

LEARNING ACTIVITY GUIDE

The Official Languages Act in Canada

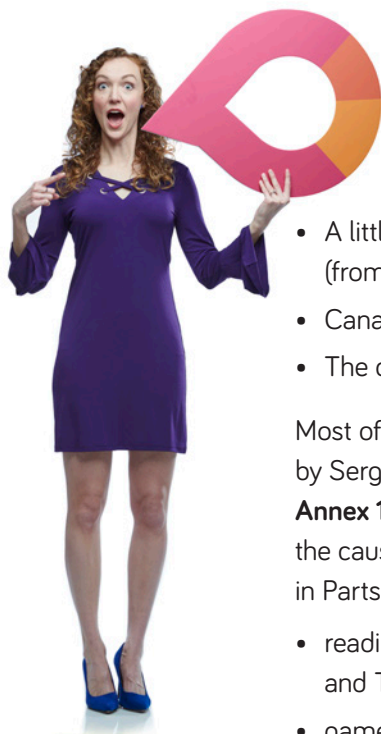


50th ANNIVERSARY

Preamble

The learning activities in this guide are intended for high school students in Grades 11 12 and post-secondary students. They can be used in French-language (reading, writing, oral communication), humanities or social sciences courses.

They are divided into three parts:



Part 1

Canada's Official Languages Act

- A little history to better understand the evolution of Canada's linguistic duality (from the Quebec Act to the adoption of the Official Languages Act in 1969)
- Canada's Official Languages Act of 1969
- The changes (overhaul) that were made in 1988 and 2005

Most of the proposed activities are based on the document *Canadian Bilingualism: A History*, by Serge Dupuis. They will revolve around facts and significant events in the timeline in **Annex 1 –Timeline**. They provide information on the key facts and events, the ins and outs, the cause and effect, the key players, etc., in order to better prepare readers for the activities in Parts 2 and 3. They include:

- reading comprehension activities – open-ended questions, multiple-choice questions and True or False;
- games – crossword puzzles, zigzag word search puzzles, anagrams, “Who am I?”;
- writing and oral communication activities; and
- research, reflection or independent project topics.

Part 2

Canada's linguistic duality: Current situation and future outlook

- Overview of bilingualism in Canada's 10 provinces and 3 territories
- Tools to better prepare a relevant proposal for changes (recommendations) to modernize the current Official Languages Act

The activities proposed in this section include:

- games;
- writing and oral communication activities; and
- research, reflection or independent project topics.



Part 3

Promoting Canada's linguistic duality

- Concrete actions to help us live together better by recognizing that Canada is built on linguistic duality
- Support from all levels of society and its stakeholders (e.g. immigrants, Indigenous and Métis communities) to strengthen linguistic duality

The activities proposed in this section include:

- games; and
- collaborative thematic projects (class, school, community, region, province) to promote linguistic duality.

The teacher will choose the activities from those proposed according to the needs of his or her classroom group. The activities presented in this guide can always be modified or adapted. It is not necessary to follow the order of activities proposed in each part, except for the synthesis activity, which should be completed at the end of Part 2.



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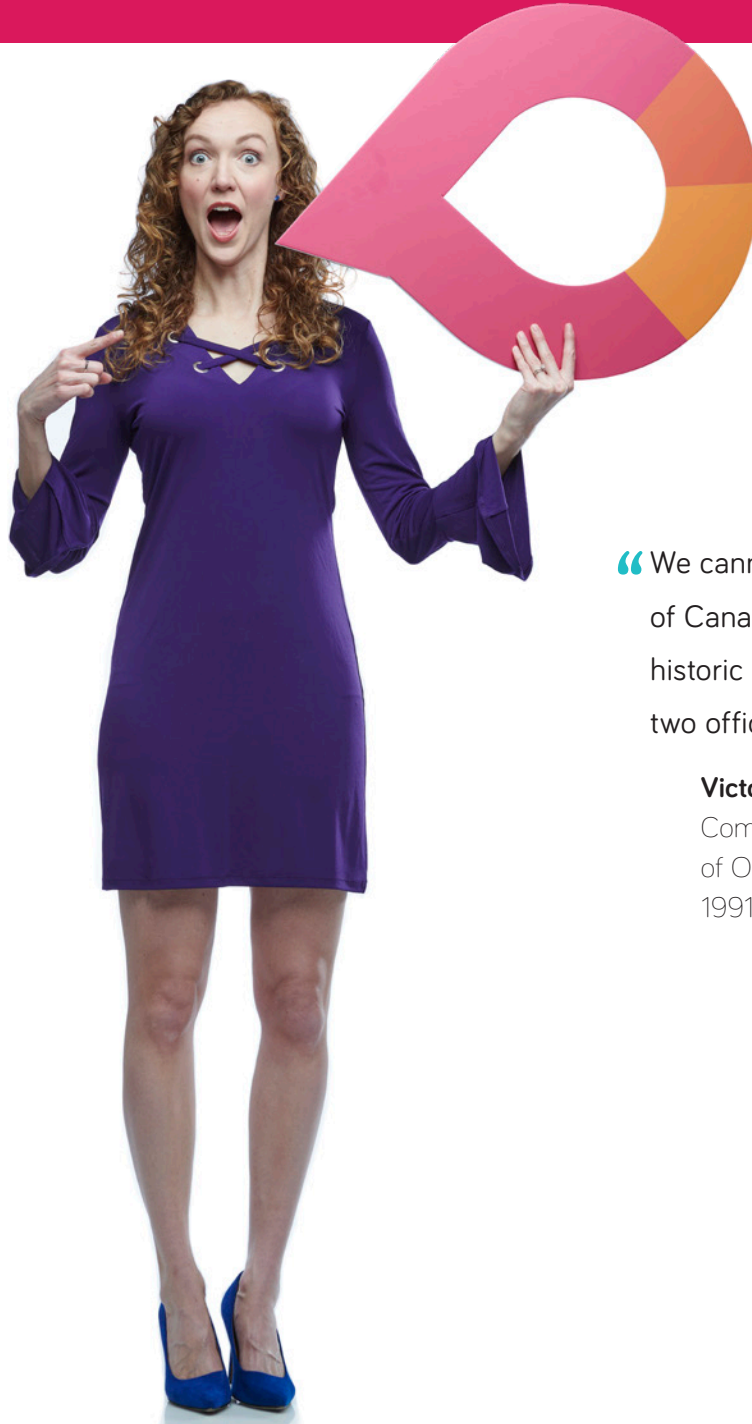
Part 3

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1 Bilingualism in Canada

Significant Events and Milestones



“We cannot preserve the unity of Canada if we set aside the historic premise that we have two official languages.”

Victor Goldbloom

Commissioner
of Official Languages
1991–1999

BLOCK 1: Interpretation activities

Open-ended questions

1. Pre-reading activity

Complete the first two columns of the table below. Indicate what you already know about Canada's Official Languages Act (**K**) and what you would like to learn about it (**W**).

K	W	A

2. Why did French speakers think that the government would not guarantee their collective existence, despite the Act of Union of 1840 merging the colonies of Upper and Lower Canada?

(Section 41 of the Act stipulated that English was the only language of the Legislative Assembly; moreover, the unequal distribution of the population between the two colonies ensured that the majority of members of the Legislative Assembly would be English-speaking.)

3. Explain the disputes that arose from sections 93 and 133 of the Constitution Act, 1867.

(Section 93 recognized the educational rights of the Christian religious minority in Ontario and Quebec, and section 133 ensured the presence of French in the federal government and the bilingualism of the Quebec government. However, these two sections did not provide any specific guarantees to Acadians and French Canadians in other provinces, nor did they guarantee equitable funding for separate schools.)

4. What were the main factors that led to the establishment of the Royal Commission on Bilingualism and Biculturalism?

(Possible answers: Injustices suffered by French Canadians – lower economic income, limited education, misperceptions about bilingualism, low representation in the federal public service, limited access to French-language media in the country, etc. – rise of the independence movement in Quebec and openness of English Canada to undertake political reforms.)

5. What were the recommendations of the Royal Commission on Bilingualism and Biculturalism?

(The federal government should provide linguistic minorities across Canada with public services in their language and provide them with opportunities to express themselves in their language, as often as possible. The Commission also advised the government that French should become one of the standard languages of work within the federal government and that government documents should be published in both languages.)

6. How did the Royal Commission on Bilingualism and Biculturalism pave the way for greater openness to other cultures in Canada?

(The report of the Royal Commission on Bilingualism and Biculturalism also stated that there is room, in a bilingual country, for other forms of linguistic and cultural pluralism. Multiculturalism could be a positive addition to linguistic duality.)

7. In your opinion, what is the most important role of the Office of the Commissioner of Official Languages?

(Possible answers: Ensure the equality of English and French in Parliament, the Government of Canada, the federal administration and the institutions subject to the Official Languages Act; support the preservation and development of official language minority communities in Canada; and promote the equality of English and French in Canadian society.)

8. The Official Languages Act of 1969 was designed to be the *cornerstone* of Canadian bilingualism. Define the term *cornerstone* and explain how it applies to the law.

(Cornerstone: basic foundation, fundamental element. The legislation plays a key role in promoting bilingualism and protecting the rights of official language minority communities in Canada.)

9. The success of any Canadian policy on bilingualism is closely linked to the collaboration of the provinces. How did the provinces react to the Official Languages Act of 1969?

(The Act received a mixed response in the various provincial capitals; however, New Brunswick adopted its own Official Languages Act in the same year.)

10. What were the benefits of creating French-language school boards, from coast to coast to coast, for Canadian society?

(Compliance with the provinces' obligations to their respective linguistic minorities, increase in the number of French-language classes and schools, increase in funding, infrastructure and services, changes to case law on cultural equity, education in the language of choice, public education accessible in both official languages, recognition of both official languages, etc.)

11. The adoption of Bill 178 in Quebec caused discontent. The Alliance for the Preservation of English in Canada (APEC) mobilized to protest that they were victims and that they were afraid of seeing their historical privileges diluted. APEC stated, among other things, that English-speaking public servants would lose their jobs to bilingual French speakers. In your opinion, was APEC right to be concerned about the consequences of Bill 178 for the English-speaking community? Explain your answer.

(Possible answers: Yes. Any threat to English Canada must be avoided, even at the expense of bilingualism. English has historical recognition and a special place in Canada. APEC maintained that Bill 178 discriminated against the English-speaking community. No. Even though the law promoted the preservation of the French language, that fact should not be blown out of proportion. French immersion does not take anything away from English speakers; on the contrary, it enriches them. The idea that English is on the decline in Canada is false. Moreover, 69% of parents of English-speaking children are in favour of learning French.)

Multiple-choice questions

For each of the questions below, circle the letter that corresponds to the correct answer.

1. In 1963, Lester B. Pearson established the Royal Commission on Bilingualism and Biculturalism to:
 - ☐ a) assess the financial requests of each province with regard to both official languages.
 - ☐ b) evaluate the creation of a bilingualism office in each of the regions where more than 10,000 French speakers live.
 - ☒ c) investigate the state of bilingualism and biculturalism in Canada and recommend measures to ensure equality between the two peoples.
2. The 1951 Canadian Census confirmed the decline of French across Canada, except in which province?
 - ☐ a) Ontario
 - ☐ b) Manitoba
 - ☒ c) New Brunswick
3. The Constitution Act, 1867, the founding text of the Canadian federation, was originally called the...
 - ☒ a) ...British North America Act
 - ☐ b) ...Act of Union
 - ☐ c) ...Status of Westminster
4. The first reforms following the preliminary report of the Royal Commission on Bilingualism and Biculturalism included:
 - ☒ a) the use of English and French in internal public service communications.
 - ☐ b) the recruitment of 500,000 English speakers into the federal public service.
 - ☐ c) an examination of language skills in both languages when a candidate is hired for any position in the federal government.

5. Following the report of the Royal Commission on Bilingualism and Biculturalism, there were several achievements in the field of education. These achievements included:

- ☐ a) the hiring of 240,000 bilingual teachers in Canada.
- ☒ b) funding for bilingual high schools in Ontario.
- ☐ c) the establishment of bilingual schools in the Yukon.

6. The Official Languages Act paved the way for what other Canadian law?

- ☐ a) The Family Law Act
- ☒ b) The Multiculturalism Act (first established as an official government policy in 1971)
- ☐ c) The Immigration and Refugee Protection Act

7. The mandate of the Office of the Commissioner of Official Languages, created in 1969, is to:

- ☒ a) protect the Canadian public in minority communities and criticize federal authorities in matters of official languages.
- ☐ b) carefully respond to important official languages issues at the provincial level.
- ☐ c) evaluate decisions made by school boards in minority communities.

8. Who was Canada's first Commissioner of Official Languages?

- ☒ a) Keith Spicer
- ☐ b) Raymond Th  berge
- ☐ c) Graham Fraser

9. With the advent of the Charter and the repatriation of the Constitution of 1982, which of the following sections best defines the equality of languages in Canada?

- ☒ a) Subsection 16(1): English and French are the official languages of Canada and have equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government of Canada.
- ☐ b) Subsection 17(1): Everyone has the right to use English or French in any debates and other proceedings of Parliament.
- ☐ c) Subsection 18(1): The statutes, records and journals of Parliament shall be printed and published in English and French and both language versions are equally authoritative.

10. The Ford decision brought a change in favour of those protesting against French unilingualism in commercial signage in Quebec and imposed restrictions on the Charter of the French Language. In 1988, the Supreme Court ruled.

What was the verdict?

- ☒ a) The Court held that it is not necessary to promote the French language to the detriment of commercial freedom. The clear predominance of French is sufficient.
- ☐ b) The Court required unilingual signage in French and determined that it was necessary to promote the protection of the French language.
- ☐ c) The Court granted merchants the right of free expression and ruled that such a change would be discriminatory against the English language.

11. Which Canadian Prime Minister was responsible for the overhaul of the Official Languages Act (1988) that recognized the equality of both official languages across Canada?

- ☐ a) Pierre Elliott Trudeau
- ☒ b) Brian Mulroney
- ☐ c) Lester B. Pearson

12. Ontario has a large French-speaking community. In May 1986, the French Language Services Act recognized that the French language had a historical role in Ontario. What does this law guarantee?

- ☐ a) It provides French-language education to all French speakers and Francophiles in the province.
- ☒ b) It ensures that government services are provided in French in 25 designated regions across the province where there is a sufficient number of French-speaking residents.
- ☐ c) It declares the province of Ontario an officially bilingual province.

13. The institutionalization and rationalization of federal programs require accountability and new obligations on the part of the federal government with regard to official languages. However, it is difficult for the government to initiate a process of tangible change. Its intentions need to be put into action. Which of the following measures are concrete actions taken by the Canadian government?

- ☒ a) Between 1991 and 2004, it established 74 governing bodies shared between the communities and provinces to examine justice, early childhood, health and immigration.
- ☐ b) Section 41 sets out, in English, that the government “is committed to official languages.”
- ☐ c) During the 1990s, the government signed a series of five-year agreements (Canada-community agreements with the various French-speaking communities).

14. Following the adoption of Bill 8, which Ontario cities have declared themselves unilingual English?

- ☐ a) Sudbury and Hearst
- ☐ b) Ottawa and Toronto
- ☒ c) Thunder Bay and Sault Ste. Marie

15. Which of these associations is made up of parents who want their children to have the opportunity to become bilingual within the framework of the Canadian school system?

- ☐ a) Association canadienne-française de l'Ontario
- ☐ b) The Fédération des communautés francophones et acadienne du Canada
- ☒ c) Canadian Parents for French

BLOCK 2: Games!

1. Who am I?

Identify the people described in the clues below.

- a) My vision of a “just society” involves action by the federal government to strengthen the status of the French language so that it attains equality with the English language.

Pierre Elliott Trudeau

- b) As editor of the newspaper *Le Devoir*, I recommend the creation of an “enquête royale sur le fonctionnement de l’usine” (a “Royal Inquiry on Factory Operations”) to determine what Canadian bilingualism is and what it should be.

André Laurendeau

- c) As Prime Minister of Canada in 1963, I established the Royal Commission on Bilingualism and Biculturalism.

Lester B. Pearson

- d) As Premier of Quebec in 1970, I assigned to the government of Quebec the primary responsibility within the province for sustaining French language and culture in the North American context.

Robert Bourassa

- e) In 1977, I helped create the Canadian Parents for French association.

Keith Spicer

- f) As Premier of Ontario, I refused to recognize French as an official language, and in 1972, I announced that the government would offer services in French, in areas where there was significant demand.

Bill Davis

- g) As Premier of New Brunswick, I proclaimed the Official Languages Act in my province, in April 1969.

Louis Robichaud

- h) As Commissioner of Official Languages in 1977, I sought to improve the standardization of French in the federal public service.

Maxwell Yalden



- i) As Commissioner of Official Languages, I am behind the symbol of linguistic duality, now known as the emblem of “Canada’s social fabric.”

Source: <https://www.clo-ocol.gc.ca/en/aboutus/commissioner>

Victor Goldbloom

- j) I have been the Commissioner of Official Languages since 2018.

Raymond Th  berge

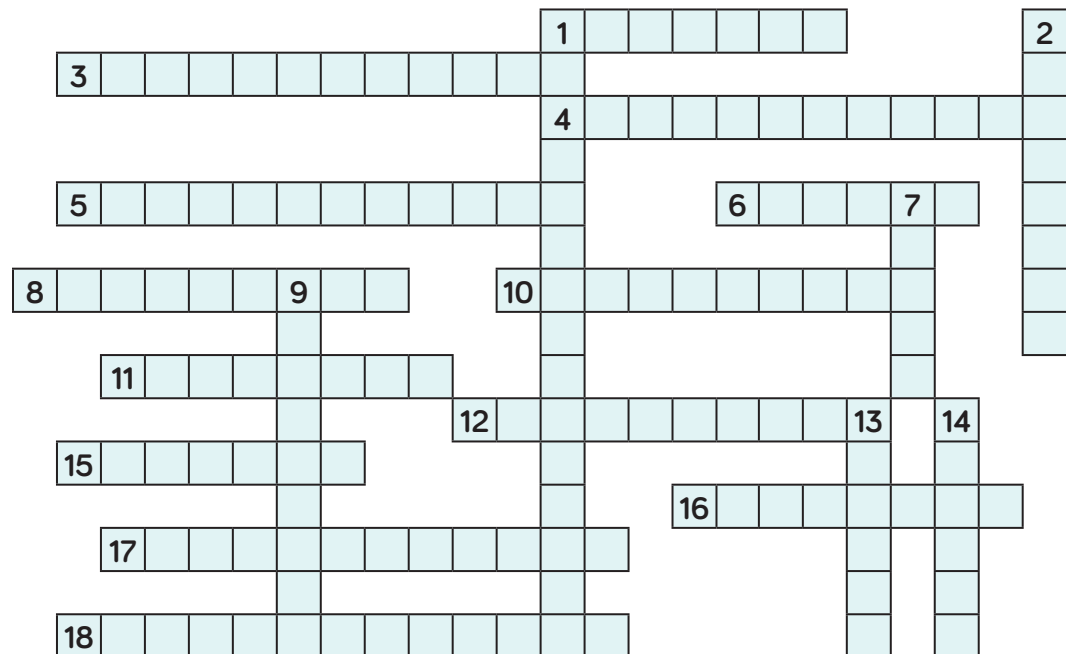
- k) As Prime Minister of Canada, I began a process to overhaul the Official Languages Act, for which the first consultations took place in 1977.

Brian Mulroney

- l) I co-chaired the Royal Commission on Bilingualism and Biculturalism in 1963 with Andr   Laurendeau.

Davidson Dunton

2. Crossword



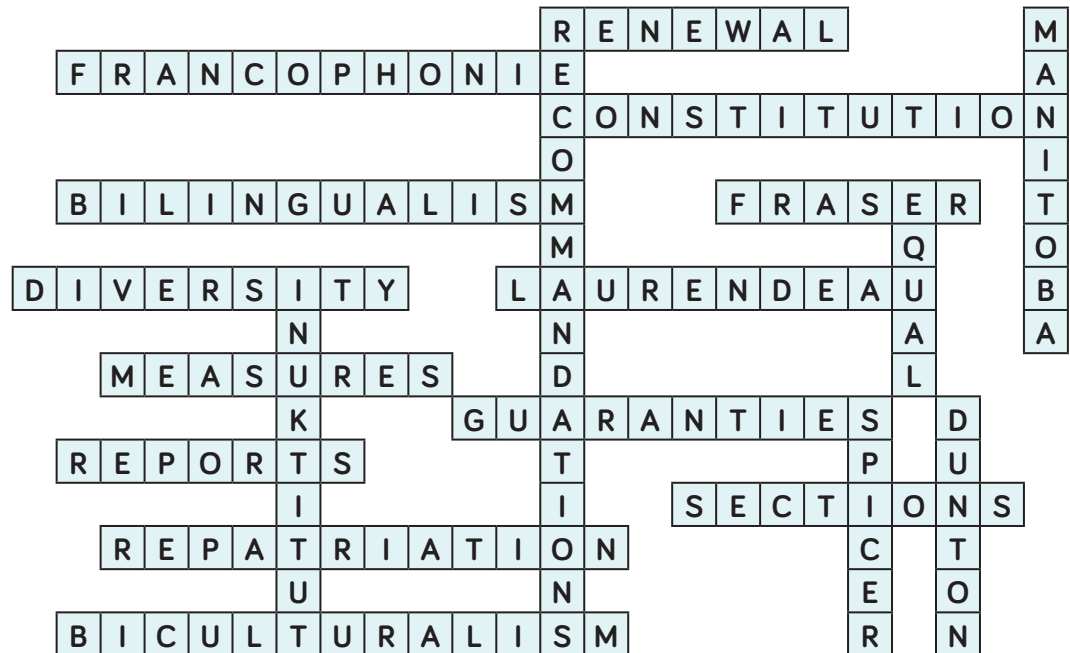
Across

- 1 To improve the Official Languages Act of 1969, the first one occurred in 1988.
- 3 French-speaking countries and communities.
- 4 It determines the fundamental rules of Canadian society.
- 5 Core value across Canada.
- 6 The Commissioner of Official Languages who was in office the longest.
- 8 It is reflected across Canada in terms of language and culture.
- 10 Federal institutions must implement them to enable Canadians to be served in the official language of their choice.
- 11 A method of communication that can be either spoken or written.
- 12 The Constitution Act, 1982 contained more of this, in the constitutional sense.
- 15 The Royal Commission of Bilingualism and Biculturalism produced several of them.
- 16 There are several of these in Canada's Official Languages Act.
- 17 This event associated with Canada's Constitution took place in 1982.
- 18 Co-existence of two cultures in the same country.

Down

- 1 The Office of the Commissioner of Official Languages makes many of these.
- 2 Quebec and this other province have a constitutional obligation to adopt their laws in both official languages.
- 7 Refers to the treatment of Canada's two official languages.
- 9 In addition to English and French, this is an official language in Nunavut.
- 13 The first Commissioner of Official Languages.
- 14 Co-Chair of the Royal Commission on Bilingualism and Biculturalism.

Answer



3. Association games

- a) Several Canadian Prime Ministers have succeeded one another since the adoption of the Official Languages Act in 1969.

Associate the Canadian Prime Minister in the left column with the length of his or her term in office in the right column.	
1 Jean Chrétien	A 1968–1979 and 1980–1984
2 Pierre Elliott Trudeau	B 1979–1980
3 Stephen Harper	C 1984–1993
4 Justin Trudeau	D 1993
5 Paul Martin	E 1993–2003
6 Kim Campbell	F 2003–2006
7 Joe Clark	G 2006–2015
8 Brian Mulroney	H 2015–present

Answers: 1-E, 2-A, 3-G, 4-H, 5-F, 6-D, 7-B, 8-C.

- b) Several commissioners have succeeded one another since the creation of the Office of the Commissioner of Official Languages in 1970.

Associate the Commissioner in the left column with the duration of his or her term in office in the right column.	
1 Raymond Th��berge	A 2016–2018
2 Graham Fraser	B 1999–2006
3 Dyane Adam	C 2006–2016
4 Victor Goldbloom	D 1984–1991
5 D'Iberville Fortier	E Since January 2018
6 Ghislaine Saikaley (<i>par int��rim</i>)	F 1991–1999
7 Maxwell Yalden	G 1970–1977
8 Keith Spicer	H 1977–1984

Answers: 1-E, 2-C, 3-B, 4-F, 5-D, 6-A, 7-H, 8-G.

4. On your marks... 1... 2... 3...

Place the following items in chronological order.

- Adoption of Bill S-3 introduced by Senator Jean-Robert Gauthier in 2001.
- Creation of the Office of the Commissioner of Official Languages.
- Repatriation of the Constitution Act and the entrenchment of the Canadian Charter of Rights and Freedoms in the Constitution.
- Promulgation of the new Official Languages Act in Canada.
- Establishment of the Royal Commission on Bilingualism and Biculturalism (Laurendeau-Dunton Commission).
- Moncton became Canada's first officially bilingual city.
- Adoption of Bill 142, which guaranteed access to services in English in Quebec.
- Adoption and coming into force of Canada's Official Languages Act.

1963	5	1969	8	1970	2	1982	3	1986	7	1988	4	1999	6	2005	1
------	---	------	---	------	---	------	---	------	---	------	---	------	---	------	---

5. Zigzag word search puzzles

Find in the grid the words corresponding to the definitions below. The words are written in zigzags: from bottom to top, from top to bottom, from right to left, from left to right, as well as in different rows and columns. Using the remaining letters, find the 7-letter mystery word. (*TRUDEAU*)

HINT: Name of the Canadian Prime Minister who is in a way the father of the Official Languages Act.

M	I	N	O	R	I	T	Y	A	C
T	E	C	I	F	F	O	P		T
L	P	A	R	L	E	S	R	R	R
A	R	S	S	I	G	U	O	E	
I	E	E	E	A	A	T	M	T	R
C	G	R	C	M	U	A	O	U	A
I	I	V	I	E	G	T	T		H
F	O	D	E	N	N	S	I	A	C
F	N	S		T	A	L	O	N	U
O	L	A	U	G	N	I	L	I	B

Definitions

1. The French or English language in the provinces or territories of Canada. (8 letters)

M I N O R I T Y

2. It was enshrined in the Canadian Constitution in 1982. (7 letters)

C H A R T E R

3. The one on Canada's official languages. (3 letters)

A C T

4. Describes the Canadian citizen who speaks both official languages. (9 letters)

B I L I N G U A L

5. Describes the English and French languages in Canada. (8 letters)

O F F I C I A L

6. Which institution of Official Languages in Canada promotes linguistic duality? (6 letters)

O	F	F	I	C	E
---	---	---	---	---	---

7. An elected assembly that creates and adopts laws. (10 letters)

P	A	R	L	I	A	M	E	N	T
---	---	---	---	---	---	---	---	---	---

8. There are several in Canada. (7 letters)

R	E	G	I	O	N	S
---	---	---	---	---	---	---

9. They are available in English or French in Canada through the Official Languages Act. (8 letters)

S	E	R	V	I	C	E	S
---	---	---	---	---	---	---	---

10. The 1988 reform of the Official Languages Act ensures this with respect to Canada's linguistic duality. (9 letters)

P	R	O	M	O	T	I	O	N
---	---	---	---	---	---	---	---	---

11. French or English. (8 letters)

L	A	N	G	U	A	G	E
---	---	---	---	---	---	---	---

12. State, situation, condition. (6 letters)

S	T	A	T	U	S
---	---	---	---	---	---

Answer

M	I	N	O	R	I	T	Y	A	C
T	E	C	I	F	F	O	P		T
L	P	A	R	L	E	S	R	R	R
A	R	S	S	I	G	U	O	E	
I	E	E	E	A	A	T	M	T	R
C	G	R	C	M	U	A	O	U	A
I	I	V	I	E	G	T	T		H
F	O	D	E	N	N	S	I	A	C
F	N	S		T	A	L	O	N	U
O	L	A	U	G	N	I	L	I	B

6. The secret sentence

Discover the secret sentence by placing the letters of each column in the appropriate box. The words are separated by a black box.

HINT: The role of the Office of the Commissioner of Official Languages.

I	T	Y	S	R	I	C	O	D	L	S	L
G	T	I	A	D	A	M	S	T	U	I	N
C	U	N	P	T	O				E	A	
I	A										

Answer

I	T	Y	S	R	I	C	O	D	L	S	L
G	T	I	A	D	A	M	S	T	U	I	N
C	U	N	P	T	O				E	A	
I	A										

It promotes Canada's linguistic duality.

7. Mix and Match

Put the letters in order to find the word that matches each definition. Then write each word in the boxes and use the letters in the blue boxes to find the first and last name of the Prime Minister of Canada during the major overhaul of the 1988 Official Languages Act.

- English and French are the official languages of this province.

E N W S N U R B K I C W

N	E	W	B	R	U	N	S	W	I	C	K
---	---	---	---	---	---	---	---	---	---	---	---

- Provincial and territorial linguistic minorities must receive it in their language where numbers warrant.

I G A C H T E N

T	E	A	C	H	I	N	G
---	---	---	---	---	---	---	---

- More has been done for English and French in Canada since 1988.

R O P O M N O I T

P	R	O	M	O	T	I	O	N
---	---	---	---	---	---	---	---	---

- Canada is one of them.

T C O R Y U N

C	O	U	N	T	R	Y
---	---	---	---	---	---	---

- It is guaranteed for Anglophones and Francophones in the federal public service in the new Official Languages Act of 1988.

E R E T I V E N P R E N T A S E S S

R	E	P	R	E	S	E	N	T	A	T	I	V	E	N	E	S	S
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

- The French Language Services Act was passed in this province in 1986.

I O R N O A T

O	N	T	A	R	I	O
---	---	---	---	---	---	---

- The name of this Commissioner of Official Languages from 1999 to 2006.

D A M A

A	D	A	M
---	---	---	---

8. These services are available in both official languages across the country.

R N L A T N E M E V G O

G	O	V	E	R	N	M	E	N	T	A	L
---	---	---	---	---	---	---	---	---	---	---	---

9. The Department of the Secretary of State provides them to support Francophone communities outside Quebec.

S N G A T R

G	R	A	N	T	S
---	---	---	---	---	---

10. The Official Languages Act of 1988 allows Canadians to use them to be served in the official language of their choice.

S I G R T H

R	I	G	H	T	S
---	---	---	---	---	---

11. It was named after the two co-chairs: Laurendeau-Dunton.

I O M M C S S I N O

C	O	M	M	I	S	S	I	O	N
---	---	---	---	---	---	---	---	---	---

12. This policy was introduced in 1971 in the House of Commons for the recognition of different ethnic groups in Canada.

L U C I T L U M U T A R I M S L

M	U	L	T	I	C	U	L	T	U	R	A	L	I	S	M
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

13. The first Commissioner of Official Languages promoted it.

I L B I N G M S U I A L

B	I	L	I	N	G	U	A	L	I	S	M
---	---	---	---	---	---	---	---	---	---	---	---

First and last name of the Canadian Prime Minister:

B	R	I	A	N
---	---	---	---	---

M	U	L	R	O	N	E	Y
---	---	---	---	---	---	---	---

BLOCK 3: Writing and oral communication activities

To carry out the writing or oral communication activities provided below, follow the steps indicated in the accompanying sheets on pages 27 and 28 to help you in your process.

Block 3-A

Royal Commission on Bilingualism and Biculturalism

Activity 1

Write an autobiographical account, in the form of a diary, in which André Laurendeau or Davidson Dunton notes his thoughts on the role or mandate of the Royal Commission on Bilingualism and Biculturalism.

Activity 2

Write a report or prepare a multimedia presentation to briefly explain the results of the various reports of the Royal Commission on Bilingualism and Biculturalism.

Activity 3

Write a journalistic short story that explains to the public what the Royal Commission on Bilingualism and Biculturalism is.

Activity 4

Write a discussion that Laurendeau and Dunton could have had following the first report of the Royal Commission on Bilingualism and Biculturalism.

Activity 5

Prepare a press briefing during which the two co-chairs of the Royal Commission on Bilingualism and Biculturalism present the main points of each of their reports and answer questions from journalists.

Block 3-B

The Official Languages Act, 1969, and the Official Languages Act, 1988

Activity 1

Describe, through an account or report, the highlights of the Official Languages Act, 1969:

- What are the main principles on which this Act is based?
- What does the Act guarantee?
- What is the content of the main articles?
- Who are the main players?
- What are the limits? The positive and negative aspects?
- What are the reactions of Anglophones and Francophones?

Activity 2

You find yourself in 1969 and Canada's Official Languages Act has just been proclaimed. Write a television news bulletin to explain the main features of this new Act.

Activity 3

You find yourself in 1969 and Canada's Official Languages Act has just been passed by Parliament. Prepare the speech of Pierre Elliott Trudeau (Prime Minister of Canada in 1969) promoting the new Act.

Activity 4

Create a photo essay to illustrate key facts and events and key people who played an important role in the adoption of the Official Languages Act, 1969.

Activity 5

Write a column on the topic of the "Limits of the 1969 Act." Explain the changes that should be included in the new 1988 Act.

Activity 6

The Official Languages Act, 1969, was rewritten in 1988. Using a podcast, describe the main changes made to the original law. Pay more attention to the specific aspects of Parts IV (Communications with and Services to the Public), V (Language of Work), VI (Participation of English-speaking and French-speaking Canadians) and VII (Promotion of English and French) of this new Act.

Activity 7

Organize a parliamentary debate or round table to comment on changes to the Official Languages Act, 1988.

Activity 8

The last changes to the Official Languages Act were made in November 2005. Bill S-3 then received Royal Assent. Write a report that outlines and explains these changes.

Block 3-C

The Constitution Act, 1982, and the Charter of Rights and Freedoms

Activity 1

Prepare a video report to highlight the main features of the Constitution Act, 1982, and the Charter of Rights and Freedoms.

Activity 2

Prepare a public service announcement to explain the main components of the Charter of Rights and Freedoms to Canadians.

Activity 3

Write an editorial or a critical commentary on the potential impact on French-speaking and English-speaking Canadians of the Constitution Act, 1982, and of the entrenchment of the Charter of Rights and Freedoms in the Act.

Activity 4

Prepare a pamphlet or infomercial to explain the basics of the Charter of Rights and Freedoms to Grade 7 and 8 students. Make sure that you appropriately highlight the main sections of the Charter.

Block 3-D

Office of the Commissioner of Official Languages

Activity 1

You find yourself in 1970. The Office of the Commissioner of Official Languages has been established by the government. Prepare a public service announcement describing its role in the federal government.

Activity 2

Give a talk (multimedia presentation) or produce a television or radio news bulletin to explain what the Office of the Commissioner of Official Languages is.

Activity 3

Imagine an interview with one of the Commissioners of Official Languages to find out his or her aspirations regarding what Canada's linguistic duality should be like in 2019.

Activity 4

Before the appointment of Raymond Th  berge as the current Commissioner of Official Languages, there were six other Commissioners since the position was created in 1970. Choose one of these people. Write his/her biography with an emphasis on his/her main achievements and aspirations.

Activity 5

Play the role of one of the people who has been the Commissioner of Official Languages since 1970. Imagine a phone-in radio show in which you answer questions from the public and the host on major issues related to Canada's linguistic duality.

Accompanying Sheet Writing Activities

- 1 Explore the topic, choose the aspect(s) to be addressed and explain the communication situation.
- 2 Conduct research to gather the required information.
- 3 Organize ideas and develop a draft plan.
- 4 Write a first draft in keeping with the characteristics of the proposed type of text. At this stage, modify the initial plan and prepare a second draft, if necessary.
- 5 Review and correct your text taking into account the following points:
 - Did I comply with the characteristics of the type of text proposed?
 - Have I used consistent, well-organized and sufficient ideas?
 - Did I use correct and varied sentences? Accurate vocabulary?
 - Did I follow linguistic conventions (usual spelling, correct grammar, punctuation)?

Accompanying Sheet Oral Communication Activities

- 1 Explore the topic, choose the aspect(s) to be addressed and specify the communication situation.
- 2 Conduct research to gather the required information.
- 3 Organize your ideas and establish the outline of the presentation.
- 4 Develop the presentation in an original way, taking into account the characteristics of the proposed type of text.
- 5 Practise using correct language and respecting prosodic elements (articulation, tone, flow) and extra-linguistic elements (control of stage fright, gestures).
- 6 Prepare appropriate technical or visual materials (e.g., photos, illustrations, graphics, sound elements, presentation software).
- 7 Review your presentation keeping the following points in mind:
 - Did I comply with the characteristics of the type of text proposed?
 - Have I used consistent, well-organized and sufficient ideas?
 - Did I use correct and varied sentences? Accurate vocabulary?
 - Did I use the appropriate procedures to highlight the important elements of the content?
 - Are the technical or visual media used relevant?

BLOCK 4: Research, reflection or independent project topics

Write a text or give an explanatory or argumentative speech on the proposed topics. Follow the steps in the accompanying sheet below to help you in your process.

Topic 1

Prepare a documentary to briefly explain the following highlights of Canadian history:

- Quebec Act (1774)
- Constitutional Act (1791)
- Act of Union (1840)
- Constitution Act, 1867
- Statute of Westminster (1931)

Topic 2

Show how the Royal Commission on Bilingualism and Biculturalism led to the adoption of the Official Languages Act, 1969.

Topic 3

Explain how the Constitution Act, 1982, and the entrenchment of the Charter of Rights and Freedoms in it have changed the structure and functioning of Canada and changed the overview of Canada's linguistic duality.

Topic 4

Show the impact of the failure of the Meech Lake Accord (1990) and the Charlottetown Accord (1992) on Canada's linguistic duality.

Topic 5

Provide an overview of the educational situation since 1970 in the official language minority communities in the ten provinces and three territories of Canada.

Accompanying Sheet Research, Reflection or Independent Project Topics	
1	Based on the proposed topic, formulate questions to help you to appropriately define the topic, clarify it and guide your search for information.
2	Gather information. Find relevant data from a variety of sources.
3	Analyze and interpret the information collected. Make a plan.
4	Synthesize the data and make informed judgments based on the elements of your research.
5	Use the appropriate format.

Now complete the 3rd column of the table indicating what you have learned about Canada's Official Languages Act (A). Is there anything else you would like to know about this topic? If so, you can do some research on the Web to find answers to the questions you have.

S	V	A

2 Canada's Linguistic Duality

Current Situation and Future Prospects



“ We are already looking toward another important anniversary: the Official Languages Act will be turning 50 in 2019. Canadian society has changed significantly since the 1988 reform of the Act, including demographic and identity shifts, as well as the growing importance of digital technologies. These changes indicate that it is time to think about amending the Act to ensure that it continues to be an effective tool. ”

Ghislaine Saikaley

Interim Commissioner
of Official Languages
2016–2018

BLOCK 1: Games!

1. Association game

Match the significant fact or event in the left-hand column with the province or territory in the right-hand column.	
1 The Francophone School Division was founded in 1993.	A Alberta
2 The first French-language school, École Émilie-Tremblay, opened in 1984.	B British Columbia
3 It was not until 1984 that French was re-established as one of the official languages.	C Prince Edward Island
4 The first French-language school was established in 1984 in La Grand'Terre.	D Manitoba
5 The first French Language Services Act was passed in 1999.	E New Brunswick
6 Bill 142 guaranteeing access to health and social services in English was adopted in 1986.	F Nova Scotia
7 The French Language Services Act was passed in 1986.	G Ontario
8 The Education Act was amended in 1968 to allow instruction in French.	H Quebec
9 The government adopted its first French Policy in 2017.	I Saskatchewan
10 The Fédération des francophones was created in 1945.	J Newfoundland and Labrador
11 This province became officially bilingual in 1969.	K Nunavut
12 Collège Sainte-Anne, now known as Université Sainte-Anne, was founded in 1890.	L Northwest Territories
13 The only French-language school opened in 2001.	M Yukon

Answers: 1-D, 2-M, 3-L, 4-J, 5-C, 6-H, 7-G, 8-I, 9-A, 10-B, 11-E, 12-F, 13-K.

2. Quiz

Official Language Minority Communities in Canada

For each of the questions below, circle the letter corresponding to the correct answer.

1 Where is the most northern French-language school in the world?

- ☐ a) Yukon
- ☒ b) Nunavut*
- ☐ c) Northwest Territories

*The Trois-Soleils school. This name symbolizes harmony between Francophones, Inuit and Anglophones.

2 Which province or territory ranks third in terms of its bilingualism rate after Quebec and New Brunswick?

- ☒ a) Yukon
- ☐ b) Manitoba
- ☐ c) Ontario

3 In which province or territory is the French-language weekly *L'Aquilon* published?

- ☐ a) Alberta
- ☐ b) Saskatchewan
- ☒ c) Northwest Territories

4 Where is the Festival du Vent celebrated in November each year?

- ☐ a) British Columbia
- ☒ b) Newfoundland and Labrador
- ☐ c) Nova Scotia



- 5 Where is Acadian Remembrance Day celebrated each year on December 13?
- ☐ a) Nova Scotia
 - ☐ b) New Brunswick
 - ☒ c) Prince Edward Island
- 6 In which province was the first English-speaking regional community association, the Committee for Anglophone Social Action, founded in 1975?
- ☒ a) Quebec
 - ☐ b) Ontario
 - ☐ c) New Brunswick
- 7 In which province has the popular French-language music festival La Nuit sur l'étang been held since 1973?
- ☐ a) Saskatchewan
 - ☒ b) Ontario
 - ☐ c) Nova Scotia
- 8 In which western province is the only French-language university located?
- ☒ a) Manitoba*
 - ☐ b) British Columbia
 - ☐ c) Alberta
- *University of St. Boniface
- 9 In which province or territory is the French-language newspaper *L'Eau Vive* published?
- ☐ a) Yukon
 - ☐ b) Newfoundland and Labrador
 - ☒ c) Saskatchewan

- 10 Where is the Flying Canoë Volant festival held to celebrate the culture and traditions of First Nations, Métis and French Canadians?
- ☐ a) New Brunswick
 - ☒ b) Alberta
 - ☐ c) Nunavut
- 11 In which province or territory is the Festival du Bois held in March to celebrate French-Canadian traditions?
- ☒ a) British Columbia
 - ☐ b) Manitoba
 - ☐ c) Prince Edward Island
- 12 In which province or territory is the Frye Festival held to celebrate Canada's cultural diversity?
- ☐ a) Nova Scotia
 - ☒ b) New Brunswick
 - ☐ c) Newfoundland and Labrador
- 13 *Le Courrier is the newspaper for Francophones in which province or territory?*
- ☐ a) Northwest Territories
 - ☒ b) Nova Scotia
 - ☐ c) British Columbia

3. Quiz: YOUR TURN!

Official Language Minority Communities in Canada

- a) First, refer to the interactive map, *Les communautés francophones du Canada*. You will be able to discover more about the Canadian Francophonie. You can access it by clicking on the link: <https://www.fcfa.ca/carte-interactive>



This link takes you to a french map

Source: Fédération des communautés francophones et acadienne (FCFA) – fcfa.ca

- b) Next, consult the infographics provided on the Office of the Commissioner of Official Languages website on official language minority communities. You can access it by clicking on the link: <https://www.clo-ocol.gc.ca/en/statistics/infographics>
- c) Prepare a quiz using the data collected previously in a) and b). Develop about 10 questions with 3 multiple-choice answers for each.

4. TRUE or FALSE?

Among the statements below, there are 5 that are FALSE. Which ones?

- 1 In Canada, Yukon ranks third in terms of its bilingualism rate after Quebec and New Brunswick.
- 2 More than 75% of Franco-Tenois live in the Yellowknife area.
- 3 French is the mother tongue of 0.5% of the population of Newfoundland and Labrador.
- 4 More than 60% of Prince Edward Island's Francophones live in Queen's County (Charlottetown).
- 5 English is the mother tongue of 8.1% of Quebec's population.
- 6 Ontario has the largest Francophone minority community in the country.
- 7 There is only one designated bilingual region in Manitoba: Winnipeg.
- 8 There is an independent Francophone university in Saskatchewan.
- 9 More than half of the Franco-Albertan population lives in Calgary.
- 10 Enrollment in French immersion programs has increased by almost 30% over the past 10 years.
- 11 The Université de Moncton is the largest French-language university in Canada outside Quebec.
- 12 Most Acadians in Nova Scotia live in Cape Breton.
- 13 Most Francophones in Nunavut live in the capital, Iqaluit.

Answers (FALSE Statements)

Statement 4:	They live in Prince County (Evangeline, Summerside)
Statement 7:	There are 16 designated bilingual regions in Manitoba.
Statement 8:	The University of Regina has been home to the Cité universitaire francophone since 2015.
Statement 9:	39% in Edmonton and 33% in Calgary.
Statement 12:	Halifax: 36%; Cape Breton: 16%.

5. The secret sentence

Discover the secret sentence by placing the letters of each column in the appropriate box. The words are separated by a black box. A few letters are already in place to help you.

L	I	U	R	U	C	S	T	N	C	T
A	U	F	V	I	D	A	E	I	N	R
D	O	A	U	N	L	Y	M	I	S	F
Y	L	N	G	A	I	O	U	E	T	
A			L		T	U			O	
L										
									S	
			U							
					L					

Solution

L	I	U	R	U	C	S	T	N	C	T
A	U	F	V	I	D	A	E	I	N	R
D	O	A	U	N	L	Y		I	S	F
Y	L	N	G	A	I	O	U	E	T	
A			L		T	U			O	
L	I	N	G	U	I	S	T	I	C	
D	U	A	L	I	T	Y				
A		F	U	N	D	A	M	E	N	T
A	L		V	A	L	U	E		O	F
	O	U	R		C	O	U	N	T	R
Y										

Linguistic duality is a fundamental value of our country.

6. Ganarmams, sorry, anagrams!

In each of the sentences below, place the letters of the word in bold in the correct order.

- a) The **trocus** control the application of the Constitution, laws and regulations.
courts
- b) English and French are the official languages of Canada; they have equal status, rights and **vrepilegis** with respect to their use in the institutions of Parliament and the Government of Canada.
privileges
- c) French and English are rooted in Canadian identity, which is enriched by **tulticlmuralmsi**.
multiculturalism
- d) The Official Languages Act, 1988, differs from the 1969 Act in that its main provisions are **necrobleafe**.
enforceable
- e) The Government of Canada's commitment to promote the **lmentodevep** of official language minorities is explicitly stated in the 1988 Official Languages Act.
development

BLOCK 2: Writing and oral communication activities

Activity 1

Official Language Minority Communities in Canada

Using infographics (diagrams, maps, drawings, boxes, histograms, enumerations of elements, lists, etc.), prepare a visual presentation on one of the provincial or territorial associations operated by official language minority communities in Canada to make it better known: its role, mandate, history, membership, activities and achievements, etc.

a) Alberta

Association canadienne-française de l'Alberta

b) British Columbia

Fédération des francophones de la Colombie-Britannique

c) Prince Edward Island

Société Saint-Thomas d'Aquin

d) Manitoba

Société franco-manitobaine

e) New Brunswick

Société de l'Acadie du Nouveau-Brunswick

f) Nova Scotia

Fédération acadienne de la Nouvelle-Écosse

g) Ontario

Assemblée de la francophonie de l'Ontario

h) Quebec

Quebec Community Groups Network

i) Saskatchewan

Assemblée communautaire fransaskoise

j) Newfoundland and Labrador

Fédération des francophones de Terre-Neuve et du Labrador

k) Northwest Territories

Northwest Territories Federation

l) Yukon

Association franco-yukonnaise

m) Nunavut

Association des francophones du Nunavut

Activity 2

Overview of Official Language Minority Communities in Canada

Choose a province or territory in Canada. Prepare an advertising leaflet or text to illustrate and highlight the main characteristics of the official language minority community in that province or territory:

- Community profile;
- Statistics ;
- Francophone events and organizations;
- Etc.

Activity 3

The Canadian Rally

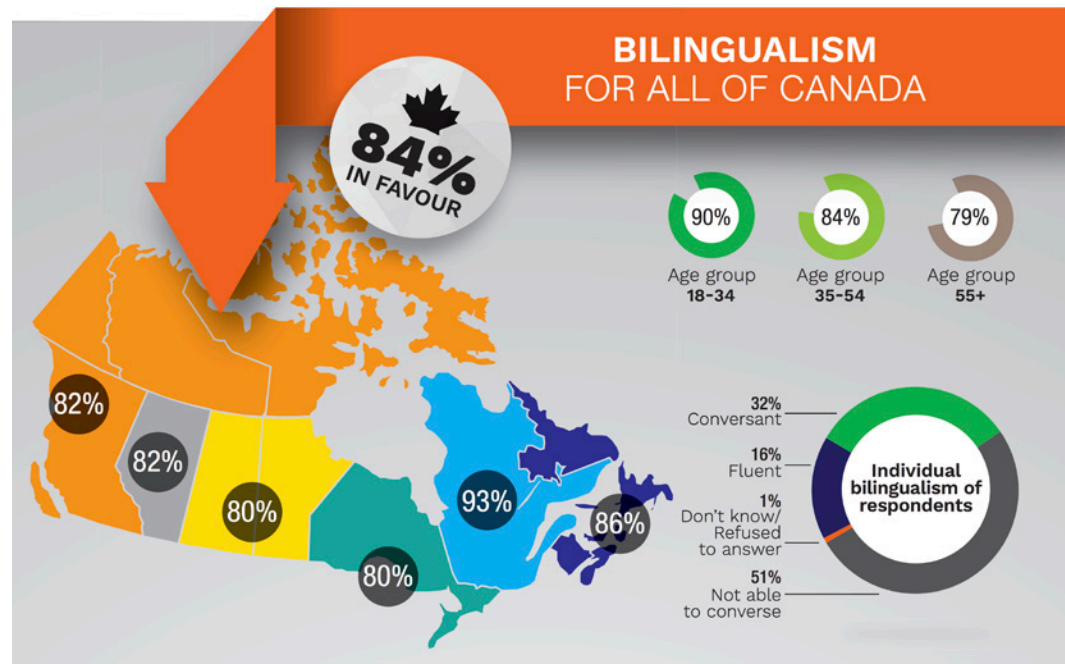
Form a team with three other students in your class. Each team member chooses one of Canada's four (4) regions: Atlantic Canada, Quebec and Ontario, Western Canada and the three (3) territories.

Each team member then writes a travel story to highlight the main characteristics of the official language minority community in the chosen region. Pool your efforts and present each of your stories in turn by following an itinerary that will take you from east to west, or west to east.

Activity 4

Canadian bilingualism in numbers

Consult the statistics in the document entitled “What Canadians Think About Bilingualism and the Official Languages Act.” These data were collected by the Office of the Commissioner of Official Languages through a telephone survey. Click on the link to access it: <https://www.clo-ocol.gc.ca/sites/default/files/what-canadians-think-about-bilingualism-and-ola.pdf>



- Are you surprised by the results of this survey? Explain. Conduct the same survey with family members, at school or in your community. Share the data collected through infographics.
- Draw a portrait of linguistic duality in the province or territory where you live in 2019. What are the remaining challenges? What would you suggest to the Canadian government on how to promote a better sense of living together among official language minority communities in Canada?

Activity 5

The Trudeau government's action plan 2018–2023

Justin Trudeau's Liberal government is proposing an *Action Plan for Official Languages 2018–2023: Investing in Our Future*. This plan sets out 3 priorities: strengthening communities, strengthening access to services and promoting a bilingual Canada.

- a) Explain the main content of this plan.
- b) How does this action plan differ from the Stephen Harper government's five-year plan, *The Roadmap for Canada's Linguistic Duality 2008–2013*?
- c) Write a letter to Prime Minister Justin Trudeau with some recommendations you would like to include in this plan to further promote Canada's linguistic duality.

Activity 6

A French-speaking digital platform on the Web

In January 2019, the Canadian government announced an investment of nearly \$15 million over the next five years to give the French language its rightful place on the Web.

- a) Do some research to find out more about this topic.
- b) Provide, on a Web page, the main content of this project: the context that led to this announcement, the issues it represents, the impact on the Francophonie as a whole in Canada and around the world, etc.
- c) Write a blog in which you will share your opinion on the success of such a platform and the conditions to be put in place to ensure its promotion and use.

BLOCK 3: Research, reflection or independent project topics

Write a text or give an explanatory or argumentative speech on the proposed topics. Follow the steps in the accompanying sheet below to help you in your process.

Topic 1

Demonstrate how some national organizations (e.g., ACELF, FCFA, Canadian Parents for French) have had an impact on the promotion of the French language and on cultural and linguistic diversity in Canada in recent years. How do you see their respective roles today, perhaps at the dawn of major changes to the Official Languages Act?

Topic 2

As a result of Canada's Official Languages Act, official language minority communities can benefit from many services in their mother tongue. In your daily life, in your community, city, province or territory, what French-language services do you regularly use? Which ones are offered but not used? Which ones would you like to use that are not offered? What could you suggest or recommend to get them?

Topic 3

The Harper government is launching the five-year plan, the *Roadmap for Canada's Linguistic Duality 2008–2013*. What is the content of this plan? In what ways has this plan had an impact on Canada's linguistic duality and official language minority communities in Canada? Explain and comment.

Topic 4

In your opinion, is it necessary for Quebec and Francophones outside Quebec to create a partnership where each party could contribute to the other's development? Think about such a possibility. Suggest a framework within which such a partnership could emerge and what it might look like.

Topic 5

The debate on linguistic duality in Quebec seems to be different from that elsewhere in the country. That being said, does the promotion of unilingualism in Quebec discriminate against its English-speaking community? Explain.

Topic 6

“The value of learning Canada’s official languages within our pluri-lingual context is unparalleled. A focus on the ways in which languages can support and inform the learning of English or French is important. The focus on the integral relationship between language and culture also needs greater emphasis but, more importantly, the focus on developing a strong Canada populated by pluri-lingual, pluri-cultural citizens who are prepared to participate in the global community that our world has become.”

Aiming Higher: Increasing the Bilingualism of Our Canadian Youth, page 4.

Do you agree with this statement? Justify your answer.

Topic 7

In addition to a modernization of the Official Languages Act planned for 2019, the federal government recently introduced a landmark bill on the protection and revitalization of Indigenous languages. At the same time, it announced the creation of an Office of the Commissioner of Indigenous Languages. Do some research on this topic. Then outline the main features of this bill.

Accompanying Sheet Research, Reflection or Independent Project Topics

- 1 Formulate questions on the proposed topic to help you define the topic, to clarify it and to guide your search for information.
- 2 Gather information. Find relevant data from a variety of sources.
- 3 Analyze and interpret the information collected. Make a plan.
- 4 Synthesize the data and make informed judgments based on the elements of your research.
- 5 Use the appropriate format.

BLOCK 4: Synthesis activity

Modernization of the Official Languages Act

The Official Languages Act, 1969, will be 50 years old this year. It underwent a major overhaul in 1988 and further changes in 2005 with Bill S-3.

Today, everyone agrees on the need to review the Act's content. In June 2018, the Canadian government also made a commitment before the House of Commons to modernize the Official Languages Act.

Canada's linguistic minorities want a law with "more teeth." There have also been many changes in Canadian society (e.g., demographic changes, high rates of aging in Canada's official language minority communities, digital technology revolution) and new realities, such as immigration.

Submit 4 or 5 recommendations to the Canadian government that it should consider when modernizing the law. You can draw inspiration from the questions below:

- What forward-thinking measures could be included in a modernized Official Languages Act?
- How could a new Official Languages Act better reflect the current challenges of French in Canada and English in Quebec?
- How could a more modern law better promote linguistic duality in Canada?
- How could it better integrate immigrants and take the needs of First Nations, Métis and Inuit more into account?

- a) Synthesize the data collected during previous activities and record them in a table similar to this one:

1969 Act	
Important points of the law	Limitations of the law

Overhaul of the 1988 Act	
Important points of the law	Limitations of the law

Modernized 2019 Act
List of changes to be made / Challenges to be addressed / New realities

b) Then submit your recommendations in a table similar to this one. Add an appendix to the table with explanatory or supporting notes for each recommendation.

Modernization of the Official Languages Act	
Recommendation 1:	
Recommendation 2:	
Recommendation 3:	
Recommendation 4:	
Recommendation 5:	

3 The Promotion of Canada's Linguistic Duality

For a better life together in Canada



“Canada’s openness and spirit of accommodation, which are the result of the development of its two major language groups, have helped to encourage immigration and diversity in the Canadian population. The fact that there are two official languages in Canada helps convey these values.”

Graham Fraser

Commissioner of Official Languages
2006–2016

Activity 1

Every little bit helps!

Throughout this long struggle for language rights in Canada, which still continues today, a number of organizations have mobilized for the cause. For example, Canadian Parents for French, an organization that promotes French-language education, has mobilized many times to promote the importance of accessibility to French-language education for all.

What concrete actions could you take to make your class or school aware of the promotion of linguistic duality? Make a list of some activities that could be organized for this purpose. Share your ideas with the class. You could choose some that could be presented as part of the *Semaine nationale de la francophonie*.

Activity 2

Mordicus de la Francophonie Award

If you want to highlight the involvement of the *Mordicus* – the people around you who make a difference in the Francophonie – visit the Association canadienne d'éducation de langue française website (<https://acelf.ca>) to learn more about the selection criteria.

A Mordicus's commitment to the Francophonie can be recognized in two ways: first, through the presentation of certificates and, second, through registration on the Mordicus Wall.





Activity 3

Let's celebrate!

Prepare a short report describing the annual celebration days of the various official language minority communities in Canada (date of the event, description, activities, etc.).

- | | |
|--|---|
| a) Alberta
Les Rendez-vous de la francophonie | h) Quebec City
Festival d'automne |
| b) British Columbia
Festival de la francophonie | i) Saskatchewan
Fête fransaskoise Festival |
| c) Prince Edward Island
Les Rendez-vous de la francophonie | j) Newfoundland and Labrador
Provincial Francophonie Day |
| d) Manitoba
Festival du Voyageur | k) Northwest Territories
Les Rendez-vous de la francophonie |
| e) New Brunswick
Festival acadien de Caraquet | l) Yukon Territory
Yukon Francophonie Day |
| f) Nova Scotia
Festival acadien | m) Nunavut
Rallye familial de motoneiges |
| g) Ontario
Franco-Ontarians' Day | |

Activity 4

A symposium on linguistic duality in Canada

As part of the *Semaine nationale de la francophonie*, organize a symposium on the importance of linguistic duality in Canada in the 21st century. To do this, select a province or territory. Assess the situation with regard to linguistic duality in that province or territory. Then, propose a list of solutions to ensure a promising future for linguistic duality in that Canadian province or territory.

Activity 5

TV talk show

Present a television talk show similar to *Tout le monde en parle* in which you play the role of a key public figure or the host.

For example:

Justin Trudeau, Prime Minister of Canada

Nicole Thibault, Executive Director of Canadian Parents for French

Katherine d'Entremont, Commissioner of Official Languages for New Brunswick until the summer of 2018

Warren Thomson, President of the Voice of English-speaking Quebec

Amanda Simard, MPP for Glengarry-Prescott-Russell County, Ontario.

- Form teams of six people each. Assign the role of a public figure to five of the team members and the role of host to the sixth team member.
- Then, do some research to prepare your program, which will focus on the situation of official language minority communities in Canada.
- Prepare interview questions, formulate expected answers and rehearse.
- Finally, present your show to the class.

Activity 6

The Star Path

Create a Linguistic Duality Star Path featuring Canadian celebrities who have distinguished themselves by promoting official languages.

- In a class group, determine a list of criteria that would allow an informed choice to be made (e.g., being a Canadian citizen, having worked for an organization promoting a minority official language, having shown courage and determination).
- Choose a province or territory and conduct research to select a deserving person.
- Then, create a poster or display (e.g., photos of the person, their greatest accomplishments, why they are on the Star Path).

Activity 7

Symbols of the Francophonie

Prepare an infographic to promote the symbols (e.g., flags, coats of arms, logos) of the world's Francophonie, of the Canadian Francophonie and of official language minority communities (e.g., visuals, explanations of the symbol and colours, creation or adoption dates).

Activity 8

Award of Excellence – Promotion of Linguistic Duality

In 2009, Commissioner Graham Fraser created the Award of Excellence – Promotion of Linguistic Duality. From 2009 to 2016, the Commissioner of Official Languages presented the award annually to an individual or group whose leadership contributed to strengthening linguistic duality in Canada or abroad, or to the development of official language minority communities in Canada.

The recipients of this award from 2009 to 2016 are:

2009	Linda Leith
2010	Claudette Paquin
2011	Festival du Voyageur
2012	Bernard St-Laurent
2013	Justin Morrow
2014	Frye Festival
2015	Mariette Mulaire
2016	Canadian Parents for French

- Choose a person or group from the above table and explain to the class what that person or group did to promote linguistic duality in Canada.
- Choose the next recipient of this award of excellence. Which individual or group should receive the award this year? Justify your choice.

Activity 9

The arts to the rescue of the Francophonie!

Write a calligram, song lyrics, a pantoum or a slam to promote the importance and benefits of bilingualism in Canada.

Activity 10

Origami

Go to the Office of the Commissioner of Official Languages website by clicking on the following link: https://www.clo-ocol.gc.ca/en/resources/youth_students. You will have access to an origami game that suggests different activities that can be done in French: I agree to watch a movie in French; I agree to speak French with a friend, etc.

Prepare a number of origami models by following the diagrams. Then introduce the game to Grade 4 to 6 students in your school or a school in your community. Explain the game and encourage them to take small daily actions to experience more activities in French. You can visit them again after 2 or 3 weeks to see the progress they have made and discuss it with them.



Activity 11

Testimonials

“A new position has made bilingualism even more valuable to me.”

Read the following testimonial. Then write an opinion paper based on the following questions:

- How has speaking more than one language enriched your life?
- How important is it to discover a new culture?
- What is the true value of bilingualism?

“In 2015, I accepted a position in the Atlantic Region and moved to Halifax, a city where English is the main language.

As I became familiar with my new duties, I quickly realized that many of my colleagues had a real interest in the French language and culture, even if they were too shy to speak to me in French. . . .

We started by organizing an activity every Wednesday that gave employees the opportunity to speak French or English to each other. . . . We also offered resources to improve their second language on a daily basis.

These collaborative activities have stimulated enthusiasm for second-language learning. . . .

The richness of the exchanges between my colleagues in the predominantly English-speaking community of Halifax has given me a new appreciation of what you gain when you understand not only the language, but also the culture of others. For me, it is obvious: discovering another culture opens our eyes to new ways of thinking and acting. And that, in my opinion, is where the true value of bilingualism lies!”

Source: <https://www.noslangues-ourlanguages.gc.ca/en/comment/106>

Activity 12

E-mail to a young immigrant arriving in Canada

Send an email to a young immigrant who is considering moving to your community. Give him an overview of your region with regard to linguistic duality, and share with him the advantages of bilingualism, ways to facilitate his integration into school or the labour market, etc.

Activity 13

The advantages of bilingualism

Prepare a visual illustrating the benefits of bilingualism (e.g., a sense of pride, increased job opportunities, a better understanding of the culture). Introduce the visual to your school's Grade 7 and 8 students.

Activity 14

Debate or Roundtable discussion

Hold a debate or roundtable discussion on one of the following topics:

- French is not a language of choice for business.
- French is not “cool”.
- Teaching French as a second language offers no benefits.
- Young people do not like French-speaking music.
- There are not enough services in French in my community or region.
- Young people prefer to visit websites in English.

APPENDIX 1 – Timeline

(According to the document *Canadian Bilingualism: A History* by Serge Dupuis)

1. The language issue until the early 1960s (pp. 9-25)

Year	Facts / Significant events
1774	The Quebec Act
1791	The Constitutional Act creating Lower Canada and Upper Canada
1837-38	The Rebellions
1839	The Durham Report
1841	The Act of Union
1867	The British North America Act
1871	New Brunswick School Act Abolishing French Language Instruction
1890	Suspension of the use of French in the provincial legislature of Manitoba
1905	Restriction of French language instruction in Alberta, Saskatchewan, Northwest Territories
1912	Adoption of Regulation 17
1931	Status of Westminster
1936	Creation of the Canadian Broadcasting Corporation
1939	Creation of the National Film Board
1957	Founding of the Canada Council
1960	Founding of Toronto French School
1960-63	Royal Commission on Federal Government Organization

2. Royal Commission on Bilingualism and Biculturalism 1963–1969 (pp. 25-41)

Year	Facts / Significant events
1963	Establishment of the Royal Commission on Bilingualism and Biculturalism (Laurendeau-Dunton Commission)
1963	First French language program at the North York Board of Education
1965	Dominion Day (July 1) becomes a time of identity building in which the public participates
1965	Preliminary report of the Laurendeau-Dunton Commission
1966	More French in the federal public service
1967	Centennial of Confederation
1967	Volume 1 of the Laurendeau-Dunton Commission report
1968	Constitutional-provincial conference to recognize a special status for Quebec and the bicultural nature of Canada
1968	School Administration Act and Secondary Schools and School Boards Act
1968	Volume 2 of the Laurendeau-Dunton Commission Report
1969	Volume 3 of the Laurendeau-Dunton Commission Report
1969	First immersion program at Calgary French School
1969	Proclamation of Bill 63 in Quebec

3. First years of implementation of the Official Languages Act 1969–1982 (pp. 41-68)

Year	Facts / Significant events
1969	Adoption and coming into force of the Official Languages Act
1969	Volume 4 of the report of the Royal Commission on Bilingualism and Biculturalism
1969	Grants from the Secretary of State for Francophone Communities Outside Quebec and Anglo-Quebec and the Development of Multiculturalism
1969	Launch of the Bilingualism in Education (BPE) program by the Secretary of State Department to promote the learning of French outside Quebec
1969	New Brunswick becomes the second province to recognize the right of citizens to receive provincial services in the official language of their choice
1970	Volumes 5 and 6 of the Report of the Royal Commission on Bilingualism and Biculturalism
1970	Creation of the Office of the Commissioner of Official Languages
1970-71	Pilot project: public service units working in French and creation of bilingual districts
1971	Multiculturalism Policy Tabled in the House of Commons
1974	Adoption of Bill 22 in Quebec
1975	Founding of the Fédération des francophones hors Québec (FFHQ)
1976	Election of a Parti Québécois government in Quebec
1977	Adoption of Bill 101 in Quebec: the Charter of the French Language
1977	Creation of Canadian Parents for French
1977-79	Creation of the Canadian Unity Commission
1979-80	School crisis in Penetanguishene and Windsor
1981	An Act Recognizing the Equality of the Two Official Linguistic Communities in New Brunswick
1981	Agreement (without Quebec) on the repatriation of the Constitution Act and enshrinement of the Canadian Charter of Rights and Freedoms in the Constitution

4. The impact of the Canadian Charter of Rights and Freedoms and the overhaul of the Official Languages Act 1982–1992 (pp. 68-82)

Year	Facts / Significant events
1982	Repatriation of the Constitution Act and entrenchment of the Canadian Charter of Rights and Freedoms in the Constitution
1983	Suggestion by the Parliamentary Committee on Official Languages for a revision of the 1969 Official Languages Act
1984	Formation of “French language sections” in Ontario school boards
1984	Adoption of Bill 65 in Nova Scotia
1984	Appointment of the 3rd Commissioner of Official Languages, D'Iberville Fortier; the Commissioner's Office becomes the Office of the Commissioner of Official Languages
1987	First consultation for the revision of the Official Languages Act
1988	Adoption of the French Language Services Act in Ontario
1988	Promulgation of the new Official Languages Act
1988	Adoption of Bill 178 in Quebec
1990	Failure of the Meech Lake Accord
1991	The FFHQ becomes the Fédération des communautés francophones et acadienne du Canada (FCFA)
1992	Charlottetown Accord fails

5. Rationalization of official languages support up to Bill S-3 of 2005 1992–2005 (pp. 82-99)

Année	Faits / Événements marquants
1993	Founding of the Franco-Manitoban School Division
1993	Integration of the 1981 Act Recognizing the Equality of the Two Official Linguistic Communities in New Brunswick into the Canadian Charter of Rights and Freedoms
1995	Creation of 8 Francophone school divisions in Saskatchewan
1996	Creation of a small Francophone school board in Newfoundland
1996	In Nova Scotia, a provincial school board was formed to manage Acadian schools
1996	Creation of the Commission scolaire francophone au Yukon
1997	Creation of the Conseil scolaire francophone in British Columbia
1998	Creation of 12 French-language school boards (FLSBs) in Ontario
1998	Restoring funding for the Official Languages in Education Program
1999	Moncton becomes the first officially bilingual city in the country
2003	1 st Action Plan for Official Languages
2005	Adoption of Bill S-3 introduced in 2001 by Senator Jean-Robert Gauthier

6. Bilingualism today 2006 to today (pp. 99-110)

Year	Facts / Significant events
2008-2013	<i>Roadmap for Canada's Linguistic Duality</i>
2013-2018	<i>Roadmap for Canada's Official Languages</i>
2018-2023	<i>Action Plan for Official Languages 2018-2023: Investing in Our Future</i>

