

Unit 4

Name: _____

After Confederation - Part 2

Date: _____

Chapter 14, Lesson 1: Canada Today - Key

Answer the following questions in complete sentences.

1. How does the textbook define an *active citizen*? What are some things you can do to be a more active citizen in your community?

Active citizens are people who try to improve life in their community, country, and the world. There are many ways to be an active citizen in your community. Some examples include volunteering to help a charity, participating in community events, and recycling to improve the environment.

2. Why did Canada's idea of having two main cultures start to change in the 1960s?

Canada was receiving fewer immigrants from Western Europe after WWII, so Canada's idea of having two main cultures had to change.
Canada needed immigrants to ensure its economic success, so immigration policies stopped favouring immigrants from Britain and the United States.

3. What was the points system? How did it change Canada's immigration policies?

The points system was a way to rate potential immigrants to Canada based on their education, skills, age, and wealth.
This system made Canada's immigration policies fairer. Immigrants were not judged on what country they were from.

4. Look carefully at Figure 14.2 on page 314 of the textbook. What was the source of most of Canada's immigrants in the 1960s? What was the source of most of Canada's immigrants in the 1980s?

The source of most of Canada's immigrants in the 1960s was Europe. In the 1980s, the source of most immigrants to Canada was Asia.

5. What was the main result of Canada's new immigration policies?

The main result of Canada's new immigration policies was a more diverse (multicultural) country.

6. What does the *Charter of Rights and Freedoms* do?

The *Charter of Rights and Freedoms* lists the basic individual rights that belong to all Canadian citizens. (The Charter guarantees collective rights as well to groups such as Aboriginal peoples, Francophones, and Anglophones.)

7. What are some of the challenges Aboriginal communities face today?

Some of the challenges Aboriginal communities face today are the need for more schools and houses, better health care, and more jobs.

8. What is the difference between Francophone schools and French Immersion schools?

Francophone schools are exclusively for Francophones (those whose first language is French). French Immersion schools are for non-Francophones who study French as a second language.

Identify **three or four** ways Aboriginal peoples and Francophones have supported their unique cultures in Western Canada.

Cultural Group	Methods and/or Techniques to Preserve Culture
Aboriginal Peoples	<ul style="list-style-type: none">• renewed interest and production of traditional forms of art• renewed interest in traditional languages• building new business based on traditional values of respect for the environment• fight for self-government• developing stronger communities with increased control of education, health care, and policing
Francophones	<ul style="list-style-type: none">• development of Francophone schools in Alberta• promoting and supporting French Immersion schools throughout Alberta• developing and supporting French language media – radio, TV, and newspapers• developing Francophone organizations (bookstores, arts groups, youth organizations)

9. Why have so many Canadians moved from rural areas to urban communities?

Farming became less important in Western Canada with the discovery of vast oil resources in 1947. More jobs were available in the cities. New machinery required fewer people to farm more land. Small farms could not compete with large commercial farms. Newcomers also prefer to live in cities and land is no longer cheap.

10. What happens to rural communities as people relocate to urban centres?

As people leave rural communities, there are not enough people left to support local stores, bank, and schools. Some small towns have little reason to exist and become ghost towns.