

# **Social Nine**

**Unit Four:**

**Collective Rights**

**Name:**

**Date Received:**

**Due Date:**

**Date In:**



Social Studies Nine  
Unit Four: Collective Rights  
Worksheet Nineteen

1. Define Collective Rights:

2. Define Affirm:

3. Define Collective Identity:

4. How does providing people with collective rights help maintain or affirm their collective identity?

5. What cultures within Canada are eligible for collective rights?

6. What do you think...?

- Provide three reasons why First Nations People deserve collective rights?

- Provide three reasons why First Nations People DO NOT deserve collective rights?

7. Based on **page 122**, why do some people have collective rights and not others?

8. How do collective rights set Canada apart from the United States?

9. Since there are no collective rights in the United States, how would this affect the lives of First Nations People? (see Prok for help)

10. Copy the diagram on the bottom of **page 122**:

11. Consider the Francophone and Anglophones. Why do they connect both to the Canadian Constitution and Collective Rights?

Social Studies Nine  
Unit Four: Collective Rights  
Worksheet Twenty

**Begin on page 137:**

1. Define Indian Act:
2. What was the Canadian government's responsibility based on the numbered treaties?
3. What was the Canadian government's reason for creating the Indian Act?
4. The Indian Act created "Indian Agents". What were they and what was their responsibility?
5. The second bullet discusses how interpretation of Treaty Rights would occur on a case by case basis? What does this mean?

6. Since the government had to deal with each reserve on a case by case basis, what problems could this create for the government?

7. Define Ethnocentrism:

8. How were laws for First Nations people developed according to the Indian Act?

9. Based on your answer to #8, how does the notion of ethnocentrism relate to how laws were developed?

10. List 3 potential problems/difficulties that may have arisen due to the ethnocentric nature of the Indian Act?

11. In order for a person to receive any benefits of treaties and the Indian Act, he or she must first be declared as a "Status Indian". Who decides if someone is to be considered a "Status Indian"?

12. Define Assimilate:

13. How do the terms "ethnocentrism" and "assimilate" connect in regards to First Nations people?

14. How did the Government of Canada try to assimilate the First Nation political system?



15. Other examples of First Nation assimilation are noted on **page 137**. List them below

16. What happened until the year 1960?

17. Imagine the year is 1950, and a First Nations person has given up his/her identity and rights in order to vote.

- Has the Canadian government used pressure to make the person give up their individual rights? EXPLAIN

- How has the Canadian government forced this person to assimilate with the rest of Canadians?



## ***Collective Rights: Aboriginal Peoples in Canada***

<http://laws.justice.gc.ca/en/charter/>

Based on pages 117-135 plus the *Canadian Charter of Rights and Freedoms*

The lives of Aboriginal peoples of Canada have been affected by many pieces of government legislation since Confederation. For each of the following briefly summarize the legislation, and explain how it affected Aboriginal peoples in Canada (we will look at each in much more detail next week):

### *1. Numbered Treaties (in general)*

Purpose of legislation	Affects on Aboriginal peoples in Canada

### *2. Treaty Seven*

Purpose of legislation	Affects on Aboriginal peoples in Canada

3. *Indian Act*

Purpose of legislation	Affects on Aboriginal peoples in Canada

4. *Canadian Charter of Rights and Freedoms*

Purpose of legislation	Affects on Aboriginal peoples in Canada

Social Studies Nine  
Unit Four: Collective Rights  
Worksheet Twenty One

**Begin on page 141 of your text:**

1. Define Anglophone:

2. Define Francophone:

3. Consider the picture of the school in Fort McMurray. Explain why a school where only French is spoken and taught was constructed?

4. Do you believe that every community should provide the option of taking school in French or English? Explain

5. Create a table that shows the major language spoken in each province and territory in Canada.

6. Based on the table you just created... Do you feel that speaking only English will have an affect on your ability to live in Canada? Explain:

7. Why are Francophones living in Alberta considered to be living in a minority setting?

8. Define Official Language Minority:

9. Describe how a Francophone school is different than a French Immersion school:

10. Your text states that "Francophone schools affirm the identity of Francophone students, their

families and their communities”.

Describe how a school that only speak French help achieve these points (List 3 ideas)

11. Read “A student speaks” on **page 143**:

- Why does Rachel believe that it is important for her to attend a Francophone school?
  
  
  
  
  
  
  
  
  
  
- Rachel states that she want to pass French onto her kids. Other than just speaking the language, what is she hoping to pass on?
  
  
  
  
  
  
  
  
  
  
- As a bilingual business owner in Alberta, what advantages will she have?

- Why would Rachel likely be more successful than an Anglophone in her community of Saint – Isidore?

12. **Look back at page 92 of your text.** Which portions of the “Canadian Charter of Rights and Freedoms” do you believe is responsible for the creation of schools like the one you just read about?

13. Consider this situation: A student walks into Lacombe Outreach, and demands to be taught in French. This means all material and language must be French.

- If no teacher can speak French, what must the school do?
  
  
  
  
  
  
  
  
  
  
- If there are no materials in French, what must the school do?



- Do you think every school should be able to accommodate students from both of Canada's official languages? Explain:

Begin by reading **page 145** of your text:

14. What do sections 16-20 of the Charter state in regards to language in Canada?

15. Define Publicly Funded:

16. What does section 23 state in regards to publicly funded schools?

17. Summarize the steps taken by Francophones in Canada to protect their language and culture:

18. Why was the British North American Act (BNA) a very important step in the creation of

Canada?

19. Based on the caption on the left of **page 146**, why did the French and English work so hard to form an alliance?

20. List some possible outcomes that may have arisen if the French and English had failed to work together

21. State two conditions in Manitoba in 1890 after confederation:

22. What were the results of the Manitoba school Act?

23. How did the Manitoba School Act conflict with the BNA act that you read earlier?

24. So what does this mean... Did the BNA ensure equality for French and English??? Or did were minorities like the French still treated unfairly? **EXPLAIN YOUR ANSWER:**

25. Based on your own definition of discrimination... Does the creation of the Manitoba Schools Act discriminate against French Canadians?

26. In Manitoba... do you think the English were Ethnocentric? Explain your answer:

27. List the conditions in the Northwest Territories prior to the Haultain Resolution of 1892:

28. What were the outcomes of this resolution? What did it change?

29. How does this resolution conflict with the BNA?

30. Were French minorities the victims of discrimination in the Northwest Territories under this resolution?



- What is the current state of Francophone schools in Alberta today?
- What legal challenge did Francophone parents earn in the year 1990?
- To what extent should provincial and federal governments in Canada support and promote the education rights of official language minorities?

3. Read **“Putting Francophone Rights into Action”** on page 149:

- What is the problem Claudette is raising in the first paragraphs?
- What right did Francophones gain in Alberta based on the ruling in 1982?

- What clear inequality does Claudette raise in the second paragraph?
  
  
  
  
  
  
  
  
  
  
- Why does Claudette believe that Francophone schools are vital?
  
  
  
  
  
  
  
  
  
  
- Based on the third paragraph, what do Francophone students need in order to become contributing members of society? (Be thorough)

Social Studies Nine  
Unit Four: Collective Rights  
Worksheet Twenty Four

Begin by reading **page 152** in your text:

1. How are Metis different from First Nations people according to the Canadian government?
2. As a review, what is the definition of collective rights?
3. Why would Metis feel their culture and way of living may be threatened since they do not have collective rights?
4. Define Inherent Rights:



5. So... What is the conflict here??? (Think of the lack of collective rights from the government, and the Metis belief of Inherent rights)

6. What were the results of the Red River Resistance from 1869 – 1870?

7. How does the Red River Resistance tie in with the Metis belief of Inherent rights?

8. Why did Louis Riel feel so passionate about Metis and Francophone rights in western Canada?

9. What was Riel successful in convincing the Canadian government to do?

10. Why was the notion of negotiation helpful to the progression of Metis rights in western Canada?

11. Define Scrip:

12. What choice did "Scrips" offer the Metis people?

13. In regards to land ownership, how did the Canadian government treat the Metis and First Nations people differently?

14. Based on your textbook, what was the main problem with the notion of "Scrips" for Metis people?

15. Why would Metis people be unhappy with Scrips, as opposed to Reserves? (In other words, what were they not able to maintain?)

16. What did the Metis people do with their scrips as they became upset with the Canadian government?

17. Where did the Metis people move when they sold their scrips?

18. Based on the notion of scrips, do you believe the Canadian government valued maintaining Metis way of life and culture? Explain:

Unit Four: Collective rights  
Worksheet Twenty Five

1. What was the main goal of the Northwest Resistance of 1885?

2. There were two perspectives or points of view in regards to the Northwest Resistance. Describe the two points below:

**Meits –**

**Canadian Government –**

3. What lead to the Northwest Resistance, and how was it resolved?

4. Why was Louis Riel put to death by the Canadian government?

5. How did the hanging of Louis Riel lead to a further divide between Anglophones and

Francophones?

6. Why do many Canadians consider Louis Riel the “Father of Confederation”?

7. Consider the grave picture from 1885 (**page 154**). Why does the textbook state that the graves represent values and attitudes in history?

8. How does the textbook inform you that people believed in the differences between the Metis and the Canadian government?

9. What happened near St. Paul, Alberta that lead to further hard feelings between the Metis and Canadian government?

10. What happened in Alberta in 1938 that was a first in Canadian history for the Metis?

11. How did the Metis Settlement Act show the Alberta government's belief in maintaining Metis culture and way of life?

12. In what way were the temporary Metis settlements similar to First Nations reserves?

13. What were some problems experienced on the temporary settlements between 1940 and 1960?

14. Provide three reasons why the Metis people would want to create their own permanent places to live.

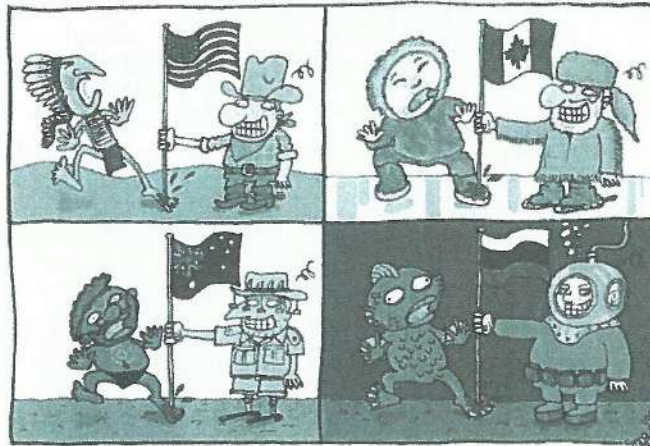
# TO WHAT EXTENT HAS CANADA AFFIRMED GROUP RIGHTS

## CHAPTER FOUR EXAM

### SECTION ONE: MULTIPLE CHOICE

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Use the following political cartoon to answer questions 1-2



1. The cartoonist is making what generalization about traditional imperial expansion?
  - a. The people settling previously occupied lands were respectful to the aboriginal populations
  - b. The people settling previously occupied land were responsible for some harmful treatment of aboriginal peoples
  - c. The aboriginal peoples were constantly hostile to the newly arrived settlers
  - d. The aboriginal people were constantly welcoming to the newly arrived settlers
2. The cartoonist is making what generalization about the new settlers in the cartoon?
  - a. They were unaware but embarrassed about the pain and suffering they caused the aboriginal peoples
  - b. They were aware but embarrassed about the pain and suffering they caused the aboriginal peoples
  - c. They were unaware and unembarrassed about the pain and suffering they caused the aboriginal peoples
  - d. They were aware and unembarrassed about the pain and suffering they caused they aboriginal peoples

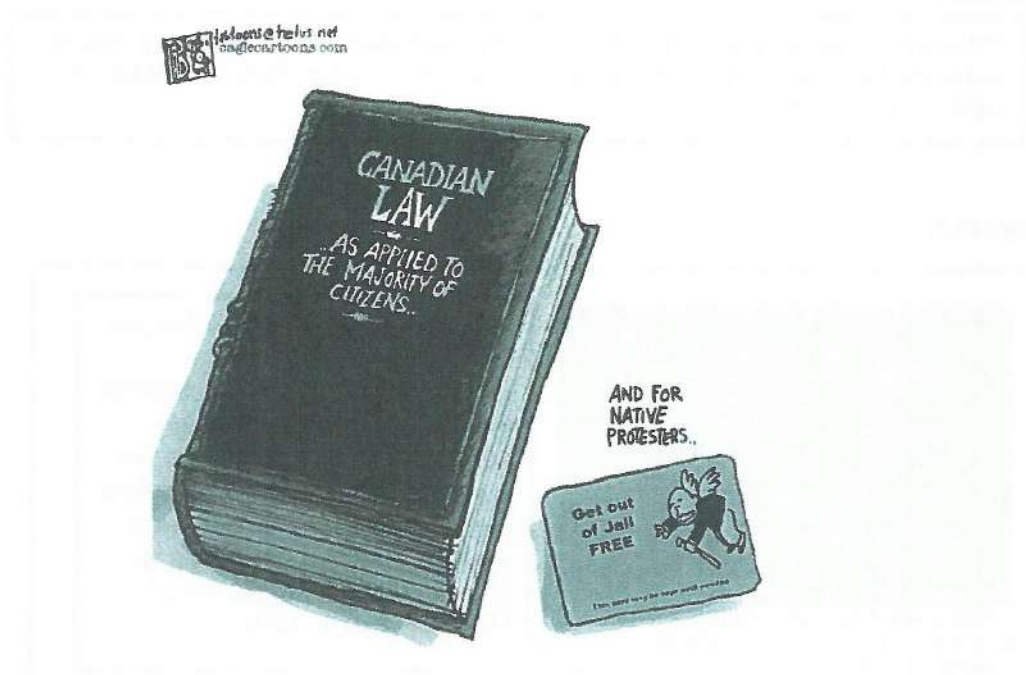
Use the following political cartoon to answer questions 3



3. The cartoonist is drawing attention to which of the following concerns?
- a. The spending patterns of aboriginal communities with the aid received
  - b. The violent nature of first nations protestors
  - c. The lack of media coverage of first nations protests
  - d. The lack of cooperation between aboriginal, Inuit and Métis communities



Use the following political cartoon to answer questions 4-5



4. The problem with the Canadian legal system identified by the cartoonist is
- The Canadian legal system is too lenient on lawbreakers
  - The Canadian legal system is too harsh on lawbreakers
  - The Canadian legal system treats all law breakers the same
  - The Canadian legal system applies the law differently to some citizens than to others
5. What remedy to the concern addressed by the cartoon would the author likely support?
- A more lenient set of punishment for lawbreakers
  - A harsher set of punishment for lawbreakers
  - A set of rules applied evenly to all lawbreakers
  - A system of rules that were harsher for aboriginal lawbreakers

Use the following sources to answer questions 6 to 10.

**Source I**

"We may be a small community and a Half-breed community at that - but we are men, free and spirited men and we will not allow even the Dominion of Canada to trample on our rights." - Louis Riel.

**Source II**



In March 1990, Mohawks warriors at Kanesatake set up a blockade over disputed land with the municipality of Oka. In August, Canadian soldiers were called in to serve at the standoff.

"We want to let you know that you are dealing with fire. We say, Canada, deal with us today because our militant leaders are already born. We cannot promise that you are going to like the kind of violent political action we can just about guarantee the next generation is going to bring to our reserves." - George Erasmus, 1988.

**Source III**

"I believe that we as First Nations have a right to determine our own political institutions, to establish our own political societies. We are not children. We can manage, coordinate, administer and run our own affairs." - Grand Chief Matthew Coon Come, 2002.

**Source IV**

"Our elders view the Treaty as something that is sacred. It is an agreement between First Nations in this region and Her Majesty the Queen - so, the people of Canada. We saw it as a way to live in harmony with European settlers, and share the land and its resources. Treaty 8 is fundamental to our people." - Elder Paul Eugene Beaugard, 2007.

6. Sources I, II, and III reveal that the federal government has failed in its attempt to:

- a. deal with Native land claims.
- b. assimilate First Nation and Métis.
- c. fully recognize First Nation and Métis rights.
- d. deal with First Nations and Métis cultural rights.

7. According to **Source IV**, Elder Paul Eugene Beaugard would most likely believe the Indian Treaties allow the:

- a. Canadian Government to assimilate the First Nations
- b. Canadian Government to take land from the First Nations.
- c. First Nations and Canadian Government to live peacefully together.
- d. First Nations and Canadian Government to build resentment towards each other.

8. **All of the Sources** believe that First Nations have the right to:

- a. govern their own reserves.
- b. oppose the Federal Government when necessary.
- c. take up arms and protect their collective identity.
- d. be treated equally despite their differences with other cultures.

Use the following source to answer question 14.

"We recognize the Treaty and Aboriginal rights protected in our constitution. This is the foundation of our relationship...Today we reaffirm our commitment to renewing our approach to implementing self-government and treaties, and to the resolution of Aboriginal rights to land and resources..." – Prime Minister Paul Martin, 2005.

9. Which of the above sources would be in favour of Paul Martin's comment?

- a. Sources I and II.
- b. Sources II and IV.
- c. Only Source IV.
- d. Sources I, II, III, IV.

10. All of the above Sources show that the Federal Government's responses to First Nation's needs have:

- a. been adequate.
  - b. an easy answer.
  - c. been successful.
  - d. always been an issue
- 

11. Although First Nations peoples have historic treaties with Canada's government, which of the following do not?

- a. Francophone
- b. Inuit
- c. Métis
- d. Anglophones

12. Which Canadian politician tried to preserve Métis rights and culture and led the Northwest resistance?

- a. Chief Morris Scennacappo
- b. Louis Riel
- c. Howard Sibbald
- d. Pierre Trudeau

13. In 1990, Alberta's government enacted legislation that gave the Métis

- a. the right to manage their own affairs
- b. a permanent land base
- c. rights to develop oil and gas resources on settlement lands
- d. all of the above

14. First Nations peoples disagree with the view that they gave up their land under the Treaties because

- a. they did not sign any treaties
- b. the Treaties said that they could share the land with non-First Nations peoples
- c. the Treaties expired in 2000
- d. that was not the spirit and intent of the Treaties

15. "What we speak of will last as long as the sun shines and the river runs. We are looking to the future of our children's children." This is written about Treaty 6 from the perspective of which group?

- a. the Canadian government
- b. Inuit
- c. First Nations
- d. Francophone

16. Because the Canadian government believed that First Nations peoples needed guidance and that their ways were inferior to those of Europeans, it created which of the following?

- a. Numbered Treaties
- b. Nunavut Land Claims Agreement
- c. Aboriginal Rights
- d. Indian Act

17. Which of the following is described as the belief that one's own culture is superior to all other cultures?

- a. ethnocentrism
- b. bias
- c. conceited
- d. prejudice

18.

When Kira calls the Canadian federal government information line for some information about federal programs, when her call is answered, she is greeted in both English and French and asked to select which of the two languages she would like to conduct her call in.

Which of the following most accurately explains why Kira can choose to deal with the federal government in either English or French?

- A) Many people who work for the federal government in Ottawa are Francophones which gives callers the option of speaking to someone who speaks fluent French or English.
- B) The Canadian Charter of Rights and Freedoms guarantees Kira the right to communicate with the federal government in either English or French.
- C) It is only polite to give her this option since the call center does not know if she is calling from an English speaking province or Quebec.
- D) Many translators on hand so all people, regardless of the language that they speak can effectively communicate with the federal government.

19. In 1990, new legislation gave the Métis settlement more \_\_\_\_\_, so that they could make their own decisions and manage their own affairs.

- A. control
- B. independence
- C. heteronomy
- D. autonomy

## SECTION TWO: MATCHING

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20. Collective identity
  21. First Nations
  22. Collective rights
  23. Indian
  24. Reserve
  25. Residential Schools
  26. Ethnocentrism
  27. Assimilate
  28. Indian Act
  29. Anglophone
  30. Francophone
  31. Official language minority
  32. Publicly funded
  33. Inherent rights
  34. Autonomy
- 
- a. A term used by the Europeans to describe the First nations peoples of North America
  - b. Authority to make decisions
  - c. To become part of a different cultural group
  - d. A person whose first language is English
  - e. The belief that one's culture is superior to all others
  - f. Rights with origins in fundamental justice
  - g. A group that speaks one of Canada's two official languages but does not make up the majority population of a province or territory
  - h. Paid for with taxes and provided by the government
  - i. Removed children from their families in an effort to assimilate them to European culture while being educated

- j. The shared identity of a group of people, especially due to common language or culture
- k. A person whose first language is French
- l. Federal legislation related to the status of First Nations peoples, first passed in 1876
- m. Rights guaranteed to specific groups in Canada for historical and constitutional reasons
- n. Land for the exclusive use of First Nations
- o. The umbrella name used for the diverse Aboriginal peoples who have collective rights and are recognized and protected in Canada's constitution



Short Answer Section: Answer the following in a MINIMUM of one solid paragraph:

1. Should Canada allow Collective Right to continue?
2. Why does the Canadian Government provide First Nation Peoples with collective rights?
3. Why do Francophone's have a separate school system in Alberta?
4. What did Louis Riel fight to achieve in Manitoba during the Red River Resistance?

