

*Important Concepts . . .*

# Preview Review



**Social Studies Grade 9 TEACHER KEY**  
**W2 - Lesson 2: Collective Rights of the**  
**French and Métis**

## Important Concepts of Grade 9 Social Studies

W1 - Lesson 1 ..... Citizenship, Government, and Identity  
W1 - Lesson 2 ..... Making Laws in Canada and the Role of the  
..... Media  
W1 - Lesson 3 ..... Youth Criminal Justice  
W1 - Lesson 4 ..... The Charter of Rights and Freedoms  
W1 - Lesson 5 ..... The Charter and the Workplace  
W1 - Quiz

W2 - Lesson 1 ..... Collective Rights  
W2 - Lesson 2 ..... Collective Rights of the French and Métis  
W2 - Lesson 3 ..... Immigration Issues  
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W2 - Lesson 5 ..... Review  
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W3 - Lesson 1 ..... Market and Mixed Economies  
W3 - Lesson 2 ..... The Roles of Government, Labour, and  
..... Consumers in the Economy  
W3 - Lesson 3 . Quality of Life, Consumerism, and the Economy  
W3 - Lesson 4 ..... Social Programs and Political Parties  
W3 - Lesson 5 ..... The Environment  
W3 - Quiz

## Materials Required

**Textbook Required**  
*Issues For Canadians*

Social Studies Grade 9

Version 6

Preview/Review W2 - Lesson 2

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Publisher: Alberta Distance Learning Centre

Written by: Tom Dirsá

Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon

Preview/Review Publishing Coordinating Team:

Heather Martel and Marlyn Clark



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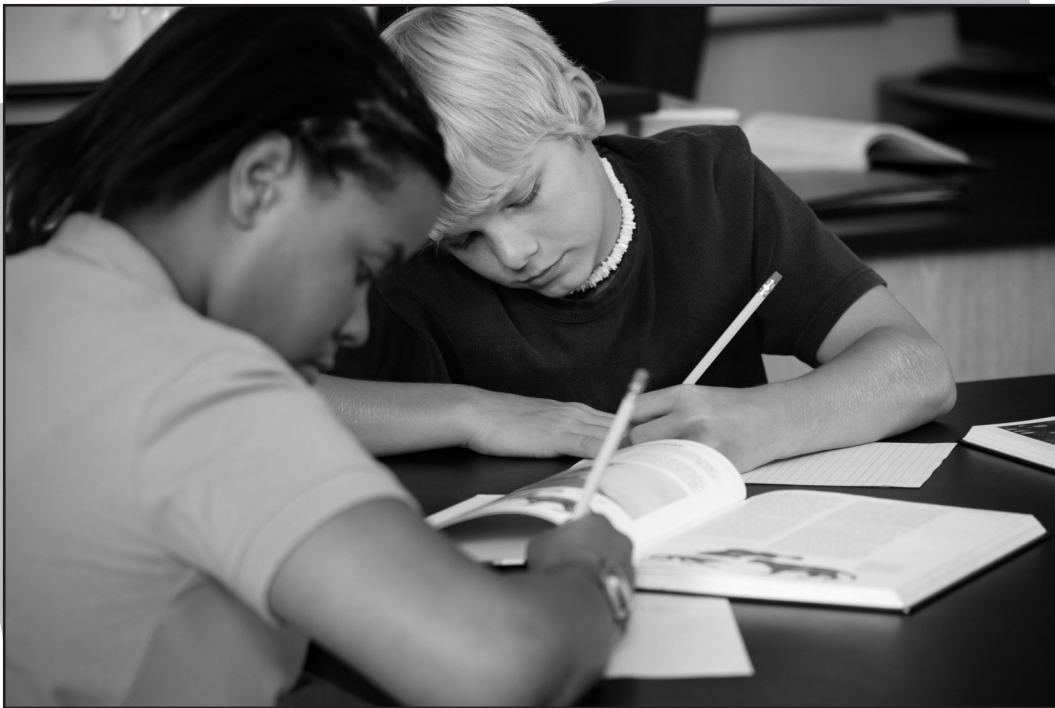
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# **Preview/Review Concepts for Grade Nine Social Studies**

## **Teacher Key**



***Week 2 - Lesson 2:***

***Collective Rights of the  
French and Métis***

# OBJECTIVES

By the end of this lesson, you should

- know the ways the Canadian *Charter of Rights and Freedoms* meets the needs of Francophones in a minority setting
- understand the extent to which the Canadian *Charter of Rights and Freedoms* meets the needs of Francophones in Quebec
- recognize the extent to which the federal and provincial governments support and promote the rights of official language minorities in Canada
- know how governments recognize Métis cultures and rights through legislation

## GLOSSARY

**Anglophone** – an individual whose first language is English

**autonomy** – a self-governing community

**Bill 101** – defines French as the language of the majority of the population of Quebec and the only official language of Quebec

**bilingualism** – the political recognition of two languages

**Francophone** – an individual whose first language is French

**harvesting rights** – the Métis right to hunt, trap, and fish year-round within the province of Alberta

**Haultain Resolution** – established English as the language of the North-West Territories Assembly and the language of instruction in all schools

**inherent rights** – the right to self-determination and self-government of land

**Manitoba Schools Act** – an act passed in 1890 that abolished French as an official language and eliminated provincial funding of separate schools

**Métis** – Aboriginal people of mixed First Nation and European ancestry

**Northwest Resistance** – an unsuccessful uprising of Métis people in Saskatchewan in 1885

## **GLOSSARY continued...**

**official language community** – a Canadian community where one of the two official languages (French or English) is the first language

**official language minority** – a community, group, or individual that speaks either English or French as their first spoken language but lives where the other language is spoken by the majority of the community or province

**publicly funded** – a project or activity that is funded by the government through the taxes paid by its citizens

**Red River Resistance** – a movement of national self-determination by the Métis of the Red River colony in 1869 that led to the formation of the province of Manitoba

**scrip** – a provisional certificate that was a substitute for currency used to compensate Métis families for the loss of their Aboriginal title to land



## Week 2 – Lesson 2: Collective Rights of the French and Métis

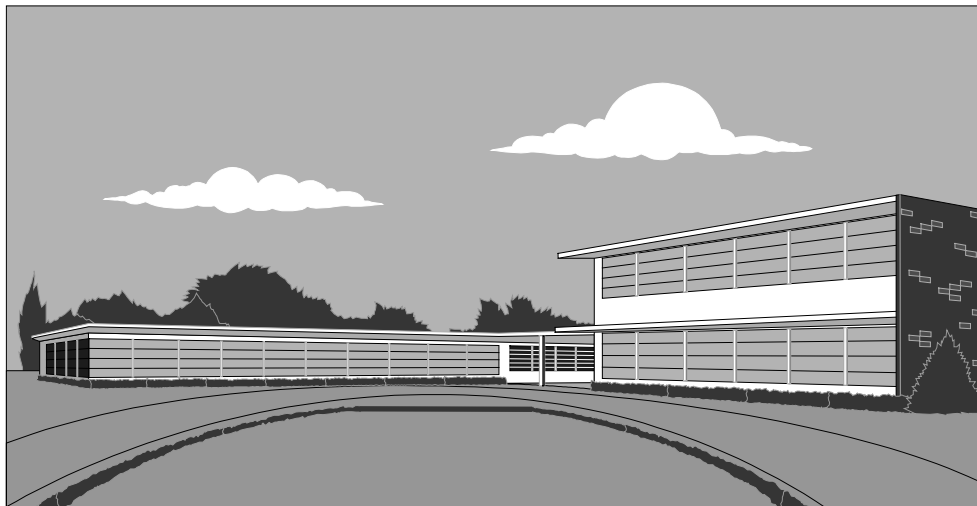
### Reading 1: Official Languages

When England gained control of Canada, it realized that if this control was to be peaceful, England had to accept the French settlers as equals. England's solution was to provide ways the French could maintain their language, religion, and civil rights.

Later, when Canada became an independent nation, French rights were included in Canada's constitution. The country had officially accepted **bilingualism** as an important aspect of Canada.

Under Canada's constitution, **Francophones** and **Anglophones** have collective rights in respect to language. English and French have equal status in Canada.

To discover what these language rights are and how they have been applied, read pages 141 to 145 in your textbook, *Issues For Canadians*. Then complete Activity 1.



## Activity 1: Official Languages

To complete this activity, answer the questions in complete sentences. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. What is a person called whose first language is English?

***A person whose first language is English is called an Anglophone.***

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2. What is a person called whose first language is French?

***A person whose first language is French is called a Francophone.***

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3. What is a community called whose members speak one of the official languages of Canada?

***A community whose members speak either French or English as their first language is called an official language community.***

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4. What is a group called when the official language they speak does not make up the majority of population of a community, province, or territory?

***A group who speaks an official language that is not the language of the majority of the population is known as an official language minority.***

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5. What does the *Charter of Rights and Freedoms* provide both French and English-speaking minority populations regarding their rights to education?

***Minority official language populations have a right to publicly funded schools that educate in their language.***

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6. What did Samuel de Champlain do to establish the French culture in Canada?

***Samuel de Champlain founded Quebec City and established New France.***

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7. What did Britain do to recognize Francophone rights in Canada?

***Britain passed the Quebec Act that recognized the rights of Francophones to their language and identity.***

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8. How and when did Canada become established as a bilingual country?

***In 1867, Confederation established Canada as bilingual under the British North America Act.***

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9. What did the *Official Languages Act* of 1969 do?

***The Official Languages Act reasserted the equality of French and English as official languages of Canada.***

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10. What does the *Charter of Rights and Freedoms* say regarding language rights?

***The Charter of Rights and Freedoms confirmed official bilingualism and established official language minority education rights.***

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## Reading 2: Language and Education

Although Canada is a bilingual country, the province of Quebec finds itself surrounded on an English-speaking continent. Over time, to ensure that Quebec's culture and language survived, both the Canadian and Quebec governments passed laws to meet the needs of Francophones in Quebec.

The Canadian government has also established laws and guidelines that support and promote the rights of **official language minorities** throughout Canada.

To protect a language, it is important that the language be taught to future generations. Some of the most interesting debates in Canada have revolved around the issue of language rights and access to a minority language education for those who are an official language minority.

To discover how Canada and Quebec have developed policies and laws to strengthen language rights, read pages 147 to 150 in your textbook, *Issues For Canadians*. Then complete Activity 2.



## Activity 2: Language and Education

Complete each of the following sentences by writing the correct word or phrase on the lines provided. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. Confederation established Canada as a **bilingual**, bicultural country.
2. The **Manitoba** **Schools** **Act** (3 words) made Manitoba an officially **English** only province.
3. The **Haultain** **Resolution** (2 words) called for the territory assembly to only use English.
4. Section 23 of the **Charter** **of** **Rights** **and** **Freedoms** (5 words) provides **education** rights to official language minorities.
5. In 1983, Francophone parents began to **lobby** for their minority language education rights.
6. Today, Alberta has 26 **publicly** **funded** (2 words) Francophone schools.
7. Bill 101: *Charte de la langue française* sets down rules for protecting and promoting the use of the **French** language in **Quebec**.
8. Bill 101 requires Francophones and **immigrants** in Quebec to attend Francophone **schools**.

## Reading 3: Collective Rights of the Métis

When the French first came to the land that would become Canada, they established contact with many First Nations people. The French and First Nations made agreements that traded metal items such as knives, pots, axes and other items including woven blankets for furs. Soon the contact with First Nations would penetrate deep into the North American continent.

Many of the French traders stayed with the First Nations people and learned the ways of the people with whom they were trading. Eventually the English joined the French in the fur trade. Some of the Europeans married First Nations women and had children. The children born from these unions grew up with a mixed ancestry. As the numbers of those with mixed ancestry increased, they became known as Métis and they began to form settlements of their own. The Métis people and their communities were connected by the fur trade and spread throughout most of western Canada.

Individuals born with a Métis heritage have had to work hard to establish their rights. Today, the Métis people are a distinct Aboriginal nation largely located in western Canada.<sup>1</sup>

To discover the road the Métis took to be recognized and granted their collective rights, read pages 152 to 158 in your textbook, *Issues For Canadians*. Then complete Activity 3.



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<sup>1</sup>Addition information can be found at the following websites: The Canadian Encyclopedia <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0005259> and The Métis National Council <http://www.metisnation.ca/who/index.html>

### Activity 3: Collective Rights of the Métis

Be sure to read each question carefully. Write the letter of the **best** answer in the blank in front of each question. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

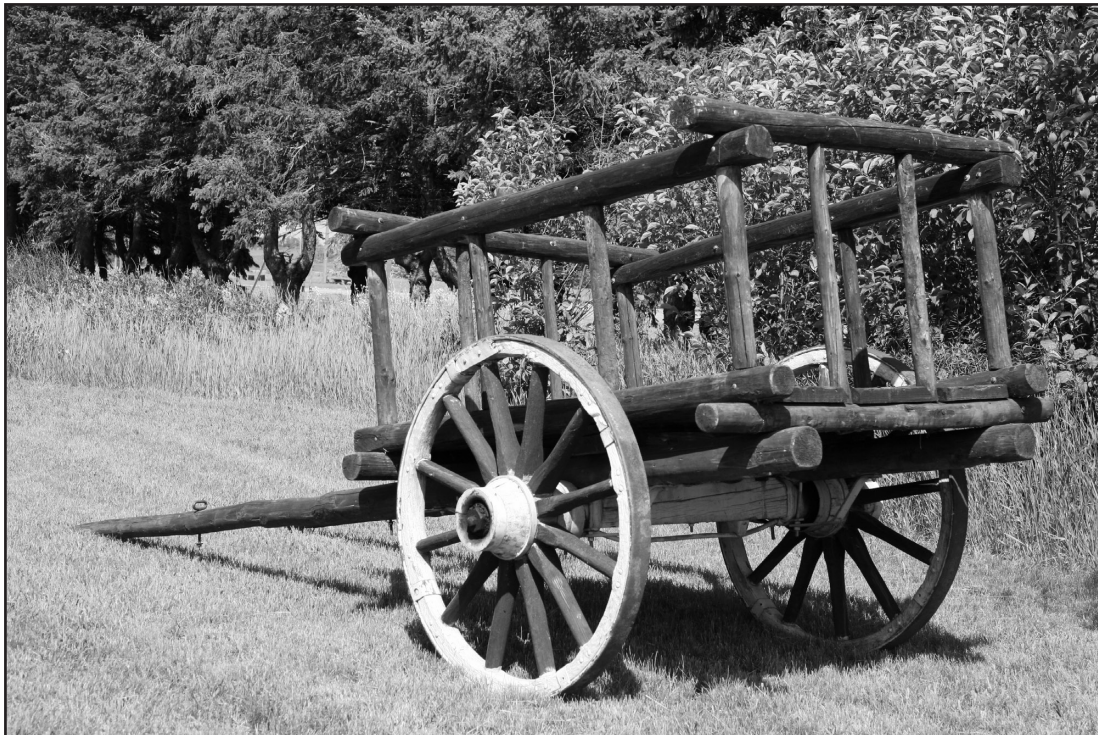
- D**   1. The Métis consider rights to land and rights to use the land in traditional ways as
- A. civil rights
  - B. collective rights
  - C. human rights
  - D. inherent right
- A**   2. Which act established Manitoba as a bilingual province with educational rights for Catholics and Protestant?
- A. The Manitoba Act
  - B. The Manitoba Schools Act
  - C. The Haultain Resolution
  - D. The British North America Act
- C**   3. Instead of providing the Métis with land in Manitoba, the Canadian government gave them
- A. cash
  - B. furs
  - C. scrip
  - D. a train ticket west
- B**   4. The Northwest Resistance occurred in the territory known today as
- A. Alberta
  - B. Saskatchewan
  - C. Manitoba
  - D. British Columbia

- C**   5. The leader of the Northwest Resistance was
- A. Gabriel Dumont
  - B. Jean Baptiste Forcier
  - C. Louis Riel
  - D. Fredrick Haultain
- A**   6. Which province was the first government in Canada to provide Métis with land?
- A. Alberta
  - B. Saskatchewan
  - C. Manitoba
  - D. British Columbia
- D**   7. Which section of the Canadian constitution recognizes the Métis as one of Canada's Aboriginal peoples?
- A. section 21
  - B. section 23
  - C. section 31
  - D. section 35
- B**   8. In 1990, a series of acts were passed by the Alberta government that provided the Métis with
- A. their collective rights
  - B. autonomy over their land
  - C. the right to vote
  - D. the ability to tax
- C**   9. In 2004, the Alberta government agreed that members of the Métis Nation can hunt and fish
- A. in National Parks
  - B. on private land without permission
  - C. without a license
  - D. and sell for profit game and fish caught



**B** 10. Albertans today have different views and perspectives about Métis

- A. fundamental freedoms
- B. harvesting rights
- C. civil rights
- D. democratic rights



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## Week 2 - Lesson 2: Collective Rights of the French and Métis Review Assignment

Complete pages 10 to 13 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 25 marks.

### Section A: True or False

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the lines provided. Then **rewrite the sentence correctly to make the statement true.** (10 marks)

- F**   1. An Anglophone's first language is French.  
          *An Anglophone's first language is English.*            
\_\_\_\_\_
- F**   2. Britain passed the *Manitoba Act* to recognize the rights of Aboriginal peoples to their language and identity.  
          *Britain passed the Quebec Act to recognize the rights of*            
          *Francophones to their language and identity.*            
\_\_\_\_\_
- T**   3. The *Manitoba Schools Act* abolished public funding for Catholic schools.  
\_\_\_\_\_  
\_\_\_\_\_
- T**   4. Bill 101 allows signs in Quebec to have French words larger than English words.  
\_\_\_\_\_  
\_\_\_\_\_
- T**   5. In Manitoba, the Canadian government issued scrip to the Métis instead of land.  
\_\_\_\_\_  
\_\_\_\_\_



- F** 6. The Northwest Resistance sought to protect Inuit lands in what is today Alberta.  
***The Northwest Resistance sought to protect Métis lands in what is today Saskatchewan.***
- F** 7. Manitoba became the first Canadian government to provide the Métis with land.  
***Alberta became the first Canadian government to provide the Métis with land.***
- T** 8. Métis collective rights are recognized in the *Charter of Rights and Freedoms*.  
\_\_\_\_\_  
\_\_\_\_\_
- F** 9. In 1990, the Alberta government failed to provide autonomy to the land the province had granted to the Métis and continued to manage Métis affairs.  
***In 1990, the Alberta government provided a permanent land base to the Métis and the right to manage their own affairs.***
- T** 10. The Supreme Court has ruled that the Métis have the same rights regarding hunting and fishing as any other Aboriginal peoples under the constitution.  
\_\_\_\_\_  
\_\_\_\_\_

**Section B: Matching**

Match the definition or idea on the left with the correct term on the right. Write the letter on the appropriate line to indicate your choice. Each answer is used only once. (10 marks)

<u>    <b>F</b>    </u>	movement for national self-determination by the Métis in Manitoba	A. inherent rights
<u>    <b>D</b>    </u>	right to hunt, trap, and fish, year round	B. bilingualism
<u>    <b>H</b>    </u>	a provisional certificate that was a substitute for currency	C. official language community
<u>    <b>E</b>    </u>	abolished French as an official language	D. harvesting rights
<u>    <b>B</b>    </u>	political recognition of two languages	E. Manitoba Schools Act
<u>    <b>I</b>    </u>	a self-governing community	F. Red River Resistance
<u>    <b>J</b>    </u>	an activity that is funded by the government	G. Northwest Resistance
<u>    <b>C</b>    </u>	a community where one of the two official languages is their first language	H. scrip
<u>    <b>A</b>    </u>	the right to self-determination	I. autonomy
<u>    <b>G</b>    </u>	an uprising of Métis people in Saskatchewan	J. publicly funded

**Section C: Short Answers**

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. (5 marks)

1. Identify **three** historical events that support the collective rights for Francophones. (3 marks)

*Students are to identify any three of the following events.*

- *The founding of Quebec City and New France by Samuel de Champlain*
- *The Quebec Act recognizing French language rights*
- *The BNA Act establishing Canada as a bilingual nation*
- *The Official Languages Act reasserting the equality of English and French as official languages of Canada*
- *The Charter of Rights and Freedoms confirming official bilingualism*

2. What reasons did Quebec have for passing Bill 101: *Charte de la langue française*? (2 marks)

- *French-speaking people are a distinct people and French is the language that expresses their identity.*
- *The people of Quebec want to make French the language of government and the everyday language of work, education, and business.*

Total: \_\_\_\_\_  
25 marks

Use the clues below to identify the words and phrases in the crossword puzzle.



## Across

- 3 an individual whose first language is French
- 8 self-government of land (2 words)
- 9 abolished French as an official language (3 words)
- 10 political recognition of two languages
- 11 an individual whose first language is English
- 13 led to the formation of the province of Manitoba (3 words)
- 14 established English as the language of the North-West Territories Assembly (2 words)
- 15 an uprising of Métis people in Saskatchewan (2 words)

## Down

- 1 a self-governing community
- 2 a community where one of the two official languages is their first language (3 words)
- 4 the right to hunt, trap, and fish year-round (2 words)
- 5 of mixed First Nation and European ancestry
- 6 an activity funded by the government (2 words)
- 7 passed by the Quebec National Assembly (2 words)
- 12 a provisional certificate that was a substitute for currency





