Western Canada, which affected the First Nations inhabitants and the growing Métis population centred at Red River and in the North-West Territory (present-day Saskatchewan).

As you learned in Cluster 2 (Chapter 5 in your textbook), the Métis played an important role in the fur trade in Western Canada. When the Dominion of Canada purchased Rupert’s Land in 1869, the Métis in the area were not consulted. Under the leadership of Louis Riel, they resisted Canadian annexation, created a provisional (or temporary) government, negotiated for their rights, and forced the Dominion government to establish Manitoba as a separate province. Similar events unfolded in the North-West Territories in 1885 when the Métis, again under Riel’s leadership and supported by the First Nations, resisted what they saw as the Canadian government’s disregard of their rights. Their struggle became known as the North-West Resistance.

The Confederation of Manitoba

Read pages 199 to 209 in *Shaping Canada*.



Dispersal and New Challenges

Read pages 210 to 212 in *Shaping Canada*.





Note: The following definition will help you understand the section you are about to read:

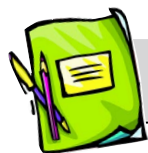
- Adjutant – the commanding officer’s administrative assistant (e.g., Ambroise Lepine was Riel’s military adjutant).



Remember: Learning activities are meant to help you understand the content you just read and to practise the Historical Thinking Concepts. Some questions in the learning activities may be on your examination, so it is a good idea to do all of the questions in each learning activity.



Don’t forget about your learning partner, who is meant to help you with your course work.



Learning Activity 3.1

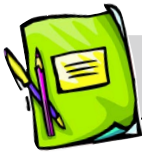
The Confederation of Manitoba and Dispersal and New Challenges

1. Many groups felt they had a claim to the western territories. Although the HBC operated in Rupert’s Land for years, it was still responsible to the British government. The majority of the population living in Rupert’s Land (specifically the Red River Valley) was Métis, while the First Nations population had been there before anyone else. The Canadians felt that this land should join their new country, especially after they purchased it from the HBC. The Americans saw it as a chance to expand their interests north. Which of these groups (HBC, British, Métis, First Nations, Canadian, or American) do you think had the most legitimate claim to the western territories? Discuss their perspective and reason for this claim.
2. Refer to the quote from Prime Minister John A. Macdonald in the “Voices” box on page 203 of your textbook. What did McDougall do that Prime Minister Macdonald would call “humiliating”?

3. On March 4, 1870, Thomas Scott was executed by firing squad as punishment for treason. In what ways was Scott's execution historically significant?
4. Refer to Figure 7-16 on page 211 of your textbook. What happened between 1870 and 1886 that caused a shift in Manitoba's population from being majority Métis to being majority non-Métis?

The North-West Resistance

Read pages 213 to 223 in *Shaping Canada*.



Learning Activity 3.2

Although they have often been referred to as rebellions, each of these events can be more accurately described as a resistance, as there was not yet a governing authority to “rebel” against. Therefore, this course uses the terms *Red River Resistance* and *North-West Resistance*.



The North-West Resistance

1. For a second time, the Métis, led by Riel, declared a provisional government and created a petition for the Dominion's consideration.
 - a. Why would the Métis decide to create a provisional government?
 - b. Why do you think Riel was not given an official role in the provisional government?
2. Refer back to the Métis List of Rights from 1870 on page 204 of your textbook. How was this document significant to the North-West Resistance?
4. Louis Riel was arrested and charged with high treason for his involvement in the North-West Resistance. Found guilty on November 16, 1885, Riel was hanged in Regina.
 - a. Some people suggest that Riel did not receive a fair trial. What problems stood in the way of Riel receiving a fair trial?
 - b. If Riel had entered a plea of insanity, do you think he would have been pardoned? Explain your thinking.
 - c. What consequences of Riel's execution are most significant today? Describe at least one.



Assignment 3.1

Why did the Métis resist the westward expansion of Canada, and what were the consequences? (15 marks)

Task:

Write a five-paragraph essay in which you take a clear position as to whether Louis Riel was a traitor, a hero, or insane.

Guiding Questions:



Note: You do not have to answer the following Guiding Questions directly in your essay. These questions are here to help you develop a response. Remember that you should be expressing your opinion of Louis Riel in essay format. Use these Guiding Questions to form the basis of your response.

- I. Do you think that Louis Riel was a traitor to the government of Canada? Explain what traitors do. In other words, define *treason* (treason is the name of the crime that traitors are guilty of). Some people take the position that he was guilty of treason because he fought against the Canadian government. Describe exactly what he did that people considered to be treasonous, and explain whether or not you consider it to be treasonous.
- II. If you are taking the position that he was a traitor, do you agree that it was appropriate for him to have been punished for treason? Explain why or why not.
- III. Do you think that Louis Riel was a hero to the people of Canada, especially the Métis? Define the word *hero* and describe what heroes do. Some people take the position that he was a hero because he was willing to give up his life to help the Métis. Describe exactly what he did that people consider to be heroic, and explain whether or not you think that it was heroic.
- IV. Do you think that Louis Riel was insane? Define *insanity*. His lawyers argued that he was innocent of treason because he was insane. Describe the things that he did that people might consider to be insane, and whether or not you consider them to be insane.

Marking Guide:

Here is the marking rubric that your tutor/marker will use to mark your essay. The information in each box gives the marks that your tutor/marker will assign to an essay, along with the general characteristics of the essay. Follow it as closely as possible in order to receive a good mark. If you have any questions, contact your tutor/marker or ask your learning partner.

Category	Criteria		
Information in the Essay <i>(Possible 10 marks)</i>	<i>(8 – 10 marks)</i> <ul style="list-style-type: none"> ■ Takes a clear position on whether Louis Riel was a hero, traitor, or insane. ■ Provides a clear definition of those terms (<i>hero, traitor, treason, insane</i>) that are discussed in the essay. ■ Provides a detailed description of Louis Riel’s actions that could be described as heroic, treasonous, or insane. ■ Provides a detailed explanation of whether Louis Riel’s actions were heroic, treasonous, or insane, based on the definitions of those terms and the descriptions of the actions. 	<i>(5 – 7 marks)</i> <ul style="list-style-type: none"> ■ Takes a vague position on whether Louis Riel was a hero, traitor, or insane. ■ Provides a vague definition of those terms (<i>hero, traitor, treason, insane</i>) that are discussed in the essay. ■ Provides a vague description of Louis Riel’s actions that could be described as heroic, treasonous, or insane. ■ Provides a vague explanation of whether Louis Riel’s actions were heroic, treasonous, or insane, based on the definitions of those terms and the descriptions of the actions. 	<i>(1 – 4 marks)</i> <ul style="list-style-type: none"> ■ Does not take position on whether Louis Riel was a hero, traitor, or insane. ■ Does not provide a definition of those terms (<i>hero, traitor, treason, insane</i>) that are discussed in the essay. ■ Does not provide a description of Louis Riel’s actions that could be described as heroic, treasonous, or insane. ■ Does not provide an explanation of whether Louis Riel’s actions were heroic, treasonous, or insane, based on the definitions of those terms and the descriptions of the actions.

Category	Criteria		
Essay Format (Possible 5 marks)	<p style="text-align: center;">(4 – 5 marks)</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Attracts the reader’s attention. ■ Presents all of the main points in the essay. ■ Explains clearly the purpose of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents all ideas in paragraph form and in logical order. ■ Includes strong transitions between all paragraphs and ideas. <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history. ■ Contains few spelling and grammar errors that do not distract from the essay. ■ Contains complex terms, which are used in context and defined. <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes thoroughly the content of the essay. 	<p style="text-align: center;">(2 – 3 marks)</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Presents most of the main points in the essay. ■ Explains the purpose of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents some ideas in paragraph form and may be in logical order. ■ Includes some transitions between paragraphs and ideas. <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history. ■ Contains spelling and grammar errors that distract from the essay. ■ Contains some complex terms that are used out of context or undefined. <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes somewhat clearly the content of the essay. 	<p style="text-align: center;">(1 mark)</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Presents some of the main points in the essay. ■ Provides a vague explanation of the purpose of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents few ideas in paragraph form and the order of ideas may be illogical. ■ Includes few or unclear transitions between paragraphs and/or ideas. <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history. ■ Contains spelling and grammar errors that make the essay hard to read. ■ Does not contain any complex terms or else they are not clearly defined. <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes to a limited degree the content of the essay.
Total:		/15	



Note: If you are having difficulty writing this essay, refer to "A Very Brief Guide to Writing an Essay," which is included in the Appendix at the end of this course package.

Chapter 7 Summary

After Canada's Confederation in 1867, the new dominion sought to annex and control the West. Thus, in 1869, the Canadian government purchased from the HBC the vast territory known as Rupert's Land. The land was not uninhabited; it was populated by groups of First Nations, a few settlers, and the Métis, who were centred at Red River and in the Saskatchewan country to the northwest. Under Louis Riel's leadership, they resisted Canadian annexation, created a provisional government, negotiated for their rights, and forced the federal government to establish Manitoba as a separate province in 1870. Similar events unfolded further west in Saskatchewan in 1885 when the Métis and First Nations resisted what they saw as the Canadian government's disregard of their rights. The struggle became known as the North-West Resistance. In the end, the Canadian government maintained the upper hand and some of the Métis were pushed to areas further north and west. The West remained securely in the hands of the Canadian government by the end of the 1880s.

Now that you have completed Chapter 7, you should be able to answer the Essential Question, "*Why did the Métis resist the westward expansion of Canada, and what were the consequences?*"

Notes

CHAPTER 8: POST-CONFEDERATION LIFE

Essential Question: How did territorial expansion, immigration, and industrialization affect the lives of men and women in Canada?

Introduction

Following Canadian Confederation in 1867, the Dominion of Canada sought to expand its borders and brought together a group of separate British colonies, each with its own history and identity. Canada now faced a major challenge of unifying the nation and ensuring that it was prosperous throughout. To do so, Canada looked to expand its borders, open the West to immigrants, and increase industrialization in its cities. As a result, the social, political, economic, and cultural landscape of Canada would be forever changed.

Canada from Sea to Sea

Read pages 227 to 234 in *Shaping Canada*.



Remember: Some questions from learning activities could be on the examination.



Learning Activity 3.3



Canada from Sea to Sea

- Refer to Figures 8-1 to 8-3 on page 226 of your textbook.
 - How did these changes promote Canadian unification and influence Canadian identity?
- What measures did the Dominion take to prepare the West for homesteaders?

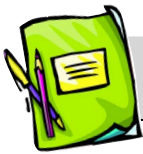
3. Refer to Figure 8-10 and 8-11 on page 233 of your textbook. Both pictures depict scenes from the construction of the CPR, but they show very different perspectives—reality versus the “face” of the railway. Discuss the ethical dimensions represented in these opposing pictures.

Immigration and Settlement

Read pages 235 to 239 in *Shaping Canada*.



Note: Questions in the following activity will help you successfully complete a section from Assignment 3.2.



Learning Activity 3.4



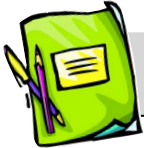
Immigration and Settlement

1. What factors improved Canada’s opportunity for increased immigration at the end of the century?
2. Clifford Sifton, Minister of the Interior, looked to promote the Canadian Prairies to potential immigrants and homesteaders. He centred his advertising campaign on the slogan “the Last Best West.” Create a slogan similar to Sifton’s to promote the Prairies to potential immigrants and homesteaders.
3. Fill in the following changes and continuity chart to demonstrate how the arrival of immigrants transformed and shaped Canada. An example is provided to help you get started.

Changes from Immigration	Continuities from Immigration
<ul style="list-style-type: none"> ■ Uniting the nation: <ul style="list-style-type: none"> ■ Strengthening of Canadian regions from settlement, and uniting the nation from sea to sea 	<ul style="list-style-type: none"> ■ Continuing theme of cultural diversity

Economic Development and Industrialization

Read pages 240 to 243 in *Shaping Canada*.



Learning Activity 3.5



Economic Development and Industrialization

1. During the post-Confederation period (1867-1931), Canada experienced an economic boom as a result of increased industrialization.
 - a. From the developments discussed on pages 240 to 243 of your textbook, which one do you think has the most historical significance for Canadians?
 - b. Why do you think this development holds the largest historical significance for Canadians?
 - c. Look to the future. What might make you change your answer to 'a' and 'b' in the future?

Social and Political Change

Read pages 244 to 251 in *Shaping Canada*.



Note: The following definition will help you understand the section you are about to read:

- Agrarian – dominated by or relating to farming or rural life.



Learning Activity 3.6



Social and Political Change

1. French-English duality is a recurring theme in Canadian history. It presents itself yet again in the Manitoba Schools Question. Why is the Manitoba Schools Question so significant for francophone Canadians in Québec and elsewhere in Canada?
2. Refer to page 248 of your textbook. The Winnipeg General Strike resulted in many injuries and two deaths. Although the workers' demands were not met, the strike had a lasting influence on the labour movement in Canada. Describe the main historical significance of the Winnipeg General Strike.
3. The early 20th century was a period of social reform. Humanitarian organizations lobbied the government for improvement in several areas. Describe some of these reforms.
4. In what way did the First World War affect women's suffrage?



Note: Suffrage – the right to vote in public elections.



Assignment 3.2

How did territorial expansion, immigration, and industrialization affect the lives of men and women in Canada? (15 marks)

1. The lives of men and women in Canada significantly changed in the post-Confederation period. These changes had considerable consequences for Canadians. Identify these consequences for the specific changes of territorial expansion, immigration, and industrialization. Fill in your response in the appropriate space in the following chart. Some examples are provided to help you develop a response. (0.5 marks for each consequence for a total of 4 marks)

Changes	Consequences
Territorial Expansion	Identify at least two consequences (1 mark) <ul style="list-style-type: none"> ■ Homesteaders were enticed to settle the West with the passing of the <i>Dominion Lands Act</i> (1872).
Immigration	Identify at least three consequences (1.5 marks) <ul style="list-style-type: none"> ■ A Canadian market for Canadian goods was created.
Industrialization	Identify at least three consequences (1.5 marks)

2. During the post-Confederation period, the Canadian people began to demand certain reforms to better their lives. The government took different approaches when addressing these reform demands. (0.5 marks for each example for a total of 2 marks)
 - a. Provide one example in which the government responded negatively to reform demands. (0.5 marks)
 - b. Provide one example in which the government responded to reform demands with inaction. (0.5 marks)
 - c. Provide at least two examples in which the government responded positively to reform demands. (1 mark)
3. Clifford Sifton, Minister of the Interior, revamped the homesteading system and sought to bring more settlers to the West. To do this, he created a massive advertising campaign promoting farming in the West. Refer to Figure 8-14 on page 236 of your textbook and the following two posters as examples to create your own immigration poster.



Western Canada Immigration Posters: Reproduced under the terms for non-commercial reproduction, as cited at www.collectionscanada.gc.ca/notices/index-e.html#e.

Criteria: Your poster should focus on the following five criteria:

- I. Promote western farmland to potential immigrant settlers.
- II. Identify the specific country the poster is for.
- III. Have a slogan that will catch the audience's eye.
- IV. Have an image that represents the ideals of prairie farming.
 - a. The image does not have to be hand-drawn. If you wish, you may use magazine clippings or pictures from the Internet. Make sure these pictures are representative of the historic period (1867-1931) and of farming on the Prairies.
 - b. If you choose to draw your image, the quality of your artwork—that is, how well you draw—will not be assessed. It must be clear what the picture is meant to depict.
- V. Have a description of the farmland.
 - a. You may want to highlight the lack of available farmland in the United States.

Make sure to create your poster on a **blank, white, letter-sized paper** (8.5"× 11" or 21.6cm×28cm).



Note: If you know a language other than English, feel free to create your poster in that language. Just remember to include English translations for your tutor/marker.

If you are having trouble getting started, here are some steps that you can follow to create your poster:

- Review pages 236 to 239 of your textbook for information to support your poster.
- Use a pencil to create a rough draft of your poster.
- Either leave space or sketch (in pencil) your image.
- Double-check your text for errors, including spelling and grammar.
- Review it. Are you happy with the layout and the information?
- Get your learning partner's opinion and suggestions.
- Create your final copy on blank, white, letter-sized paper.

The following rubric will be used to mark your poster:

	1 mark	2 marks	3 marks
Criteria	0 to 2 parts of the criteria are fulfilled.	3 to 4 parts of the criteria are fulfilled.	All 5 parts of the criteria are fulfilled.
Knowledge and Understanding	The details reflect a limited understanding of an immigration poster.	The details reflect an average understanding of an immigration poster.	The details reflect an insightful understanding of an immigration poster.
Visual Appeal	There is little colour and few illustrations. The descriptions do not flow and are not creative.	The use of colour and illustrations is effective. The descriptions show some creativity, but do not flow well.	The use of colour and illustrations is very effective. The descriptions are creative and flow well.
Total:		/9	

Chapter 8 Summary

The birth of Canada in 1867 and its subsequent expansion was a major challenge to the succession of federal governments who sought to create a united and prosperous country. Politically, Canada grew to encompass all of its present provinces and territories, with the exception of Newfoundland and Nunavut. Economically, it promoted the development of agriculture, forestry, mining, and industry, and created national communications and transportation systems. Socially, it encouraged large-scale immigration. In addition, it sought a response to the changing role of women, the creation of labour unions, and the impact of regional discontent. Culturally, Canadian governments set out to create a shared sense of Canadian identity so that people would see themselves as Canadians as well as British subjects. Many of these policies had adverse consequences for First Peoples of Canada and did not always benefit all regions equally. These policies also created new challenges for the federal government.

Now that you have completed Chapter 8, you should be able to answer the Essential Question, "*How did territorial expansion, immigration, and industrialization affect the lives of men and women in Canada?*"

CHAPTER 9: ABORIGINAL PEOPLES AFTER CONFEDERATION

Essential Question: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?

Introduction

The decline of the fur trade in the 19th century and the onset of European settlement fundamentally changed the relationship between the First Nations and Europeans. Due to the pressure of European settlement and the policies of colonial governments, First Nations in eastern and central Canada found themselves increasingly marginalized and not being treated as equals and allies as had once been the case. In the West, First Nations were the majority and they took part in the fur trade on their own terms. The traders were well aware that their success depended on the cooperation of the First Nations, whose relationship with Europeans was one of partnership and equality. This relationship changed, however, in the 1870s when the Dominion of Canada, anxious to open up the West to European settlement, negotiated treaties with the First Nations. Although the treaties recognized certain First Nations' rights, they altered the claim to their land and confined the First Nations to reserves. In addition, the government pursued a policy of assimilation, most notably through the passage of the *Indian Act* and the creation of residential schools, which were designed to limit Aboriginal tradition and culture. This period saw increasing economic and political marginalization of First Nations. The challenge for First Nations was how to establish a relationship with the new Dominion of Canada that would guarantee justice and equality and allow First Nations to retain the benefits of their traditional culture.

From Allies to Subordinates

Read pages 255 to 266 in *Shaping Canada*.



Remember: Learning activities help you develop an understanding of the content as well as practise using the Historical Thinking Concepts. It is important that you complete all of the learning activities, as they will benefit your learning and success in the course.



Learning Activity 3.7



From Allies to Subordinates

1. Treaties were formal recognitions of trade and military alliances between Europeans and First Nations.
 - a. Describe the difference between the treaties of the 18th century and the treaties of the 19th century. From the European/Canadian government perspective, how are the goals of the Peace and Friendship Treaties of the 18th century different from the goals of the Numbered Treaties of the 19th century?
 - b. Why do you think the Canadian government did not want to continue to create treaties that were similar to the Peace and Friendship Treaties for the First Nations people in the West?
2. What motivated the First Nations people to sign the Numbered Treaties?
3. Refer to Figure 9-10 on page 263 of your textbook. How can this painting be used as evidence for the modern First Nations' perspective of the Numbered Treaties? In other words, what message is the painter, McMaster, trying to communicate?

The Indian Act, 1876

Read pages 267 to 272 in *Shaping Canada*.



Remember: You learned about the 1857 *Gradual Civilization Act* in Chapter 4 and the 1869 *Enfranchisement Act* in Chapter 6. It might be a good idea to review these chapters to refresh your memory.



Learning Activity 3.8



The *Indian Act*, 1876

1. One provision of the 1876 *Indian Act* was that First Nations people become “wards of the government.”
 - a. What is meant by *paternalism*?
 - b. What consequences for the First Nations people could you see arise as a result of this *paternalistic* provision?
3. With the passing of the *Indian Act* in 1876, a new Eurocentric governance method was imposed on the First Nations people. Although it contained aspects of their traditional ways of governance, such as the incorporation and influence from the spiritual and reflective approach to leadership and the ideals of mutual respect, teamwork, and collaboration in leadership, several distinct changes were made. How did the First Nations’ traditional methods of governance change as a result of the *Indian Act*? An example is provided for you to help you develop a response.



Note: You may want to review Chapter 1 to review traditional ways of life and governance for the First Nations people. An example is provided for you.

Example: Traditional governance methods were replaced with band councils.

Policies of Assimilation

Read pages 273 to 278 in *Shaping Canada*.





Learning Activity 3.9



Policies of Assimilation

1. At first, many First Nations people hoped the access to education, like residential schools, would positively benefit their children while maintaining their traditions and culture. In reality, the residential schools that First Nations children were forced to attend did the opposite. What was the true purpose of the residential schools? How was this accomplished?
2. During the 19th and 20th centuries, the Canadian government sought to assimilate First Nations people into Euro-Canadian culture. Education in residential schools was the primary method of assimilation.
 - a. In the chart below, detail the intended and the unintended consequences of the residential school system.
 - b. Star or highlight the consequences that were caused by Eurocentric ideas. Examples are provided for you to help get you started.

<i>Intended Consequences of Residential Schools</i>	<i>Unintended Consequences of Residential Schools</i>
<ul style="list-style-type: none">■ Provide a basic education of reading, writing, and mathematics	<ul style="list-style-type: none">■ Negative effects felt in younger generations as a result of parents and/or other family members attending the schools.

Inuit and Métis Peoples in the Early 20th Century

Read pages 279 to 281 in *Shaping Canada*.





Learning Activity 3.10



Inuit and Métis Peoples in the Early 20th Century

1. During the 1940s, what caused the Canadian government to begin making policies about the Inuit peoples? What were the consequences?



Assignment 3.3

How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation? (15 marks)

2. The following parts of this question will ask you to take on two perspectives: that of a First Nations child in her or his first year of residential school, and that of an adult remembering her or his time at residential school. Follow the instructions carefully.
 - a. Take the historical perspective of a First Nations child attending residential school for the first time. *How do you feel about attending this school? Why do you have to go? What do you think they will teach you?* Write a half-page journal entry describing a day in the life of a residential school student. Make sure you incorporate the knowledge you have learned in this chapter about residential schools as well as the feelings you might experience as a First Nations child attending residential school for the first time. Be sure to review the following rubric so you are aware of the expectations and how you will be assessed.

Statement that best reflects the student's response	Marks
The response shows an incomplete understanding of the important information, along with severe misconceptions.	0.5 - 1
The response demonstrates an incomplete understanding of the important information, but lacks detail, contains misconceptions, and does not explain complex relationships.	1.5 - 2
The response demonstrates an incomplete understanding of the important information, but does not contain enough detail, and/or contains some misconceptions, and/or does not explain complex relationships.	2.5 - 3
The response demonstrates a complete understanding of the important information in sufficient detail, and explains complex relationships.	3.5 - 4
Total:	/4

- b. Now take the perspective of a First Nations adult who is remembering his or her time at residential school. *How do you feel now about having to attend residential school? What did they teach you? How has attending residential school influenced your life now?* In a half page, write a journal entry describing your memories of residential school from the perspective of an adult. Incorporate knowledge you have learned in this chapter and how you feel now about your residential school experience. Be sure to review the following rubric so you are aware of the expectations and how you will be assessed.

Statement that best reflects the student's response	Marks
The response shows an incomplete understanding of the important information, along with severe misconceptions.	0.5 – 1
The response demonstrates an incomplete understanding of the important information, but lacks detail, contains misconceptions, and does not explain complex relationships.	1.5 – 2
The response demonstrates an incomplete understanding of the important information, but does not contain enough detail, and/or contains some misconceptions, and/or does not explain complex relationships.	2.5 – 3
The response demonstrates a complete understanding of the important information in sufficient detail, and explains complex relationships.	3.5 – 4
Total:	/4

2. How have the Numbered Treaties had lasting significance to all Canadians? Identify at least one point of significance. (1 mark)
3. How has the reserve system resulted in long-term challenges for First Nations people? Identify at least two challenges. (2 marks)
4. How does the quote by George F. G. Stanley on page 267 of your textbook help you take a historical perspective in understanding this chapter? Use specific examples to explain your answer. (2 marks)
5. Fill in the blanks with the appropriate words or phrases so that the following question is answered in full: "How did Canada's relationship with First Nations, Métis, and Inuit people change after Confederation?" (0.5 marks for each blank for a total of 2 marks)

The early relationship between First Nations and Canada was one of cooperation marked by partnership and equality. This relationship changed, however, in the 1870s when the Dominion of Canada, anxious to open up the _____ to European settlement, negotiated treaties with the First Nations. Although the treaties recognized certain First Nations rights, they reversed ownership of their _____ and confined the First Nations to _____. In addition, the government pursued a policy of _____, most notably through the passage of the Indian Act and the creation of residential schools that were designed to eliminate Aboriginal tradition and culture. This period saw increasing economic and political marginalization of First Nations.

Chapter 9 Summary

As the fur trade of the 19th century declined, the relationship between the First Nations and Europeans changed; First Nations in eastern and central Canada found themselves increasingly marginalized. By the 1870s, the Dominion of Canada was anxious to open up the West to European settlement, and thus negotiated treaties with the First Nations. In addition, the government pursued a policy of assimilation, most evident in the creation of residential schools. As a result of government policy, this period saw increasing economic and political marginalization of First Nations. The challenge for First Nations was how to establish a relationship with the new Dominion of Canada that would guarantee justice and equality and allow them to retain the benefits of their traditional culture.

Now that you have completed Chapter 9, you should be able to answer the Essential Question, "*How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?*"

Notes

CHAPTER 10: THE FIRST WORLD WAR AND BEYOND

Essential Question: How was Canada's identity as a nation shaped by the First World War, and by its changing relationship to Great Britain and the world?

Introduction

In 1867, Canada was a self-governing dominion within the British Empire. They were able to make their own decisions concerning domestic affairs. When it came to international affairs, Britain made the decisions for all its colonies and dominions. Canada was expected to support the mother country. When Britain entered the First World War in 1914, Canada was automatically involved, although free to decide just what part it would play.

The First World War proved to be a turning point in Canadian history. Canadian troops made significant contributions on the Western Front and earned the reputation of being steadfast fighters. At home, mobilization in support of the war effort resulted in significant economic growth and a new sense of pride and independence among Canadians.

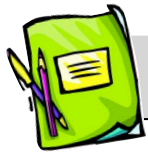
At the end of the First World War, Canada won the recognition of the international community. It became a member of the League of Nations in its own right and was seen as more than simply a colony of Great Britain. In 1931, the *Statute of Westminster* gave Canada the right to make its own foreign policy decisions without seeking British approval. Even before this, however, Canadian governments had begun to make foreign policy decisions independent of Britain. This was especially true when developing policies with the United States. The transition from colonial status (1867) to control over foreign policy (1931) and finally to full constitutional independence (1982) is an important theme in Canadian history.

Emerging Canadian Independence

Read pages 285 to 289 in *Shaping Canada*.



Remember: Learning activities help you develop an understanding of the content as well as practise using the Historical Thinking Concepts. It is important that you complete all of the learning activities, as they will benefit your learning and success in the course.



Learning Activity 3.11



Emerging Canadian Independence

1. The Boer War brought light to the underlying French-English duality that exists within Canada. In your opinion, why would French Canadians favour nationalist views and English-speaking Canadians favour an imperialist viewpoint when it came to participation in the Boer War and other international affairs?
2. From pages 286 to 289 of your textbook, choose three events and explain their historical significance in terms of Canadian autonomy.

The First World War

Read pages 290 to 306 in *Shaping Canada*.



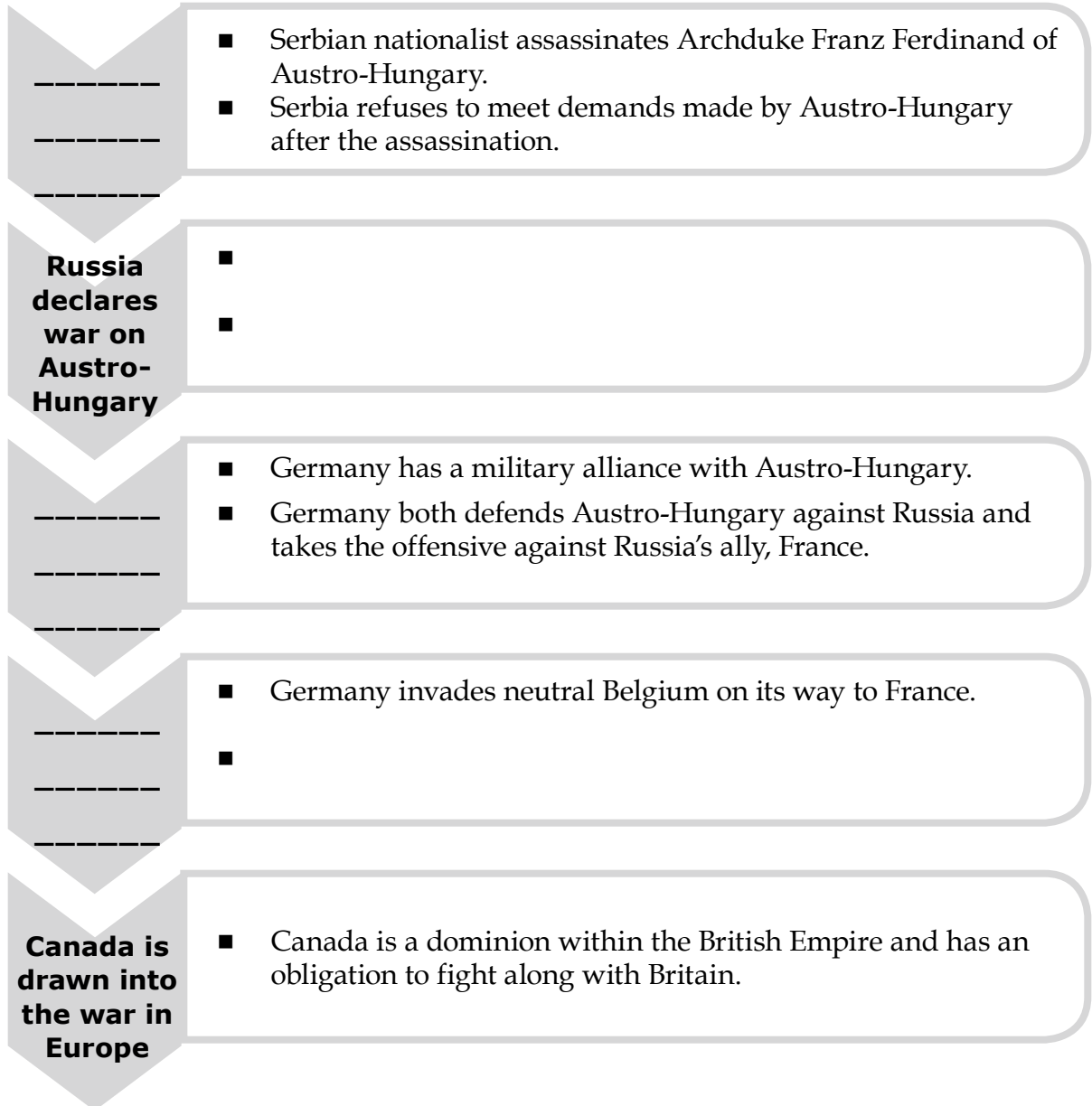


Learning Activity 3.12



The First World War

1. The following graphic organizer outlines the events that led to Canada's involvement in the First World War. Complete the graphic organizer by filling in the missing information.



2. Refer to the poem "In Flanders Fields" on page 295 of your textbook. In your opinion, how would most Canadians feel about this poem, especially the third stanza.

3. When the Canadian troops were ordered to take Passchendaele Ridge, General Currie vehemently protested because he feared his troops would be ill-prepared and would suffer heavy losses for minor gain. The troops eventually captured the ridge but lost 4000 men. Passchendaele is regarded as one of many futile battles fought in the war. As General Currie feared, little advantage was gained and many lives were lost. Consider the ethical dimensions of war. Do you think it is ethical to send soldiers into a battle in which it is clear many lives will be lost? Explain your answer.
 4. As you will see in the following chapters, the First World War was not the only time the *War Measures Act* was enacted.
 - a. What does the *War Measures Act* allow the government to do?
 - b. What did the government do when it enacted the *War Measures Act* during the First World War?
 - c. Do you think that the government's decision to enact the *War Measures Act* was justified? Why?
 5. Which of the battles discussed do you think is the most significant to Canadians? Why?
-

Toward Post-War Autonomy

Read pages 307 to 309 in *Shaping Canada*.



Note: The following definition will help you understand the section you are about to read:

- **Autonomy** – political independence and self-government.



Learning Activity 3.13



Toward Post-War Autonomy

1. It could be argued that the *Statute of Westminster* is Canada's declaration of independence. Identify the positive and negative aspects of this legislation, and then decide whether you agree with this statement.
-



Assignment 3.4

How was Canada's identity as a nation shaped by the First World War, and by its changing relationship to Great Britain and the world? (15 marks)

1. War is a terrible thing that destroys people and their lives, but it can have some benefits. In the following chart, write three positive effects (3 marks) and three negative effects (3 marks) that Canada experienced due to its involvement in the First World War.
 2. For Canada, a major part of the First World War was the war effort at home. In general, the war effort included farming, manufacturing, and financial support, and required tremendous support and sacrifice from Canadian women. For each of the four areas, discuss at least one example describing what was done to support the war effort. (4 marks)
 3. Some historians consider the First World War to be Canada's "war of independence" from Great Britain. Using examples from what you have learned in this chapter, write at least two points supporting this view (2 marks) and at least two points refuting this view. (2 marks)
 4. Consider an alternative history in which Canada did not contribute to the First World War in the significant way that it did. What implications would this have had on Canada's history and development? In other words, how would Canada be affected today? Identify at least one clear and concise point. (1 mark)
-

Chapter 10 Summary

As a dominion within the British Empire, Canada in 1867 had no control over its foreign affairs; its external affairs were controlled by Great Britain. Canada had to seek British approval in bilateral and international affairs, such as the *Treaty of Washington* of 1871 and the Alaska border settlement of 1903. Canada was expected to support the mother country and when Britain entered the First World War in 1914, Canada was automatically involved. Canada made important military contributions on the Western Front as well as on the “home front.” At the end of the war, Canada became a member of the League of Nations in its own right, thereby winning recognition that it was more than simply a colony of Great Britain. The passage of the *Statute of Westminster* in 1931 gave Canada the right to make its own foreign policy decisions without seeking British approval. The first international treaty that Canada signed on its own behalf was the Halibut Treaty of 1923, which regulated fishing in Canadian-American coastal border waters. An important theme in Canadian history is its transition from colonial status to having control over its foreign policy to its eventual full constitutional independence.

Now that you have completed Chapter 10, you should be able to answer the Essential Question, “*How was Canada’s identity as a nation shaped by the First World War, and by its changing relationship to Great Britain and the world?*”

Cluster Review

Read page 194 in *Shaping Canada* to review what you have learned in this cluster.





Submitting Your Assignments

It is now time for you to submit Assignments 3.1, 3.2, 3.3, and 3.4 from Cluster 3 so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Cluster 3 assignments and organize your material in the following order:

- Cluster 3 Cover Sheet (found at the end of the course Introduction)
- Assignment 3.1: Why did the Métis resist the westward expansion of Canada, and what were the consequences?
- Assignment 3.2: How did the territorial expansion, immigration, and industrialization change life for men and women in Canada?
- Assignment 3.3: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?
- Assignment 3.4: How was Canada's identity as a nation shaped by the First World War and by its changing relationship to Great Britain and the world?

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Midterm Examination



Congratulations, you have finished Cluster 3 in this course. The midterm examination is out of 100 marks and worth twenty percent (20%) of your final mark. In order to do well on this examination, you should review all of your learning activities and assignments from Clusters 1 to 3.

You will complete this examination while being supervised by a proctor. You should already have made arrangements to have the examination sent to the proctor from the Distance Learning Unit. If you have not yet made arrangements to write it, then do so now. The instructions for doing so are provided in the Introduction to this module.

You will need to bring the following items to the examination: pens/pencils and scrap paper. A maximum of 2.5 hours is available to complete your midterm examination. When you have completed it, the proctor will then forward it for assessment. Good luck!

Examination Review

You are now ready to begin preparing for your midterm examination. Please review the content, learning activities, and assignments from Clusters 1 to 3.

The midterm practice examination is also an excellent study aid for reviewing Clusters 1 to 3.

You will learn what types of questions will appear on the examination and what material will be assessed. Remember, your mark on the midterm examination determines twenty percent (20%) of your final mark in this course and you will have 2.5 hours to complete the examination.

Midterm Practice Examination and Answer Key

To help you succeed in your examination, a practice examination can be found in the learning management system (LMS). The midterm practice examination is very similar to the actual examination that you will be writing. The answer key is also included so that, when you have finished writing the practice examination, you can check your answers. This will give you the confidence that you need to do well on your examination. If you do not have access to the Internet, contact the Distance Learning Unit at 1-800-465-9915 to get a copy of the practice examination and the answer key.

Examination Format

The format of the examination is as follows:

Part A: Fill in the Blank (20 marks)

Part B: True or False (10 marks)

Part C: Multiple Choice (10 marks)

Part D: Short Answer (30 marks)

Part E: Long Answer (30 marks)

Notes



CLUSTER 3

Learning Activities Answer Keys

CLUSTER 3:
BECOMING A SOVEREIGN NATION
ANSWER KEYS

Learning Activity 3.1: The Confederation of Manitoba and Dispersal and New Challenges

1. Many groups felt they had a claim to the western territories. Although the HBC operated in Rupert's Land for years, it was still responsible to the British government. The majority of the population living in Rupert's Land (specifically the Red River Valley) was Métis, while the First Nations population had been there before anyone else. The Canadians felt that this land should join their new country, especially after they purchased it from the HBC. The Americans saw it as a chance to expand their interests north. Which of these groups (HBC, British, Métis, First Nations, Canadian, or American) do you think had the most legitimate claim to the western territories? Discuss their perspective and reason for this claim.

Answers will vary. As there is a choice component to this question, the following is a sample of a good answer for each group. You only need to have an answer for one of the groups.

The HBC:

- **The company made a significant investment and contribution in the western territories and thus had the strongest claim to the land.**

British:

- **Since the newly formed Dominion of Canada was a Constitutional Monarchy, the Queen had ultimate authority over all of Canada's lands as she was the head of state.**

Métis:

- **The Métis made up the majority of the population in the Red River Valley and resisted the annexation of their land to the Canadian government. By setting up a provisional government and demanding that their needs be met, they proved that their claim to the land was the most significant.**

First Nations:

- **They were the original people who inhabited this land and therefore had an inherent claim to it.**

Canadians:

- Since the Canadians purchased Rupert's Land from the HBC, they rightly owned the land and had the strongest claim over it.

Americans:

- The belief in Manifest Destiny directed American interests to the Northwest.

2. Refer to the quote from Prime Minister John A. Macdonald in the "Voices" box on page 203 of your textbook. What did McDougall do that Prime Minister Macdonald would call "humiliating"?

McDougall made the proclamation that asserted Canada's authority in Rupert's Land, but immediately crossed the border back into the United States. By doing this, he removed the physical presence of authority and created a political void in the territory. McDougall's actions undermined the Canadian government when it desperately needed to exert its presence and legitimacy. His actions showed weakness in the Canadian government in its failure to bring the Métis population into its sphere of influence.

3. On March 4, 1870, Thomas Scott was executed by firing squad as punishment for treason. In what ways was Scott's execution historically significant?

Scott's execution was a turning point in the Red River Resistance. It generated a huge controversy and affected the Dominion's and John A. Macdonald's decisions about the Métis and Manitoba. The execution of an Orangeman by the Métis also highlighted the animosity that existed in the French-English duality of Canadian society.

4. Refer to Figure 7-16 on page 211 of your textbook. What happened between 1870 and 1886 that caused a shift in Manitoba's population from being majority Métis to being majority non-Métis?

The declining Métis majority in Manitoba during this time was caused by an influx of immigrant settlers after the creation of Manitoba, and by the dispersion of the Métis from the Red River Valley as a result of racism, loss of land ownership, and few economic opportunities for them. The Métis settled in Saskatchewan, Alberta, and other parts of present-day Manitoba.

Learning Activity 3.2: The North-West Resistance

1. For a second time, the Métis, led by Riel, declared a provisional government and created a petition for the Dominion's consideration.

- a. Why would the Métis decide to create a provisional government?

By forming a provisional government, the Métis established a means to have a meaningful and legitimate discussion with the Dominion government.

- b. Why do you think Riel was not given an official role in the provisional government?

Riel's past banishment from "Her Majesty's dominions" meant that an official position held by Riel in the provisional government would undermine the Métis objectives. Instead, Riel contributed to the provisional government with his knowledge of the negotiation process and his influence with the Métis people.

2. Refer back to the Métis List of Rights from 1870 on page 204 of your textbook. How was this document significant to the North-West Resistance?

The list of rights provides the basis for the North-West Resistance in that the document details the Métis desire for law, order, and good government. These ideals are reflected in the ideology of the North-West Resistance.

3. Louis Riel was arrested and charged with high treason for his involvement in the North-West Resistance. Found guilty on November 16, 1885, Riel was hanged in Regina.

- a. Some people suggest that Riel did not receive a fair trial. What problems stood in the way of Riel receiving a fair trial?

Answers may vary. The following is an example of a good answer.

As Riel was both Métis and an American citizen, the six-person, all-English jury selected in Regina potentially had a bias against Riel. His involvement in the Red River Resistance of 1869 could have also generated more bias among the jurors. It could also be argued that Riel was unfairly charged under the English code of law rather than the Métis code of law or the American code of law.

- b. If Riel had entered a plea of insanity, do you think he would have been pardoned? Explain your thinking.

Answers may vary. The following is an example of a good answer.

Yes, if Riel had pled insanity and that he was not responsible for his actions as a result, he would have been pardoned. I, however, do not think that he would have been released. If he were found insane, the

court would have sentenced him to spend time in an institution for the mentally ill.

Or

No, Riel would not have been pardoned had he pled insanity. He had already been pardoned once by the courts for similar charges. This plea would have only undermined the legitimacy of the Métis resistance and would not have benefited Riel in any way.

- c. What consequences of Riel's execution are most significant today? Describe at least one.

Answers may vary. The following is a list of possible answers:

Riel's execution meant

- the Métis community lost a significant leader
 - French-English duality once again came to the forefront as tensions heightened during his trial and execution
-

Learning Activity 3.3: Canada from Sea to Sea

1. Refer to Figures 8-1 to 8-3 on page 226 of your textbook.
 - a. Three major changes took place in post-Confederation Canada. Each of the three pictures depicts one of these changes. Using the pictures and the descriptions, identify the three major changes that took place in post-Confederation Canada.

Figure 8-1:

- A large-scale railway bridge is the focus of this photo.
- A transcontinental railroad was built in post-Confederation Canada to link the nation from coast to coast.

Figure 8-2:

- A bundled-up family at a railway station is shown in this photo.
- They are immigrants who have just arrived from Europe. Immigration played a pivotal role in shaping post-Confederation Canada.

Figure 8-3:

- This is a photo of a factory.
- The factory and industrialization that came with it changed Canada's economy and had a large influence on the development of Canada's society after Confederation.

- b. How did these changes promote Canadian unification and influence Canadian identity?

With a transcontinental railway, the nation was physically united. Travel between provinces and territories was made easier. Immigrants began to arrive to these newly confederated provinces and territories, and with them came their cultures and traditions. Multiculturalism would emerge from the influx of immigrants and would eventually shape Canadian identity to resemble the diverse society we know today. Along with the immigrants came industrialization. Immigrants who settled in the city began taking jobs in the newly established factories. Industrialization in the cities paved the way for the increasing urbanization of post-Confederation Canada.

2. What measures did the Dominion take to prepare the West for homesteaders?

In order to stimulate growth and prosperity as well as to protect the new province of Manitoba from annexation by the United States, the West had to be settled and farmed. To do this, the Dominion had to make accommodations to prepare for the homesteaders.

- **Aware that people, such as the First Nations and Inuit, already lived in this region and wanting to avoid another resistance like they faced with the Métis, the government set out to sign treaties with the First Nations and Inuit in order to obtain their land.**
- **After the government obtained the land, they surveyed and marked out sections of the land that would be allotted for homesteaders.**
- **Homesteaders feared that the West was a dangerous place, especially after the two Métis resistances. To put these fears at ease, the government created the North-West Mounted Police, which would patrol the United States border, assist in treaty negotiations with the First Nations people, and maintain law and order throughout the region.**

3. Refer to Figure 8-10 and 8-11 on page 233 of your textbook. Both pictures depict scenes from the construction of the CPR, but they show very different perspectives—reality versus the “face” of the railway. Discuss the ethical dimensions represented in these opposing pictures.

In Figure 8-10, the Chinese labourers are constructing the railway in very dangerous and difficult conditions. In Figure 8-11 the well-dressed Donald Smith, financier, appears to be taking credit for this hard work by commemorating the last spike being hammered into the railway. These two pictures show the disconnect between the reality of the labourers

and the public face of the railway construction. The Chinese labourers were exploited for their labour and did not receive credit for their contributions.

Learning Activity 3.4: Immigration and Settlement

1. What factors improved Canada's opportunity for increased immigration at the end of the century?

Answers may include some of the following responses.

- **End of the economic depression**
 - **Increase in wheat prices**
 - **Improved farming technology made crop production more efficient**
 - **Canada had a lot of fertile prairie land available, unlike the United States**
 - **Sifton revamped the homesteading system, making immigration and settlement in the West easier**
 - **Sifton began a massive advertising campaign promoting the Canadian Prairies**
2. Clifford Sifton, Minister of the Interior, looked to promote the Canadian Prairies to potential immigrants and homesteaders. He centred his advertising campaign on the slogan "the Last Best West." Create a slogan similar to Sifton's to promote the Prairies to potential immigrants and homesteaders.

Answers will vary. The following are examples of a good answer.

- **"Wide Open Spaces Are Waiting for You"**
 - **"Prosperity Awaits in the Canadian Prairies"**
 - **"Discover Your Opportunity in the West"**
3. Fill in the following changes and continuity chart to demonstrate how the arrival of immigrants transformed and shaped Canada. An example is provided to help you get started.

Changes from Immigration	Continuities from Immigration
<ul style="list-style-type: none"> ■ Uniting the nation: <ul style="list-style-type: none"> ■ Strengthening of Canadian regions from settlement, and uniting the nation from sea to sea ■ Increasing cultural diversity: <ul style="list-style-type: none"> ■ Introduction of other religions ■ Introduction of other languages ■ Introduction of other practices and beliefs ■ Introduction of other political views 	<ul style="list-style-type: none"> ■ Continuing theme of cultural diversity ■ Continuing reliance on immigration to build the population ■ Immigration continues to negatively affect the First Nations and Métis

Learning Activity 3.5: Economic Development and Industrialization

1. During the post-Confederation period (1867-1931), Canada experienced an economic boom as a result of increased industrialization.
 - a. From the developments discussed on pages 240 to 243 of your textbook, which one do you think has the most historical significance for Canadians?

Answers will vary.

- Mining
- Hydroelectricity
- Natural resources industry (smelting and pulp and paper)
- Completion of two additional railroads
- Manufacturing technology

- b. Why do you think this development holds the largest historical significance for Canadians?

Answers will vary depending on the response in 'a'. The following is a sample response based on manufacturing technology being the most historically significant.

- Manufacturing technology
 - **If it were not for developments in manufacturing technology, the factory would not have become such a large industry. As a result, not as many people would have moved to urban centres, and Canada would have remained a primarily rural, agrarian society and economy. Factories generated a middle class society that would boost the economy and increase urbanization in**

Canada. Increased urbanization would eventually lead to the creation of new jobs, which further benefited the economy.

- c. Look to the future. What might make you change your answer to 'a' and 'b' in the future?

Answers will vary. The following is an example of a good answer.

- **Considering the importance of environmentalism and sustainability in today's society, I would probably change my answer to the development of hydroelectricity as the most historically significant development in post-Confederation Canada. Hydroelectricity is a renewable source of electricity that will provide the basis for the discovery of alternative environmentally friendly sources of energy in the future (like wind turbines).**

Learning Activity 3.6: Social and Political Change

1. French-English duality is a recurring theme in Canadian history. It presents itself yet again in the Manitoba Schools Question. Why is the Manitoba Schools Question so significant for francophone Canadians in Québec and elsewhere in Canada?

The legislation introduced by Premier Thomas Greenway set an important precedent for French Canadians throughout the country as it threatened removal of their language rights and the right to educate their children in the French language. This frightened the French community. Even though their language rights were supposed to be guaranteed in the *BNA Act*, they could be easily removed through illegal legislation. If this could happen in Manitoba, then it could happen in Québec and other French communities throughout Canada.

2. Refer to page 248 of your textbook. The Winnipeg General Strike resulted in many injuries and two deaths. Although the workers' demands were not met, the strike had a lasting influence on the labour movement in Canada. Describe the main historical significance of the Winnipeg General Strike.

The Winnipeg General Strike had a significant impact on the labour movement in Canada. It would eventually lead to legislation that allowed for collective bargaining and the recognition of workers' rights.

3. The early 20th century was a period of social reform. Humanitarian organizations lobbied the government for improvement in several areas. Describe some of these reforms.

Canadians formed humanitarian organizations and lobby groups to influence the government to make changes to improve people's lives and to advocate for better health care, education, labour conditions, housing, urban reform, women's rights, and social justice.

4. In what way did the First World War affect women's suffrage?

The First World War benefited the suffragist movement. Robert Borden had instituted conscription, which angered a lot of people. As a result, he faced an election in which he was very unpopular. Borden realized that wives and female relatives would likely be in favour of conscription because it would provide more support to their husbands and male relatives who were already fighting the war. As a result, female relatives of soldiers were given the vote. By the end of the war, most women were given the vote (with the following exceptions: Québec women, 1940; women of ethnic minorities, late 1940s; and First Nations, Métis, and Inuit, 1960).

Learning Activity 3.7: From Allies to Subordinates

1. Treaties were formal recognitions of trade and military alliances between Europeans and First Nations.
- a. Describe the difference between the treaties of the 18th century and the treaties of the 19th century. From the European/Canadian government perspective, how are the goals of the Peace and Friendship Treaties of the 18th century different from the goals of the Numbered Treaties of the 19th century?

The goal of the Peace and Friendship Treaties in the 18th century was to encourage cooperation with the First Nations by promoting trade, European settlement, and peaceful relations. The First Nations were asked to share the land with the European settlers. These treaties are seen as having been mutually beneficial.

The goal of the Numbered Treaties in the 19th century was to open more land in the West to European immigrants who were coming to settle and farm. These treaties were used by the Canadian government to remove the First Nations' claim to the land and resources so that the government was free to use the land as it wished. These treaties are not seen as having been mutually beneficial.

- b. Why do you think the Canadian government did not want to continue to create treaties that were similar to the Peace and Friendship Treaties for the First Nations people in the West?

Answers will vary. The following is an example of a good response.

The Canadian government pursued treaties with the First Nations of the West that were in favour of European immigrants rather than treaties that were mutually beneficial for both parties because they had different needs and wants that could be acquired through these treaties. The government needed to secure their hold on the West to legitimize their confederation and avoid annexation of the West to the Americans. In this way, they had to quickly settle the West and establish an interprovincial economy. Concern for the needs of the First Nations people was not taken into consideration because of the motivation to settle the West as soon as possible.

2. What motivated the First Nations people to sign the Numbered Treaties?

The First Nations people were motivated to protect their traditional cultures and ways of life. The following is a list of specific motivators:

- They were experiencing food shortages and starvation because the bison, a critical component of their economy and their well-being, were facing extinction from over-hunting. The opportunity to farm on reserve land seemed like an answer to their hunger.
 - Smallpox outbreaks greatly reduced the First Nations' population. They knew they would be quickly outnumbered by the influx of immigrants soon to arrive, thus threatening their traditional way of life.
 - The First Nations took heed of what was happening to the Native Americans in the western United States. The Native Americans suffered devastating blows from starvation, disease, the loss of territory, and a war with the American government. The First Nations hoped to avoid this by establishing a peaceful relationship with the Canadian government.
3. Refer to Figure 9-10 on page 263 of your textbook. How can this painting be used as evidence for the modern First Nations' perspective of the Numbered Treaties? In other words, what message is the painter, McMaster, trying to communicate?

Answers will vary. The following is an example of a good response.

Sir John A. Macdonald is done up in clown make-up with the quote "Have I got an act for you." This could be interpreted to mean that the First Nations people were tricked into signing treaties that they thought would benefit them, when really these treaties only held them back.

Learning Activity 3.8: The *Indian Act*, 1876

1. One provision of the 1876 *Indian Act* was that First Nations people become “wards of the government.”

- a. What is meant by *paternalism*?

Paternalism is derived from the Latin word for father, *pater*. It is the policy or practice in which the governed people are told what is best. Their needs are provided for but they are given no choice in the matter. It is like a relationship between a parent and child.

- b. What consequences for the First Nations people could you see arise as a result of this *paternalistic* provision?

First Nations’ freedom, autonomy, rights, and identity were severely limited once they became “wards of the government.” As a result, First Nations people did not receive the same rights as the average Canadian citizen.

2. With the passing of the *Indian Act* in 1876, a new Eurocentric governance method was imposed on the First Nations people. Although it contained aspects of their traditional ways of governance, such as the incorporation and influence from the spiritual and reflective approach to leadership and the ideals of mutual respect, teamwork, and collaboration in leadership, several distinct changes were made. How did the First Nations’ traditional methods of governance change as a result of the *Indian Act*? An example is provided for you to help you develop a response.

Example: Traditional governance methods were replaced with band councils.

Answers will vary. The following is a list of possible responses.

Changed:

- A new selection process, the election, determined their leadership.
- Only adult men could serve as leaders. The female perspective in leadership was lost.

Note: The First Nations people were not consulted on any of the changes that were made to their governance in the *Indian Act*.

Learning Activity 3.9: Policies of Assimilation

1. At first, many First Nations people hoped the access to education, like residential schools, would positively benefit their children while maintaining their traditions and culture. In reality, the residential schools

that First Nations children were forced to attend did the opposite. What was the true purpose of the residential schools? How was this accomplished?

Residential schools were initially established to avoid conflict with the First Nations people by assimilating their children into Euro-Canadian culture. To accomplish this, children at the age of six were brought to a distant residential school. There, they were separated from their siblings, forced to wear European-style clothing, and forbidden to speak anything but English. By discouraging First Nations languages, the foundation of their culture—oral stories—was eroded.

2. During the 19th and 20th centuries, the Canadian government sought to assimilate First Nations people into Euro-Canadian culture. Education in residential schools was the primary method of assimilation.
 - a. In the chart below, detail the intended and the unintended consequences of the residential school system.
 - b. Star or highlight the consequences that were the result of Eurocentric ideas.

Examples are provided for you to help get you started.

<i>Intended Consequences of Residential Schools</i>	<i>Unintended Consequences of Residential Schools</i>
<ul style="list-style-type: none"> ■ *Provide a basic education of reading, writing, and mathematics ■ *Convert children to Christianity ■ *Separate children from their community and cut connections with their families, culture, and traditions 	<ul style="list-style-type: none"> ■ Negative effects felt in younger generations as a result of parents and/or other family members attending the schools ■ Post-traumatic stress disorder in former students as a result of the mental and physical abuse suffered at the schools ■ *Loss of family, community, and cultural connections
<p><i>Note:</i> The points with the stars (*) are to highlight the consequences that resulted from the Eurocentric ideas.</p>	

Learning Activity 3.10: Inuit and Métis Peoples in the Early 20th Century

1. During the 1940s, what caused the Canadian government to begin making policies about the Inuit peoples? What were the consequences?

Canada needed to secure its claim in the North. It needed people under its governance to live there, so they relocated Inuit families to the far north.

The relocated Inuit families were ill-prepared for their harsh new living conditions and were forced to adopt a new way of life in order to survive.

Learning Activity 3.11: Emerging Canadian Independence

1. The Boer War brought light to the underlying French-English duality that exists within Canada. In your opinion, why would French Canadians favour nationalist views and English-speaking Canadians favour an imperialist viewpoint when it came to participation in the Boer War and other international affairs?

The following response is a generalization of the opinions of French and English Canadians.

Many English-speaking Canadians still strongly identified with the British Empire because Canada, being a dominion within the empire, still shared many elements of British culture. They still saw Britain as the “motherland” and felt the obligation to support Britain in times of international conflict.

French Canadians, on the other hand, did not feel the same way about Britain. To them, Britain was a foreign power. Because ties to France were no longer strong, they did not feel culturally tied to France anymore. With no “motherland” to adhere themselves to, French Canadians began to develop a unique culture of their own. As a result, they favoured the nationalist perspective when it came to decisions on international affairs.

2. From pages 286 to 289 of your textbook, choose three events and explain their historical significance in terms of Canadian autonomy.

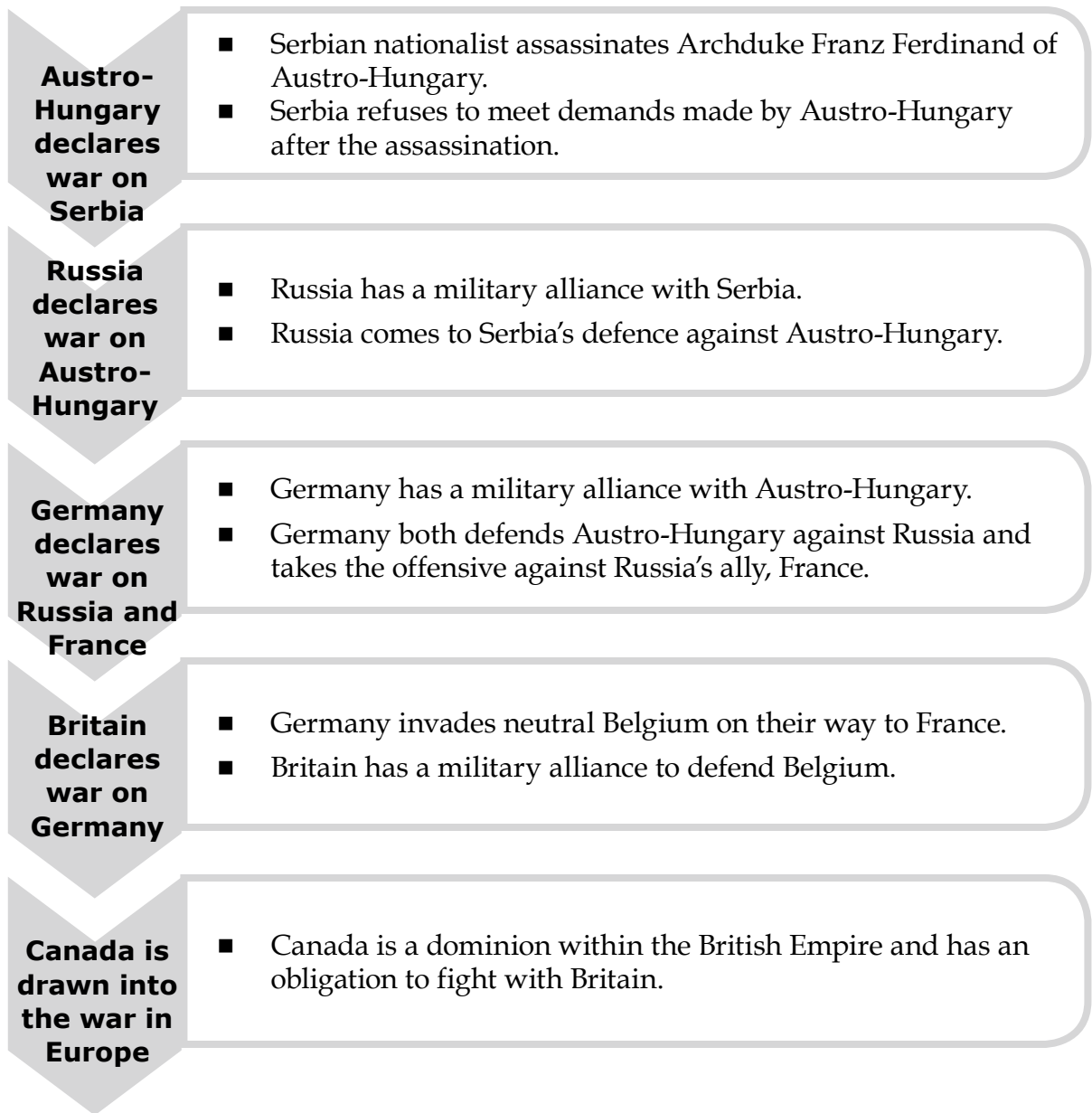
As there is a choice as to what to answer for this question, a complete list of answers is provided. Students only need to answer three of the following:

- ***Treaty of Washington, 1871***
 - **Although it was part of the British team, this was Canada’s first time participating in international negotiations.**
- ***The Boer War, 1899-1902***
 - **Laurier’s compromise to only send volunteers to fight alongside the British satisfied the need to support Britain while asserting Canadian autonomy by participating in such matters on their own terms.**

- *Alaska Boundary Dispute, 1903*
 - **Canadians felt let down by the British, who sided with the Americans. Canadians realized that there was a need to strongly assert themselves to protect their interests.**
 - *Boundary Waters Treaty, 1909*
 - **With this treaty, a relationship of equality was established between the Canadians and Americans. This signalled a diminishing reliance on the British with Canadian foreign affairs.**
 - *Naval Service Crisis*
 - **With the creation of a Canadian navy, Laurier affirmed Canadian autonomy and its right to make decisions concerning foreign affairs instead of contributing to the British Navy.**
-

Learning Activity 3.12: The First World War

1. The following graphic organizer outlines the events that led to Canada's involvement in the First World War. Complete the graphic organizer by filling in the missing information.



2. Refer to the poem "In Flanders Fields" on page 295 of your textbook. In your opinion, how would most Canadians feel about this poem, especially the third stanza.

Answers will vary as it is an opinion-based response. The following is an example of a good answer.

This poem serves as a memory of the soldiers and the sacrifices they made. Many Canadians, upon reading this poem, would feel remorse and sadness for the loss of the brave men represented in the poem. The third stanza would inspire other Canadians to continue the fight and not let the soldier's sacrifice to be in vain.

3. When the Canadian troops were ordered to take Passchendaele Ridge, General Currie vehemently protested because he feared his troops would be ill-prepared and would suffer heavy losses for minor gain. The troops eventually captured the ridge but lost 4000 men. Passchendaele is regarded as one of many futile battles fought in the war. As General Currie feared, little advantage was gained and many lives were lost. Consider the ethical dimensions of war. Do you think it is ethical to send soldiers into a battle in which it is clear many lives will be lost? Explain your answer.

Answers will vary as it is an opinion-based response. The following is an example of a good answer.

- **It is unethical to send soldiers into a battle in which many will perish. Soldiers are people first and fighters second. Human life is more important than any military advantage that could be gained.**

Or

- **It is only ethical to send troops into a battle where death is highly likely only if national security is at risk or if facing an overwhelmingly important objective (such as a severe infraction of human rights).**

4. As you will see in the following chapters, the First World War was not the only time the *War Measures Act* was enacted.

- a. What does the *War Measures Act* allow the government to do?

The *War Measures Act* permitted the government to

- **pass laws without the approval of Parliament whenever Canada was at war, as well as to**
 - **censor the news media**
 - **dictate what manufacturers and farmers are able to produce**
 - **imprison people without trial**
 - **label people as enemy aliens**

- b. What did the government do when it enacted the *War Measures Act* during the First World War?

On the basis of the *War Measures Act*, the government labelled more than 80,000 people as enemy aliens. About 8,500 of these people, mostly Ukrainian and German men, were placed in internment work camps.

- c. Do you think that the government's decision to enact the *War Measures Act* was justified? Why?

Answers will vary as it is an opinion-based response. The following is a sample of a good response.

- Yes, the government was justified in enacting the *War Measures Act*. In this way the government could respond to emergency situations efficiently, prevent the spread of information that posed a risk to the nation, focus industry to produce only necessary products, and detain those who may have posed a risk to Canadian society.

Or

- No, the government unethically detained all those who descended from the enemy countries even though they were Canadian citizens. In modern terms, this is known as profiling. All these people were treated with great suspicion; many were unethically detained and exploited for their labour. This legislation allows the government to ignore the rights and freedoms of their people for the sake of perceived national security.

5. Which of the battles discussed do you think is the most significant to Canadians? Why?

Answers will vary. The following is an example of a good and reasoned answer.

- The Battle at Vimy Ridge is the most significant to Canadians because all four Canadian divisions fought together and were instrumental in capturing the ridge when no other Allied force could. The Canadians made a name for themselves and earned the reputation of being steadfast fighters that you could count on.

Learning Activity 3.13: Toward Post-War Autonomy

1. It could be argued that the *Statute of Westminster* is Canada's declaration of independence. Identify the positive and negative aspects of this legislation, and then decide whether you agree with this statement.
- **Positive:**
 - Canada was now in total control of its foreign affairs.
 - Canada had full legal freedom.
 - **Negative:**
 - These freedoms were given to Canada; Canada did not directly demand them.
 - Britain was still the highest court of appeal and Canada had to get Britain's approval to change the Constitution.

Notes

GRADE 11 HISTORY OF CANADA

Practice Midterm Examination

Name: _____

Student Number: _____

Attending Non-Attending

Phone Number: _____

Address: _____

For Marker's Use Only

Date: _____

Midterm Mark: _____ /100 = _____ %

Comments:

Total Mark Value: 100 marks



Note: The questions in this practice exam *do not* total 100 marks. This practice exam will be shorter than the actual exam and is *not* worth marks. The practice exam is meant to help you study and give you an idea of what to expect for the exam.

Part A: Fill in the Blanks (20 marks)

Using terms from the Word Bank, complete the following sentences by filling in the correct answers in the blank spaces. There are extra terms included in the Word Bank. Not all terms will be used. (1 mark per blank for a total of 20 marks)

On the midterm exam, you will be asked to answer 20 questions. To help you practice, 10 questions have been provided.

Word Bank:

Royal Proclamation (1763)	Constitutional Act (1791)	Vimy Ridge
homestead	British North America Act (1867)	conscription
War of 1812	provisional government	merge
Louis Riel	residential schools	Plains of Abraham
Hudson's Bay Company	trench warfare	Jacques Cartier
Canadian Pacific Railway	Land Bridge Theory	Métis
John A. Macdonald	secondary sources	monopoly

1. The _____ suggests the First Peoples arrived to North America by crossing the Bering Strait between Russia and Alaska around 30,000 years ago.
2. The battle at the _____, just outside the Québec fortress, marked the fall of Nouvelle-France to the British in September 1759.
3. The culture that arose from the union of French fur traders and First Nations women is known as the _____.
4. Americans attempted to annex Upper Canada from the British during the _____.
5. As a result of rising transportation expenses, the North West Company was forced to _____ with the Hudson's Bay Company.
6. The _____ of 1867 established the Dominion of Canada.
7. Found guilty of high treason, _____ was hanged on November 16, 1885.
8. The Canadian government encouraged easterners to move west to _____. In this way, these settlers would farm the land and eventually come to own it.
9. _____ were meant to educate First Nations children and assimilate them into Euro-Canadian culture.
10. _____ is one of the Canada's greatest known battles. All four Canadian divisions fought on the same battlefield during World War I.

Name: _____

Part B: True or False (10 marks)

Read the following statements carefully and determine whether they are true or false. If the statement is *entirely* true, circle 'T'; if *all or part* of the statement is false, circle 'F'. (1 mark for each correct true or false identification for a total of 10 marks)

On the midterm exam, you will be asked to answer 10 questions. To help you practice, five questions have been provided.

1. T or F - Oral tradition is very important to Euro-Canadian culture. They do not rely on written records for their stories, songs, ceremonies, or history.
2. T or F - Many small Montréal-based fur trade operators were forced to form the North West Company because the voyageur guides and interpreters were demanding better working conditions and wages.
3. T or F - The rebellions in Upper and Lower Canada in 1837 and 1838 led to the reunification of these colonies into the Province of Canada.
4. T or F - British North America colonies decided to join in Confederation for three main reasons: political deadlock in the Province of Canada, economic challenges of the British colonies, and pressures from the United States.
5. T or F - The construction of the trans-continental railroads made regions harder and more costly to access. As a result, the forestry, mining, and pulp and paper industries suffered.

Part C: Multiple Choice (10 marks)

Read the following questions and circle the best possible answer from the choices listed below each question. (1 mark for each correctly identified answer for a total of 10 marks)

On the midterm exam, you will be asked to answer 10 questions. To help you practice, five questions have been provided.

1. What is the best definition of history?
 - a) History is the meaningful progression of the past.
 - b) History attempts to account for and understand the past.
 - c) History is a timeline.
 - d) History is the information found in textbooks about past events.
2. What happened to the Acadians in Nova Scotia?
 - a) The Acadians were able to fend off the British and maintain control over their colony. Acadians continue to control the region today.

- b) The Acadians wanted to ensure their unique German heritage would survive once they were taken over by the British. They made a deal with the British to make this happen.
 - c) The French-speaking Acadians were taken over by the British. They were expelled from the region because they would not take up arms against the French.
 - d) The Acadians were an English-speaking population in present-day Nova Scotia. They were expelled from the region when it was taken over by the French because they would not take up arms against the British.
3. What were the reformers demanding during the rebellions of the 1820s and 1830s in Upper and Lower Canada?
- a) The reformers of Upper and Lower Canada were demanding more female representation in their colonial governments.
 - b) The reformers of Upper and Lower Canada were demanding improved working conditions and fair wages.
 - c) The reformers of Upper and Lower Canada were demanding more farmland so they could feed their families.
 - d) The reformers of Upper and Lower Canada were demanding a responsible government that is accountable to the electorate.
4. Manitoba was also known by what nickname because of its size and shape at Confederation?
- a) The “postage stamp province”
 - b) The “Palliser Triangle”
 - c) The “Red River province”
 - d) The “small square province”
5. How did Canada become involved in the First World War?
- a) The Canadian government decided independently to enter the First World War.
 - b) The Canadian government let its people decide in a national vote whether or not to enter the First World War.
 - c) When Britain was drawn into the First World War, Canada, as a Dominion of Britain, was automatically drawn in as well.
 - d) The Canadian government was forced into the First World War when Axis forces attacked Canadian soil.

Name: _____

Part D: Short Answer (30 marks)

Answer the following questions using clear, distinct points and detailed examples.
(The mark values are stated at the end of each question for a total of 30 marks)

On the midterm exam, you will be asked to answer 13 or 14 questions (depending on the version you receive). To help you practice, seven questions have been provided.

1. The Inuit people have been described as engineers and architects of their environment. Regarding the cultures, traditions, and lifestyles of the First Peoples, how can this description be applied to all First Peoples? (2 marks)

2. Discuss how the fall of Nouvelle-France changed fur trading in the Northwest and changed the course of Canadian history. Provide at least three clear, distinct points in your response. (3 marks)

- ---

- ---

- _____

3. Why was the buffalo hunt and pemmican important to the Red River Métis community? (2 marks)

4. Prime Minister John A. Macdonald's *National Policy* of 1878 was important in developing the Dominion of Canada.

a) Identify at least two provisions from Macdonald's *National Policy* of 1878 (2 marks).

- _____

- _____

Name: _____

b) What was the *National Policy's* effect on the people of the Northwest? Discuss at least one effect on the people of the Northwest. (1 mark)

5. During the First World War, the war effort affected many people and their livelihoods. Choose three of the topics listed below, and discuss at least one example describing its (or their) contribution to the war effort. (3 marks)

- Farming
- Manufacturing
- Women
- Financial support

- ---

- ---

■ _____

Part E: Long Answer (30 marks)

Choose *two* of the following three questions. Each question has several components that will total 15 marks. Clarity and organization will be included in each question's mark. (2 questions of 15 marks each for a total of 30 marks)

This is just a sample of the types of questions the Long Answer section will have you complete. Remember, you only need to complete two of the three questions.

Question 1

In *one* clear, organized response, answer the following (1 mark for clarity and organization):

- a) What reasons did the French and other Europeans have for coming to North America? (7 marks)

Name: _____

- b) What impact did their presence have on the land and the people already living in North America? (7 marks)

Question 2

Several factors influenced the Confederation decision. These factors were both from within British North America and from outside sources.

In *one* clear, organized response, answer the following: (1 mark for clarity and organization)

- a) *Why* was the Dominion of Canada formed? Focus on why the British government favoured Confederation (4 marks), and why the people living in the colonies favoured Confederation. (3 marks)
- b) *How* did the four colonies unite to form the Dominion of Canada? (7 marks)

Question 3

In a clear, organized response (1 mark for clarity and organization), answer the following:

As it relates to the westward expansion of Canada, answer the following questions:

- a) How was Métis ancestry influenced by the westward expansion of Canada? (4 marks)
- b) How was the Métis settlement and the colony formed as Canada expanded westward? (3 marks)
- c) What are the important political events that resulted from the westward expansion of Canada? (7 marks)

GRADE 11 HISTORY OF CANADA

Practice Midterm Examination Answer Key

Name: _____

Student Number: _____

Attending Non-Attending

Phone Number: _____

Address: _____

For Marker's Use Only

Date: _____

Midterm Mark: _____ /100 = _____ %

Comments:

Total Mark Value: 100 marks



Note: The questions in this practice exam *do not* total 100 marks. This practice exam will be shorter than the actual exam and is *not* worth marks. The practice exam is meant to help you study and give you an idea of what to expect for the exam.

Part A: Fill in the Blanks (20 marks)

Using terms from the Word Bank, complete the following sentences by filling in the correct answers in the blank spaces. There are extra terms included in the Word Bank. Not all terms will be used. (1 mark per blank for a total of 20 marks)

On the midterm exam, you will be asked to answer 20 questions. To help you practice, 10 questions have been provided.

Word Bank:

<i>Royal Proclamation (1763)</i>	<i>Constitutional Act (1791)</i>	Vimy Ridge
homestead	<i>British North America Act (1867)</i>	conscription
War of 1812	provisional government	merge
Louis Riel	residential schools	Plains of Abraham
Hudson's Bay Company	trench warfare	Jacques Cartier
Canadian Pacific Railway	Land Bridge Theory	Métis
John A. Macdonald	secondary sources	monopoly

1. The Land Bridge Theory suggests the First Peoples arrived to North America by crossing the Bering Strait between Russia and Alaska around 30,000 years ago. p. 27
2. The battle at the Plains of Abraham , just outside the Québec fortress, marked the fall of Nouvelle-France to the British in September 1759. p. 68
3. The culture that arose from the union of French fur traders and First Nations women is known as the Métis . p. 89
4. Americans attempted to annex Upper Canada from the British during the War of 1812 . pp. 126-129
5. As a result of rising transportation expenses, the North West Company was forced to merge with the Hudson's Bay Company. p. 155
6. The British North America Act of 1867 established the Dominion of Canada. p. 185
7. Found guilty of high treason, Louis Riel was hanged on November 16, 1885. p. 218
8. The Canadian government encouraged easterners to move west to homestead . In this way, these settlers would farm the land and eventually come to own it. p. 229
9. Residential schools were meant to educate First Nations children and assimilate them into Euro-Canadian culture. p. 268
10. Vimy Ridge is one of the Canada's greatest known battles. All four Canadian divisions fought on the same battlefield during World War I. p. 296

Name: _____

Part B: True or False (10 marks)

Read the following statements carefully and determine whether they are true or false. If the statement is *entirely* true, circle 'T'; if *all or part* of the statement is false, circle 'F'. (1 mark for each correct true or false identification for a total of 10 marks)

On the midterm exam, you will be asked to answer 10 questions. To help you practice, five questions have been provided.

1. T or F – Oral tradition is very important to Euro-Canadian culture. They do not rely on written records for their stories, songs, ceremonies, or history. p. 23
2. T or F – Many small Montréal-based fur trade operators were forced to form the North West Company because the voyageur guides and interpreters were demanding better working conditions and wages. p. 96
3. T or F – The rebellions in Upper and Lower Canada in 1837 and 1838 led to the reunification of these colonies into the Province of Canada. p. 137
4. T or F – British North America colonies decided to join in Confederation for three main reasons: political deadlock in the Province of Canada, economic challenges of the British colonies, and pressures from the United States. p. 179
5. T or F – The construction of the trans-continental railroads made regions harder and more costly to access. As a result, the forestry, mining, and pulp and paper industries suffered. p. 241

Part C: Multiple Choice (10 marks)

Read the following questions and circle the best possible answer from the choices listed below each question. (1 mark for each correctly identified answer for a total of 10 marks)

On the midterm exam, you will be asked to answer 10 questions. To help you practice, five questions have been provided.

1. What is the best definition of history? p. 2
 - a) History is the meaningful progression of the past.
 - b) History attempts to account for and understand the past.
 - c) History is a timeline.
 - d) History is the information found in textbooks about past events.
2. What happened to the Acadians in Nova Scotia? p. 65
 - a) The Acadians were able to fend off the British and maintain control over their colony. Acadians continue to control the region today.

- b) The Acadians wanted to ensure their unique German heritage would survive once they were taken over by the British. They made a deal with the British to make this happen.
 - c) *The French-speaking Acadians were taken over by the British. They were expelled from the region because they would not take up arms against the French.*
 - d) The Acadians were an English-speaking population in present-day Nova Scotia. They were expelled from the region when it was taken over by the French because they would not take up arms against the British.
3. What were the reformers demanding during the rebellions of the 1820s and 1830s in Upper and Lower Canada? p. 132
- a) The reformers of Upper and Lower Canada were demanding more female representation in their colonial governments.
 - b) The reformers of Upper and Lower Canada were demanding improved working conditions and fair wages.
 - c) The reformers of Upper and Lower Canada were demanding more farmland so they could feed their families.
 - d) *The reformers of Upper and Lower Canada were demanding a responsible government that is accountable to the electorate.*
4. Manitoba was also known by what nickname because of its size and shape at Confederation? p. 206
- a) *The “postage stamp province”*
 - b) *The “Palliser Triangle”*
 - c) *The “Red River province”*
 - d) *The “small square province”*
5. How did Canada become involved in the First World War? p. 291
- a) The Canadian government decided independently to enter the First World War.
 - b) The Canadian government let its people decide in a national vote whether or not to enter the First World War.
 - c) *When Britain was drawn into the First World War, Canada, as a Dominion of Britain, was automatically drawn in as well.*
 - d) The Canadian government was forced into the First World War when Axis forces attacked Canadian soil.

Name: _____

Part D: Short Answer (30 marks)

Answer the following questions using clear, distinct points and detailed examples. (The mark values are stated at the end of each question for a total of 30 marks)

On the midterm exam, you will be asked to answer 13 or 14 questions (depending on the version you receive). To help you practice, seven questions have been provided.

1. The Inuit people have been described as engineers and architects of their environment. Regarding the cultures, traditions, and lifestyles of the First Peoples, how can this description be applied to all First Peoples? (2 marks) p. 20

As with the Inuit, when a group of First Peoples settled in a new environment, they were faced with many challenges. In order to survive, they had to solve many of these problems by using resources provided by the land. The type of environment dictated the problems the First Peoples would face when they settled there. All First Peoples had to develop skills and tools to survive their unique environment. Eventually, the First Peoples would develop a unique culture based on their environment.

2. Discuss how the fall of Nouvelle-France changed fur trading in the Northwest and changed the course of Canadian history. Provide at least three clear, distinct points in your response (3 marks) p. 94

- Before the fall of Nouvelle-France, the fur trade in the Northwest was predominately French (Montréal-based) and English (HBC-based). After the fall of Nouvelle-France, the voyageurs could no longer trade with France.
- Instead, they began to trade with the English, Scottish, and traders from the Thirteen Colonies who had hurried into Montréal to take advantage of the French trading routes into the Northwest.
- English, Scottish, and US traders ignored the HBC's monopoly in the Northwest, resulting in a free-for-all. From that point on, the fur trade would be a battle between the HBC and the other Montréal-based companies formed by these new traders.

3. Why was the buffalo hunt and pemmican important to the Red River Métis community? (2 marks) p. 150

Pemmican was a valued food staple and trade good for the Métis. They organized massive buffalo hunts, which would provide the main ingredient for Pemmican. They became the main provider of pemmican to the NWC, who used it as a food source for their trappers and traders. In this way, pemmican and the buffalo hunt came to dominate Métis life.

4. Prime Minister John A. Macdonald's *National Policy* of 1878 was important in developing the Dominion of Canada. p. 232

a) Identify at least two provisions from Macdonald's *National Policy* of 1878 (2 marks).

(Answers should include at least two of the following)

- Settlement of the West by European immigrants
- Construction of a transcontinental railway linking the Atlantic and the Pacific
- Implementation of a tariff on foreign, especially American, manufactured goods

b) What was the *National Policy's* effect on the people of the Northwest? Discuss at least one effect on the people of the Northwest. (1 mark)

(Answers should include at least one of the following)

- The First Peoples were encouraged to sign treaties so that European settlers could farm the Prairies.
- the Métis were displaced further west.
- the Métis and others in the West were angered that they were left out of decisions on government policy.

5. During the First World War, the war effort affected many people and their livelihoods. Choose three of the topics listed below, and discuss at least one example describing its (or their) contribution to the war effort. (3 marks) p. 299

- Farming
- Manufacturing
- Women
- Financial support

(Answers should include at least two of the following)

- Farming
 - Farmers focused their efforts on production and export of wheat, meat, and cheese to support the hungry troops overseas.
- Manufacturing
 - Canada's manufacturing industries grew even more rapidly during the war. Uniforms, airplanes, engines, ships, guns, and shells were needed by the Allies. In 1915, a whole new munitions industry was created, and by 1917 it became Canada's largest industry, including 1,500 factories.

Name: _____

- Women
 - Women had to fill in the vacancies in the workforce created by men going off to war. Many women worked in munitions factories, and ran businesses and farms. Women's volunteer groups supported the troops by sewing pajamas and socks, and sending care packages to the troops. At the end of the war, Canadian society expected these women to go back to their homes and continue their lives as housewives. Not all women wanted this. Women would use the example of their wartime contributions to fight for gender equality in Canadian society.
- Financial Support
 - In order to financially support the war, the Canadian government introduced a business tax and a supposedly temporary income tax. Canadians were also encouraged to buy Victory Bonds.

Part E: Long Answer (30 marks)

Choose *two* of the following three questions. Each question has several components that will total 15 marks. Clarity and organization will be included in each question's mark. (2 questions of 15 marks each for a total of 30 marks)

This is just a sample of the types of questions the Long Answer section will have you complete. Remember, you only need to complete two of the three questions.

Question 1

In *one* clear, organized response, answer the following (1 mark for clarity and organization):

- a) What reasons did the French and other Europeans have for coming to North America? (7 marks)

Exploration of the "New World"

- First Vikings in the 10th century
- First Europeans to visit came to fish along the coast of Newfoundland and Labrador
- 16th century French explorers and speculators showed an interest in settlement.
 - They hoped to find gold and other precious metals.
 - They were looking for the Northwest Passage to Asia.
 - They wanted to spread Christianity.
 - They sought to expand the power of their home country.
 - They saw possibilities in the fur trade.

- They all assumed the principle of *terra nullius* (Latin for “nobody’s land”), meaning that they believed that the First Peoples did not own the land on which they lived, and that they, as Europeans, had the right to claim the land.
- In the 17th century, the French established settlements in what are now Québec, the Maritimes, the Great Lakes, and the Mississippi Valley, and explored and traded across much of the West, both above and below the 49th parallel.

b) What impact did their presence have on the land and the people already living in North America? (7 marks)

Impact on North America

- The French brought their language, culture, and religion to Nouvelle-France, adapting them to North American conditions. They quickly established a distinctive culture and a French presence that today forms a defining characteristic of Canada.
- For much of Nouvelle-France’s existence, it was involved in intermittent war with the British and their allies, the Iroquois, until 1763 when Britain gained possession of Nouvelle-France and made it a British colony. Hudson’s Bay, Acadia, and Newfoundland were also scenes of Anglo-French conflict.
- First Peoples were marginalized and moved from traditional lands; many died from disease.
- New cultures were created, such as the Canadiens and the Métis.
- Canada and the United States became countries.

Question 2

Several factors influenced the Confederation decision. These factors were both from within British North America and from outside sources.

In *one* clear, organized response, answer the following: (1 mark for clarity and organization)

- a) Why was the Dominion of Canada formed? Focus on why the British government favoured Confederation (4 marks), and why the people living in the colonies favoured Confederation. (3 marks)
- b) How did the four colonies unite to form the Dominion of Canada? (7 marks)

Establishment of the Dominion of Canada in 1867 (Answers for both parts are included below)

The changes in the Northwest notwithstanding, by the 1860s Britain’s colonies in North America were facing a number of serious challenges. English-French tensions in the Canadas were simmering, and it was difficult to achieve a stable government. The lack of investment needed for economic development, including the building of canals and railways, Britain’s adoption of free trade in the 1840s, and the repeal of the Reciprocity Treaty by the United States, led to economic problems. Potential American hostility following the Civil War and Britain’s reluctance to defend its colonies raised security concerns.

Name: _____

Thus, Britain's colonies were forced to consider how to strengthen their defences, how to advance economic development, and how to achieve political stability on their own. Some form of union seemed to offer a solution, but the colonies worried that they might lose their own particular identities or suffer in some other way, such as economically.

The Atlantic colonies were beginning to think of some form of Maritime union, but the colony of Canada West and Canada East proposed a larger confederation as a way out of its problems. Anxious not to alienate the United States and reluctant to fight the United States in defence of its colonies in North America, Britain was supportive of some form of union.

At conferences in Charlottetown and Québec in 1864, representatives of the colonies agreed on a constitution and the colonial legislatures of the United Province of Canada, New Brunswick, and Nova Scotia approved it, while Prince Edward Island and Newfoundland opted against union. Delegates to the London conference in 1866 agreed on a final plan and drafted the *British North America Act*. The British Parliament approved the *BNA Act*, and on July 1, 1867, the new Dominion of Canada came into existence.

After 1763, the British colonies of North America were collectively known as British North America; through a number of evolutionary acts and external and internal pressures, they united into one federation in 1867 to form Canada.

Question 3

In a clear, organized response (1 mark for clarity and organization), answer the following:

As it relates to the westward expansion of Canada, describe

- a) How was Métis ancestry influenced by the westward expansion of Canada? (4 marks)
- b) How was the Métis settlement and the colony formed as Canada expanded westward? (3 marks)
- c) What are the important political events that resulted from the westward expansion of Canada? (7 marks)

Métis ancestry, settlement, and important political events (Answer key includes responses to the three parts of this question)

- The Métis played an important role in the fur trade era in Western Canada. They are descendants from marriages between fur traders and First Nations women.
- Members of the Selkirk Settlement integrated with residents of Red River to form the Red River Colony.

- When the Dominion of Canada bought Rupert's Land in 1869, the Métis in the area were not consulted. Under the leadership of Louis Riel, they resisted Canadian annexation, created a provisional government, negotiated for their rights, and forced the Dominion government to establish Manitoba as a separate province.
- Similar events unfolded in the Northwest in 1885 when the Métis, again under Riel's leadership and supported by some First Nations, resisted what they saw as the Canadian government's disregard of their rights. The struggle became the North-West Resistance. Throughout these events, the West was securely in the hands of the Canadian government: Manitoba as a province, and the lands to the north and west as the North-West Territories.



CLUSTER 4

Achievements and Challenges

CLUSTER 4: ACHIEVEMENTS AND CHALLENGES

Introduction

Welcome to Cluster 4. In this cluster, you will focus on events in Canadian history from the Great Depression to the patriation (or gaining control) of the Constitution (1931-1982). Through the readings in *Shaping Canada*, the Essential Questions, and the learning activities, you will develop an understanding of how the federal government assumed more responsibility for the well-being of Canadians after the Great Depression. You will also investigate the development and impact of new political parties, the women's movement, the labour movement, First Nations organizations, and other groups dedicated to the pursuit of social justice. During this period of Canadian history, you will notice changing definitions of the rights and duties of citizenship and the role of government, which has had major implications on life in Canada today.

This cluster will focus on the following Essential Questions:

- How did Canada seek to establish economic security and social justice from the period of the Great Depression to the patriation of the Constitution?
- How did the establishment of national institutions contribute to defining Canadian identity?
- How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?
- How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?

Cluster 4 consists of four chapters. Each chapter has some learning activities to help you practise and review what you have learned. At the end of the cluster, you will find the answer keys to the activities.

Assessment

When you have completed the assignments for Cluster 4, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Assessment Checklist

- Chapter 11:**
Assignment 4.1: How did Canada seek to establish economic security and social justice from the period of the Great Depression to the patriation of the Constitution?
- Chapter 12:**
Assignment 4.2: How did the establishment of national institutions contribute to defining Canadian identity?
- Chapter 13:**
Assignment 4.3: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?
- Chapter 10:**
Assignment 4.4: How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?

CHAPTER 11: FINDING SOCIAL JUSTICE

Essential Question: How did Canada seek to establish economic security and social justice from the period of the Great Depression to the patriation of the Constitution?

Introduction

Canada experienced profound political, economic, and social changes between 1931 and 1982. The *Statute of Westminster* granted Canada the right to exercise its independence in domestic and foreign affairs. The Great Depression of the 1930s led to the creation of political parties with different ideas as to how Canada should be reformed. During and after the Great Depression and the Second World War, the federal government took on new responsibilities for the well-being of citizens. The women's movement drew renewed attention to the need to improve the status of women in Canadian society. The labour movement sought better protection for workers' rights. First Nations pressed their case for fair treatment and equity. Sustained economic growth after 1945 resulted in a higher standard of living for many Canadians, while changing immigration patterns made Canada an increasingly diverse society. The economic, social, and political challenges of the time led to changing relationships between the federal and provincial governments. Canada's society began to develop into the society we know today.

Canada in the Great Depression

Read pages 316 to 330 in *Shaping Canada*.



Remember: Learning activities are meant to help you understand the content you just read, and to practise the Historical Thinking Concepts. Also, some questions in the learning activities may be on your examination, so it is a good idea to do all of the questions in each learning activity.



Don't forget about your learning partner, who is meant to help you with your course work.



Learning Activity 4.1

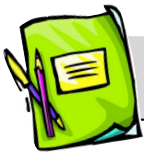
Canada in the Great Depression

1. Most attribute the main cause of the Great Depression to be the stock market crash in 1929, but it can be argued that this was not the sole reason for the Great Depression. For each of the four categories below, identify at least one cause of the Great Depression. The first one is done for you to help you get started.
 - a. Environmental Cause of the Great Depression
 - Drought from mismanagement of soil
 - b. Social Cause of the Great Depression
 - c. Political Cause of the Great Depression
 - d. Economic Cause of the Great Depression
2. Refer to the “Voices” box on page 321 and Viewpoints on History, “Letters to Bennett,” on page 323 of your textbook. Based on these pieces of evidence, what was life like for those affected by the Great Depression?
3. Take the historical perspective of the opposing parties involved in the On-to-Ottawa Trek, and describe each party’s perspective concerning this issue. Why did thousands of men, who were average, unemployed Canadians at the time, ride the rails to protest Ottawa, and what was the response of Bennett’s federal government?
 - I. the average Canadian
 - II. Bennett’s government
4. Refer to the Ethical Dimension “Closing Canada’s Door” on page 327 of your textbook. During the Great Depression, many Canadians were facing poverty and instability. People had to leave their farms for the city. Groups of people who had lived separately were now intermingling. Newly immigrated people now lived next to long-time farmers. Competition for jobs, shelter, food, clothing, and other basic necessities was fierce. Many newly immigrated people faced discrimination from other Canadians during the Great Depression. Why do you think Canadians were somewhat accepting, if not indifferent, when it came to discrimination toward immigrants in Canada? In other words, why would Canadians accept

discrimination towards immigrants during the Great Depression? How did the difficult position in which many Canadians found themselves contribute to this attitude?

Growth of the Welfare State

Read pages 331 to 334 in *Shaping Canada*.



Learning Activity 4.2



Growth of the Welfare State

1. The *BNA Act* set up government in such a way that the federal government generated most of the funds while the provincial governments were responsible for the social needs of their people. Why do you think the Fathers of Confederation set up government this way? Consider the priorities of the Fathers of Confederation compared to the priorities of society during the 1930s.
 2. Many see universal health care as a defining feature of Canadian society. If we were to get rid of it, the very nature of the country would change. Do you agree with this perspective? Explain your opinion in terms of the historical significance of universal health care.
-

Canadian Society and Industry after the Second World War

Read pages 335 to 339 in *Shaping Canada*.





Learning Activity 4.3



Canadian Society and Industry after the Second World War

1. Why is the Baby Boom considered to be historically significant? Support your answer using examples.
2. Refer to the picture in Figure 11-28 on page 338. What was the main message in this editorial cartoon?
3. Canadian society underwent several changes following the Second World War. For each of the following changes, provide an example to describe that change. The first one is already done for you to help you get started.

Change After World War II	Example of Change
Western Resource Development	New economic interests in the West emerged after the discovery of oil in Leduc, Alberta, and potash in Saskatchewan.
Birth Rate	
Immigration and Diversity	
Urbanization, Employment, and Rural Life	
Consumerism	
Transportation	

Human Rights

Read pages 340 to 343 in *Shaping Canada*.



Learning Activity 4.4



Human Rights

1. The Bill of Rights is a considerable step *toward* protecting human rights in Canada, but it did not *guarantee* the protection of human rights. What were the problems with the effectiveness of the Bill of Rights?
2. Refer to the photo in Figure 11-31 on page 341 of your textbook.
 - a. Based on evidence in the photo, what do you think were the goals of the march organizers?
 - b. What was the eventual outcome of the second wave of feminism?
3. What was the White Paper and what was the response of First Nations leaders to this paper?



Assignment 4.1

How did Canada seek to establish economic security and social justice from the period of the Great Depression to the patriation of the Constitution? (15 marks)

1. In the following chart, identify the major changes that occurred as a result of the Great Depression and list the details of those changes. The specific instructions in each box will tell you how many detail points are required for that change, as some require more detail than others. (a half-mark for each detail point for a total of 6 marks)

Changes as a Result of the Great Depression	Description of Change
New political ideologies and political parties	Provide at least three detailed points or examples <i>(1.5 marks)</i>
Greater awareness of regional disparities	Provide one detailed point or example <i>(0.5 mark)</i>
New forms of relief efforts and growth of the welfare state	Provide at least five detailed points or examples <i>(2.5 marks)</i>
Demands for workers' rights	Provide at least <i>one</i> detailed point or example <i>(0.5 mark)</i>
Suppression of radical political activity	Provide at least <i>two</i> detailed points or examples <i>(1 mark)</i>

2. Identify at least two consequences of the Great Depression and why you think they are historically significant. *(3 marks)*
 3. Why was securing the right to vote the main priority for both women and Aboriginal groups? *(1 mark)*
 4. Refer to the editorial cartoon in Figure 11-35 on page 345 of your textbook. This cartoon was published as the government was set to enact some reform recommendations detailed in the Marsh Report.
 - a. Who does the man in the centre represent? *(1 mark)*
Note: Make sure you look very closely at this man, as there is a hint on him.
 - b) What is being offered to this man? *(1 mark)*
 - c) Why does this man seem concerned? *(1 mark)*
 - d. Does this cartoon support the recommendations in the Marsh Report? Using evidence from the cartoon, how do you know? *(2 marks)*
-

Chapter 11 Summary

From 1931 to 1982, Canada went through a great deal of political, economic, and social changes. After 1931, Canada was free to exercise its independence in domestic and foreign affairs. The Great Depression of the 1930s led to the creation of political parties with new ideas as to how Canada should be reformed. During and after the Great Depression and the Second World War, the federal government took on new responsibilities for the well-being of citizens. Women, labour, and First Nations all sought fair treatment and equity. Sustained economic growth after 1945 resulted in a higher standard of living for many Canadians and led to changing relationships between the federal and provincial governments. By 1982, Canada had become much like the Canada we know today.

Now that you have completed Chapter 11, you should be able to answer the Essential Question, "*How did Canada seek to establish economic security and social justice from the period of the Great Depression to the patriation of the Constitution?*"

Notes

CHAPTER 12: CANADIAN IDENTITY

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

Introduction

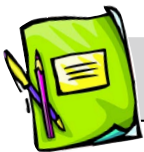
Canada emerged from the Second World War with an enhanced idea of a distinct national identity. National institutions and symbols were developed to promote this distinct Canadian identity and culture. Canada became more tightly linked with the United States through geographic, economic, strategic, and cultural ties. This strong relationship led to further debate about the idea of a Canadian identity and whether Canada was different from its southern neighbour. The adoption of the new Canadian flag and the hosting of the International Exposition (Expo) celebrating Canada's 100th birthday in 1967 were seen as great achievements, and enhanced Canada's identity and pride as a nation. Canada would take significant steps toward full independence during this period.

Building a Nation

Read pages 346 to 351 in *Shaping Canada*.



Remember: Some questions from the learning activities could be on the examination.



Learning Activity 4.5



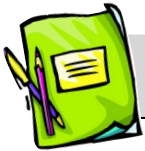
Building a Nation

1. Refer to Figure 12-6 on page 350. What aspect of Canadian identity did Johnny Canuck represent?
2. Canada has always had a complex relationship with the United States.

- a. What were some concerns about the United States that Canadians had before the Second World War?
 - b. How did these concerns change after the Second World War? Did any concerns continue?
 - c. Refer to the two “Voices” boxes on page 351. How do these quotes reflect the fundamental conflict in Canadian attitude towards the Americans?
-

Citizenship and Identity

Read pages 352 to 362 in *Shaping Canada*.



Learning Activity 4.6



Citizenship and Identity

1. Refer to Figure 12-8 on page 353 of your textbook.
 - a. Using the Historical Thinking Concept of change and continuity, identify the elements that are similar in both oaths and the elements that differ.
 - b. In what ways is the proposed oath of 1994 more beneficial to the promotion of Canadian identity and nationhood than the 1977 oath?
 2. How do the designs selected and chosen for Canada's flag reflect the struggle for a unique Canadian identity? In other words, describe the historical context in which the flag debate took place and how it influenced the designs produced and eventually selected for the flag.
 3. Refer to Trudeau's quote in the section "Trudeau's Canada, 1968-1983." What was Trudeau actually saying, and how did this quote reflect his vision of government?
 4. Do you think dual citizenship would promote or discourage immigration to Canada? Explain your thinking.
-

Promoting Canadian Culture

Read pages 363 to 365 in *Shaping Canada*.



Learning Activity 4.7



Economic Development and Industrialization

1. Refer to the “Voices” box on page 365 of your textbook. Where does the Massey Commission stand when it comes to funding the arts?
2. Based on the historical context of the late 1960s, were the CRTC’s restrictions on media freedom reasonable? Do you think they are reasonable now? Explain your thinking.
3. Does Canadian programming such as *So You Think You Can Dance Canada* or *Are You Smarter than a Canadian Fifth Grader?*, which were versions of American shows, help promote Canadian culture? Justify your opinions with reasoned explanations.



Assignment 4.2

How did the establishment of national institutions contribute to defining Canadian identity? (15 marks)

1. Choose three of the following topics and describe how each affected the development of Canadian identity and sense of nationhood. (3 marks)
 - I. Newfoundland joins Canada
 - II. World War I
 - III. The Great Depression
 - IV. World War II
 - V. Relations with the United States

2. During the period of 1931 to 1982, Canada experienced many changes that would shape the nation we know today. Some of results of these changes are:

- *Broadcasting Act, 1932*
- Creation of Canadian Broadcasting Corporation (CBC) 1936
- National Film Board, 1939
- The Baby Boomer Generation
- Massey Commission
- Canada's Centennial, 1967
- Royal Commission on Bilingualism and Biculturalism
- Pierre Trudeau's policies as Minister of Justice and Prime Minister
- Canadian Radio-television & Telecommunications Commission (CRTC)
- *Official Languages Act, 1969*
- *Canadian Multiculturalism Act, 1971*
- *Citizenship Act, 1977*

What were the main motivations for the creation of these laws, events, and organizations? Identify at least four overall motivating factors during this time that led to the above changes taking place. (4 marks)

3. Refer to Figure 12-29 on page 369 of your textbook.

- a. What was the purpose of these centennial posters? (3 marks)
- b. The year 2017 is Canada's 150th birthday. Would this type of advertising campaign be as successful as it was in 1967? Why? (2 marks)

4. The *Official Languages Act* of 1969 and the amendments that followed allowed both French and English Canadians equal opportunities and treatment. Identify at least three examples of the *Official Languages Act* at work in your everyday life. (3 marks)

Chapter 12 Summary

The passing of the *Statute of Westminster*, alongside Canada's role in the First and Second World Wars, served to create a distinct Canadian national identity. As Canada pulled further out of the British sphere of influence, it moved ever closer to the United States through geographic, economic, strategic, and cultural ties. This relationship led to further debate about the idea of a Canadian identity and what its relationship to its southern neighbour should be. Canadians became increasingly worried about the

influence of American media and the effect it has on Canada's own sense of identity. This led to legislation and organizations designed to protect and promote Canadian culture. The adoption of the new Canadian flag and the celebration of Canada's 100th birthday were seen as great achievements, and enhanced Canada's sense of identity and pride as a nation.

Now that you have completed Chapter 12, you should be able to answer the Essential Question, "*How did the establishment of national institutions contribute to defining Canadian identity?*"

Notes

CHAPTER 13: THE SECOND WORLD WAR AND BEYOND

Essential Question: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?

Introduction

Canada began to assert its independence after the First World War. By playing an increasingly independent role in international affairs, Canada was no longer seen as a colony of Britain. The decision to enter the Second World War was made by Canada, not by Britain for Canada. In the First World War, Canada made important contributions to the war effort both at home and in the European and Pacific theatres. The dynamic relationship with the United States continued to develop as Canada signed a number of military agreements, linking the two countries even closer. The rise of the Cold War era led to the establishment of the Distant Early Warning Systems in Canada's North and membership in NATO and NORAD. Canada was supportive of the United Nations, took part in many UN peacekeeping operations, contributed to many international development projects, and became a member of many international organizations including the Commonwealth and *la francophonie*. Between 1931 and 1982, Canada became a well known and respected member of the international community, and came to be described as a "middle power" with growing influence in world affairs.

The Second World War

Read pages 370 to 384 in *Shaping Canada*.



Remember: Learning activities help you develop an understanding of the content as well as practise using the Historical Thinking Concepts. It is important that you complete all of the learning activities, as they will benefit your learning and success in the course.



Learning Activity 4.8



The Second World War

1. The causes of World War II could be seen as a direct result of the consequences of World War I.
 - a. What was the main unresolved issue from World War I?
 - b. How did these issues lead to the outbreak of World War II?
2. Why did Canada follow suit and adhere to the policy of appeasement that eventually enabled Hitler to gain power and lead the world into a Second World War?
3. Refer to the profile of Tommy Prince on page 380 of your textbook. Tommy Prince made significant contributions to both World War II and the Korean War. In what ways did Tommy Prince make significant contributions to discriminatory government policies? In other words, what did Tommy Prince do for First Nations rights and what was the lasting significance of this?

The Impact of the War on Canada

Read pages 385 to 389 in *Shaping Canada*.



Note: The following terms are not defined in the textbook

- Pacifist – also referred to as “Conscientious Objectors” are those who refuse to perform military service or participate in war
- Plebiscite – a vote to decide a specific issue



Learning Activity 4.9

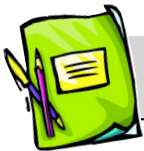


The Impact of the War on Canada

1. Refer to the “Ethical Dimension” page on Japanese internment on page 388 of your textbook.
 - a. What did the federal government do to Canadians of Japanese descent during the Second World War?
 - b. In 1988, the Canadian government issued a formal apology to those involved and affected by Japanese internment during World War II. Do you feel that the Canadian government did a good enough job apologizing and compensating those involved and affected by World War II Japanese internment? Explain your thinking.
2. Consider the phrase, “Not necessarily conscription, but conscription if necessary.”
 - a. Why did Prime Minister Mackenzie King say this?
 - b. Why do you think Mackenzie King used this particular wording when addressing conscription to the nation?
 - c. How did the conscription plebiscite divide the country?

Canada in the Post-War World, 1945-1982

Read pages 390 to 397 in *Shaping Canada*.



Learning Activity 4.10



Canada in the Post-War World, 1945-1982

1. Refer to Figure 13-31 on page 390 of your textbook. How are the blue colour, polar map projection, and olive branches in the UN flag representative of the UN’s goals?
2. The Soviet Union and the United States had been Allies during the Second World War.

- a. How did these two nations become enemies? In other words, how did the Cold War start?
 - b. What was the Gouzenko Affair and how did it contribute to the Cold War?
3. After World War I, Canada began to emerge as a middle power. Not until after World War II did it begin to define what that role was.
- a. What is the historical significance of Canada's position as a middle power?
 - b. How did the Suez Crisis define Canada's military involvement in foreign affairs?
-



Assignment 4.3

How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community? (15 marks)

1. World War II was a significant event in both Canadian and world history.
 - a. Which event of World War II had the greatest influence on Canada in terms of establishing its place within the global community? Explain your choice. (2 marks)
 - b. Which event of World War II had the greatest influence on the imminent Cold War? (2 marks)
2. It has been suggested that US President Truman justified using the atomic bomb against Japan for these reasons:
 - it would end the war successfully at the earliest possible moment
 - it justified the effort and expense of building the atomic bombs
 - it offered hope of achieving political gains in the growing rivalry with the Soviet Union
 - there was a lack of incentive not to use the weapons
 - after the surprise attack on Pearl Harbor, there was a sense of American resentment toward the Japanese and a desire for vengeance
 - a. From the above reasons, which do you think Canadians in 1945 would most agree with? Why? (2 marks)

- b. Explore the ethical dimensions of atomic warfare. Develop two questions that people should consider when discussing atomic bombs and nuclear war. (0.5 mark for each question developed for a total of 1 mark)
3. Refer to figures 13-39 and 13-40 on page 398 of your textbook. Women had a significantly different role in World War II than in World War I. Although women made distinct gains in both wars, there are certain commonalities that related to both wars. Review the following chart and identify at least one distinct gain for women in World War I and World War II in the appropriate columns. An example for World War II is provided to help you get started. (2 marks)

Distinct Gains for Women in the First World War	Commonalities for Women in Both World Wars	Distinct Gains of Women in the Second World War
<p style="text-align: center;">(1 mark)</p> <ul style="list-style-type: none"> ■ ■ 	<ul style="list-style-type: none"> ■ Women worked in munitions factories ■ Many women had to be the primary caregiver of the family as well as work out of the home—a new challenge for many women. ■ Women worked as nurses on the battlefield. 	<p style="text-align: center;">(1 mark)</p> <ul style="list-style-type: none"> ■ Women had the opportunity to fill the vacant jobs that men had to leave to go to war. This led to improved equality in the workforce and society. ■

4. The UN's Universal Declaration of Human Rights was developed by Canadian John Humphries and adopted by the UN in 1948 only three years after the creation of the UN.
- a. What events brought forward the urgent need for a charter of rights? (1 mark)
- b. What purpose does the UN's Universal Declaration of Human Rights serve, and how does it support the pursuit of peace? (2 marks)
5. Choose one of the following situations. Explain how decisions in these events were historically significant for Canada and for the country's progress as a middle power. (3 marks)
- I. Lester B. Pearson and the Suez Crisis
 - II. John Diefenbaker and the Cuban Missile
 - III. Pierre Trudeau and international relations

Chapter 13 Summary

After World War I, Canada played a greater role in world affairs. It made its own declaration of war against Germany, marking Canada's entry into World War II in 1939. Canada's role in World War II was significant, and Canadians made important contributions in Europe, the Pacific, and on the home front. The country continued to play an important role during the ensuing Cold War, becoming a member of NATO, NORAD, and a partner with the United States in the DEW Line. Through the postwar period, Canada forged increasingly closer links with the United States in areas such as defence, trade, investment, and culture. Canada's relationship with the United States became a subject of continuing debate in Canada. Overall, between 1931 and 1982 Canada became a well known and respected member of the international community, and came to be described as a "middle power" with growing influence in world affairs.

Now that you have completed Chapter 13, you should be able to answer the Essential Question, "*How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?*"

CHAPTER 14: QUÉBEC AND CANADA

Essential Question: How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?

Introduction

As Canada emerged from the Great Depression and the two world wars, the needs of the people changed, and the provincial and federal governments clashed over how to meet these needs. One of the biggest challenges facing the governments was that the needs of the people varied from region to region throughout the nation. Canadian federalism was confronted by various groups vocalizing their distinct concerns. The Quiet Revolution in Québec was a period of significant reform. The provincial government sought to modernize the province and move toward non-religious sources to run society. This was known as secularization. As a result, the people of Québec began to demand a special status in Confederation and even entertained the notion of a separate Québec. Once again French-English duality was emphasized as a unique characteristic of Canadian society.

Québec's View of Federalism

Read pages 400 to 406 in *Shaping Canada*.



Remember: Learning activities help you to develop an understanding of the content, as well as to practise using the Historical Thinking Concepts. It is important that you complete all of the learning activities, as they will benefit your learning and success in the course.



Learning Activity 4.11



Québec's View of Federalism

1. Before the Quiet Revolution, Québec society had been dominated by the traditional ideas and values of the Catholic Church. What changes occurred in Canada and the world between the 1930s and 1950s that challenged the traditional ideas and values of the Catholic Church?



Note: This may be a challenging question. The answer is not found directly in the textbook. To successfully answer this question, you need to think about social changes occurring throughout Canada and the world, as well as advancements in technology, technology's influence on communication, and ease of travel.

2. When Jean Lesage was elected Premier of Québec in 1960, he was well aware of the call for social change in Québec. He began making reforms to better reflect the social needs of the people of Québec. Specific changes were made to election rules, including reducing the voting age from 21 to 18 and adjusting the electoral map to better represent urban areas.
 - a. Describe a consequence for each change to the electoral rules.
 - b. How might have these consequences led to more change?

Sovereignty and Separation

Read pages 407 to 417 in *Shaping Canada*.





Learning Activity 4.12

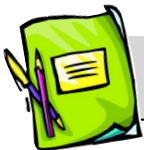


Sovereignty and Separation

3. Refer to Figure 14-9 on page 407 of your textbook. What were the implications of French President Charles de Gaulle's speech? In other words, what did this mean to the people of Québec compared to what it meant to other people in Canada?
4. Refer to the "Ethical Dimensions" section on pages 410 and 411 of your textbook. In your opinion, was Trudeau justified in invoking the *War Measures Act* during the October Crisis? Explain your reasoning.
5. After election in 1976, the Parti Québécois began to work towards sovereignty-association. A referendum was held in 1980 asking the people of Québec whether or not they supported sovereignty-association. Look back at the results of the referendum of 1980.
 - a. What do these results tell you about popular opinion in Québec concerning sovereignty?
 - b. What is a possible problem that could emerge from these referendum results?

Other Challenges to Canadian Federalism

Read pages 418 to 425 in *Shaping Canada*.



Learning Activity 4.13



Other Challenges to Canadian Federalism

1. Refer to the "History in Action" section on page 421 of your textbook. How does the James Bay and Northern Québec Agreement show continuity and change concerning First Nations issues?
2. Refer to Figure 14-27 on page 427 of your textbook. Prime Minister Trudeau is holding the net and the Minister of Energy, Mines and Resources,

Marc Lalonde, is holding the hook. What is happening in the cartoon and what is the overall message?



Assignment 4.4

How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec? (15 marks)

1. Québec underwent many changes between 1931 and 1982. Number the following changes so that they are arranged chronologically. Number 1 should be the oldest change and number 5 the most recent. (1 mark for each correctly identified chronological number for a total of 5 marks)

	Duplessis opposed the implementation of federal programs because he felt they would erode the unique French culture of Québec.
	Québec women received the right to vote.
	Bill 22 and then Bill 101 strengthened language laws.
	The Parti Québécois was founded and the concept of sovereignty-association was promoted.
	Jean Lesage was elected and the Quiet Revolution began. Women received more legal rights and the term <i>Québécois</i> was more commonly used.

2. Using the following topics, write a statement about at least two topics from the historical perspective of a francophone in Québec. You will write what you think this person's opinion is on at least two of the topics. You will find references to a francophone's perspective on each topic throughout this chapter. It may be a good idea to review each topic to refresh your memory. (2 marks)

Choose at least two of the following topics and write a response from the perspective of a francophone from Québec.

- I. The Quiet Revolution (1960s)
- II. October Crisis (1970)
- III. Bill 101 (1977)
- IV. Québec referendum on sovereignty

The following statement is provided for you as an example using the topic of the Royal Commission on Bilingualism and Biculturalism from Chapter 12.

Francophone living in Québec: "Finally the federal government is making progress on our concerns! Though it may be too little too late..."

3. The Parti Québécois rose in popularity and was elected in 1976. What is the significance of this to Canadians and Québécois? (2 marks)
 4. The Canadian government changed its treatment of First Nations people during the period of 1931 to 1982.
 - a. What were the changes that took place concerning the Canadian government's treatment of First Nations people? (2 marks)
 - b. What factors caused the changes discussed above? You will have to refer back to previous chapters to successfully answer this question. (2 marks)
 5. Among the many challenges to Canadian federalism is the discontent felt in the West and the push for sovereignty in Québec.
 - a. How is western discontent and Québec sovereignty the same? (1 mark)
 - b. How is western discontent and Québec sovereignty different? (1 mark)
-

Chapter 14 Summary

Despite the fact that the *British North America Act* of 1867 spelled out the respective powers of the different levels of government, there was an ongoing federal-provincial debate about the appropriate division of powers in post-war Canada. Beginning in the 1930s, the federal government assumed a greater role in the provision of services to Canadians. During the Second World War the federal government again strengthened its powers in order to organize the war effort; however, during the Quiet Revolution in the 1960s, a reform-minded Québec government wanted to strengthen the powers of the provincial government, while other provinces similarly worried that the federal government was too powerful. There was great debate about the place of Québec in Canadian Confederation. The election of the Parti-Québécois and the 1980 referendum served to emphasize French-English duality as a characteristic of Canada during this time in Canadian history.

Now that you have completed Chapter 14, you should be able to answer the Essential Question, "*How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?*"

Cluster Review

Read page 315 in *Shaping Canada* to review what you have learned in this cluster.





Submitting Your Assignments

It is now time for you to submit Assignments 4.1, 4.2, 4.3, and 4.4 from Cluster 4 so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Cluster 4 assignments and organize your material in the following order:

- Cluster 4 Cover Sheet (found at the end of the course Introduction)
- Assignment 4.1: How did Canada seek to establish economic security and social justice from the period of the Great Depression to the patriation of the Constitution?
- Assignment 4.2: How did the establishment of national institutions contribute to defining Canadian identity?
- Assignment 4.3: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?
- Assignment 4.4: How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Quebec?

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes



CLUSTER 4

Learning Activities Answer Keys

CLUSTER 4:
ACHIEVEMENTS AND CHALLENGES
ANSWER KEYS

Learning Activity 4.1: Canada in the Great Depression

1. Most attribute the main cause of the Great Depression to be the stock market crash in 1929, but it can be argued that this was not the sole reason for the Great Depression. For each of the four categories below, identify at least one cause of the Great Depression. The first one is done for you to help you get started.
 - a. Environmental Cause of the Great Depression
 - Drought from mismanagement of soil
 - b. Social Cause of the Great Depression

Answers should include at least one of the following:

 - **Farmers left their parched lands for the cities to look for work (increasing urbanization)**
 - **The federal government said it was the responsibility of the provincial governments to provide relief to its citizens**
 - c. Political Cause of the Great Depression

Answers should include at least one of the following:

 - **Implemented tariffs to protect manufacturers, but failed to protect natural resources exportation**
 - **Failed to realize the true magnitude of the Great Depression**
 - d. Economic Cause of the Great Depression

Answers should include at least one of the following:

 - **Buying on credit**
 - **Stock market crash**
 - **Many factories and businesses closed down from bankruptcy**
 - **Decreased demand for Canadian goods (wheat, lumber, and fish) as many European nations were struggling to make war debts**

2. Refer to the “Voices” box on page 321 and Viewpoints on History, “Letters to Bennett,” on page 323 of your textbook. Based on these pieces of evidence, what was life like for those affected by the Great Depression?

The Great Depression was a very hard time for most people. Many had very limited to no access to basic things like food and clothing. It was next to impossible to find full-time, good paying, permanent work. The drought from misuse of farmland resulted in the land turning to dust and being swept away in the wind. People felt desperate, and many left to find employment elsewhere. They became homeless travellers riding the rails looking for work.

3. Take the historical perspective of the opposing parties involved in the On-to-Ottawa Trek, and describe each party’s perspective concerning this issue. Why did thousands of men, who were average, unemployed Canadians at the time, ride the rails to protest Ottawa, and what was the response of Bennett’s federal government?

- I. the average Canadian
- II. Bennett’s government

I. Average Canadians

- **These men were desperate and angry. They took to the railways to demand action from the Canadian government. Since Canada at the time had no social programs to help those who had fallen into poverty, many Canadians felt they had no choice other than to unite and protest.**

II. Bennett’s government

- **Riots and revolts were growing in countries affected by the Great Depression. The federal government felt that civil obedience must be maintained at all costs to keep the country safe. It took action to stop the On-to-Ottawa Trek.**

4. Refer to the Ethical Dimension “Closing Canada’s Door” on page 327 of your textbook. During the Great Depression, many Canadians were facing poverty and instability. People had to leave their farms for the city. Groups of people who had lived separately were now intermingling. Newly immigrated people now lived next to long-time farmers. Competition for jobs, shelter, food, clothing, and other basic necessities was fierce. Many newly immigrated people faced discrimination from other Canadians during the Great Depression. Why do you think Canadians were somewhat accepting, if not indifferent, when it came to discrimination toward immigrants in Canada? In other words, why would Canadians accept discrimination towards immigrants during the Great Depression? How did the difficult position in which many Canadians found themselves contribute to this attitude?

Answers may vary. The following is an example of a well developed response:

The hardships many Canadians faced during the Great Depression forced them to go into “survival mode.” Canadians most likely saw new immigrants as more competition for jobs and resources. Although discrimination is extremely unethical, it is comprehensible that people would take this attitude toward immigrants because they perceived them as a threat to their well-being.

Learning Activity 4.2: Growth of the Welfare State

1. The *BNA Act* set up government in such a way that the federal government generated most of the funds while the provincial governments were responsible for the social needs of their people. Why do you think the Fathers of Confederation set up government this way? Consider the priorities of the Fathers of Confederation compared to the priorities of society during the 1930s.

The main priority for the Fathers of Confederation was expansion, economic growth and stability, and national security. In order to meet these needs, the federal government had to have access to the necessary funds. Social programs were seen as a lower priority at this time and became the responsibilities of the provincial governments. When the Great Depression happened, the need for social programming was brought to the forefront. The funds to support these programs could not be accessed by the province. The provincial government found itself with its hands tied. It could not meet the needs of its citizens because it could not access money to support these programs. The nature of the *BNA Act* prolonged the effects of the Great Depression.

2. Many see universal health care as a defining feature of Canadian society. If we were to get rid of it, the very nature of the country would change. Do you agree with this perspective? Explain your opinion in terms of the historical significance of universal health care.

As this is an opinion-based response, answers will vary. The following is a sample of a well reasoned response:

■ **Agree:**

- **Universal health care is a defining feature of Canadian society. It is an essential feature of Canadian society as it sets us apart from other nations, especially the United States. Access to health care is a basic human right. Canadian universal health care shows that we**

are a nation that values equality. In this way, universal health care plays an important role in defining who we are as a nation.

Or

■ Disagree:

- There are many drawbacks to universal health care. Although everyone can receive treatment, the wait times for specialty care and procedures are so long that it might be too late when the treatment is started. This could lead to abuse within the system. In this way, the universal health care system is flawed and does not represent who we are as Canadians.

Learning Activity 4.3: Canadian Society and Industry after the Second World War

1. Why is the Baby Boom considered to be historically significant? Support your answer using examples.

The Baby Boom (the children born after World War II from about 1946-1966) resulted in a massive shift in demographics. This shift continues as the generation ages. To meet the needs of this huge demographic, a large amount of funds and other resources are required. Initially, the Baby Boomers needed things like schools and community centres. Now these needs include retirement and old-age related resources. Some say that a large aging population may put a strain on the old age pensions and other social programming for seniors. The Echo Generation (the children of the Baby Boomers, 1975-1995), which is smaller in number, will have to support the Baby Boomers as they make the transition into retirement age and senior life. Through advancements in technology and a better standard of living, Baby Boomers are living longer than previous generations. They will expect more support from the government and society as they age. This will most likely be in the form of heavier taxation and a strain on the Echo Generation.

2. Refer to the picture in Figure 11-28 on page 338. What was the main message in this editorial cartoon?

The main message in John Collins' editorial cartoon is that the first 100 years of Canadian history was a slow road of progress with little advancement. This is represented with the horse and carriage. The upcoming second 100 years will be vastly different. This is represented with the race car. Although the route may be unknown (the question mark map), Canadians are on the path to great progress and development.

It is also important to note the inclusion of the BNA in the horse and carriage and the Canadian flag in the race car. This could be interpreted that the first 100 years of Canadian history was under the shadow of the British, while the next 100 years will be distinctly Canadian.

- Canadian society underwent several changes following the Second World War. For each of the following changes, provide an example to describe that change. The first one is already done for you to help you get started.

Change After World War II	Example of Change
Western Resource Development	New economic interests in the West emerged after the discovery of oil in Leduc, Alberta, and potash in Saskatchewan.
Birth Rate	The birth rate almost doubled after World War II. The children born from 1946 to 1966 are known as the Baby Boom Generation. This group has had a major influence on the path Canadian society has taken.
Immigration and Diversity	After World War II, Canada began accepting more immigrants to fill urban jobs that were newly created. Many of these immigrants were from Southern Europe (especially Italy). Canadian immigration also became less discriminatory and began to accept non-European immigrants. Non-Europeans would come to make up the majority of immigrants in Canada, which continues today.
Urbanization, Employment, and Rural Life	Many people left the farm for jobs in the city. Better wages enabled people to afford new suburban homes. People in rural areas were getting access to electricity and modernizing their farm technology.
Consumerism	The economic boom along with the Baby Boom and urbanization boom after World War II led to increased consumerism. Buyer confidence boosted economic stability and led to mass market expansion.
Transportation	The automobile industry boomed and cars became the preferred method of travel in Canada. This led to improvements in roads, the building of the Trans-Canada highway, the paving of rural roads, and the building of the St. Lawrence Seaway.

Learning Activity 4.4: Human Rights

- The Bill of Rights is a considerable step toward protecting human rights in Canada, but it did not *guarantee* the protection of human rights. What were the problems with the effectiveness of the Bill of Rights?

The Bill of Rights did not apply to provincial law and was not part of the Constitution. It could be overturned by a vote in Parliament, and the interpretation of the bill could vary from judge to judge. There are also some laws (like the *War Measures Act*) that could suspend rights.

2. Refer to the photo in Figure 11-31 on page 341 of your textbook.
 - a. Based on evidence in the photo, what do you think were the goals of the march organizers?

Protestors in the march are carrying placards with slogans such as “equal pay for work of equal value” and “universal quality daycare.” The big banner reads “women unite.” These protestors hoped to draw attention to their cause by marching in the streets peacefully. They hoped to be heard not only by politicians who could make the change, but by other women and men who believed in gender equality and women’s rights. The protestors wanted fair wages as well as universal daycare so that women would be able to work and raise children.

- b. What was the eventual outcome of the second wave of feminism?

More than two million women put pressure on the Canadian government to establish the Royal Commission on the Status of Women. After interviewing hundreds of people, this report made many recommendations based on the principle of achieving gender equality in Canada.

3. What was the White Paper and what was the response of First Nations leaders to this paper?

In the spirit of a “just society,” the White Paper was a statement of government direction in which Prime Minister Trudeau proposed to abolish the *Indian Act* and dismantle the Department of Indian Affairs. The responsibility of First Nations issues would be in the hands of the provinces. The First Nations people would no longer have special status except the same rights and freedoms enjoyed by all Canadians.

First Nations leaders vehemently objected to the White Paper. The government eventually withdrew it four years later.

Learning Activity 4.5: Building a Nation

1. Refer to Figure 12-6 on page 350. What aspect of Canadian identity did Johnny Canuck represent?

Johnny Canuck is depicted as young and wholesome. He fought against evil in the world, like Adolf Hitler. Johnny Canuck represented Canadian identity on the international stage and the ideal Canadian (although he was a superhero). Like Johnny Canuck, Canada was strong and still a relatively young country and, after success in the First World War, confident.

2. Canada has always had a complex relationship with the United States.
- a. What were some concerns about the United States that Canadians had before the Second World War?
- Before and shortly after Confederation, many Canadians feared the invasion and annexation of Canada to the United States. These fears stemmed from events such as the War of 1812 and the Fenian raids.**
- b. How did these concerns change after the Second World War? Did any concerns continue?
- After the Second World War, Canadians no longer feared an American military invasion. Instead, a new fear came to the forefront: fear that America's influence on Canadian culture would cause Canada to lose its sovereignty.**
- c. Refer to the two "Voices" boxes on page 351. How do these quotes reflect the fundamental conflict in Canadian attitude towards the Americans?
- **Pearson proposes that it would be impractical to provoke the United States, as Canada's economy is heavily dependent on trade and production of goods from the Americans. It would be foolish to alienate the United States from the Canadian economy, as it would be risking Canadian economic success and stability.**
 - **Trudeau suggests that Canada is not as important to the United States as it is to Canada, putting Canadians in a precarious position.**
-

Learning Activity 4.6: Citizenship and Identity

1. Refer to Figure 12-8 on page 353 of your textbook.
- a. Using the Historical Thinking Concept of change and continuity, identify the elements that are similar in both oaths and the elements that differ.
- **Similarities:**
 - **Citizenship is defined by respect for the law**
 - **Differences:**
 - **1994 oath focuses on loyalty to Canada and Canadian citizenship rather than loyalty to the Crown and British citizenship**
- b. In what ways is the proposed oath of 1994 more beneficial to the promotion of Canadian identity and nationhood than the 1977 oath?
- Answers will vary. The following is an example of a good answer.*

The 1994 oath directly references Canadian citizenship and the characteristics that a good Canadian citizen should possess. The oath of 1977 has few references to Canada, and focuses more on allegiance to the Crown.

2. How do the designs selected and chosen for Canada's flag reflect the struggle for a unique Canadian identity? In other words, describe the historical context in which the flag debate took place and how it influenced the designs produced and eventually selected for the flag.

During the 1960s, there was a greater sense of Canadian autonomy. A unique symbol to represent Canadian identity was needed. Many felt connected to the Union Jack, as it was the flag Canadians fought under for both world wars. Others felt the Union Jack linked Canadians to a colonial past in which other groups, like the French, were excluded. In this case, the French wanted a symbol that included their colonial past as well. In order to appease all groups, they used a neutral symbol that made no reference to the colonial history of Canada. The flag debate once again brought the French-English duality within Canada to the surface.

3. Refer to Trudeau's quote in the section "Trudeau's Canada, 1968-1983." What was Trudeau actually saying, and how did this quote reflect his vision of government?

Trudeau believed that the Canadian government had no reason to make legislation that would affect people's private lives. He envisioned a government with defined limits of control over the people.

4. Do you think dual citizenship would promote or discourage immigration to Canada? Explain your thinking.

Answers will vary. The following is an example of a good answer:

- **If people are allowed to become Canadian citizens while retaining their original citizenship from another country, then that would encourage people to immigrate to Canada. The very difficult transition of immigrating to a new country would be made that much easier.**

Or

- **By allowing immigrants to obtain dual citizenship, the perceived value of Canadian citizenship is undermined. Allowing commitment to both Canada and another country could suggest that Canadians do not value loyalty.**

Learning Activity 4.7: Economic Development and Industrialization

1. Refer to the “Voices” box on page 365 of your textbook. Where does the Massey Commission stand when it comes to funding the arts?

It appears that the Massey Commission feels that the arts have a significant influence on people’s attitudes, beliefs, and thoughts. The Canadian government should support and promote the arts so that the Canadian sense of identity can flourish.

2. Based on the historical context of the late 1960s, were the CRTC’s restrictions on media freedom reasonable? Do you think they are reasonable now? Explain your thinking.

Answers will vary. The following is an example of a good answer:

During the 1960s, there was a perceived threat of Americanization of Canadian culture. To promote Canadian culture, the CRTC developed the CanCon policy. At the time, these restrictions were reasonable. The quality of technology available to the media producers and consumers was extremely low compared to today’s standards. Today, many forms of media are available to Canadians. As a result, the CanCon restrictions do not seem reasonable. Most media, if not all, is very accessible. Canadians are going to watch what they want. The CanCon policy is somewhat ineffective now.

3. Does Canadian programming such as *So You Think You Can Dance Canada* or *Are You Smarter than a Canadian Fifth Grader?*, which were versions of American shows, help promote Canadian culture? Justify your opinions with reasoned explanations.

Answers will vary. The following is a sample of a good answer:

Shows like these showcase Canadian talent and real Canadians. When you see someone you know or someone who could be you on TV, you make a connection with that show and it becomes your own.

Learning Activity 4.8: The Second World War

1. The causes of World War II could be seen as a direct result of the consequences of World War I.
 - a. What was the main unresolved issue from World War I?

Several countries in Europe, especially Spain, Italy, and Germany, were enduring crippling economic problems. The people wanted leaders who were strong and could pull them out of the economic crisis. This situation was especially bad in Germany, which had been severely crippled financially and shamed on the world stage. The Treaty of Versailles humiliated Germany.
 - b. How did these issues lead to the outbreak of World War II?

The strong leadership the people sought in Germany and Italy led to fascist regimes taking power. After years of Allied appeasement toward Hitler's Germany, Hitler invaded Poland. The Allied forces realized the only way to stop Hitler's advancement through Europe was to declare war on the Axis forces.
2. Why did Canada follow suit and adhere to the policy of appeasement that eventually enabled Hitler to gain power and lead the world into a Second World War?

Because of the Great Depression and the First World War, Canada was not economically secure or politically stable enough to challenge Hitler's actions. During this time, Canada followed Britain's lead and adhered to the policy of appeasement.

3. Refer to the profile of Tommy Prince on page 380 of your textbook. Tommy Prince made significant contributions to both World War II and the Korean War. In what ways did Tommy Prince make significant contributions to discriminatory government policies? In other words, what did Tommy Prince do for First Nations rights and what was the lasting significance of this?

Tommy Prince is the most decorated First Nations soldier in Canada. He gained the respect of Canadians through his achievements and bravery on the battlefield in both World War II and the Korean War. As chairman of the Manitoba Indian Association, Tommy Prince attempted to improve conditions for First Nations people and make changes to the *Indian Act*. His attempts resulted in little change at the time. Tommy Prince's efforts have influenced future discussions on First Nations' rights, and may have inspired many more First Nations, Inuit, and Métis people to enlist for Canada.

Learning Activity 4.9: The Impact of the War on Canada

1. Refer to the “Ethical Dimension” page on Japanese internment on page 388 of your textbook.

- a. What did the federal government do to Canadians of Japanese descent during the Second World War?

After the bombing of Pearl Harbor, the federal government became fearful of the Japanese-Canadian community and a possible Japanese attack on the West Coast. Families were ordered to move inland. Many were interned in camps. The property of the interned Japanese Canadians was confiscated and sold off. After the end of the war, many of these Japanese Canadians were pushed to leave Canada, while others lost their citizenship and were deported back to Japan.

- b. In 1988, the Canadian government issued a formal apology to those involved and affected by Japanese internment during World War II. Do you feel that the Canadian government did a good enough job apologizing and compensating those involved and affected by World War II Japanese internment? Explain your thinking.

Answers will vary. The following is an example of a good response:

The Canadian government made a good attempt to fairly compensate the victims of Japanese internment. The government provided financial support to the victims. It also established programs to educate and promote human rights as well as Japanese cultural activities in Canada.

Or

Merely apologizing for past wrongdoing and giving money as compensation does not undo the past. More needs to be done to make sure this never happens again.

2. Consider the phrase, “Not necessarily conscription, but conscription if necessary.”

- a. Why did Prime Minister Mackenzie King say this?

During the election campaign in 1940, Mackenzie King promised that there would never again be overseas conscription. By 1942, the Canadians were losing troops at a rate they could not sustain. Not wanting to revoke his promise entirely, Mackenzie King held a plebiscite based on the above phrase. He wanted permission from Canadians to enact conscription.

- b. Why do you think Mackenzie King used this particular wording when addressing conscription to the nation?

The wording Mackenzie King used was very good use of politicking. It suggests that Canadians had a say in the conscription decision, and that conscription would be a last resort, if necessary.

- c. How did the conscription plebiscite divide the country?

About 79 percent of English-speaking Canadians voted “Yes” to conscription, while about 85 percent of French-speaking Canadians voted “No” to conscription. Once again, the French-English duality of Canadian society played an important role in its history. Canada would eventually send about 13,000 conscripts to the war.

Learning Activity 4.10: Canada in the Post-War World, 1945-1982

1. Refer to Figure 13-31 on page 390 of your textbook. How are the blue colour, polar map projection, and olive branches in the UN flag representative of the UN's goals?
 - **Blue is the opposite colour of red, which is the colour of anger, rage, violence, and war. Blue is the colour of calm and peace.**
 - **The polar map projection represents all continents without showing preference to one country or hemisphere. It should be noted that it is a North Pole projection, therefore showing bias toward northern hemisphere nations.**
 - **The olive branch is a universal symbol of peace.**
 - **The flag represents the UN's goals of peace and unity among nations.**
2. The Soviet Union and the United States had been Allies during the Second World War.
 - a. How did these two nations become enemies? In other words, how did the Cold War start?

After World War II, the Soviet Union and United States emerged as superpowers on the world stage. Politically, these nations had opposing views. The Soviets favoured communism and sought to encourage communist revolutions in other countries. The Americans took the responsibility of defending free market economies. The Cold War was the clash of these political ideologies. The “war” would present itself in many different ways throughout the world during this time.

- b. What was the Gouzenko Affair and how did it contribute to the Cold War?

Igor Gouzenko was a clerk for the Soviet Embassy in Ottawa. He became dissatisfied with Soviet communism and went to Canadian officials with top-secret documents. These papers uncovered a vast Soviet spy network in Canada, Britain, and the United States. Fearing Soviet infiltration, suspicion and paranoia grew and became the tone that would prevail throughout the Cold War.

3. After World War I, Canada began to emerge as a middle power. Not until after World War II did it begin to define what that role was.

- a. What is the historical significance of Canada's position as a middle power?

During the Cold War, Canada came to define the role it would take in international affairs. It continued to develop its autonomy and define its own foreign policy.

- b. How did the Suez Crisis define Canada's military involvement in foreign affairs?

The Suez Crisis led to the development of the UN Peacekeepers, to which Canadians have been closely linked. This solidified Canada as a middle power, a peacekeeping nation.

Learning Activity 4.11: Québec's View of Federalism

1. Before the Quiet Revolution, Québec society had been dominated by the traditional ideas and values of the Catholic Church. What changes occurred in Canada and the world between the 1930s and 1950s that challenged the traditional ideas and values of the Catholic Church?

■ **Changes in communication technology**

- **Radio and television made communication easier and broadened peoples' exposure to different ideas and beliefs.**

■ **Changes in transportation technology**

- **Easier transportation meant people were not tied to the land like before**

■ **Social changes**

- **Emerging beliefs and ideas concerning human rights from events of the Second World War**

- **Increased immigration after the war**

- **Growth of the Women's Rights movement**

2. When Jean Lesage was elected Premier of Québec in 1960, he was well aware of the call for social change in Québec. He began making reforms to better reflect the social needs of the people of Québec. Specific changes were made to election rules, including reducing the voting age from 21 to 18 and adjusting the electoral map to better represent urban areas.
- Describe a consequence for each change to the electoral rules.
 - By changing the electoral map, Lesage was able to reduce the influence of rural Québec, which was more conservative. The urban areas were now better represented and had a stronger voice in matters of the province. This voice tended to be more liberal.**
 - A lower voting age gave a voice to the younger generation, whose views tended to differ from the older generation.**
 - How might have these consequences led to more change?

By providing a voice to the under-represented portion of the Québec population, Lesage opened Québec to a greater rate of change in social policy.
-

Learning Activity 4.12: Sovereignty and Separation

1. Refer to Figure 14-9 on page 407 of your textbook. What were the implications of French President Charles de Gaulle’s speech? In other words, what did this mean to the people of Québec compared to what it meant to other people in Canada?

To the people of Québec, support of Québec sovereignty by a major French leader was exciting. It encouraged those in favour of Québec separation. To other Canadians, de Gaulle’s speech was upsetting. By comparing Québec’s situation to Nazi-occupied France, de Gaulle essentially compared the Canadian government to a Nazi regime.

2. Refer to the “Ethical Dimensions” section on pages 410 and 411 of your textbook. In your opinion, was Trudeau justified in invoking the *War Measures Act* during the October Crisis? Explain your reasoning.

Answers will vary as this is an opinion-based response. The following is an example of a good answer:

- Trudeau was not justified in invoking the *War Measures Act*. The October Crisis took place in Québec during peacetime. It was unethical to suspend all Canadians’ rights because of an isolated incident. By doing this, hundreds of people were arrested without being charged.**

Or

- **Trudeau was justified in invoking the *War Measures Act* because he did not know the full extent of the FLQ or how powerful they were. The safety of the nation could have been at risk.**

3. After election in 1976, the Parti Québécois began to work towards sovereignty-association. A referendum was held in 1980 asking the people of Québec whether or not they supported sovereignty-association. Look back at the results of the referendum of 1980.

- a. What do these results tell you about popular opinion in Québec concerning sovereignty?

The results depict a divided community. It suggests that the people of Québec were not entirely ready for sovereignty.

- d. What is a possible problem that could emerge from these referendum results?

With the results being so close to 50/50, the losing “Yes” side might have felt that 40.4 percent of the vote was a substantial amount and their opinion should not be so quickly discounted because they lost. This would likely encourage them to continue to push for sovereignty-association.

Learning Activity 4.13: Other Challenges to Canadian Federalism

1. Refer to the “History in Action” section on page 421 of your textbook. How does the James Bay and Northern Québec Agreement show continuity and change concerning First Nations issues?

■ **Continuity:**

- **Once again, the government did not consult or consider the First Nations people who would be affected by their decision.**

■ **Change:**

- **When the First Nations communities protested and took the case to court, the project was stopped until the government and First Nations groups could reach an agreement.**

5. Refer to Figure 14-27 on page 427 of your textbook. Prime Minister Trudeau is holding the net and the Minister of Energy, Mines and Resources, Marc Lalonde, is holding the hook. What is happening in the cartoon and what is the overall message?

Trudeau and Lalonde are using their simplistic tools to try and capture the huge egg from underneath the giant eagle. The egg represents Canadian resources that are largely owned by American companies. The eagle represents powerful American companies. The overall message of the cartoon is Trudeau and Lalonde, along with the NEP, were under-equipped and ineffectual in reclaiming Canadian resources from American interests.



CLUSTER 5

Defining Contemporary Canada

CLUSTER 5: DEFINING CONTEMPORARY CANADA

Introduction

Welcome to Cluster 5, the last cluster in this course!

This last cluster will focus on events in Canadian history from 1982 to the present. It will help you gain an understanding of the *Constitution Act*, the entrenchment of the *Canadian Charter of Rights and Freedoms*, and how these documents affected human rights in Canada. You will examine the growing cultural diversity of Canada and the challenges of multiculturalism. You will also investigate the effects of changes in demographic patterns, urbanization, and technology.

Your study of this cluster will be focused on the following Essential Questions:

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

Cluster 5 consists of four chapters. Each chapter has learning activities to help you practise and review what you have learned. At the end of the cluster, you will find the answer keys to the learning activities. After completing this cluster, you will need to take the final examination, which will cover all the topics from Clusters 4 and 5. To prepare yourself, make sure you review the content from each cluster. Use the Essential Questions at the beginning of each chapter as a guide for studying. If you find that you are having difficulty fully answering an Essential Question, then you probably should do more review of that topic. Good luck!

Assessment

When you have completed the assignments for Cluster 5, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Assessment Checklist

- Chapter 15:**
Assignment 5.1: How has Canada been shaped by the *Canadian Charter of Rights and Freedoms*, cultural diversity, and demographic and technological change?
- Chapter 16:**
Assignment 5.2: How has the question of national unity influenced federalism, constitutional debate, and political change?
- Chapter 17:**
Assignment 5.3: How are the First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?
- Chapter 18:**
Assignment 5.4: How have Canada's international relations changed since 1982, and what should be its global commitments in the future?

Writing Your Final Examination



You will write the final examination when you have completed Clusters 4 and 5 of this course. The final examination is based on Clusters 4 and 5, and is worth 20 percent of your final mark in the course. To do well on the final examination, you should review all the work you complete in Clusters 4 and 5, including all the learning activities and assignments. You will write the final examination under supervision.

CHAPTER 15: CANADA'S CHANGING FACE

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

Introduction

The *Constitution Act, 1982* was a significant moment for Canadian independence from Britain. Canada finally had control over its Constitution. Included in the Constitution was the *Canadian Charter of Rights and Freedoms*. This was the first time in Canadian history that basic rights and freedoms were guaranteed and protected in legislation. The charter led to many social questions and a change in the relationship between the courts and the government. Canadian identity and culture changed as patterns of immigration and demographics evolved. Continued urbanization and rapid technological advancements further defined contemporary Canada. Through demographic and technology change, cultural diversity, and the *Canadian Charter of Rights and Freedoms*, Canada has become the country we know today.

Patriation of the Constitution

Read pages 432 to 439 in *Shaping Canada*.



Note: You learned the definition for the following term in Chapter 14. Here is a reminder of its definition:

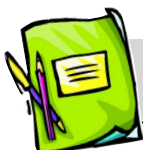
- **Patriation:** to gain control of a constitution that was formerly under control of a colonial power. To “bring home” a constitution.



Remember: Learning activities are meant to help you understand the content you just read and practice the Historical Thinking Concepts. Also, some questions in the learning activities may be on your examination, so it is a good idea to do all of the questions in each learning activity.



Don't forget about your learning partner, who can help you with your course work.



Learning Activity 5.1

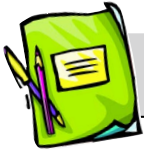
Patriation of the Constitution

1. There were many disagreements and debates surrounding the patriation of the Constitution.
 - a. What were the two major issues concerning patriation of the Constitution?
 - b. What was the main controversy over inclusion of the *Canadian Charter of Rights and Freedoms* in the Constitution? Why was it so controversial?
2. What province did not sign the *Constitution Act, 1982*? Why?
3. Although patriation of the Constitution was in part a response to Québec's independence movement, it was also a significant step toward Canadian sovereignty. Fill in the following timeline, which outlines the events that led to Canadian sovereignty.

Timeline of the Steps toward Canadian Sovereignty	
1867	
1910	Canada creates its own navy
1919	
1922	Canada does not automatically send troops during the Chanak Affair
1923	Negotiation of the Halibut Treaty
1926	The Balfour Report was presented at an Imperial Conference
1931	
1949	The Supreme Court of Canada was made the highest court of appeal
1982	

The Canadian Charter of Rights and Freedoms

Read pages 440 to 446 in *Shaping Canada*.



Learning Activity 5.2



The Canadian Charter of Rights and Freedoms

1. Refer to the “Viewpoints on History” section on page 442.
 - a. Choose one of the three quotations and summarize the opinion expressed in the quote as to whether the person is “for” or “against” the Supreme Court interpreting the Constitution rather than Parliament.
 - b. Do you agree with the opinion you summarized in part “a”? Why or why not?
2. How has language and mobility rights guaranteed in the *Canadian Charter of Rights and Freedoms* affected the relationship between Québec and the rest of Canada? Provide at least one positive and one negative effect.

Canadian Demographics and Identity

Read pages 447 to 457 in *Shaping Canada*.



Learning Activity 5.3



Canadian Demographics and Identity

1. Refer to Figure 15-17 on page 448 of your textbook, in which Canada’s multicultural society is represented. If you were to create a similar

- image, what images and ideas would you use to represent Canadian multiculturalism? Identify at least three ideas or images, and describe how these images or ideas represent Canadian multiculturalism. If you wish, you can create the collage image using cut-out pictures from magazines and/or the Internet. Show your collage to your learning partner, and discuss the ideas and images you used to represent Canadian multiculturalism.
2. Refer to the Continuity and Change section on page 450 of your textbook.
 - a. Identify three points on the chart in which immigration drastically changed.
 - b. What happened in Canadian history that would have caused the changes in immigration that you identified in part “a”?
 3. Compare the images shown in “Picturing Canadian Identity” on pages 452 and 453 of your textbook (Figures 15-21 to 15-24) to the image in “What is Canadian Culture?” on page 455 (Figure 15-26). Which images do you feel appropriately represent you as a Canadian? Explain your answer.
 4. The advancement and availability of technology has improved considerably since the beginning of the 21st century.
 - a. Refer to Figure 15-31 on page 459 of your textbook. Think about all of the devices and types of technology you use today. It is hard to imagine life without them. What devices or technological advancements do you use today that your parents’ generation did not have when they were your age?
 - b. What technological advancements may occur in the future, and in what area of life will they affect?
-



Assignment 5.1

How has Canada been shaped by the *Canadian Charter of Rights and Freedoms*, cultural diversity, and demographic and technological change? (15 marks)

1. Consider the Essential Question for Chapter 15, “How has Canada been shaped by the *Canadian Charter of Rights and Freedoms*, cultural diversity, and demographic and technological change?” In a well developed five-paragraph essay (about a page in length), discuss each factor that has shaped Canada and provide a consequence of that factor. The following chart has been provided for you to help you organize your thinking for the short essay. A sample consequence has been provided for each factor. Think of at least

one *other* consequence for each factor that you will discuss in your essay. Essays that *only* discuss the provided sample consequences will not receive a successful mark.

Factor that Shaped Canada	Consequence
<i>Canadian Charter of Rights and Freedoms</i>	<ul style="list-style-type: none"> Individuals and/or groups now have an outlet for change and protest if they feel their rights are being violated
Cultural diversity	<ul style="list-style-type: none"> The ever changing landscape of what Canadian identity is harder to define with more diversity
Democratic and technological change	<ul style="list-style-type: none"> Increased attention and awareness of government actions have forced governments to adjust policies and actions

Marking Guide:

Here is the marking rubric that your tutor/marker will use to mark your essay. The information in each box gives the mark that your tutor/marker will assign to an essay with those general characteristics found in most of that part of the essay. Follow it as closely as possible in order to receive a good mark. If you have any questions, contact your tutor/marker or ask your learning partner.

Category	Criteria		
Information in the Essay <i>(Possible 5 marks)</i>	<i>(5 marks)</i>	<i>(3 – 4 marks)</i>	<i>(1 – 2 marks)</i>
	<ul style="list-style-type: none"> Clearly describes in detail all three factors that shaped Canada Provides an accurate explanation of at least one consequence for each factor other than the examples provided Uses examples to support explanation of consequences consistently Demonstrates a complete understanding of the important information in sufficient detail and explains complex relationships 	<ul style="list-style-type: none"> Vaguely describes all three factors that shaped Canada but understanding of factors is evident Vaguely explains consequence for each factor other than the examples provided but understanding of consequences is evident Uses examples to support explanation of consequences for the majority of the discussion Demonstrates an incomplete understanding of the important information, but either does not contain enough detail, and/or contains some misconceptions, and/or does not explain complex relationships 	<ul style="list-style-type: none"> Little to no description of all three factors and understanding of factors is not apparent Little to no explanation of consequences other than the examples provided and understanding of factors is not apparent Little to no use of examples to support explanation of consequences Demonstrates an incomplete understanding of the important information, but lacks detail, contains misconceptions, and does not explain complex relationships

Category	Criteria		
Essay Format (Possible 3 marks)	<p style="text-align: center;">(3 marks)</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Presents all of the main points in the essay ■ Explains clearly the purpose of the essay <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents all ideas in paragraph form and in logical order ■ Includes strong transitions between all paragraphs and ideas <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history ■ Contains few spelling and grammar errors that do not distract from the essay ■ Contains complex terms that are used in context and defined <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes thoroughly the content of the essay 	<p style="text-align: center;">(2 marks)</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Presents most of the main points in the essay ■ Explains the purpose of the essay <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents some ideas in paragraph form and may be in logical order ■ Includes some transitions between paragraphs and ideas <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history ■ Contains spelling and grammar errors that distract from the essay ■ Contains some complex terms that are used out of context or undefined <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes somewhat clearly the content of the essay 	<p style="text-align: center;">(1 mark)</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Presents some of the main points in the essay ■ Explains vaguely the purpose of the essay <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents few ideas in paragraph form and the order of ideas may be illogical ■ Includes few or unclear transitions between paragraphs and/or ideas <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history ■ Contains spelling and grammar errors that make the essay hard to read ■ Does not contain any complex terms, or else they are not clearly defined <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes to a limited degree the content of the essay
Total:		/8	

2. Provide two reasons why patriation of the Constitution is historically significant for Canada. (2 marks)
3. How did the *Canadian Charter of Rights and Freedoms* change the role of the courts in Canada? (1 mark)
4. Choose *either* Part I or Part II and using at least two clear, distinct points, describe how the *Canadian Charter of Rights and Freedoms* has affected the rights and freedoms of the following groups: (2 marks)

Part I

Homosexual people in Canada

Part II

Minorities in Canada

5. Refer to the Continuity and Change section on page 450 of your textbook. From the charts, identify at least two continuing themes or trends in Canadian immigration. (2 marks)
-

Chapter 15 Summary

With the patriation of the Constitution in 1982, Canadian independence was finally realized. The *Canadian Charter of Rights and Freedoms* guaranteed basic rights and freedoms to all Canadians. It also changed the relationship between Parliament and the courts. Patterns of immigration were changing as increasing numbers of non-European immigrants and refugees arrived, leading to debates about the Canadian identity. The growth of cities and rapid technological advancements further defined contemporary Canada.

Now that you have completed Chapter 15, you should be able to answer the Essential Question, "*How has Canada been shaped by the Canadian Charter of Rights and Freedoms, cultural diversity, and demographic and technological change?*"

Notes

CHAPTER 16: NATIONAL UNITY

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

Introduction

When the Constitution was patriated in 1982, the government of Québec refused to give its assent. By doing this, the recurring issue of Québec's place in Confederation was raised to a new level. What does Québec want? Should Québec be considered to be just like any other province? Or should it be considered as a distinct nation, whether inside or outside Canada? What exactly would this mean? Should the Québec government have special powers to promote and protect Québec's distinctiveness? Would you feel differently if you were Québécois?

After winning the 1984 election, 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 the Charlottetown Accord of 1992. The negotiations 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. Both of the Accords failed to win enough support.

As for Québec, separatist sentiment grew. In 1995 a referendum on sovereignty came very close (49.4%) to winning majority support. In 2000 the *Clarity Act* was passed, which set out the conditions for any future referendum on Québec independence. In 2006 the Canadian Parliament recognized Québec as "a nation within a united Canada," but it is not clear what this means in concrete terms. Debates about national unity and constitutional reform have become much more complex and harder to solve.

The Place of Québec in Canada

Read pages 460 to 473 in *Shaping Canada*.



Remember: Some questions from learning activities could be on the examination.



Learning Activity 5.4



The Place of Québec in Canada

1. The Meech Lake Accord was Prime Minister Brian Mulroney's attempt to bring Québec into the Constitution. How would Québec's acceptance of the Constitution be historically significant to Canadians?
2. Manitoba MLA Elijah Harper played an important role in the Meech Lake Accord. How were his actions a turning point in Canadian history?
3. Refer to the Historical Significance section on page 468 of your textbook. After 20 years, how is the failure of the Meech Lake Accord historically significant in the author's opinion?
4. If the Québécois were to decide to separate from Canada, what would be the ethical implications for the First Nations people living in Québec and the rest of Canada? Consider the factor that Québec wishes to be identified as a distinct nation within Canada.

National Unity and Changing Politics

Read pages 474 to 481 in *Shaping Canada*.



Learning Activity 5.5



National Unity and Changing Politics

1. Consider what the consequences would be if the provinces assumed more control over health care. Identify at least one positive and one negative consequence.
2. Senate reform has been a focus of many federal governments since 1982. One popular proposal to Senate reform is the Triple-E Senate.
 - a. What is the Triple-E Senate?
 - b. If Triple-E Senate reform were successfully implemented, how would the provinces and territories be affected? Describe one positive and one negative consequence.

- When Prime Minister Stephen Harper prorogued Parliament in late 2009, many Canadians were outraged. They felt that Harper was abusing the prorogation clause. Explain why people felt that Harper was using prorogation unethically.



Assignment 5.2

How has the question of national unity influenced federalism, constitutional debate, and political change? (15 marks)

- Consider the Essential Question for this chapter, “How has the question of national unity influenced federalism, constitutional debate, and political change?” For each topic in the chart, provide example(s) demonstrating how the desire for national unity influenced each. The number of examples you need to provide for each topic is outlined in the chart.

	Federalism	Constitutional Debate	Political Change
National Unity	Provide at least one example demonstrating how the desire for national unity influenced federalism in Canada. (1 mark)	Provide at least two examples demonstrating how the desire for national unity influenced constitutional debate in Canada. (2 marks)	Provide at least two examples demonstrating how the desire for national unity influenced political change in Canada. (2 marks)

- Create a timeline with at least six events that detail the history of the place of Québec in Canada from 1987 to present. Provide an explanation of each date/event. To help you get started, a *complete* list of dates is provided. You only need to identify and explain at least six events that correspond to six dates. (0.5 mark for each correct event and 0.5 mark for each correct explanation for a total of 6 marks)

June 1987		
1992		
1993		

October 30, 1995		
September 1997		
1999		
June 29, 2000		
1949		
November 2006		

3. Explain why the Meech Lake Accord was called the “Québec round,” whereas the Charlottetown Accord was called the “Canada round.” (2 marks)
4. Refer to Figure 16-23 on page 483 of your textbook.
 - a. Discuss the message in this political cartoon. (1 mark)
 - b. The Green Party’s political values are centred on the environment and other green strategies. Will this party have a growing importance to Canadian voters? Briefly explain your thinking. (1 mark)

Chapter 16 Summary

After Québec failed to endorse the *Constitution Act, 1982*, the question still lingered, “What is Québec’s place in Confederation?” After taking office in 1984, Prime Minister Mulroney promised to bring Québec “into the Constitution.” He attempted to do this with the Meech Lake and Charlottetown accords. Both accords failed to win sufficient support. As a result, the federal government had to consider the place of First Nations, Métis, and Inuit and the western provinces in Confederation. Québec held its second referendum on sovereignty in 1995. The “No” vote won by just 0.58 percent. In 2006, the Canadian Parliament recognized Québec as “a nation within a united Canada.”

Now that you have completed Chapter 16, you should be able to answer the Essential Question, “How has the question of national unity influenced federalism, constitutional debate, and political change?”

CHAPTER 17: ABORIGINAL PEOPLES TODAY

Essential Question: How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

Introduction

From the beginning, First Nations, Métis, and Inuit peoples have struggled for recognition of their rights with economic and political equality with other Canadians. Organizations such as the Assembly of First Nations (formerly the National Indian Brotherhood), the Métis National Council, and the Inuit Tapiriit became commonplace starting in the 1980s, and their influence continues to the present. The federal government has taken many steps toward satisfying cultural, political, and economic self-determination for Aboriginal people in Canada.

Protest and Political Action

Read pages 484 to 498 in *Shaping Canada*.



Remember: Learning activities help you develop an understanding of the content, as well as practise using the Historical Thinking Concepts. It is important that you complete all of the learning activities, as they will benefit your learning and success in the course.



Learning Activity 5.6



Protest and Political Action

1. Along with negotiation and lobbying, Aboriginal organizations used other methods of political action. Refer to Figures 17-1 and 17-2 on page 484 of

your textbook. Describe the impression you get from each picture. In terms of protest, how are these situations similar and different?

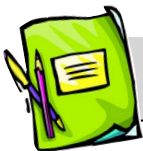
2. How is the *Constitution Act, 1982*, particularly important to Métis people?
3. Fill in the following chart by identifying the consequences of Bill C-31 for each of the following groups. An example is provided for you to help you get started.

<i>Federal Government</i>	<ul style="list-style-type: none"> ■ Transference of some power back to the First Nations people ■ Change of legislation as First Nations increased demands for protection of their rights
First Nations <i>Women</i>	
<i>Non-Status</i> First Nations People	
First Nations <i>Reserves</i>	

4. Refer to the Continuity and Change section on page 489 of your textbook.
 - a. What did Harry Daniels mean when he suggested that the more things change, the more they stay the same?
 - b. Consider this statement with respect to Bill C-31. Do you agree with Daniel's view as it applies to Bill C-31? Why?

Toward Reconciliation

Read pages 499 to 509 in *Shaping Canada*.



Learning Activity 5.7



Toward Reconciliation

1. Aboriginal self-governance and social justice were two important themes of the *Report of the Royal Commission on Aboriginal Peoples (RCAP)*. Identify events and issues that led to the establishment of the RCAP. Describe how

these events and issues contributed to Aboriginal self-governance and social justice themes of the RCAP.

2. Refer to the Ethical Dimensions section on page 504 in your textbook. On June 11, 2008, Prime Minister Stephen Harper offered an official apology on behalf of all Canadians to residential school survivors.
 - a. What are the ethical responsibilities of Canada, today, to right the wrongs of the residential schools?
 - b. Why is Prime Minister Stephen Harper's official residential school apology important to Aboriginal leaders and residential school survivors?
3. What were Canada's concerns about the *United Nations Declaration on the Rights of Indigenous Peoples*? In other words, why did Canada reluctantly endorse the Declaration?



Assignment 5.3

How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination? (15 marks)

1. What methods have Aboriginal peoples used to bring about change? Identify at least two. (2 marks)
2. Aboriginal peoples have sought to better their lives within Canada. They have done this by taking action to gain a great degree of cultural, political, and economic self-determination. Use at least two examples from the chapter to demonstrate how Aboriginal peoples have pursued each. Some examples can fit into more than one topic. Examples are provided for you to help you get started. (1 mark for each correct example for a total of 6 marks)

Self-Determination	Examples
Cultural	■ The Powley Case and recognition of Métis hunting rights
Political	■ The Oka Crisis
Economic	■ In 1990, the Lubicon Cree of Northern Alberta forcibly prevented oil companies from drilling on territory they claimed.

3. Aboriginal organizations fought hard to have their rights specifically mentioned in the *Canadian Charter of Rights and Freedoms*. This way their rights would be legally and constitutionally guaranteed. In 1982, their efforts paid off. How were Aboriginal rights protected in the *Constitution Act, 1982*? Support your answer with at least three specific examples of rights that are protected. (3 marks)
 4. Prime Minister Stephen Harper's government undertook several initiatives to improve the lives of Aboriginal peoples. Describe two of those programs. An example is provided to help you get started. (2 marks)
 - The Conservative government allocated \$150 million in 2006 and \$300 million in 2007 to improve education programs, provide clean water, upgrade mostly off-reserve housing and close the socio-economic gap between Aboriginal Canadians and the rest of the population.
 5. How is the RCAP historically significant? (2 marks)
-

Chapter 17 Summary

By the late 1800s, many First Nations, Métis, and Inuit people found themselves segregated on reserves or subjected to government control. As time went on, Aboriginal peoples struggled for recognition of their rights and for economic and political equality with other Canadians. Collective actions through organizations such as the Assembly of First Nations became the norm starting in the 1980s. Their influence continues today. Recognition of Aboriginal rights in the *Canadian Charter of Rights and Freedoms*, the RCAP, the creation of Nunavut, the Kelowna Accord, the federal government residential schools apology, land claims agreements, and the more recent Truth and Reconciliation Commission are examples of progress towards acknowledging Aboriginal rights in Canada.

Now that you have completed Chapter 17, you should be able to answer the Essential Question, "How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?"

CHAPTER 18: CANADA'S INTERNATIONAL RELATIONS

Essential Question: How have Canada's international relations changed since 1982, and what should be its global commitments for the future?

Introduction

Since 1982 Canada has continued an active role in a wide variety of international organizations. Canadian forces have played a key role in United Nations (UN) peacekeeping missions as well as serving in several NATO missions. As the world becomes more interconnected, Canada has taken part in the global economy by joining both the North American Free Trade Agreement (NAFTA) and the World Trade Organization (WTO). With the threat of terrorism, Canada is increasingly affected by United States decisions about border security and the movement of goods and people. By the 1990s Canada was increasingly affected by the forces of globalization. In recent years, Canadians have debated what role it should play in tackling environmental issues, promoting sustainable development, and coping with the effects of global climate change. Since 1982, as before it, Canada has played an active role in the world and Canadians continue to debate the nature of Canada's global involvements and commitments and how we should meet them.

Canada's International Roles

Read pages 512 to 523 in *Shaping Canada*.



Remember: Learning activities help you develop an understanding of the content, as well as practise using the Historical Thinking Concepts. It is important that you complete all of the learning activities, as they will benefit your learning and success in the course.



Learning Activity 5.8



Canada's International Roles

1. Consider the examples in which peacekeeping faltered: the former Yugoslavia, Somalia in 1992, and the Rwandan genocide.
 - a. Do you think the UN has an ethical obligation to send peacekeepers into a civil war where war crimes are being committed or human rights are being abused, even if the country does not want UN involvement? Why?
 - b. Canadian peacekeeping troops were sent on several missions where the three goals of peacekeeping did not necessarily apply. Choose *one* of the peacekeeping missions discussed on pages 516 to 518 of your textbook. Describe the factors that led to the mission's failure.
 - c. Why has there been a decline of Canadian involvement in peacekeeping missions?
2. Canada's role on the international stage changed significantly from the post-war era in the middle of the 20th century. Provide at least two examples of Canada's influence in international affairs since 1982.

Relations with the United States

Read pages 524 to 528 in *Shaping Canada*.



Learning Activity 5.9



Relations with the United States

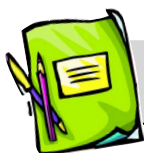
1. Refer to Figure 18-13 on page 524 of your textbook. What is the message the protest group is trying to convey?
2. Agreements like NAFTA have made Canada and the United States closer than ever. Some have even suggested that Canada and the United States should adopt the same currency like the Euro in Europe. What

consequences might there be for Canada if it had the same currency as the United States?

3. As 9/11 falls further into the past, it is becoming clearer the influence this event has had on Canadian history, especially when it comes to Canada's relationship with the United States. Provide at least one example that describes how 9/11 strengthened Canada's relationship with the United States and at least one example demonstrating how 9/11 put a strain on it.

Global Interdependence, Now and in the Future

Read pages 529 to 541 in *Shaping Canada*.



Learning Activity 5.10



Global Interdependence, Now and in the Future

1. With the advent of container shipping and free trade, Canada has become more involved in the global economy. Take a look at your clothing. Unless you make your own clothing, it is globalization in action.
 - a. Make a prediction as to where the majority of your clothes are manufactured.
 - b. Take a look at your clothes at home. Survey the labels to see if your prediction was correct.
2. In joining the World Trade Organization (WTO), countries have to give up some control over their own affairs. What benefits does the WTO offer that would make membership so appealing to countries that they would relinquish some control?
3. Refer to the Ethical Dimensions section on page 531 of your textbook. Do you think it is ethical for Canada to enter into any free-trade agreements with countries that have poor human rights records? Explain your thinking.
4. Being that the Western Climate Initiative (WCI) is a collaboration of some provinces and states, what are some positive and negative effects of the WCI goals? Provide at least one point for each.

5. Arctic sovereignty has been and continues to be an important issue for Canada. As the Arctic icecap melts, the Northwest Passage becomes easier to access and rich Arctic oil reserves are more attainable. Many countries have begun to challenge Canada's claim to the North. What steps has Canada taken to exercise its sovereignty in the North?



Assignment 5.4

How have Canada's international relations changed since 1982, and what should be its global commitments for the future? (15 marks)

1. Throughout this chapter, you have learned about many issues concerning Canada and the international community. Choose from the list of issues below. The issue you choose should be one you consider to be historically significant for Canadians.

You are the president of an organization that is passionate about the issue you have chosen from the list. As an organization, you decided to create an awareness poster to educate the public about your chosen issue.

Task:

Choose from the following list of issues and develop a poster to bring awareness to the issue. If the issue has two sides (as there are two sides to an argument), then you need to clearly take one side of the issue. These issues may not have one side or another. In this case, the poster is merely for educational purposes. In other words, your organization does not have to advocate for one side or another if there is no side to choose. If the issue has already been resolved, then create your poster as if this issue is new and no resolution has been found yet. Make sure your poster fulfills the requirements listed below, and satisfies the marking guide.



Note: Some issues may not be sufficiently discussed in *Shaping Canada*. In this case, you may need to do some further research on the Internet or from other sources, such as the library. Be sure to use credible sources when conducting this research.

Choose one of the following issues:

- The faltering peacekeeping system and the need to revamp the system toward peacemaking and the “responsibility to protect”
- The Ottawa Treaty and bringing the United States, Russia, China, and India into the treaty.
- Canadian forces in Afghanistan, Al-Qaeda, and the 2003 Iraq invasion
- The softwood lumber dispute
- NAFTA and the effects on the Canadian economy
- WTO and globalization
- Canadian efforts to promote human rights and dignity (DART and/or the ICC)
- Canadian efforts to fight climate change and deal with environmental issues and disasters (Greenpeace, Kyoto Protocol, and/or WCI)
- Climate change and Arctic sovereignty
- Sustainable development
- Copenhagen Accord

Poster Requirements:

- I. Include the name of your organization.
- II. Provide a brief description of the issue and the problems or consequences related to the issue (at most a half-page in length) on the poster. The point of the poster is to educate the public on the issue.
- III. Include a phrase indicating what your organization is doing to improve the issue.
- IV. Include an eye-catching graphic that represents or is related to the issue. Refer to figures in this chapter for inspiration. This graphic does not have to be hand-drawn if you are not comfortable doing this. Internet- or magazine-sourced graphics will be accepted as well. There are no requirements as to how many graphics you need. It is more important to choose graphic(s) and arrange them on your poster so the viewing audience understands your message.
- V. Make sure it is visually appealing.

*Make sure you use a **blank, white letter-sized paper** (8.5"×11" or 21.6cm×28cm) to produce your poster.*

If you are having trouble getting started, here are some steps you can follow to create your poster:

- a. Review the pages from *Shaping Canada* regarding the issue you have chosen. Note some relevant points for information to support your poster.
- b. Use a pencil to create a rough draft of your poster.
- c. Either leave space or sketch (in pencil) your image.
- d. Double-check your text for spelling and grammar (and other) errors.
- e. Review it. Are you happy with the layout and the information?
- f. Get your learning partner's opinion and see if he or she has any suggestions.
- g. Create your final copy on blank, white paper (if possible).

Marking Guide:

Criteria	<i>(1 mark)</i> 0 to 2 parts of the criteria are fulfilled	<i>(2 marks)</i> 3 to 4 parts of the criteria are fulfilled	<i>(3 marks)</i> All 5 parts of the criteria are fulfilled
Knowledge and Understanding	<i>(1 – 2 marks)</i> The details reflect a limited understanding of the issue	<i>(3 marks)</i> The details reflect an average understanding of the issue	<i>(4 marks)</i> The details reflect an insightful understanding of the issue
Visual Appeal	<i>(1 mark)</i> There is little colour and few illustrations. The descriptions do not flow and are not creative	<i>(2 marks)</i> The use of colour and illustrations is effective. The descriptions show some creativity, but do not flow well.	<i>(3 marks)</i> The use of colour and illustrations is very effective. The descriptions are creative and flow well.
Total:		/10	

2. Choose either Part I or Part II to complete:

Part I

Refer to the “Voices” box on page 518 of your textbook. Take the historical perspective of General Roméo Dallaire, and write a letter home describing the situation in Rwanda and how you feel about it. Include your feelings about the amount of support you are getting from the UN and what you are seeing day-to-day in the country. Below are some points to consider and help you get started. These questions are not meant to be answered directly in the letter; rather, they are to help you start brainstorming.

- Why are you (Roméo Dallaire) in Rwanda?
- What events are you witnessing, and how does this make you feel?

- What do you want to do?
- What support are you getting from the UN?
- Throughout the letter, attempt to communicate your feelings about the situations you are describing.

Statement that best reflects the student's response	Marks
The letter shows an incomplete understanding of the important information along with severe misconceptions.	1
The letter demonstrates an incomplete understanding of the important information, but lacks detail, contains misconceptions, and does not explain complex relationships.	2
The letter demonstrates an incomplete understanding of the important information, but either does not contain enough detail, and/or contains some misconceptions, and/or does not explain complex relationships.	3 – 4
The letter demonstrates a complete understanding of the important information in sufficient detail, and explains complex relationships.	5
Total:	/5

Part II

Refer to Figure 18-11 on page 522 of your textbook and the section covering the *Clarity Act* on page 472. Like the situation for the Québécois, Albanian Kosovars were a culturally distinct group living within a country with another distinct majority culture. Albanian Kosovars sought the separation and independence of Kosovo. After a deadly civil war in which NATO forces intervened, Kosovo declared independence in February 2008 without a referendum. Canada officially recognized the Republic of Kosovo. Serbia did not.

You are a member of the debate club at school and have been given the resolution “Be it resolved, Canada’s official recognition of the Republic of Kosovo does not contradict the integrity of the *Clarity Act*.” In other words, you are to argue for or against the proposition that the *Clarity Act* is not conflicted by the recognition of the Republic of Kosovo, which declared independence without holding a referendum. To prepare for your debate, choose either the “for” or “against” side of the argument and develop a brief (about half a page in length) opening speech that outlines your side of the argument. Be sure to include at least two clear, distinct points supporting your side of the argument.

Statement that best reflects the student's response	Marks
The speech does not describe or provide any points supporting the argument.	1
The speech briefly describes and/or provides brief and vague points supporting the argument.	2
The speech somewhat describes and/or provides general points supporting the argument.	3 – 4
The speech thoroughly describes and provides detailed points supporting the argument.	5
Total:	/5

Chapter 18 Summary

Since 1982, Canada has continued its active role in a wide variety of international organizations. Canadians are involved around the world through both governmental and non-governmental organizations. Canadian forces have taken part in war, peacekeeping, and peacemaking operations, and continue to do so. Canada is also linked to the world via global industry and trade, and is especially linked to the United States in the areas of trade and defence. Globalization has increasingly affected Canada and has opened up a variety of issues, ranging from world trade to human rights and the global environment. Canada seems to be redefining itself as the 21st century unfolds.

Now that you have completed Chapter 10, you should be able to answer the Essential Question, *"How have Canada's international relations changed since 1982, and what should its global commitments be for the future?"*

Cluster Review

Read page 428 in *Shaping Canada* to review what you have learned in this cluster.





Submitting Your Assignments

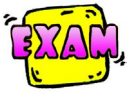
It is now time for you to submit Assignments 5.1, 5.2, 5.3, and 5.4 from Cluster 5 so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Cluster 5 assignments and organize your material in the following order:

- Cluster 5 Cover Sheet (found at the end of the course Introduction)
- Assignment 5.1: How has Canada been shaped by the *Canadian Charter of Rights and Freedoms*, cultural diversity, and demographic and technological change?
- Assignment 5.2: How has the question of national unity influenced federalism, constitutional debate, and political change?
- Assignment 5.3: How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?
- Assignment 5.4: How have Canada's international relations changed since 1982, and what should its global commitments be for the future?

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Final Examination



Congratulations, you have finished the last cluster in this course. The final examination is out of 100 marks and worth twenty percent (20%) of your final mark. In order to do well on this examination, you should review all of your learning activities and assignments from Clusters 4 and 5.

You will complete this examination while being supervised by a proctor. You should already have made arrangements to have the examination sent to the proctor from the Distance Learning Unit. If you have not yet made arrangements to write it, do so now. The instructions for doing so are provided in the Introduction to this module.

You will need to bring the following items to the examination: pens/pencils and scrap paper. A maximum of 2.5 hours is available to complete your final examination. When you have completed it, the proctor will then forward it for assessment. Good luck!

Examination Review

You are now ready to begin preparing for your final examination. Please review the content, learning activities, and assignments from Clusters 4 and 5.

The final practice examination is also an excellent study aid for reviewing Clusters 4 and 5.

You will learn what types of questions will appear on the examination and what material will be assessed. Remember, your mark on the final examination determines twenty percent (20%) of your final mark in this course and you will have 2.5 hours to complete the examination.

Final Practice Examination and Answer Key

To help you succeed in your examination, a practice examination can be found in the learning management system (LMS). The final practice examination is very similar to the actual examination that you will be writing. The answer key is also included so that, when you have finished writing the practice examination, you can check your answers. This will give you the confidence that you need to do well on your examination. If you do not have access to the Internet, contact the Distance Learning Unit at 1-800-465-9915 to get a copy of the practice examination and the answer key.

Examination Format

The format of the examination is as follows:

Part A: Fill in the Blank (20 marks)

Part B: True or False (10 marks)

Part C: Multiple Choice (10 marks)

Part D: Short Answer (30 marks)

Part E: Long Answer (30 marks)

Notes



CLUSTER 5

Learning Activities Answer Keys

CLUSTER 5:
DEFINING CONTEMPORARY CANADA
ANSWER KEYS

Learning Activity 5.1: Patriation of the Constitution

1. There were many disagreements and debates surrounding the patriation of the Constitution.
 - a. What were the two major issues concerning patriation of the Constitution?
 - **Constitutional amendment formula**
 - **Inclusion of a charter of rights and freedoms**
 - b. What was the main controversy over inclusion of the *Canadian Charter of Rights and Freedoms* in the Constitution? Why was it so controversial?

The *Canadian Charter of Rights and Freedoms* guaranteed that individual rights would be favoured over the rights of the whole. Before the charter, rights of the whole were favoured. This meant that Parliament could pass a law that would benefit the majority of people but possibly harm a few. Because this law threatened the rights of a few even while benefitting the whole, the courts could declare this law unconstitutional.
2. What province did not sign the *Constitution Act, 1982*? Why?

Québec did not sign the *Constitution Act, 1982*, because it felt excluded from the final deliberations. They refer to this as the “Night of Long Knives.”
3. Although patriation of the Constitution was in part a response to Québec’s independence movement, it was also a significant step toward Canadian sovereignty. Fill in the following timeline, which outlines the events that led to Canadian sovereignty.

Timeline of the Steps toward Canadian Sovereignty	
1867	<i>British North America Act</i> was passed
1910	Canada creates its own navy
1919	Canada signs the <i>Treaty of Versailles</i> , instead of Britain signing it on behalf of Canada
1922	Canada does not automatically send troops during the Chanak Affair
1923	Negotiation of the Halibut Treaty
1926	The Balfour Report was presented at an Imperial Conference
1931	The <i>Statute of Westminster</i> was passed
1949	The Supreme Court of Canada was made the highest court of appeal
1982	The <i>Constitution Act, 1982</i> , was signed and the Constitution was patriated

Learning Activity 5.2: The *Canadian Charter of Rights and Freedoms*

1. Refer to the “Viewpoints on History” section on page 442.
 - a. Choose one of the three quotations and summarize the opinion expressed in the quote as to whether the person is “for” or “against” the Supreme Court interpreting the Constitution rather than Parliament.
Answers should include at least one of the following:
 - **Rory Leishman**
 - Leishman clearly does not support the Supreme Court’s role in interpreting the Constitution. He appears to feel that it is unethical to have someone make decisions regarding the Constitution if they are not democratically elected. Leishman goes as far as to say that this revolution threatens all Canadians.
 - **Thomas Axworthy**
 - Axworthy appears to be of the opinion that Parliament and the Supreme Court alike are human and therefore prone to error. There is a lower risk of error among judges than the whole political body. He feels that judges would make a reasoned assessment concerning charter rights, as they are not so easily swayed by emotions, which can sometimes dominate politics.
 - **Beverly McLachlin**
 - McLachlin attempts to remind those in favour of Parliament that our democracy is set up to give the courts a voice. She states that the Supreme Court is part of government as specified in the Constitution.

- b. Do you agree with the opinion you summarized in part “a”? Why or why not?

Answers will vary depending on which quotation was used above. The following is a sample of a good answer:

Axworthy attempts to take the middle ground in this debate while leaning in the Supreme Court’s favour. Although politicians represent the people, judges do not. Judges do not have a particular political stake in the matter as politicians may have. They can make reasoned judgments based on their unique positions. It is the role of the politicians to create laws that reflect the will of the people, while it is the judges’ role to make sure these laws do not infringe on any charter rights.

2. How has language and mobility rights guaranteed in the *Canadian Charter of Rights and Freedoms* affected the relationship between Québec and the rest of Canada? Provide at least one positive and one negative effect.

- Positive effect

Answers should include at least one of the following:

- **French and English families are guaranteed the right to receive education in their own language no matter where they live in Canada.**
 - **French Canadians will receive equal access to government and educational services across the nation.**
 - **Multiculturalism is now a legislated policy in the charter.**
- Negative effect
 - **Unfortunately, the charter may have further divided the two groups, since some English-Canadians felt that French Québécois were being given special and preferential treatment.**

Learning Activity 5.3: Canadian Demographics and Identity

1. Refer to Figure 15-17 on page 448 of your textbook, in which Canada’s multicultural society is represented. If you were to create a similar image, what images and ideas would you use to represent Canadian multiculturalism? Identify at least three ideas or images, and describe how these images or ideas represent Canadian multiculturalism. If you wish, you can create the collage image using cut-out pictures from magazines and/or the Internet. Show your collage to your learning partner, and discuss the ideas and images you used to represent Canadian multiculturalism.

Possible ideas and images that represent Canadian multiculturalism:

- Folklorama cultural festival in Winnipeg or similar cultural festivals
 - Mini-United Nations clubs in schools
 - Mall food courts where there are Chinese restaurants, Greek restaurants, Mexican restaurants, and so on
 - Cultural influences on Canadian fashion (prints, patterns, clothing styles)
 - Use of different or non-traditional instruments in Canadian music
 - Culturally or ethnically specific language schools
 - Culturally or ethnically unique neighbourhoods
 - Shops that sell goods that are unique to a culture or ethnicity
 - Different religions represented in a town or city
 - TV network programming
 - Availability of different sports (e.g., cricket or rugby)
2. Refer to the Continuity and Change section on page 450 of your textbook.
- a. Identify three points on the chart in which immigration drastically changed.
- 1911 to 1920 - reduced number of origin countries
 - 1941 to 1950 - appearance of Netherlands and Italy on the list
 - 1971 to 1980 - appearance of India and Philippines
- b. What happened in Canadian history that would have caused the changes in immigration that you identified in part “a”?
- 1911 to 1920 - First World War
 - 1941 to 1950 - Second World War
 - 1971 to 1980 - adoption of the points system of immigration in Canada
3. Compare the images shown in “Picturing Canadian Identity” on pages 452 and 453 of your textbook (Figures 15-21 to 15-24) to the image in “What is Canadian Culture?” on page 455 (Figure 15-26). Which images do you feel appropriately represent you as a Canadian? Explain your answer.

Answers will vary, as it is an opinion-based response. The following is an example of a good answer:

The images from Figure 15-26 do not represent me as a Canadian. Although I find them humorous, they are cliché and stereotypical images of Canadian culture. Instead, the images that represent my idea of Canadian culture are Figures 15-22 and 15-25. I strongly connect with

the image of the red maple leaf. I have felt safe, welcomed, and respected by others when wearing the leaf while travelling. I feel that Canadian culture is very accepting and respectful of diversity. This is a quality that I try to emulate in my everyday life. Respect and acceptance for diversity makes me proud to be Canadian.

4. The advancement and availability of technology has improved considerably since the beginning of the 21st century.
- a. Refer to Figure 15-31 on page 459 of your textbook. Think about all of the devices and types of technology you use today. It is hard to imagine life without them. What devices or technological advancements do you use today that your parents' generation did not have when they were your age?

Answers will vary. The following is an example of a good answer:

Devices and advancements such as smart phones, personal computers, wireless Internet, and hybrid cars are examples of technology that did not exist when my parents' generation was my age. Also, products such as microfibre fabric, solar power, and genetically modified foods were not available to the public when my parents were my age.

- b. What technological advancements may occur in the future, and in what area of life will they affect?

Answers will vary. The following is an example of a good answer:

- **Improvements benefitting sustainable development and the environment are most likely the next frontier of technological advancements**
- **Improvements to communication and global interaction are the likely next steps for technological advancements**

Learning Activity 5.4: The Place of Québec in Canada

1. The Meech Lake Accord was Prime Minister Brian Mulroney's attempt to bring Québec into the Constitution. How would Québec's acceptance of the Constitution be historically significant to Canadians?

If Québec accepted the Constitution it would indicate a reconciliation of the ill will felt between the French and the English since the time of the British conquest.

2. Manitoba MLA Elijah Harper played an important role in the Meech Lake Accord. How were his actions a turning point in Canadian history?

When Elijah Harper voiced opposition to the Meech Lake Accord, this was the first time political action of the First Nations' people effectively stopped the political process. Harper's actions ensured that their voices and rights would be considered.

3. Refer to the Historical Significance section on page 468 of your textbook. After 20 years, how is the failure of the Meech Lake Accord historically significant in the author's opinion?

The failure of the Meech Lake Accord highlighted the need for the government to listen to its citizens. Cohen suggests that citizens should be actively consulted in the nation-building process. Constitutional change is a difficult process in which many different people fight for recognition of their needs.

4. If the Québécois were to decide to separate from Canada, what would be the ethical implications for the First Nations people living in Québec and the rest of Canada? Consider the factor that Québec wishes to be identified as a distinct nation within Canada.

The Québec government might try to separate from Canada without regard for the views of the First People living in Québec. The Québécois consider themselves a nation distinct from the rest of Canada. Some may argue that the First Nations are the true "owners" of the lands known as Québec, since they were colonized by the French, beginning in the 1600s.

Learning Activity 5.5: National Unity and Changing Politics

1. Consider what the consequences would be if the provinces assumed more control over health care. Identify at least one positive and one negative consequence.
 - **Positive**
 - **Provinces can tailor the health care system to better suit the specific needs of their residents.**
 - **Negative**
 - **The level of care would differ from province to province, which is contradictory to the mandate of the universal health care system. This might result in people leaving one province to have access to better health care in another.**

2. Senate reform has been a focus of many federal governments since 1982. One popular proposal to Senate reform is the Triple-E Senate.
 - a. What is the Triple-E Senate?

The Triple-E Senate is a proposed Senate reform in which the Senate is Elected, Equal, and Effective. This reform would make the Senate proportionally representative of the provinces' populations.
 - b. If Triple-E Senate reform were successfully implemented, how would the provinces and territories be affected? Describe one positive and one negative consequence.
 - **Positive**
 - **By electing senators, the Senate would be more accountable to and responsible for the people represented.**
 - **Negative**
 - **If the Senate were proportionally representative of each province's population, then central Canada would dominate the Senate and this area might be favoured in decision making.**
 3. When Prime Minister Stephen Harper prorogued Parliament in late 2009, many Canadians were outraged. They felt that Harper was abusing the prorogation clause. Explain why people felt that Harper was using prorogation unethically.

Many people felt that Harper was using prorogation in the interest of the Conservative government in order to maintain his party's power and stop the opposition's agenda against his party. Many felt it was an abuse of democracy.
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Learning Activity 5.6: Protest and Political Action

1. Along with negotiation and lobbying, Aboriginal organizations used other methods of political action. Refer to Figures 17-1 and 17-2 on page 484 of your textbook. Describe the impression you get from each picture. In terms of protest, how are these situations similar and different?

Answers will vary. The following is an example of a good response:

In Figure 17-1, there is strong sense of aggression. The iconic image of a lone protester in front of a road of tanks is unforgettable. It makes a strong statement as to the severity and desperation of the situation.

The mood in Figure 17-2 is not as intense as Figure 17-1. It is, however, just as unyielding. The protesters in this photo have gathered to march peacefully. Their signs convey their message.

Both groups desire social justice and recognition of their inherent rights as Aboriginal people.

2. How is the *Constitution Act, 1982*, particularly important to Métis people?
They were recognized as Aboriginal peoples of Canada alongside First Nations.
3. Fill in the following chart by identifying the consequences of Bill C-31 for each of the following groups. An example is provided for you to help you get started.

<i>Federal Government</i>	<ul style="list-style-type: none"> ■ Transference of some power back to the First Nations people ■ Change of legislation as First Nations increased demands for protection of their rights
<i>First Nations Women</i>	<ul style="list-style-type: none"> ■ Could marry non-First Nations men and keep their Status ■ Reinstatement of Status lost because they married a non-First Nations man
<i>Non-Status First Nations People</i>	<ul style="list-style-type: none"> ■ Possible reinstatement of their Status ■ Possible eligibility to live on reserve again, inherit family reserve land, receive Status rights
<i>First Nations Reserves</i>	<ul style="list-style-type: none"> ■ Increased need for space, housing, and essential services ■ First Nations reserves granted the right to control their own membership

2. Refer to the Continuity and Change section on page 489 of your textbook.
 - a. What did Harry Daniels mean when he suggested that the more things change, the more they stay the same?

As the government attempts to satisfy the needs of Aboriginal peoples, its interference seems to cause new challenges and complexities for Aboriginal people to overcome.

- b. Consider this statement with respect to Bill C-31. Do you agree with Daniel's view as it applies to Bill C-31? Why?

Answers will vary. The following is an example of a good answer:

The situation surrounding Bill C-31 applies to Daniels' comment. The bill was meant to improve gender discrimination in the *Indian Act*. The unintended consequence of Bill C-31 was the divisions it created among First Nations people.

Learning Activity 5.7: Toward Reconciliation

- Aboriginal self-governance and social justice were two important themes of the *Report of the Royal Commission on Aboriginal Peoples* (RCAP). Identify events and issues that led to the establishment of the RCAP. Describe how these events and issues contributed to Aboriginal self-governance and social justice themes of the RCAP.

Answers will vary. The following is an example of a good answer:

The findings from the Aboriginal Justice Inquiry and the failure of the Meech Lake and Charlottetown Accords highlighted the need for Aboriginal self-government. Events such as the murder of Helen Betty Osborne and the killing of John Joseph Harper, as well as the disproportionate number of Aboriginal people in prison, exposed the lack of social justice for First Nations, Métis, and Inuit peoples. If Canada claimed to be a socially just country, then the RCAP's goals needed to address the injustices faced by many First Nations, Métis, and Inuit people.

- Refer to the Ethical Dimensions section on page 504 in your textbook. On June 11, 2008, Prime Minister Stephen Harper offered an official apology on behalf of all Canadians to residential school survivors.
 - a. What are the ethical responsibilities of Canada, today, to right the wrongs of the residential schools?

Answers will vary. The following is an example of a good answer:

- b. The *Official Languages Act* of 1969 and the amendments that followed allowed both French and English Canadians equal opportunities and treatment. Identify at least three examples of the *Official Languages Act* at work in your everyday life. (3 marks)

Answers can include at least three of the following:

The past governments of Canada decided to adhere to a policy of assimilation. The negative consequences of this policy are long lasting. As a result, it is the responsibility of the current government to right the wrongs of the past. Canada has to do everything within its power to improve the situation for residential school survivors and their families. An official apology from the Prime Minister addressing past wrong-doings and the negative results is a good start to meeting the government's ethical responsibilities. Now that Canada has addressed its mistake, it needs to try and right the wrongs so that healing can truly begin. This effort is evident in the establishment of the Truth and Reconciliation Commission. The blanket of silence that has perpetuated the pain and suffering is now lifted.

- c. Why is Prime Minister Stephen Harper's official residential school apology important to Aboriginal leaders and residential school survivors?

Answers will vary. The following is an example of a good answer:

Prime Minister Harper's official apology to residential school survivors and their families on behalf of all Canadians is significant for these people because it is an official acknowledgement of the injustices suffered at the hands of the government. Survivors and their families can begin the healing process. It also acknowledges the federal government's commitment to Aboriginal issues.

- What were Canada's concerns about the United Nations *Declaration on the Rights of Indigenous Peoples*? In other words, why did Canada *reluctantly* endorse the Declaration?

Canada was concerned that the declaration would affect past decisions regarding land claims. They were also concerned that this declaration would put Indigenous peoples' rights above others.

Learning Activity 5.8: Canada's International Roles

1. Consider the examples in which peacekeeping faltered: the former Yugoslavia, Somalia in 1992, and the Rwandan genocide.
- a. Do you think the UN has an ethical obligation to send peacekeepers into a civil war where war crimes are being committed or human rights are being abused, even if the country does not want UN involvement? Why?

Answers will vary. The following is an example of a good answer:

Yes, the UN has an ethical obligation to protect human rights no matter the circumstances. The United Nations Universal Declaration of Human Rights establishes the ethical responsibility of the UN to uphold and promote basic human rights throughout the world. Through peacekeeping or peacemaking, the UN has an ethical obligation to protect human rights by any means possible. The concept of "responsibility to protect," adopted by the UN in 2005, is an example of meeting this ethical obligation.

- b. Canadian peacekeeping troops were sent on several missions where the three goals of peacekeeping did not necessarily apply. Choose one of the peacekeeping missions discussed on pages 516 to 518 of your textbook. Describe the factors that led to the mission's failure.

Answers should include responses related to at least one of the following missions:

- **The former Yugoslavia**
 - Although many UN peacekeepers witnessed many crimes against humanity, their orders prevented them from intervening. They did not have the power or means to accomplish their mission to protect the people and enforce peace.
 - Peacekeepers became the target of violence and were forced to defend themselves.
 - The UN sent peacekeepers into a situation that was not yet stable or ready to accept the role of peacekeepers.
 - **Somalia, 1992**
 - Warring factions saw peacekeepers as a threat and attacked them.
 - Some Canadian peacekeepers committed crimes such as torture and murder.
 - The leadership of the Canadian regiment failed and the regiment was disbanded.
 - **The Rwandan genocide**
 - The peacekeeping force was too small to appropriately handle the situation.
 - Dallaire's requests to seize weapons from the Hutu people were ignored by the UN.
 - The cost of sending more troops and supplies was debated, delaying the relief that Dallaire's troops needed.
- b. Why has there been a decline of Canadian involvement in peacekeeping missions?

Answers will vary. The following is an example of a good answer:

After failed missions such as Yugoslavia, Rwanda, and Somalia, Canadian public opinion for peacekeeping came under question. The UN overlooked the basic principles of peacekeeping. They sent troops into volatile situations where they were inadequately supplied and empowered. These missions were doomed to fail from the start because of the failure on the part of the UN.

2. Canada's role on the international stage changed significantly from the post-war era in the middle of the 20th century. Provide at least two examples of Canada's influence in international affairs since 1982.

Responses should include at least two of the following examples:

- **Canada became involved in many different international conflicts after 1982. In areas such as Haiti, Sudan, and the Middle East, Canada has helped run elections and reconstruction after wars and natural disasters. Canada has also been involved in Kosovo and Afghanistan in a military capacity.**
- **Roméo Dallaire's fight for human rights and the Rwanda genocide have had lasting effects on the international community.**
- **The Canadian-led global landmine ban marked the first time in history that different groups of differing power and influence gathered to create and sign a treaty of such magnitude.**

Learning Activity 5.9: Relations with the United States

1. Refer to Figure 18-13 on page 524 of your textbook. What is the message the protest group is trying to convey?

The sign that Team Canada Inc. placed on Parliament Hill looks like a real estate "for sale" sign, the realtor being Prime Minister Stephen Harper. The "for sale" sign is in protest of the free trade. It suggests that Harper is so preoccupied with improving the economy that he will sell off Canada's assets in the name of free trade.

2. Agreements like NAFTA have made Canada and the United States closer than ever. Some have even suggested that Canada and the United States should adopt the same currency like the Euro in Europe. What consequences might there be for Canada if it had the same currency as the United States?

If Canada and the United States were to use the same currency, their economies would be permanently linked. Canada would have struggled for years to establish independence from Britain only to fall under the control of the United States. It wouldn't be such a stretch from this point to join with the United States as one country. Canadian jobs and culture could suffer from the amalgamation of currencies.

3. As 9/11 falls further into the past, it is becoming clearer the influence this event has had on Canadian history, especially when it comes to Canada's relationship with the United States. Provide at least one example that describes how 9/11 strengthened Canada's relationship with the United States and at least one example demonstrating how 9/11 put a strain on it.

How 9/11 strengthened Canada's relationship with the United States:

- Canada went into Afghanistan with the United States and was forced to bolster its troops there when the US pulled out some of its troops to invade Iraq.
- Canada took anti-terrorist measures and signed the Smart Border Declaration and Action Plan.

How 9/11 strained Canada's relationship with the United States:

- The United States questioned Canada's commitment to security after 9/11, saying it was not doing enough to protect North America and secure the border at the 49th parallel.

Learning Activity 5.10: Global Interdependence Now and in the Future

1. With the advent of container shipping and free trade, Canada has become more involved in the global economy. Take a look at your clothing. Unless you make your own clothing it is globalization in action.

- a. Make a prediction as to where the majority of your clothes are manufactured.

Answers will vary. The following is a sample of a possible answer:

A possible prediction could be China or Mexico.

- b. Take a look at your clothes at home. Survey the labels to see if your prediction was correct.

Answers will vary. The following is a sample of a possible answer:

After surveying several clothing labels, the country in which the majority of the clothing was manufactured was China.

2. In joining the WTO, countries have to give up some control over their own affairs. What benefits does the WTO offer that would make membership so appealing to countries that they would relinquish some control?

The WTO offers a unique opportunity to access global markets where all members, in theory, are treated equally.

3. Refer to the Ethical Dimensions section on page 531 of your textbook. Do you think it is ethical for Canada to enter into any free-trade agreements with countries that have poor human rights records? Explain your thinking.

Answers will vary. The following is an example of a good answer:

This is not a simple question to answer. Some countries may have poor human rights records because of widespread poverty. In this case, entering into free trade with this country may actually benefit the country's economy and therefore improve the human rights record. On the other hand, Canada could stipulate a social agenda as a requirement of the agreement, thereby forcing the other country to improve conditions.

4. Being that the WCI is a collaboration of some provinces and states, what are some positive and negative effects of the WCI goals? Provide at least one point for each.

■ **Positive**

- **The coalition of western states and provinces could develop initiatives for the unique environmental needs of the West.**

■ **Negative**

Answers should include at least one of the following:

- **Since it is a coalition of only a few provinces and states, big issues that affect the whole country cannot be targeted.**
- **If the provinces and states don't agree on an initiative, then the whole continent suffers.**

5. Arctic sovereignty has been and continues to be an important issue for Canada. As the Arctic icecap melts, the Northwest Passage becomes easier to access and rich Arctic oil reserves are more attainable. Many countries have begun to challenge Canada's claim to the North. What steps has Canada taken to exercise its sovereignty in the North?

- **New ships to patrol the North and increased aerial surveillance**
- **Building the Canadian Forces Arctic training centre in Resolute Bay, Nunavut**
- **Establishing a deep-water docking and refuelling port at Nanisivik, Nunavut**
- **Expanding the Canadian Rangers, increased military presence in isolated, remote, and coastal communities**

GRADE 11 HISTORY OF CANADA

Practice Final Examination

Name: _____

Student Number: _____

Attending Non-Attending

Phone Number: _____

Address: _____

For Marker's Use Only

Date: _____

Final Mark: _____ /100 = _____ %

Comments:

Total Mark Value: 100 marks



Note: The questions in this practice exam *do not* total 100 marks. This practice exam will be shorter than the actual exam and is *not* worth marks. The practice exam is meant to help you study and give you an idea of what to expect for the exam.

Part A: Fill in the Blanks (20 marks)

Using terms from the Word Bank, complete the following sentences by filling in the correct answers in the blank spaces. There are extra terms included in the Word Bank. Not all terms will be used. (1 mark per blank for a total of 20 marks)

On the final exam, you will be asked to answer 20 questions. To help you practice, 10 questions have been provided.

Word Bank:

baby boom	North American Free Trade Agreement (NAFTA)	Meech Lake Accord
Quiet Revolution	The <i>Canadian Charter of Rights and Freedoms</i>	dual citizenship
middle power	Parti-Quebecois (PQ)	conscription crisis
World Trade Organization (WTO)	Black Tuesday	Nunavut
Massey Report	Office of Native Claims	<i>Constitution Act, 1982</i>
Calgary Declaration	North Atlantic Treaty Organization (NATO)	Bill C-31
policy of appeasement	Royal Canadian Air Force (RCAF)	peacekeeping

1. Known as _____, the stock market crash of 1929 marked the beginning of the Depression.
2. Amendments to the *Citizenship Act* in 1977 allowed applicants to achieve legal status in one or more countries. This is known as _____.
3. As part of the _____ Canadians made significant contributions to the war in the air during the Second World War.
4. In the early 1960s, Québec entered a period of accelerated social change under the leadership of Premier Jean Lesage. This is known as the _____.
5. The federal government established _____ as a new approach to land claims policy in Canada. There were now two types of land claims: Comprehensive and Specific.
6. With the signing of the _____, Canada now had control over its most important government document.
7. The _____ was an agreement between provincial and territorial premiers to guide future constitutional reforms. Québec did not agree to this constitutional reform guide.
8. The *Indian Act* was amended in 1985 so that First Nations women who married non-First Nations men would no longer lose their treaty Status. This is known as _____.

Name: _____

9. In 1992, Prime Minister Brian Mulroney signed the _____ . Canada, the United States, and Mexico were now economic partners in trading relations.
10. Canada is a member of the _____ which is the centre of economic globalization. Canada has made several appeals to this organization for many of its international economic disputes including softwood lumber and seal products.

Part B: True or False (10 marks)

Read the following statements carefully and determine whether they are true or false. If the statement is *entirely* true, circle 'T'; if *all or part* of the statement is false, circle 'F'. (1 mark for each correct true or false identification for a total of 10 marks)

On the final exam, you will be asked to answer 10 questions. To help you practice, five questions have been provided.

1. T or F - During the Depression, public works projects were established to distract people from their suffering.
2. T or F - The *Official Languages Act, 1969*, made French and English the official languages of Canada. All federal laws and government services would be available in both languages.
3. T or F - In response to the conscription crisis during the Second World War, Prime Minister Mackenzie King held a national plebiscite on conscription. He wanted permission from the Canadian people to enact conscription.
4. T or F - Inclusion of the *Canadian Charter of Rights and Freedoms* in the Constitution meant that the courts now had more power than the government. The courts would now decide if an action by an individual or group violated the charter.
5. T or F - The Meech Lake Accord was an attempt to bring Newfoundland into the Constitution in 1949. It failed in a provincial plebiscite.

Part C: Multiple Choice (10 marks)

Read the following questions and circle the best possible answer from the choices listed below each question. (1 mark for each correctly identified answer for a total of 10 marks)

On the final exam, you will be asked to answer 10 questions. To help you practice, five questions have been provided.

1. What is the responsibility of the CRTC?
 - a) The CRTC is responsible for regulating and supervising public broadcasting in Canada.

- b) The CRTC is responsible for creating Canadian content for television and radio.
 - c) The CRTC is responsible for finding American content to show on Canadian televisions and radios.
 - d) The CRTC is responsible for limiting the time Canadians spend in front of the television.
2. Canada has been classified as a middle power, whereas the United States is known as a superpower. What does it mean to be a middle power?
- a) A middle power is a nation with a very strong economy but weak government. Businesses tend to rule the country rather than the government.
 - b) A middle power is a nation whose influence on local or regional affairs is quite weak. Local and regional governments hold most of the power in that nation.
 - c) A middle power is a nation whose influence on international affairs is quite strong. Whatever it decides is usually what will happen.
 - d) A middle power is a nation whose influence on international affairs is moderate.
3. The Kitchen Accord led to the inclusion of the notwithstanding clause in the Constitution. What does this clause allow the federal and provincial governments to do?
- a) The notwithstanding clause allows federal and provincial governments to make laws that purposely discriminate against a group of people.
 - b) The notwithstanding clause allows provincial governments to make laws that must be applied to every other province no matter what.
 - c) The notwithstanding clause allows federal and provincial governments to make new charter rights that would only apply to that province.
 - d) The notwithstanding clause allows federal and provincial governments to declare certain laws to be exempt from the provisions of the charter.
4. Canada initially did not endorse the United Nations Declaration on the Rights of Indigenous Peoples. Why is this?
- a) Canada did not initially endorse the declaration because it felt it would have a negative impact on its relationship with the First Nations people.
 - b) Canada did not initially endorse the declaration because it felt wording regarding land and resource control was too vague.
 - c) Canada did not initially endorse the declaration because Britain did not sign.
 - d) Canada did not initially endorse the declaration because the federal government still had several policies of assimilation.

Name: _____

5. What is the historical significance of the Royal Commission on Aboriginal Peoples (RCAP) recommendations?
 - a) The RCAP's recommendations have been successfully and fully implemented.
 - b) The RCAP was successful in generating public discussion on Aboriginal issues, although its recommendations have not been implemented.
 - c) The RCAP's recommendations were totally unrealistic and are regarded as a complete failure.
 - d) At least half of the RCAP's recommendations have been put in place while many more are in the process of implementation.

Part D: Short Answer (30 marks)

Answer the following questions using clear, distinct points and detailed examples. (The mark values are stated at the end of each question for a total of 30 marks)

On the final exam, you will be asked to answer eight questions. To help you practice, five questions have been provided.

1. Discuss the significance of the baby boomer generation and the continuing role this generation plays in Canadian society. (4 marks)

2. Compare and contrast the role women fulfilled in the First World War and the Second World War.

a) Provide at least one commonality between the two wars. (1 mark)

b) Provide at least one unique gain women made in the First World War. (1 mark)

c) Provide at least one unique gain women made in the Second World War. (1 mark)

Name: _____

3. In the following chart, identify the changes the federal government made in its treatment of First Nations people, and the factors that led to these changes.

Treatment of First Nations People (1931–1982)	Changes the Federal Government Made	Factors That Led to These Changes
	Identify at least two examples of change (2 marks)	Identify at least two factors (2 marks)

4. Describe what the “Triple-E” Senate is and identify at least one positive and one negative consequence if this reform were to be implemented. (4 marks)

5. What factors led to the failure of the Rwanda peacekeeping mission, and why has there been a decline in support for peacekeeping missions in Canada? Identify at least four clear and distinct points in your response. (4 marks)

Part E: Long Answer (30 marks)

Choose *two* of the following three questions. Each question has several components that will total 15 marks. Clarity and organization will be included in each question's mark. (2 questions of 15 marks each for a total of 30 marks)

This is just a sample of the types of questions the Long Answer section will have you complete. Remember, you only need to complete two of the three questions.

Question 1

Canadian politics, economy, and society changed significantly after the Depression (1930s) to the patriation of the Constitution (1982). In a clear, organized response (1 mark for clarity and organization), discuss how Canada established economic security and social justice during this period. Develop your responses in terms of the political, social, and economic changes within Canada and the groups who sought these changes. (14 marks)

Question 3

Canadian federalism continued to be challenged after the Second World War (1940s) up to the patriation of the Constitution (1982). Discuss how the debate over the status of Québec challenged Canadian federalism during this time (10 marks), and the role Aboriginal political activism and western discontent played in challenging Canadian federalism. (4 marks)

GRADE 11 HISTORY OF CANADA

Practice Final Examination Answer Key

Name: _____

Student Number: _____

Attending Non-Attending

Phone Number: _____

Address: _____

For Marker's Use Only

Date: _____

Final Mark: _____ /100 = _____ %

Comments:

Total Mark Value: 100 marks



Note: The questions in this practice exam *do not* total 100 marks. This practice exam will be shorter than the actual exam and is *not* worth marks. The practice exam is meant to help you study and give you an idea of what to expect for the exam.

Part A: Fill in the Blanks (20 marks)

Using terms from the Word Bank, complete the following sentences by filling in the correct answers in the blank spaces. There are extra terms included in the Word Bank. Not all terms will be used. (1 mark per blank for a total of 20 marks)

On the final exam, you will be asked to answer 20 questions. To help you practice, 10 questions have been provided.

Word Bank:

baby boom	North American Free Trade Agreement (NAFTA)	Meech Lake Accord
Quiet Revolution	The <i>Canadian Charter of Rights and Freedoms</i>	dual citizenship
middle power	Parti-Quebecois (PQ)	conscription crisis
World Trade Organization (WTO)	Black Tuesday	Nunavut
Massey Report	Office of Native Claims	<i>Constitution Act, 1982</i>
Calgary Declaration	North Atlantic Treaty Organization (NATO)	Bill C-31
policy of appeasement	Royal Canadian Air Force (RCAF)	peacekeeping

1. Known as Black Tuesday , the stock market crash of 1929 marked the beginning of the Depression. p. 319
2. Amendments to the *Citizenship Act* in 1977 allowed applicants to achieve legal status in one or more countries. This is known as dual citizenship . p. 352
3. As part of the Royal Canadian Air Force (RCAF), Canadians made significant contributions to the war in the air during the Second World War. p. 375
4. In the early 1960s, Québec entered a period of accelerated social change under the leadership of Premier Jean Lesage. This is known as the Quiet Revolution . p. 404
5. The federal government established the Office of Native Claims as a new approach to land claims policy in Canada. There were now two types of land claims: Comprehensive and Specific. p. 420
6. With the signing of the Constitution Act, 1982 , Canada now had control over its most important government document. p. 439
7. The Calgary Declaration was an agreement between provincial and territorial premiers to guide future constitutional reforms. Québec did not agree to this constitutional reform guide. p. 470
8. The *Indian Act* was amended in 1985 so that First Nations women who married non-First Nations men would no longer lose their treaty Status. This is known as Bill C-31 . p. 488

Name: _____

9. In 1992, Prime Minister Brian Mulroney signed the North American Free Trade Agreement (NAFTA). Canada, the United States, and Mexico were now economic partners in trading relations. p. 524
10. Canada is a member of the World Trade Organization (WTO), which is the centre of economic globalization. Canada has made several appeals to this organization for many of its international economic disputes including softwood lumber and seal products. p. 529

Part B: True or False (10 marks)

Read the following statements carefully and determine whether they are true or false. If the statement is *entirely* true, circle 'T'; if *all or part* of the statement is false, circle 'F'. (1 mark for each correct true or false identification for a total of 10 marks)

On the final exam, you will be asked to answer 10 questions. To help you practice, five questions have been provided.

1. T or F - During the Depression, public works projects were established to distract people from their suffering. p. 324
2. T or F - The *Official Languages Act, 1969*, made French and English the official languages of Canada. All federal laws and government services would be available in both languages. p. 360
3. T or F - In response to the conscription crisis during the Second World War, Prime Minister Mackenzie King held a national plebiscite on conscription. He wanted permission from the Canadian people to enact conscription. p. 387
4. T or F - Inclusion of the *Canadian Charter of Rights and Freedoms* in the Constitution meant that the courts now had more power than the government. The courts would now decide if an action by an individual or group violated the charter. p. 440
5. T or F - The Meech Lake Accord was an attempt to bring Newfoundland into the Constitution in 1992. It failed in a provincial plebiscite. p. 463

Part C: Multiple Choice (10 marks)

Read the following questions and circle the best possible answer from the choices listed below each question. (1 mark for each correctly identified answer for a total of 10 marks)

On the final exam, you will be asked to answer 10 questions. To help you practice, five questions have been provided.

1. What is the responsibility of the CRTC? p. 366
 - a) The CRTC is responsible for regulating and supervising public broadcasting in Canada.
 - b) The CRTC is responsible for creating Canadian content for television and radio.
 - c) The CRTC is responsible for finding American content to show on Canadian televisions and radios.
 - d) The CRTC is responsible for limiting the time Canadians spend in front of the television.

2. Canada has been classified as a middle power, whereas the United States is known as a superpower. What does it mean to be a middle power? p. 350
 - a) A middle power is a nation with a very strong economy but weak government. Businesses tend to rule the country rather than the government.
 - b) A middle power is a nation whose influence on local or regional affairs is quite weak. Local and regional governments hold most of the power in that nation.
 - c) A middle power is a nation whose influence on international affairs is quite strong. Whatever it decides is usually what will happen.
 - d) A middle power is a nation whose influence on international affairs is moderate.

3. The Kitchen Accord led to the inclusion of the notwithstanding clause in the Constitution. What does this clause allow the federal and provincial governments to do? p. 437
 - a) The notwithstanding clause allows federal and provincial governments to make laws that purposely discriminate against a group of people.
 - b) The notwithstanding clause allows provincial governments to make laws that must be applied to every other province no matter what.
 - c) The notwithstanding clause allows federal and provincial governments to make new charter rights that would only apply to that province.
 - d) The notwithstanding clause allows federal and provincial governments to declare certain laws to be exempt from the provisions of the charter.

Name: _____

4. Canada initially did not endorse the United Nations Declaration on the Rights of Indigenous Peoples. Why is this? p. 505
 - a) Canada did not initially endorse the declaration because it felt it would have a negative impact on its relationship with the First Nations people.
 - b) *Canada did not initially endorse the declaration because it felt wording regarding land and resource control was too vague.*
 - c) Canada did not initially endorse the declaration because Britain did not sign.
 - d) Canada did not initially endorse the declaration because the federal government still had several policies of assimilation.
5. What is the historical significance of the Royal Commission on Aboriginal Peoples (RCAP) recommendations? p. 500
 - a) The RCAP's recommendations have been successfully and fully implemented.
 - b) *The RCAP was successful in generating public discussion on Aboriginal issues, although its recommendations have not been implemented.*
 - c) The RCAP's recommendations were totally unrealistic and are regarded as a complete failure.
 - d) At least half of the RCAP's recommendations have been put in place while many more are in the process of implementation.

Part D: Short Answer (30 marks)

Answer the following questions using clear, distinct points and detailed examples. (The mark values are stated at the end of each question for a total of 30 marks)

On the final exam, you will be asked to answer eight questions. To help you practice, five questions have been provided.

1. Discuss the significance of the baby boomer generation and the continuing role this generation plays in Canadian society. (4 marks) p. 335
 - *The baby boom refers to the high number of children born after World War II between about 1946-1966. This resulted in a massive shift in demographics that will continue to affect Canadian society as this generation ages.*
 - *To meet the needs of this huge demographic, a large amount of funds and other resources are required.*
 - *Initially, the baby boomers needed things like schools and community centres.*
 - *Now, these needs include retirement and old-age related resources. Some say that a large aging population may put a strain on the old age pensions and other social programming for seniors.*

- The Echo Generation (the children of the baby boomers, born between 1975-1995) is smaller in number, but will have to support the baby boomers as they transition into retirement age and senior life.
- Through advancements in technology and a better standard of living, baby boomers are living longer than previous generations.
 - They will possibly need more support from the government and society as they age.
 - This will most likely be in the form of heavier taxation and strain on the Echo Generation.

2. Compare and contrast the role women fulfilled in the First World War and the Second World War. pp. 386, 398

a) Provide at least one commonality between the two wars. (1 mark)

Answers should include at least one of the following:

- Many women had to be the primary caregiver of the family and work out of the home, which was a new challenge for many women.
- Women worked as nurses on the battlefield.
- Women worked in munitions factories.

b) Provide at least one unique gain women made in the First World War. (1 mark)

- Women had the opportunity to participate in the economy, a role which was primarily held by men in the past. This inspired women to confidently pursue equality rights, such as the right to vote.

c) Provide at least one unique gain women made in the Second World War. (1 mark)

Answers should include at least one of the following:

- Women could now actively participate in the war effort, except for combat.
- Women had to opportunity to fill in the vacant jobs that men had to leave to go to war. This led to improving equality in the workforce and society.

Name: _____

3. In the following chart, identify the changes the federal government made in its treatment of First Nations people, and the factors that led to these changes.

	Changes the Federal Government Made	Factors That Led to These Changes
Treatment of First Nations People (1931–1982)	<p>Identify at least two examples of change (2 marks)</p> <p>During this period, the Canadian government became more accountable to First Nations people and groups: <i>Answers should include at least two of the following:</i></p> <ul style="list-style-type: none"> ■ It responded to objections of its own violations or when required to do so by the courts. First Nations organizations objected to the <i>White Paper</i> and, in response, the Canadian government withdrew it. ■ Mandatory attendance to residential schools was removed and the schools were phased out. ■ A new land claims policy was created as well as the Office of Native Claims. 	<p>Identify at least two factors (2 marks)</p> <ul style="list-style-type: none"> ■ The political resurgence of the First Nations, Métis, and Inuit communities in the 1960s <ul style="list-style-type: none"> ■ Demand for self-government ■ Movement toward greater human rights in Canada after World War II

4. Describe what the “Triple-E” Senate is and identify at least one positive and one negative consequence if this reform were to be implemented. (4 marks) p. 477
- The “Triple-E” Senate is a proposed Senate reform in which the Senate is elected, equal, and effective.
 - This reform would make the Senate proportionally representative of the provinces’ populations.
 - Positive
 - By electing Senators, the Senate would be more accountable to and responsible for the people represented.
 - Negative
 - If the Senate were proportionally representative of each province’s population, then central Canada would dominate the Senate and potentially come to favour this region in decision making.

5. What factors led to the failure of the Rwanda peacekeeping mission, and why has there been a decline in support for peacekeeping missions in Canada? Identify at least four clear and distinct points in your response. (4 marks) pp. 518-519

The Rwandan genocide:

Answers should include at least two of the following:

- The peacekeeping force was too small to appropriately handle the situation.
- Dallaire's requests to seize weapons from the Hutu people were ignored by the UN.
- Costs over sending more troops and supplies were debated, delaying the relief Dallaire's troops needed.

Decline in support for peacekeeping in Canada:

Answers will vary. The following is an example of a good answer.

- After failed missions such as Yugoslavia, Rwanda, and Somalia, the Canadian public opinion for peacekeeping came under question.
- The UN overlooked the basic principles of peacekeeping. It sent troops into volatile situations where they were inadequately supplied and empowered. These missions were doomed to fail from the start because of the failure on the part of the UN.

Part E: Long Answer (30 marks)

Choose *two* of the following three questions. Each question has several components that will total 15 marks. Clarity and organization will be included in each question's mark. (2 questions of 15 marks each for a total of 30 marks)

This is just a sample of the types of questions the Long Answer section will have you complete. Remember, you only need to complete two of the three questions.

Question 1 pp. 318-343

Canadian politics, economy, and society changed significantly after the Depression (1930s) to the patriation of the Constitution (1982). In a clear, organized response (1 mark for clarity and organization), discuss how Canada established economic security and social justice during this period. Develop your responses in terms of the political, social, and economic changes within Canada and the groups who sought these changes. (14 marks)

- The *Statute of Westminster* granted Canada the right to exercise its independence in domestic and foreign affairs.
- The Depression led to the creation of new political parties with new ideas on how to reform Canada.
- The labour movement during the Depression sought better protection for workers' rights.
- The Depression and the Second World War led to the government taking more responsibility for the well-being of Canadian citizens.

Name: _____

- The Quiet Revolution in Québec in the 1960s led to demands for a new status for Québec within Confederation and even for independence.
- The second wave of feminism drew renewed attention to the need to improve the status of women in Canadian society.
- First Nations, Métis, and Inuit peoples created organizations to advocate their case for fair treatment, equity, and self-government.
- Sustained economic growth after 1945 resulted in a higher standard of living for many Canadians.
- The baby boom of the late 1940s, 1950s, and early 1960s resulted in a major shift in demographics and a shift in priorities for the government and the people.
- Changing immigration patterns made Canada an increasingly diverse society.
- Basic human rights were first guaranteed with the *Bill of Rights* in 1960 and later entrenched into the Constitution, and therefore became a part of Canadian identity.
- The economic, social, and political challenges of the time led to changing relationships between the federal and provincial governments.
- With the patriation of the Constitution, Canada finally realized its complete independence from Great Britain. These events brought about the emergence (although much contested) of a new sense of Canadian identity, one that was no longer rooted in Canada's connection with Britain.
- By 1982, Canada had become much like the Canada we know today.

Question 2 pp. 460-481

In a clear and organized response (*1 mark for clarity and organization*), discuss how Canadian unity was influenced by federalism, constitutional debate, and political change. Be sure to include details that describe the struggle to find a place for Québec within the Canadian Constitution (*9 marks*) and the influence western alienation, federal-provincial division of power, and Senate reform had on Canadian unity.

Defining a place for Québec within Canada

- When the Constitution was patriated in 1982, the government of Québec refused to give its assent, thus raising to a new level the perennial question of Québec's place in Confederation.
 - Should Québec be considered like any other province, or should it be considered as a distinct nation in its own right, whether inside or outside Canada? Or should it 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?

- After winning the 1984 election, 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 the Charlottetown Accord of 1992.
 - Both failed to win sufficient support,
 - Negotiations 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.
- As for Québec, separatist sentiment grew and in 1995 a referendum on sovereignty came very close (49.4%) 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.
- In 2006 the Canadian Parliament recognized Québec as “a nation within a united Canada,” but it is not clear what this means in concrete terms.

Western alienation, federal-provincial division of power, and Senate reform

- In response to the feeling of western alienation, several political parties were created to advocate for western Canadians, including the Reform Party and a new Conservative Party.
- Debates over control of natural resources between the federal and provincial governments have led the division of power debate to include equalization payments and health care.
- Senate reform became a popular issue after the patriation of the Constitution.
 - Many supporters of Senate reform favoured the “Triple-E” model of the Senate in which the Senate would be equal, elected, and effective.
 - Senate reform has not been achieved yet because it requires constitutional amendment, which can be difficult to attain.

Question 3 pp. 401-425

Canadian federalism continued to be challenged after the Second World War (1940s) up to the patriation of the Constitution (1982). Discuss how the debate over the status of Québec challenged Canadian federalism during this time (10 marks), and the role Aboriginal political activism and western discontent played in challenging Canadian federalism. (4 marks)

The debate over the status of Québec

- Traditionally, Québec had been a society rooted in Catholicism. The church tended to resist change and promoted the view that the preservation of Québec’s culture could be achieved through a focus on family, church, and rural life.
- Jean Lesage’s Liberal Party won the provincial vote in 1960 under the slogan “it’s time for a change” after the former Premier, Maurice Duplessis’s death in 1959. This was the beginning of the Quiet Revolution in Québec.

Name: _____

- The Quiet Revolution brought on many social and economic changes in Québec including:
 - changes to the education system, modernizing and secularizing the curriculum
 - advancement of the economy with the creation of Hydro Québec and encouragement for companies to “Buy Québec”
 - a new kind of nationalism emerged from the Quiet Revolution as many people began calling for an equal status for francophone culture in Confederation and greater autonomy for Québec within the federal system. *Maîtres chez nous* became the slogan.
- In 1968, the Parti Québécois formed. Their leader, René Lévesque, supported sovereignty-association for Québec.
- The status of Québec became volatile when the FLQ’s actions in 1970 prompted the October Crisis. Prime Minister Trudeau invoked the *War Measures Act* to take control of the situation. As a result, Premier Bourassa’s Liberal government lost to the PQ.
- In 1976, the PQ held a referendum on sovereignty-association. The “Oui” side lost by less than 10 percent.
 - Québec’s push for sovereignty-association partly led to Prime Minister Trudeau deciding to pursue patriation of the Constitution.

Aboriginal political activism and western discontent

- In 1960, all Aboriginal people were granted the right to vote. In response to the poor quality of life most Aboriginal people faced and the remaining assimilation policies of the federal government, Aboriginal people began to organize to have their voices heard. This forced the federal government to rethink its approach to First Nations and other Aboriginal peoples.
- In 1973, the federal government formally put an end to residential schools. Aboriginal people also began to actively pursue inclusion of their rights in the amended Constitution and recognition of land claims.
- Growing discontent in the West stemmed from the feeling that the federal government was not appropriately addressing its unique needs. Many felt the political power of the country was located in central Canada, while the West was frequently ignored.
- As the western provinces began to develop their natural resources, the federal government forced a redistribution of the wealth. This upset many people in the western provinces. Other contentious issues between western provinces and the federal government included the *Canadair* contract and the Canadian Wheat Board.



APPENDIX

A Very Brief Guide to Writing an Essay

A VERY BRIEF GUIDE TO WRITING AN ESSAY

Writing an essay can be divided into three stages:

Stage 1: Planning

Stage 2: Writing

Stage 3: Revising

Within each stage of the process, there are various steps to follow. Each step is important.

Stage 1: Planning

To plan out your essay, complete the following steps:

- A. **Determine what kind of essay you are writing.** Different types of essays require different approaches. Decide what your purpose is. Are you trying to explain, define, classify, argue, describe a process, compare and/or contrast, establish cause and/or effect, narrate, or describe?
- B. **Figure out your thesis.** Where do you want to “go” with your essay topic? Create a thesis statement, which is a sentence that tells the reader what the topic of the essay is and what you want to say about that topic. A good thesis statement is precise, concise, and attempts to explore or prove only one major point.
- C. **Gather ideas.** Brainstorm. Establish what you already know and what you want to know about your topic. Go to the library/Internet and do some preliminary research. Paraphrase and summarize researched material and keep track of your sources as you go.
- D. **Evaluate your ideas.** Choose which ideas you want to use to support your thesis. Make sure that you eliminate irrelevant and redundant ideas. Look at which ideas you would like to keep and group common ideas by theme. Consider how many examples and details you actually need to support your thesis. Do NOT copy and paste information from research material.
- E. **Organize your ideas.** Make an outline. Keep it in point form. Make sure it is handy as you write your essay.

Stage 2: Writing

To write your essay, complete the following steps:

- A. **Write an introduction.** Write a clear, interesting introduction to your essay, including an attention-grabbing hook, a brief outline of your main points, and your thesis statement.
- B. **Write the body paragraphs.** Ensure that each paragraph has a topic sentence and sufficient supporting details or examples so the reader can understand your main points. As you write, constantly think about whether your ideas are pointing the reader towards your thesis. Follow your outline.
- C. **Include transitions to connect your thoughts.** Ensure that your ideas connect together in a clear, smooth way by using transitions between thoughts and paragraphs.
- D. **Write a conclusion.** Complete your essay with a solid conclusion. Remind your audience why your essay was worth reading, and synthesize the important things you had to say. Leave them with an inspirational thought, a challenging question, or a call to action.

Stage 3: Revising

To revise your essay, consider the following:

- A. **Content:** Ensure your essay discusses ONE specific topic. Make sure your essay has an introduction, body, and conclusion. The introduction should have a sharp hook, a clear thesis statement, and an explanation on how the thesis will be discussed in each paragraph. Ensure body paragraphs contain topic sentences, transitions throughout, and sufficient details and examples to support the thesis. The essay should have a solid conclusion that goes beyond just repeating what the audience has already read. Be certain that every idea in the essay helps to prove or explain the thesis.
- B. **Organization:** The essay should have an introduction, body, and conclusion. The thesis should be divided into several sub-topics for the sake of explanation. Each body paragraph should contain a topic sentence to outline how that sub-topic supports the thesis, followed by specific details and examples to help the reader understand the thesis. Transitions should be present within paragraphs and from one paragraph to another. Paragraphs should be balanced in length and detail.
- C. **Style:** Proofread the essay for parallel structure. Make sure that the essay is filled with specific terms, strong verbs, precise nouns, and descriptive adjectives and adverbs. Fix any spelling errors, sentence fragments, and run-on sentences. Correct any mistakes in “agreement” (i.e., subjects and verbs all match, tenses and perspectives [1st person, 2nd person, 3rd person] are consistent throughout).

Sample outline for five-paragraph essay

Topic: _____

Purpose (position): _____

Audience: _____

Introduction:

Hook (quotation, statistic, question, quotation, fact, etc ...)

Thesis statement: _____

Supporting point A: _____

Supporting point B: _____

Supporting point C: _____

Body Paragraph A= supporting point A

Topic sentence: _____

Supporting detail/example 1: _____

Supporting detail/example 2: _____

Supporting detail/ example 3: _____

Notes: _____

Body Paragraph B= supporting point B

Topic sentence: _____

Supporting detail/example 1: _____

Supporting detail/example 2: _____

Supporting detail/ example 3: _____

Notes: _____

Body Paragraph C= supporting point C

Topic sentence: _____

Supporting detail/example 1: _____

Supporting detail/example 2: _____

Supporting detail/ example 3: _____

Notes: _____

Conclusion:

Restate the thesis IN DIFFERENT WORDS.

Summarize main points IN DIFFERENT WORDS.

Leave audience with a call for action, comment, quotation, prediction, or inspirational idea.
What is the overall message? What do you want readers to take from reading this essay?

Sample complete essay

According to *The Canadian Veterinary Journal*, approximately a third of Canadian households have a cat as a pet. Why is it that these animals are so popular? Although many people prefer dogs because of their loyal natures and teachable qualities, cats make better pets. Cats are clean, low-maintenance and personable creatures that provide a great source of companionship for those who own them.

Although pets can bring a lot of joy to a home, they can also bring a lot of mess. When people are pondering which pet to choose, one of the first considerations is how much mess the pet will create. Cats are therefore an appealing choice because they are fairly clean animals. First, cats are easy to toilet train. Whereas training a puppy to do its business in the right place can feel like a tedious chore for the pet owner, training a kitten to do the same takes merely a few days. While training a puppy can involve countless trips outdoors and a great deal of carpet shampooing in the process, training a cat requires little more than showing the animal where to locate its litter box. Provided that you keep its box clean, a cat will respectfully make its deposits where it should. Cats take great pride in their personal hygiene. They groom themselves regularly, they almost never need a bath and they will never leave a puddle of drool on your floor or your furniture.

Cats are low-maintenance pets, not only because of their no-fuss bathroom routines, but also because of their independent nature. This makes them an attractive pet for people who are busy, but who like the idea of having a furry friend with whom they can cuddle at the end of the day. As opposed to their canine counterparts, cats do not require walking and they will find their own sources of exercise. They may have random bouts of energy and be seen scurrying from one corner of the house to another. Outdoor cats will roam the neighbourhood, chasing squirrels and ladybugs, and they generally return home when their adventure is done for the day. Furthermore, cats do not require human interaction for amusement, nor do they need complicated or expensive playthings to keep themselves entertained. They will find fun swatting a twist-tie across the kitchen floor or watching the birds in the trees from the living room window. Finally, for those who travel, a cat is a suitable pet because, aside from putting out a daily dose of food and fresh water and a quick tidying of the litter box, a cat can largely take care of itself for a few days.

Although a cat is a fairly self-sufficient being, it has a lot to offer in terms of companionship. Whereas a dog will demand your attention and repay you with its undying loyalty, a cat will come to you on its own terms. Their independent spirit may cause cat-skeptics to assume that cats are aloof and unfeeling. On the contrary, cats can be extremely lovable, comforting animals that bond with their owners and demonstrate affection in numerous ways. For instance, cats will rub up against people they like and purr with contentment when they are enjoying your company. As well, cats can be a source of comfort when one is feeling lonely, ill or sad. This is perhaps one reason why they are frequently chosen to grace the halls of personal care homes for elderly people. Cats can be frisky and playful or calm and consoling. Cats may take time to get to know you, but they will let you know in their own quiet ways that you are loved.

When choosing a pet, careful consideration must be made in terms of the suitability of one's lifestyle and the habits, needs and personality of the animal. For many, a cat is an ideal choice, because it offers a lot of companionship in return for relatively little care. People nowadays are busy. We rush around from school, to work, to the gym, to music lessons, and to the store. At the end of the day, it's nice to come home to the greeting of a furry friend at the door without any guilt that you don't have the time to take him for a walk or the energy to clean up the mess in the backyard. A cat is like that perfect college roommate who keeps his corner of the apartment neat and generally minds his own business, but who is still a solid friend when you need him. Next time you are looking to add to your family, consider sharing your home with a cat. You might be surprised how much these quiet, noble creatures can brighten your life.