



# THE 50TH ANNIVERSARY OF THE OFFICIAL LANGUAGES ACT

## GRADES:

6-12

## SUBJECTS:

CANADIAN HISTORY SINCE  
WORLD WAR I (GRADE 10)

CANADA, HISTORY, IDENTITY,  
AND CULTURE (GRADE 12)

CIVICS (AND CITIZENSHIP)  
(GRADE 10)

ENGLISH LANGUAGE ARTS  
(GRADE 6 AND UP)

EQUITY, DIVERSITY, AND SOCIAL  
JUSTICE (GRADE 11), AND EQUITY  
AND SOCIAL JUSTICE (GRADE 12)

SOCIAL STUDIES (GRADE 6 AND UP)

UNDERSTANDING CANADIAN LAW  
(GRADE 11)

## DURATION:

4-5 CLASSES

This issue of TEACH focuses on the recent 50th anniversary of the Official Languages Act (OLA) in Canada. Articles in this issue include a focus on the historical evolution of French-English relations up to the 1960s; understanding how the Official Languages Act can be viewed as a living document, hearing directly from the Official Languages Commissioner and his views, exploring the challenges of minority language communities; as well as understanding our language rights, among others.

Studying these historical events and the decisions that were made to try to both reflect and shape the identity of the Canada, while honoring the past, will help students gain an understanding of historical cause and consequence, and historical significance. They will see evidence that the actions of Canadians in specific communities brought about legal and societal change.

As students learn about Canada's languages and consider reasons for the Official Languages Act, they can make their own observations and arrive at their own conclusions about the value and importance of language equity to individual Canadians and our country.

Above image source: [www.clo-ocol.gc.ca](http://www.clo-ocol.gc.ca)

## KEY CONCEPTS AND ISSUES

In this lesson plan, students will learn why there are two official languages in Canada and gain an overview of the social and legal history of the Official Languages Act by briefly reviewing key events and interactions between Indigenous peoples, French settlers, and English settlers, and, more recently, First Nation and Inuit, Anglophone, and Francophone communities in Canada. Students will learn about the importance of language to culture and identity; they will read one or more picture books that touch on residential schools.

Students will learn about the key events in Canada's history which led to the creation of the Official Languages Act in 1969, including the role of the Royal Commission of Bilingualism and Biculturalism. They will create a Venn diagram to show their assessment of whether it is important to keep official minority-language communities in Canada vital.

In a final task, students will reflect on whether bilingualism still makes sense in Canada today, and complete a ballot to show their conclusions.

Students will explore many elements of the Citizenship Education Framework (Ontario curriculum), such as inclusiveness, equity, respect, rights and responsibilities, justice, fairness, and citizenship.

## MATERIALS REQUIRED

- Computers with Internet access
- Variety of picture books which features residential schools and the loss of language (see list in resources below)
- Timeline: [www.clo-ocol.gc.ca/en/timeline](http://www.clo-ocol.gc.ca/en/timeline)
- Ballot prepared ahead of time for each student (for step five)
- Writing paper and utensils
- Blank paper, colored markers

## BIG IDEAS

There are differences among individuals and groups, and it is important to value and respect these differences. Throughout Canadian history, people of different languages have faced challenges and struggled to

improve their lives. Our rights and responsibilities as Canadian citizens have changed over time. It is important to understand policies and laws that support human rights, including our language rights. It is important to be personally engaged and socially active as the federal government often reviews, asks for citizen input on, and revises existing statutes, such as the Official Language Act.

## FRAMING QUESTIONS

*Why is there more than one official language in Canada? Why are the official languages English and French? Who are the founding nations of Canada? Why might having two official languages be important to citizens? How have various ethnic communities contributed to Canadian identity? How can a country that embraces an ethos of multiculturalism have only two official languages? Is bilingualism still important today in Canada?*

## TERMINOLOGY

**Aboriginal:** Refers to all Indigenous peoples in Canada, including First Nations, Métis, and Inuit.

**Anglophone:** An English-speaking person.

**Bilingualism:** Fluency in, or use of, two languages.

**Diversity:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**Multiculturalism:** The presence of, or support for the presence of, several distinct cultural or ethnic groups within a society.

**Francophone:** A French-speaking person.

**Official language:** A language which is given special legal status in a jurisdiction, state or province, or country; usually refers to the language used in the government.

**Residential schools:** Federally funded, church-run educational institutions for First Nations, Inuit, and Métis children, these schools were particularly numerous in the

first half of the twentieth century, some residential schools still existed as late as the 1990s. As part of a government policy promoting assimilation, aboriginal children were taken from their families and placed in boarding schools. Students were deprived of their families, languages, and culture, and some were subjected to physical or sexual abuse.

## OVERVIEW

The goal is for students to learn how and why language is important to a nation and its people and that the social and legal attitudes to language in Canada have changed over the past 50 years.

They will begin with a general discussion of language and how and why it is important to individuals, groups, and communities—and beyond. As a way of understanding the power of language to provide historical, cultural, and legal context to societies, they will read a picture book story which includes information about the government's use of residential schools over a period of 150 years to try to assimilate Aboriginal children, including forbidding them to practice speaking their language or practice their culture. About 150,000 children attended these schools. The following information appears in a definition in the Ontario social studies curriculum:

Federally funded, church-run educational institutions for First Nations, Inuit, and Métis children, these schools were particularly numerous in the first half of the twentieth century, some residential schools still

existed as late as the 1990s. As part of a government policy promoting assimilation, aboriginal children were taken from their families and placed in boarding schools. Students were deprived of their families, languages, and culture, and some were subjected to physical or sexual abuse.

They will discuss key events in Canada's history which led to the creation of the Official Languages Act in 1969, and discuss why language is included in the Canadian Charter of Rights and Freedoms, which is part of the 1982 Constitution Act. They will reflect on the importance of official-minority language populations in Canadian communities and the role of bilingualism in an increasingly multicultural and multilingual society. They will debate the relative merits of bilingualism in a nation that celebrates multiculturalism. In a final task, students will reflect on whether bilingualism is still relevant in Canada today, and complete a ballot to show their conclusions.

Teachers can use the content provided below as a guideline, choosing the content and activities as they determine if it's appropriate for the grade level of their students.

## EXPECTATIONS/OUTCOMES

The overall expectations listed below serve as an entry point for teachers. Teachers are encouraged to make connections to specific expectations in their region and grade.

Students will:

- Identify and describe bilingualism as a key component of the Canadian identity and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity
- Describe some key political developments and/or government policies; and some key social, economic, and political trends, events, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada
- Describe some key factors that affected the relationship between French and English Canada between 1945 and 1982
- Analyze how various Francophone communities in Canada, including those outside of Quebec, have acted to preserve their political and cultural identity



One of many residential school classrooms.

Image Source: Anglican Church Archives, Old Sun

- Explain the significance for human rights in Canada of historical and contemporary laws and judicial and other inquiries/commissions
- Gain insight into Canadian history and events
- Identify some of the rights and freedoms protected by the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code and their corresponding responsibilities or obligation; and learn that our language rights as Canadian citizens have changed over time
- Communicate their ideas, arguments and conclusions using various formats and styles as appropriate.

## BACKGROUND

Canada is primarily an English-speaking country. Although, in 2018, 5% of people living in Toronto could not speak English or French, today, according to the latest Statistics Canada census, about 75% of Canadians speak English at home. However, prior to the 1950s, Canada was even more predominantly English-speaking; and because English was the dominant language of business, government, and culture, this had an effect on certain structures in the country. For example, it was mostly English-speakers who held key positions of influence, power, and wealth.

That changed over the decades. In the 1960s, Quebecers began demanding that Quebec and French be given equal status. The Official Languages Act emerged out of this time of tension between Anglophones and Francophones. It was passed by the federal government in 1969 to ensure French and English were official languages in Canada.

The Act was created to protect, promote, and ensure respect for both English and French, to ensure their equal status and use, and to ensure they would receive equal status, rights, and privilege in parliament, in federal institutions, and in all those institutions governed under the act. (This includes Crown corporations, such as VIA Rail and Canada Post, and federal departments. It also applies to certain organizations that once were public but are now private and yet still have language obligations. These include Air Canada, CN Rail, and NAV CANADA.)

It is also to promote the vitality and development of minority language communities in Canada (this includes Anglophone minorities within Quebec, and Francophone minorities outside Quebec), and to promote French and English within Canadian society.

The Canadian Charter of Rights, adopted in 1982, contains fundamental rights, including providing certain language rights to Canadian citizens and to New Brunswickers; New Brunswick is the only officially bilingual province in Canada. Its government is legally required to provide services in English and French. (Many provinces do provide services in other languages, but they don't have to.)

In recent years, most Canadians speak English; most French-speakers live in Quebec; and because of immigration, the numbers of Canadians without English or French as their first language has increased dramatically.

Raymond Th  berge, Commissioner of Official Languages, recently commented, "The ultimate goal is equality, but we have a long way to go before both languages are equal."

In 1988 and 2005, the OLA was updated; in 2019, the federal government announced it would begin a process to modernize the Act. Why? The population has grown from 20 million in 1969 to 36 million in 2019. There has been a dramatic increase in immigration, in new technological changes, and awareness of the importance of reconciliation with Aboriginal peoples.

Newcomers to Canada studying to become citizens now learn that there are three founding peoples of Canada: the Aboriginal People, the French, and the British. Aboriginal peoples lived and flourished on the land that now is called Canada long before any Europeans arrived.

People who speak English as a first language are called Anglophones. People who speak French as a first language are called Francophones. Most Francophones live in Quebec. One million Francophones live in Ontario, New Brunswick, and Manitoba.

According to the most recent census, about 75 percent of Canadians speak English at home. About 30 percent of Canadians are able to have a conversation in French.

In 2016, according to Statistics Canada, the country's bilingualism rate was at an all-time high of 17.9 percent. This was mainly because of an increase in the number of people who can speak French.

Statistic Canada noted: "English and French—the country's two official languages—continue to play an important role in the lives of Canadians: they are the languages of convergence and integration into Canadian society."



## STEP ONE TEACHER-DIRECTED DISCUSSION

**Ask students:** *Is the language you speak important? Why?*

Discuss. Then explain that you want to think back to a time before Canada existed as a country. Introduce a conversation about the founding nations of Canada. First, discuss the phrase “founding nation” and what it means.

**Ask:** *For whom might the concept of ‘founding nations’ be troubling? Why? In your opinion, what were the founding nations of Canada? (How many were there?) What languages did all these nations speak? (English, French, and perhaps 57 to 60 languages of Indigenous peoples)*

(Mention to students that in 2011, over 60 Aboriginal languages were reported spoken in Canada. If you wish, share this map: [www.canadiangeographic.ca/article/mapping-indigenous-languages-canada](http://www.canadiangeographic.ca/article/mapping-indigenous-languages-canada))

Explain to students that most Indigenous cultures were oral cultures, and language was the foundation of the culture, and explain why and what that means. (For example, languages hold the history of the society, the stories, songs, dances, and the laws. It can create a sense of identity.) A loss of a language, especially a language of a largely oral culture, can mean a loss of all this.

Ask students to share their ideas about their own language as part of their identity, including how words might connect them to their families and societies.

With higher grade levels: Interested students may want to listen to a CBC podcast about the “founding peoples” of Canada: [www.cbc.ca/radio/thesundayedition/june-25-2017-the-sunday-edition-with-michael-enright-1.4171552/canada-had-three-founding-peoples-not-two-1.4171577](http://www.cbc.ca/radio/thesundayedition/june-25-2017-the-sunday-edition-with-michael-enright-1.4171552/canada-had-three-founding-peoples-not-two-1.4171577).

## STEP TWO

Introduce students to the topic of residential schools by asking them to talk with a partner about how they’d feel if:

- They were forced to leave home and live at school, whether they wanted to go or not
- They had to go even though their parents didn’t want them to
- They had their name taken away at school and it was replaced by a number

- They couldn’t speak the language they knew best, the one they spoke at home with their family and friends

Read aloud to the class a picture book which highlights the residential setting experience.

Define and discuss the word “assimilation.” Discuss, and explain further, the purpose of residential schools, in particular, why children were not permitted to keep their real names or speak in their mother languages.

**Ask:** *What is the power of language? How is language important to you personally? To your family? To our country?*

With lower grades, if possible, read and discuss “When I Was Eight” and discuss the possible results of having one’s name changed and one’s language taken away. Have them predict what might happen to the girl in the story when she returns home from residential school. Then read the sequel “Not My Girl” by Christy Jordan-Fenton. Have students write or draw a personal response to the readings after a class discussion.

With older grades, read and discuss with students the two picture books mentioned above, or encourage students to read the middle-grade novels from which the two picture books were adapted, “Fatty Legs,” and “A Stranger at Home: A True Story.”

After a class discussion, have students write or draw a personal response to the stories they read, especially the effect of losing one’s language.

## STEP THREE

**Ask:** *What is an “official language”? Why might a country have an official language? What do you know about the Official Languages Act, such as why it exists and what it says?*

Record the students’ comments. Then explain that you will trace very loosely the key events in Canada’s history which led to the creation of the Official Languages Act in 1969. Display this timeline: [www.clo-ocol.gc.ca/en/timeline](http://www.clo-ocol.gc.ca/en/timeline). Remind the students of the struggle between different nations to claim ownership of the land that would one day be Canada. The British ultimately gained control but, eventually, permitted the French to maintain much of their culture and legal code, including their language to ensure peace and mutual respect.

Even before Canada became a country in 1867, there were negotiations about what language would be used in parliament. One suggestion was optional bilingualism, but the Franco-Canadian members opposed this.

In 1867, the British North American Act was passed. It included a resolution that granted “equal access for Anglophones and Francophones to the law in their language” and guaranteed “equal participation in the debates and proceedings of Parliament.” In other words, it established French and English as Canada’s official languages to be used by members of Parliament, by the federal courts, and by Quebec’s national assembly and courts, including that French and English would be used in the documentation of their proceedings.

Review with students that prior to the 1950s, Canada was predominantly English-speaking; and English was the dominant language of business, government and culture, which meant it was mostly English-speakers who held key positions of influence, power, and wealth.

Over the decades, this created growing friction between Anglophones and Francophones in Canada. In the 1960s, Quebecers began demanding that Quebec and French be given equal status.

Have students focus on the Royal Commission of Bilingualism and Biculturalism and learn that it was created in 1963 to examine and help resolve these difficulties.

Begin by having them define the words “explicit” and “implicit,” and then have them watch this 40-second video: Canada History Week: Two Languages: <https://youtu.be/U2fcJHOCXpU>. Discuss how writing laws can make beliefs explicit.



Have them watch and discuss this short video clip (Nova Scotia’s Isolated French): [www.cbc.ca/player/play/1719622883](http://www.cbc.ca/player/play/1719622883).

Discuss how the findings of the Commission led to the creation of French education across Canada and the Official Languages Act in 1969. Explain that the OLA was created to protect, promote, and ensure respect for both English and French, to ensure their equal status and use, and to ensure they would receive equal status, rights, and privilege in parliament, in federal institutions, and in all those institutions governed under the act, as mentioned above.

It is also to promote the vitality and development of minority language communities in Canada (this includes anglophone minorities within Quebec, and francophone minorities outside Quebec), and to promote French and English within Canadian society.

With higher grades (gr 9 and up): Have students in small groups survey the timeline ([www.clo-ocol.gc.ca/en/timeline](http://www.clo-ocol.gc.ca/en/timeline)) decade by decade from the 1860s through the 1960s and choose 15 to 20 events that they think are key to telling the important story of the creation of the OLA. Have them make a timeline, plot these points on it, and write a sentence or two to summarize the event. Have them present their summaries to the class, and compare and contrast their choices.

Remind students that their rights as Canadian citizens include language rights; explain that the Charter of Rights and Freedoms, which came into force in 1982 and is part of the 1982 Constitution Act, enshrines these rights. Specifically, it provides that:

- English and French are the official languages of Canada
- English and French have equal status in all institutions of Parliament and the government of Canada
- either English or French can be used in any federal court.

Draw students’ attention to the creation of OLA in 1969 and the creation of the Charter of Rights and Freedoms in 1982, 13 years later. Ask why including these rights in the Charter was necessary if they were already included in the Official Languages Act.

Image source: <https://youtu.be/U2fcJHOCXpU>

Ask pairs of students to create a short skit (if possible using both French and English) showing how the OLA could be important to a Canadian citizen. Have volunteers share their skit.

## STEP FOUR

**Ask:** *What about the provinces? Are they bilingual too?*

After discussing with students, confirm that New Brunswick is the only province or territory with two official languages, French and English. Nunavut, a territory, has three official languages, English, French, and the Inuit language (Inuktitut and Inuinnaqtun). It is the only territory with a language protection act—the Inuit Language Protection Act. It was passed in 2008 to protect the Inuit language and increase the number of speakers.

Tell students that two million Canadians belong to official-language minority communities across the country. The Official Languages Act is supposed to ensure the vitality and development of official-language minority communities.

Have students watch the 51-min video, or excerpts from it (note: it is in French only), about 23-year-old Jim Chabot crossing Canada with a goal: to only speak French along the way and to raise awareness about Francophone communities outside Quebec. (You can find it here: <https://youtu.be/pJULJs0EmnA>) or have them read one or more articles about his journey ([www.thestar.com/edmonton/2018/08/22/quebec-man-hitchhikes-across-canada-speaking-only-french.html](http://www.thestar.com/edmonton/2018/08/22/quebec-man-hitchhikes-across-canada-speaking-only-french.html); [www.noslangues-ourlanguages.gc.ca/en/blogue-blog/jimchab-eng](http://www.noslangues-ourlanguages.gc.ca/en/blogue-blog/jimchab-eng)).



Alternatively, have students watch the 11-min video, “The Canadian Francophone Experience,” created by Citizenship and Immigration Canada: <https://youtu.be/KZwbCMYTFcU> (English subtitles can be turned on). It introduces Francophone immigrants and their families explaining why they chose to live in Francophone communities outside Quebec.

Then discuss the video or article as a class. **Ask:** *In your opinion, did Jim succeed in reaching his goal? What have you learned about Francophone culture outside Quebec? How does this affect your understanding of the importance of the Official Languages Act?*

Have students, in partners, complete a Venn diagram to illustrate the importance of keeping official minority-language communities in Canada vital.

## STEP FIVE

Tell students there has been a tremendous growth of non-European languages, including Mandarin, Cantonese, Arabic, Punjabi, and Filipino in Canada. Now more than half a million people in Canada speak each of these languages.

**Ask:** *What are the top five languages in Canada? Provide the answer or have students research to find out. (In 2018, the top five, in order were: English, French, Mandarin, Cantonese, and Punjabi.)*

Remind students that Canada is a multicultural country. On the recommendation of the Royal Commission of Bilingualism and Biculturalism, Canada announced a policy of multiculturalism in 1971. A report in 1987 concluded that the policy was no longer relevant. It had focused on preserving the culture and languages of immigrants to Canada from Europe. However, immigrants were now arriving from many other parts of the world, including Africa, the Middle East, Asia, and their concerns were also more widespread. The Canadian Multiculturalism Act of 1988 was created to address these changes.

Have students give examples of ways that various ethnic communities have contributed to Canadian identity throughout the decades. (Provide them with time to research, if possible; for example, you could have students in pairs or small groups each choose a different ethnic group to research.) Discuss their answers as a class.

Tell students that on March 2019, the Honourable Mélanie Joly, Minister of Tourism, Official Languages and La Francophonie, said:

“English and French are Canada’s two official languages. They are at the heart of who we are as Canadians ...

In 1969, Canada adopted an Official Languages Act to solidify the dream of a country based on the peaceful coexistence of two major linguistic communities, English and French, living together and building a country respectful of its diversity....

On the 50th anniversary of the Official Languages Act, we are reaffirming the importance of linguistic duality. Along with Indigenous languages, they are a powerful symbol of diversity and inclusion in our society, regardless of our mother tongue. Across the country, people can testify to the rich history of official languages and be proud of their linguistic heritage.”

Tell students you want them to consider their own opinions about bilingualism in Canada. First, show students this infographic, “What Canadians Think about Bilingualism and the Official Languages Act” ([www.clo-ocol.gc.ca/sites/default/files/what-canadians-think-about-bilingualism-and-ola.pdf](http://www.clo-ocol.gc.ca/sites/default/files/what-canadians-think-about-bilingualism-and-ola.pdf)).

Ask them to list what they should consider when analyzing the information (date of census, what questions were asked, who asked the questions, who was asked to respond (age groups, geographical regions, languages spoken, and so on), and why.

Have them consider questions such as:

- *Why did the survey try to include people in different political regions/different genders/different ages across Canada?*
- *Why might responses to objective and subjective questions vary depending on whether people are responding on the phone or online?*
- *Why was only the adult (over 18) population/only two genders included?*
- *The 2012 Environics survey results are listed at the end of the article. Why might these differ from this more recent survey?*

With higher grades: Students may read the survey research presentation [www.clo-ocol.gc.ca/en/publications/other/2016/official-languages-and-bilingualism-survey-research](http://www.clo-ocol.gc.ca/en/publications/other/2016/official-languages-and-bilingualism-survey-research) to learn more details of the survey, for example, the objectives and more details about the findings.

With higher grades: Pairs of students can watch this video (6.32 minutes) in which secondary students discuss their thoughts on linguistic duality: [www.clo-ocol.gc.ca/en/resources/charter-video](http://www.clo-ocol.gc.ca/en/resources/charter-video).

Have them:

1. Make notes to summarize the responses elicited in this video
2. Jot down the questions that think might elicit similar reflections.
3. Write their own responses to their own questions.

Give all students 15 minutes to jot down some of their thoughts, either individually or in pairs.

Then, as a class, discuss these questions: *How can a country that embraces an ethos of multiculturalism have only two official languages? Does bilingualism still make sense in Canada today? If so, how do you think the Official Languages Act can maintain relevance going forward in a multicultural society comprised of many cultures and languages?*

Finally, hand out a ballot on which is written “Bilingualism in Canada” and have each student check off: Yes or no. Provide a space below for students to write at least three points supporting their opinion.

## OPTIONAL EXTENSION ACTIVITIES

- Ask students to research the effects of not being able to speak either official language in Canada. (Have them find at least three possible effects. For example, 35% of people who cannot speak English or French are living in poverty.) Ask them to propose a solution to any detrimental effects. Have them create a one-page poster sharing their work.
- Students can make posters for the school hallways or create a special announcement to be read out over the school announcements explaining and pointing out the significance of the 50th anniversary of the bilingualism in Canada to fellow students, both younger and older.
- Students can write and illustrate their own children’s picture book story about two characters who meet but cannot speak the same language. When they are done ask them to describe the difficulties their characters had and how they overcame them.
- Small groups of students can discuss whether they think Canada should remain a bilingual country, posing arguments for and against.



## RESOURCES

### Historical Timelines

- Government of Canada Timeline
- ([www.canada.ca/en/canadian-heritage/campaigns/canadians-official-languages-act/history-official-languages-act.html](http://www.canada.ca/en/canadian-heritage/campaigns/canadians-official-languages-act/history-official-languages-act.html))
- Visual Timeline from Office of the Commissioner of Official Languages ([www.clo-ocol.gc.ca/en/timeline](http://www.clo-ocol.gc.ca/en/timeline))

### History of Bilingualism in Canada

- Roots of Bilingualism in Canada Video of Prof Marcel Martel (<https://youtu.be/nUbMS3TU9kM>)

### Fun Bilingual Activities For Grades 6 to 9

- From the Office of the Commissioner of Official Languages – Origami Option 1 ([www.clo-ocol.gc.ca/sites/default/files/origami\\_e.pdf](http://www.clo-ocol.gc.ca/sites/default/files/origami_e.pdf))
- From the Office of the Commissioner of Official Languages Origami – Option 2 ([www.clo-ocol.gc.ca/sites/default/files/origami\\_f.pdf](http://www.clo-ocol.gc.ca/sites/default/files/origami_f.pdf))

### General Sources about the Official Languages Act

- Office of the Commissioner of Official Languages website ([www.clo-ocol.gc.ca/en](http://www.clo-ocol.gc.ca/en))
- Official Languages Act, 1969 – Canadian Encyclopedia Entry ([www.thecanadianencyclopedia.ca/en/article/official-languages-act-1969](http://www.thecanadianencyclopedia.ca/en/article/official-languages-act-1969))
- Official Languages Act, 1998 - Canadian Encyclopedia Entry ([www.thecanadianencyclopedia.ca/article/official-languages-act-1998](http://www.thecanadianencyclopedia.ca/article/official-languages-act-1998))
- Government of Canada description of the Official Languages Act ([www.canada.ca/en/canadian-heritage/campaigns/canadians-official-languages-act/act-serves-canadians.html](http://www.canada.ca/en/canadian-heritage/campaigns/canadians-official-languages-act/act-serves-canadians.html))
- Video of High school French-English radio show in which student hosts interview the Commissioner of Official Languages ([www.clo-ocol.gc.ca/sites/default/files/LaurenHill\\_academy\\_sub\\_eng.mp4](http://www.clo-ocol.gc.ca/sites/default/files/LaurenHill_academy_sub_eng.mp4))
- Podcast by 2020 Network, “Explain Like I’m Five, Importance of Official Languages Act with Raymond Th  berge” ([www.soundcloud.com/canada2020/explain-like-im-five-23-the-official-languages-act-with-raymond-th  berge](http://www.soundcloud.com/canada2020/explain-like-im-five-23-the-official-languages-act-with-raymond-th  berge))

### Bilingualism

- Q&A about Jimmy Chabot who walked across Canada only speaking French ([www.clo-ocol.gc.ca/en/newsletter/2018/jimchab](http://www.clo-ocol.gc.ca/en/newsletter/2018/jimchab))
- Canadian Encyclopedia Entry on the Royal Commission on Bilingualism and Biculturalism ([www.thecanadianencyclopedia.ca/en/article/royal-commission-on-bilingualism-and-biculturalism](http://www.thecanadianencyclopedia.ca/en/article/royal-commission-on-bilingualism-and-biculturalism))
- Video about the Portrait of Official-Language Minorities in Canada by Statistics Canada Part 1 (<https://youtube.com/watch?v=YCwuJzwVLik>) Part 2 (<https://youtube.com/watch?v=mR0SsBQ8zbY>)
- Rates of bilingualism in Canada over the decades from Statistics Canada ([www150.statcan.gc.ca/n1/pub/11-630-x/11-630-x2016001-eng.htm](http://www150.statcan.gc.ca/n1/pub/11-630-x/11-630-x2016001-eng.htm))

### Indigenous Languages in Canada

- Information about Aboriginal languages in Canada from OISE ([www.oise.utoronto.ca/deepeningknowledge/Teacher\\_Resources/Curriculum\\_Resources\\_\(by\\_subjects\)/Indigenous\\_Native\\_Languages.html](http://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Indigenous_Native_Languages.html))

### Beyond English and French in Canada

- Infographic displaying the 2016 Census of Immigrant languages in Canada ([www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2017025-eng.htm](http://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2017025-eng.htm))
- Montreal Youtuber Discusses Beyond Bilingual in (<https://youtube.com/watch?v=h8KEe6NYY8Q>)

### Children’s Books about Residential Schools

- “As Long as the River Flows” by Larry Loyie
- “When We Were Alone” by David Robertson
- “Shi-shi-etko” by Nicola I. Campbell
- “I Am Not a Number” by Jenny Kay Dupuis
- “When I Was Eight” and the sequel “Not My Girl” by Christy Jordan-Fenton
- “Fatty Legs” and “A Stranger at Home: A True Story” by Christy Jordan-Fenton (Recommended for middle school students)

## STUDENT EVALUATION QUESTIONS SPECIFIC TO THE LESSON PLAN

### BEFORE (PRE-IMPLEMENTATION)

- Do students have a general understanding of the meaning of bilingualism and multiculturalism?
- Do students have a clear understanding of the key events and changes which occurred between the time of the arrival of Europeans in what is now Canada and the present which led bilingualism as a federal policy?
- Have students considered the importance of language to one's identity and what the effects of its loss could be on a people and/or individual?
- Do students have any prior understanding of the existence of official minority-language communities in Canada and whether or not they have remained vital?
- Have students considered how bilingualism might remain vital to Canadians in today's increasingly multicultural and multilingual society?

### AFTER (POST-IMPLEMENTATION)

- Students will describe the meaning of bilingualism and multiculturalism.
- Students will reflect an understanding of the key events and changes which occurred between the time of the arrival of Europeans in what is now Canada and the present which led bilingualism as a federal policy.
- Students will reflect on, and explain their ideas about, the importance of language to one's identity and what the effects of its loss could be on a people and/or individual.
- Students will learn about official minority-language communities in Canada and consider whether they have remained vital.
- Students will consider and reflect on how bilingualism might remain vital to Canadians in today's increasingly multicultural and multilingual society.

## TEACHER EVALUATION QUESTIONS

### BEFORE (PRE-IMPLEMENTATION)

- Do you have a general understanding of the meaning of bilingualism and multiculturalism?
- Do you have a clear understanding of the key events and changes which occurred between the time of the arrival of Europeans in what is now Canada and the present which led bilingualism as a federal policy?
- Do you have any prior understanding of the importance of language to one's identity and what the effects of its loss could be on a people and/or individual?
- Have you reflected on the existence of official minority-language communities in Canada and considered whether they have remained vital?
- Have you considered how bilingualism might remain vital to Canadians in today's increasingly multicultural and multilingual society?

### AFTER (POST-IMPLEMENTATION)

- Explain and give examples of bilingualism and multiculturalism.
- Share an understanding of key events and changes which occurred between the time of the arrival of Europeans in what is now Canada and the present which led bilingualism as a federal policy.
- Reflect on, and explain your opinion about, the importance of language to one's identity and what the effects of its loss could be on a people and/or individual.
- Share what you experienced and learned about the existence of official minority-language communities in Canada and whether they have remained vital in Canada.
- Reflect on, and explain your ideas about, whether/how bilingualism might remain vital to Canadians in today's increasingly multicultural and multilingual society.

## RUBRICS

### GENERAL

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
DISCUSSION	Student participated limitedly in the teacher-directed discussions	Student participated adequately in teacher-directed discussions	Student participated actively in the teacher-directed discussions	Student participated exemplarily in the teacher-directed discussions
CONTENT	Student demonstrated limited understanding of concepts, facts, and terms	Student demonstrated some understanding of concepts, facts, and terms	Student demonstrated considerable understanding of concepts, facts, and terms	Student demonstrated thorough understanding of concepts, facts, and terms
WRITTEN WORK	Student's written report was confusing, poorly structured, and had many grammatical errors	Student's written report was generally clear and had some structure, but numerous grammatical errors	Student's written report was clear and well-structured, but had a few errors	Student's written report was very clear, well-organized, and had virtually no errors
PRESENTATION	Student's presentation was confusing, lacked emphasis and energy, and resulted in no discussion	Student's presentation was generally clear, but lacked energy and emphasis, and resulted in little discussion	Student's presentation was clear, vibrantly presented, and resulted in a good discussion	Student's presentation was very clear, enthusiastically presented, and resulted in engaging discussion
GROUP WORK	Students made a minimal contribution to the group; very little cooperation	Students made some contribution to the group, but cooperation was superficial	Students made a considerable contribution to the group, with a good level of cooperation	Students made a significant contribution to the group, with an excellent level of cooperation

## SPECIFIC

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
STEP 1	Student demonstrated a limited understanding of the importance of language as a part of their own identity and how words connect them to their families and societies	Student demonstrated a basic understanding of the importance of language as a part of their own identity and how words connect them to their families and societies	Student demonstrated a good understanding of the importance of language as a part of their own identity and how words connect them to their families and societies	Student demonstrated a thorough understanding of the importance of language as a part of their own identity and how words connect them to their families and societies
STEP 2	Student demonstrated little insight in their personal response to the stories they read, especially the effect of losing one's language	Student demonstrated some insight in their personal response to the stories they read, especially the effect of losing one's language	Student demonstrated good insight in their personal response to the stories they read, especially the effect of losing one's language	Student demonstrated deep insight in their personal response to the stories they read, especially the effect of losing one's language
STEP 3	Student made minimal contribution to the skit showing how the OLA could be important to a Canadian citizen	Student made some contribution to the skit showing how the OLA could be important to a Canadian citizen	Student made a considerable contribution to the skit showing how the OLA could be important to a Canadian citizen	Student made a significant contribution to the skit showing how the OLA could be important to a Canadian citizen
STEP 4	Student's Venn diagram was limited and poorly illustrated the importance of keeping official minority-language communities in Canada vital	Student's Venn diagram was basic and somewhat illustrated the importance of keeping official minority-language communities in Canada vital	Student's Venn diagram was detailed and effectively illustrated the importance of keeping official minority-language communities in Canada vital	Student's Venn diagram was thorough and strongly illustrated the importance of keeping official minority-language communities in Canada vital
STEP 5	Student provided few or weak points to support their opinion on the importance of bilingualism in Canada	Student provided points to support their opinion on the importance of bilingualism in Canada	Student provided many points to support their opinion on the importance of bilingualism in Canada	Student provided many strong points to support their opinion on the importance of bilingualism in Canada