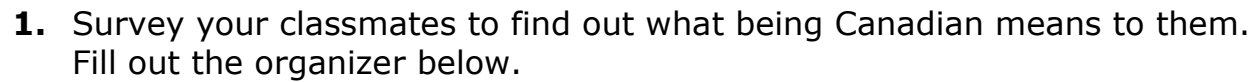
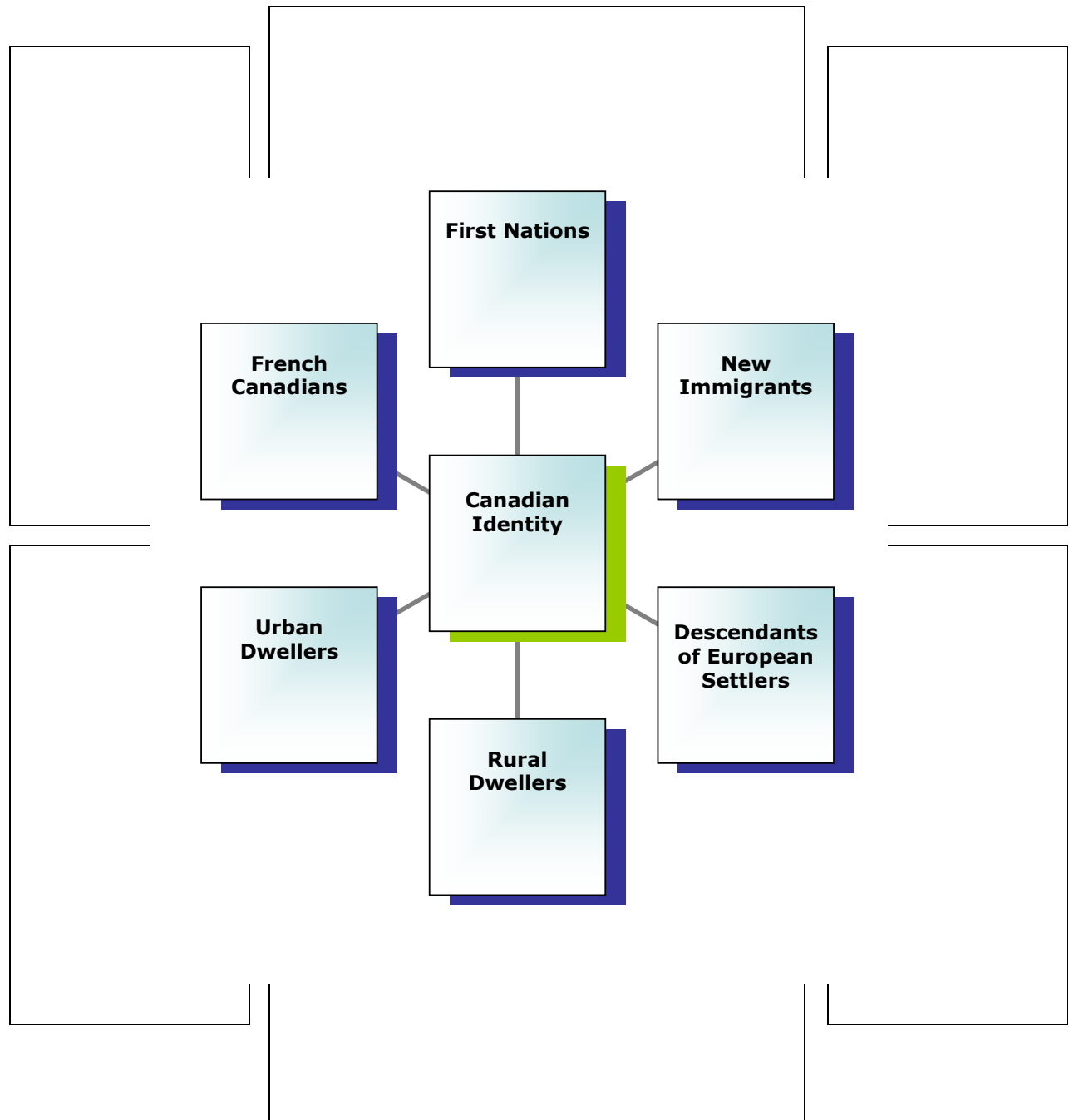


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Knowledge and Employability Studio  
Social Studies  
©Alberta Education, April 2019 ([www.LearnAlberta.ca](http://www.LearnAlberta.ca))

2. Did the people in your class express different points of view on Canadian identity? Your culture and personal experiences may affect your perspective on what it means to be Canadian. Find out how the different types of Canadians below feel about Canadian identity and fill in the diagram with key words that describe their feelings.



3. Choose one of the groups from the previous question or another group and conduct a more thorough investigation of how people in that group feel about Canadian identity. Create a simple presentation of your findings.

If possible, include interviews and quotes.

4. To better understand symbols that promote a collective identity in Canada, follow these steps.

**Step one:** Explain the history and importance of the following symbols of Canadian national identity.

**The Canadian Coat of Arms**  
**The Canadian Flag (Maple Leaf)**  
**The Canadian National Anthem (O Canada)**

**Step two:** Identify 10 other symbols that promote Canadian identity and what each represents.

**Use these tools:**

- ☐ Getting Started with Research
- ☐ Recording Information



**Where to Start on the Web**

<https://www.canada.ca/en/canadian-heritage/services/official-symbols-canada.html>



**Symbols of Canadian Identity**

Symbol	Represents

**Department of Canadian Heritage**  
<https://www.canada.ca/en/canadian-heritage.html>

<b>Mission</b> <b>Towards a More Cohesive and Creative Canada</b>
<b>Strategic Outcomes</b>
<p>Canadians express and share their diverse cultural experiences with each other and the world.</p> <p>Canadians live in an inclusive society built on intercultural understanding and citizen participation.</p>

5. Research the Department of Canadian Heritage and describe two programs through which they promote Canadian identity.

Program	Description:
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Historical Perspectives on National Identity

A careful reading of history reveals that Canada was founded on a series of bargains with Aboriginal peoples—bargains this country has never fully honoured. Treaties between Aboriginal and non-Aboriginal governments were agreements to share the land. They were replaced by policies intended to:

- ... remove Aboriginal people from their homelands
- ... suppress Aboriginal nations and their governments
- ... undermine Aboriginal cultures
- ... stifle Aboriginal identity.

It is now time to acknowledge the truth and begin to rebuild the relationship among peoples on the basis of honesty, mutual respect and fair sharing. The image of Canada in the world and at home demands no less.

### The Ghosts of History

The relationship between Aboriginal and non-Aboriginal people evolved through four stages.

- There was a time when Aboriginal and non-Aboriginal people lived on separate continents and knew nothing of one another.
- Following the years of first contact, fragile relations of peace, friendship and rough equality were given the force of law in treaties.
- Then power tilted toward non-Aboriginal people and governments. They moved Aboriginal people off much of their land and took steps to “civilize” them and teach them European ways.
- Finally, we reached the present stage—a time of recovery for Aboriginal people and cultures, a time for critical review of our relationship, and a time for its renegotiation and renewal.

Many of today’s malfunctioning laws and institutions—the *Indian Act* and the break-up of nations into bands, to name just two—are remnants of the third stage of our history. But there was honour in history, too; indeed, the foundations of a fair and equitable relationship were laid in our early interaction.

Source: *People to People, Nation to Nation: Highlights from the Report of the Royal Commission on Aboriginal Peoples*. Reproduced with the permission of the Minister of Public Works and Government Services, 2007, and courtesy of the Privy Council Office.

*"America, separated from Europe by a wide ocean, was inhabited by a distinct people, divided into separate nations, independent of each other and of the rest of the world, having institutions of their own, and governing themselves by their own laws. It is difficult to comprehend ... that the discovery of either by the other should give the discoverer rights in the country discovered, which annulled the pre-existing rights of its ancient possessors."*

Chief Justice John Marshall  
United States Supreme Court  
Worcester v. Georgia (1832)

6. Based on the sections taken from the *Royal Commission on Aboriginal Peoples* on the previous page, discuss how Canada's Aboriginal peoples might have felt about Canada's identity before, during and after European settlement.

**Use this tool:**

☐ [Web I](#)



7. Review the information sheet *The Indian Act* and discuss how this Act may have affected the views of Aboriginal peoples on Canada's national identity.

Use this tool and  
information sheet:

☐ [Web I](#)  
☐ [The Indian Act](#)



## The Fathers of Confederation

<https://www.collectionscanada.gc.ca/confederation/023001-3010.22-e.html>

While 36 parliamentary delegates attended one or more of the conferences leading up to Confederation, there are certain personalities who played a particularly high profile or central role in the debates that took place and in developing the Canadian federation. They are:

- [John A. Macdonald](#)
- [George Brown](#)
- [George-Étienne Cartier](#)
- [Alexander Tilloch Galt](#)
- [Charles Tupper](#)
- [Thomas D'Arcy McGee](#)
- [Hector-Louis Langevin](#).

The participants at the conferences agreed that the British constitution—not the American constitution—would provide the model to be followed wherever possible. There was also consensus that both French and English would be the languages of a new central government and Parliament, the federal courts and the courts of the legislature of Lower Canada.

**John A. Macdonald** was a vocal advocate of the creation of a powerful central government that would have sweeping jurisdiction. While he conceded the fact that the provinces, like American states, needed to retain their identity and their own local legislatures, he argued in favour of a “legislative union” like that of Great Britain.

*“We have strengthened the General Government. We have given the General Legislature all the great subjects of legislation. ... We have thus avoided that great source of weakness which has been the cause of the disruption of the United States.”*

– John A. Macdonald, 1865



**George-Étienne Cartier**, the trusted leader of the majority of French Canadians, believed that French Canadians needed the power to protect their distinctive features.

*“Some parties—through the press and by other modes—pretended that it was impossible to carry out Federation, on account of the differences of races and religions. Those who took this view of the question were in error. It was just the reverse. It was precisely on account of the variety of races, local interests, etc., that the Federation system ought to be resorted to, and would be found to work well.”*

– George-Étienne Cartier, 1865


It was decided that the “General Government” would have all the powers that really mattered to people in the 1860s, including defence, banking, shipping, railways and trade. The local government, on the other hand, would be responsible for matters such as education, jails, local public works, and all matters of a private or local nature.



- Use these tools:

[Preparing for an Internet Search](#)

[Note Taking VI](#)



This is a blank sheet of white paper with rounded corners. It features horizontal ruling lines spaced evenly down its length. The paper has a subtle drop shadow at the bottom right corner, giving it a three-dimensional appearance as if it's floating or resting on a surface. There are no margins, text, or other markings on the page.

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| <b>Quebec<br/>sovereignty</b>  |  |
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| <b>Relations<br/>between federal<br/>government and<br/>provinces/<br/>territories</b> |  |
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**11.** How might Canada look in the future? Create a time line that describes Canada today, and 25 years, 50 years and 100 years from now. Include at least one of the following possible changes:

- Quebec separation
- Aboriginal self-government
- integration with the USA and Mexico
- Canada becoming a global leader
- each province or area (west, prairies, north, central, Atlantic) becoming independent (pluralism).

**Use this tool:**

☐ [Time Line Starter](#)



Compare your time line with those of classmates and discuss whether you think these visions of the future are likely, and why or why not.

**12.** Fill out the following organizer to collect your ideas about Canada's identity. Present your views to classmates.

### How I feel about Canada

Land	People	Laws and government
Relationships with other nations	Values and beliefs	Way of life

- 13.** Scan the news, e.g., television video clips, Internet, newspaper articles, for stories on Canada's identity. Look for news stories on the view of Canada's identity by different groups, how Canada is seen by other countries around the world or recent events and their effects on Canada's identity.



Choose a news story and fill out the five Ws (who, what, where, when, why) and one H (how) of the story.

#### Where to Start on the Web

<http://www.cbc.ca>  
<http://www.globalresearch.ca/>  
<http://www.alertnet.org/>



#### Use this tool and information sheet:



- ☐ [Question Organizer I – Five Ws and One H](#)
- ☐ [News Story Search](#)