Chapter 4 – Collective Rights in Canada

Inquiry Question: To what extent has Canada affirmed collective rights?

Getting Started
List groups of people living in Canada that have a collective identity?

In Canada, only certain groups have collective rights enshrined in the Charter of Rights. Why might some groups have collective rights and other not?

Canada has certain laws and rules that ensure the ‘group’ or ‘common good’ is protected. How do the following laws or action benefit the common good?

- seatbelt laws,
- requirement to contribute to employment insurance
- pay taxes

Focus Question: What laws recognize the collective rights of the First Nations peoples?

1. Numbered treaties were developed to:

2. What did treaties (pg 124, 125) provide for:
   a. First Nations:
   b. Europeans:

3. Why were treaties important for the peaceful settlement of Europeans in Canada (pg 126)?

Considering collective rights.
What does the expression ‘the collective rights of the FNMI are a work in progress’ mean?

Predict how this ‘work in progress’ might impact the FNMI in 30 years.
4. Why have different understandings of the past caused conflict in Canada today? How could this have been prevented? (pg 127)

5. Using page 128 – 135, complete the following charts that show the different perspectives on the development of numbered treaties.

**First Nations Perspective:**

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**Canadian Government Perspective**

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6. What conflicts might have arisen as a result of the different perspectives on treaties?

7. Complete the graphic organizer to summarize the Indian Act (pg 137).

8. How does the Indian Act both affirm and present problems for First Nations identity? (pg 137)

**Research:**
Investigate Bill C-61, an attempt to update the Indian Act. State what problems may arise from this bill? (pg 138)

**Focus Question:** What collective rights do official language groups have under the Charter?

9. Use the map on page 142 to describe what Francophone students in Alberta have in common with Anglophone students in Quebec.

10. Why does this suggest there might be a need for protection for both language groups?
11. Explain the legal conditions that were created to allow minority language schools to exist in Canada (pg 143).

12. About identity, Benedict Anderson, a professor of international studies, states: “What the eye is to the lover, language is to the patriot.”

Relate Anderson’s quote to the readings on page 143 & 144 to describe how language is important to identity.

13. What are the Charter rights of official language groups? How has this impacted Francophone education (pg 145, 146)?

Consider the consequences:
What long-term impact do you think the Manitoba Schools Act had on Manitoba?

14. Use page 148 – 149 to create a cause/effect chart to show the impact of Section 23 of the Charter.

16. Complete the following chart to summarize how Bill 101 and the Charter have impacted French identity (pg 150 - 151).

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Focus question: What laws recognize the collective rights of the Métis?

17. Create an illustrated timeline showing the Métis struggle for collective rights. Your timeline must include:
   a. A descriptive title.
   b. Dates placed over lines.
   c. Events are shown with a “•”; ongoing events are shown with a ________
   d. Brief explanation of the event.
   e. An illustration of an event from your timeline.

18. What collective rights do Métis consider important? What is your view of the importance of these rights? (pg 152 & 159)

19. Reflecting on what you learned:
   • I used to think ______________________________ but now I think ______________________________
   • The most important thing I learned in this chapter is that group rights . . .
20. **Poster Session**
In groups of 3, you must develop a ‘poster session’ on the topic of collective rights, identity and quality of life of a minority group in Canada. The poster session will be held in the classroom. Students will rotate to each station, read the information you provided, ask questions and evaluate your session.
The poster session should focus on:
- what is the background of a group of people that is provided collective rights?
- what collective rights they have been provided?
- why these collective rights have been provided?
- how these collective rights have enhanced the group’s identity?
- how these collective rights have enhanced the group’s quality of life?
- What realistic improvements you could make to the collective rights of this group (i.e. self government, homelands, sovereignty, schools)?

At your station must include:
1. A catchy title for your station. See Anderson’s quote as an example.
2. A poster on your topic.
3. A pamphlet on your topic.
4. Different perspectives on the topic – you must find original quotes related to your topic.
5. Information on the above focus questions.
6. Images.

**Glossary**

Collective Identity

Collective Rights

Indian Act

Law

Policy

Quality of Life

Residential Schools

Section 23 of the Charter