

HISTORICAL SIGNIFICANCE : LANGUAGE RIGHTS CHART

1.

Use this worksheet to support **Activity 1: Historical Language Relations**, on page 6 of Historica Canada's *Official Languages Act* Education Guide.

Event:	Important date(s):	Important location(s):
Describe the event. What happened? Who were the different people involved in this event?		
Context: Important facts, ideas, or actions around the event.		
Prominence: Was this event considered significant at the time? Why or why not?		
Consequences: What effects did the event have? How did it directly affect language rights at the time?		
Impact: How widespread and long-lasting was the impact of this event? What did it mean for language policy in Canadian history?		
Revealing: What does the event reveal about the larger historical context or about current issues? How does the event inform our understanding of a historical issue or period?		
Why was this event historically significant? Why should it be considered important in the greater context of linguistic rights in Canada?		

SCHOOLS QUESTIONS 5WS CHART:

A CRISIS IN LANGUAGE EDUCATION

2.

Use this chart to support **Activity 3: Spotlight on Schools Questions: Ontario (Regulation 17), Manitoba, and New Brunswick**, on page 8 of *Historica Canada's Official Languages Act Education Guide*.

WHAT? What issue does this school question address? What measures were employed to restrict or abolish French education? What did these measures mean for students? For teachers?	
WHO? Who were the people or groups involved? Were they linguistic groups? Religious groups? Governments? Another group?	
WHEN? When did this happen? What else was happening in Canada at the time?	
WHERE? Where did the event take place?	
WHY? What were the motivations behind the restrictions on French education? Why did French language education become an issue? Why do you think this happened at the time?	

CARTOON ANALYSIS CHART

Use this chart to support **Activity 4: Analyzing Language Relations through Cartoons**, on page 8 of *Historica Canada's Official Languages Act Education Guide*. See following pages for examples of cartoons.

ELEMENT	EXAMPLE	INTERPRETATION
Captions or labels: What words are used to identify people or objects? Who or what is depicted in this cartoon? What wording is used to describe the cartoon?		
Size/Scale: Are figures drawn in proportion or out of proportion to each other?		
Composition: How does the arrangement or location of figures or objects in the cartoon give meaning to its elements?		
Symbolism: Cartoonists use symbolism (a sign or object that represents something else) to give visual details meaning. This can include characters, labels, or other details in the image. Write a list of the details and symbols in the cartoon, and explain their significance. This can include any words or dates.		
Caricatures and Stereotypes: A caricature exaggerates certain characteristics of an individual, usually for comic purposes, while a stereotype oversimplifies an individual or group, often in an insulting way. Has the cartoonist exaggerated any physical features of the people in the cartoon? Does the cartoon use stereotypes? If so, what do these visual messages communicate?		
Perspective: Political cartoons always represent a particular historical perspective. Read about the context of the political cartoon. Is the perspective easily identified, or is it unclear?		

On sort de l'école en riant...



...et du bureau de placement en pleurant

They leave school laughing ... and the employment office crying.

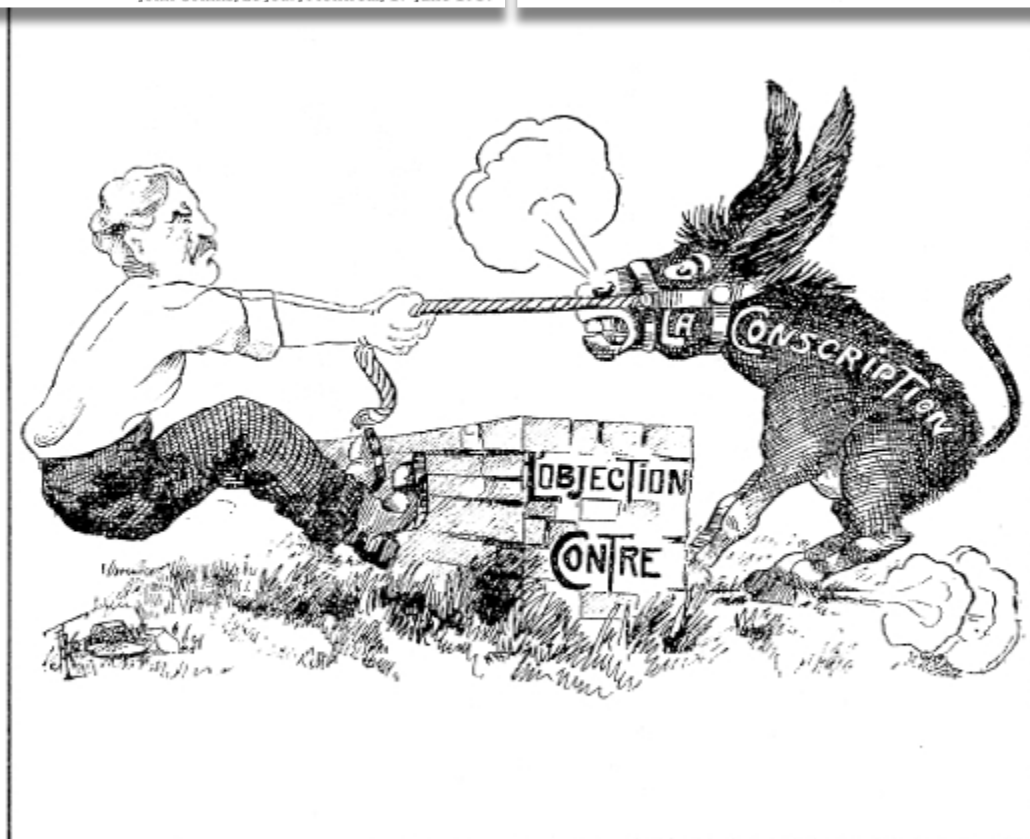
John Collins, *Le Jour*, Montréal, 17 June 1937

THE HYPHEN CONTROVERSY



COMMON SENSE (to English-speaking Canadian struggling with French radio broadcast!):—Here you are, sir. Learn to speak it and solve your trouble. It is one of the world's most beautiful and useful languages, and, aside from the pleasure derived from knowledge of it, you will be benefitted economically, socially and politically. Almost every French-Canadian speaks English. Comprenez-vous?

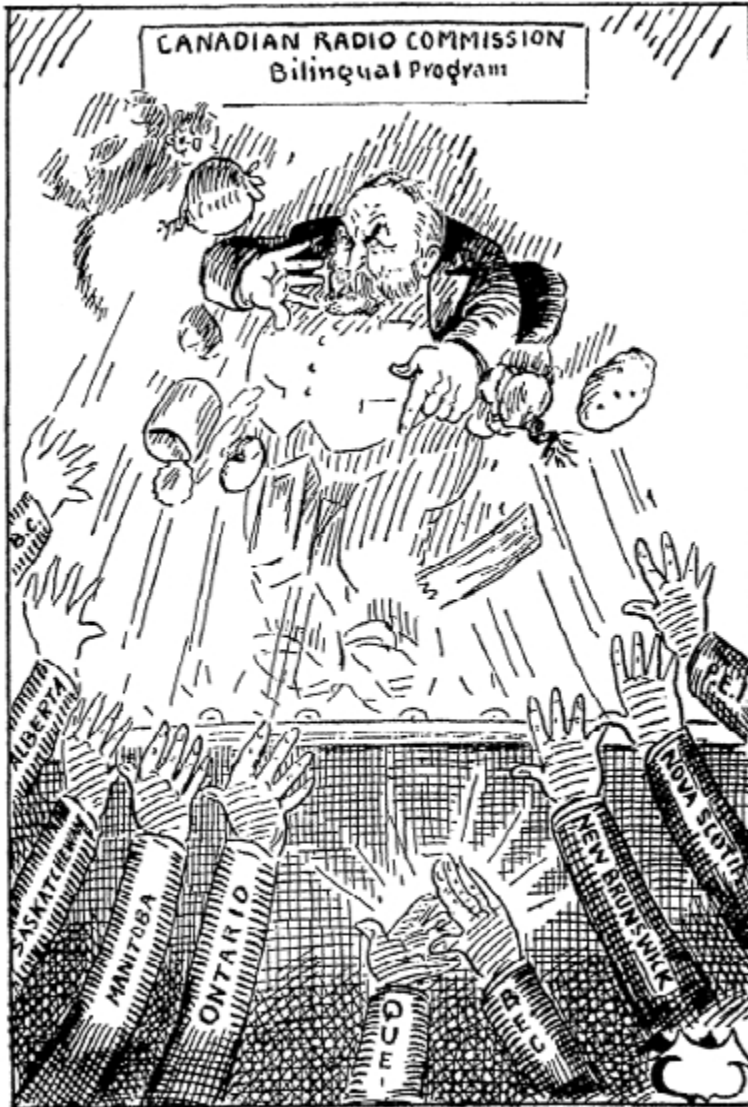
The Montreal Daily Star, 31 July 1933



BORDEN ET SON ÂNE

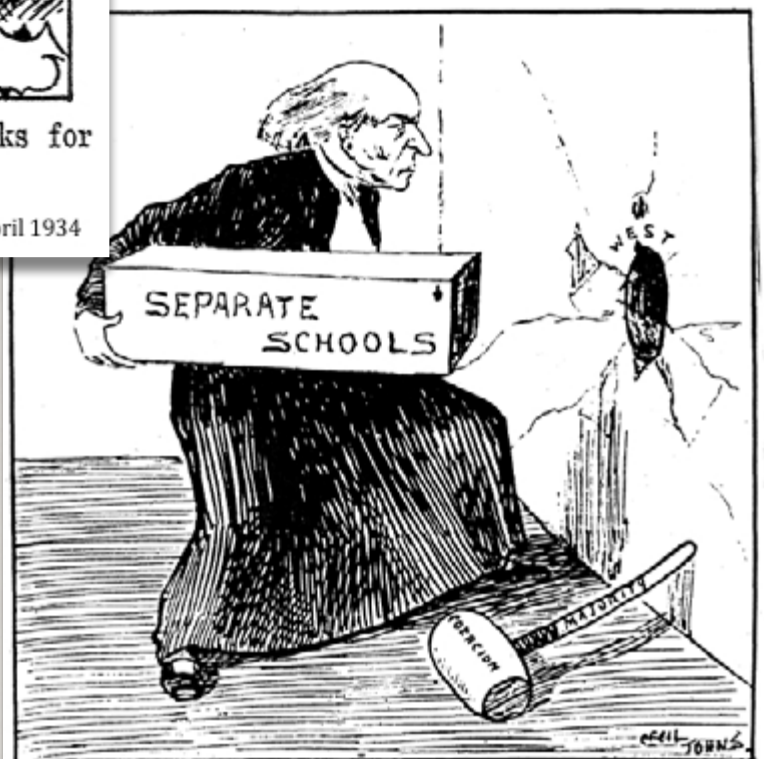
Le Soleil, Quebec, 26 May 1917

AN APPRECIATION



HECTOR CHARLESWORTH—"Thanks for the applause."

George Shields, *The Evening Telegram*, Toronto, 26 April 1934



A SQUARE PEG IN A ROUND HOLE
SIR WILFRID LAURIER: It shall go in in spite of the damage done.

Saturday Night, Toronto, 20 March 1905

LEGACY OF THE *OFFICIAL LANGUAGES ACT*: WORKSHEET

Use this worksheet to support **Activity 7: The Official Languages Act Perspectives**, and **Activity 8: Was the B&B Commission Successful?** on pages 10 and 11 of *Historica Canada's Official Languages Act Education Guide*.

When the *Official Languages Act* (OLA) came into force on 7 September 1969, it gave French and English equal status as the two official languages of Canada. The Act grew out of the Royal Commission on Bilingualism and Biculturalism (B&B Commission), which exposed massive inequalities between francophone and anglophone Canadians. The Act was instrumental in integrating French into federal institutions, requiring all federal institutions to offer services in French and English, creating job opportunities for French Canadians, and offering greater economic opportunity to francophone communities across the country (primarily through increased job opportunities within the Federal government). The Act also set up the Office of the Commissioner of Official Languages (OCOL), which measures linguistic realities, ensures the Act is respected across the country, and takes care of complaints.

But what kind of impact did the B&B Commission and the resulting OLA have for Canadians? The effects of the OLA can be measured through different indicators that measure whether the Act made Canadians more bilingual or helped cultural relations between French and English Canadians.¹ The B&B Commission's success can be measured by assessing whether the OLA did indeed bring about change in three key areas:

- The extent of bilingualism in the federal government
- The role of public and private organizations in promoting better cultural relations
- The opportunities for Canadians to become bilingual in English and French

THE EXTENT OF BILINGUALISM IN THE FEDERAL GOVERNMENT:

- Since 1969, the percentage of public administration jobs that are bilingual has increased.
- Public servants are offered the possibility of taking French lessons to improve their skills.
- In 2007, positions in the core public administration required the following language skills:
 - Bilingual - 40.2%
 - English Essential - 51.2%
 - French Essential - 4.0%
 - English or French Essential - 4.4%
- While this figure may seem positive, the reality of French usage in the workplace is very different. The report of the OCOL in 2018-2019 found the following:
 - Since 2008, 4 surveys show that between 91% and 93% of English-speaking employees are comfortable writing in the official language of their choice at work.
 - Only 67-68% of French-speaking employees are comfortable writing in their chosen language, a 25% difference.
 - The results of the Public Service Employee Survey show no real progress on any significant issue between 2008 and 2017, showing stagnation.

THE ROLE OF PUBLIC AND PRIVATE ORGANIZATIONS IN PROMOTING BETTER CULTURAL RELATIONS:

- 67% of anglophones believe that the Government of Canada is effective in protecting both official languages, as opposed to 47% of francophones.
- 96% of francophones believe it is important for all Canadians to have access to services offered by the Federal Government in their official language of choice, while only 83% of anglophones think the same.
- In Canada outside Québec, 98.6% of workers reported using English at least on a regular basis, and 9 out of 10 workers reported using only English. These proportions are similar to those observed in 2006.
- In Québec, the predominant use of French in the workplace fell from 82.0% in 2006 to 79.7% in 2016. This decline was mainly in favour of the equal use of French and English, which rose from 4.6% in 2006 to 7.2% in 2016.
- The proportion of workers who use more than one language at work rose from 14.9% in 2006 to 15.4% in 2016.
- Summer programs (e.g., Explore) have increased over the years, with the goal of helping Canadians speak both French and English.

¹ Statistics, facts, and figures taken from the Office of the Commissioner of Official Languages (www.clo-ocol.gc.ca/fr) and from Statistics Canada (www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016031/98-200-x2016031-eng.cfm).

OPPORTUNITIES FOR CANADIANS TO BECOME BILINGUAL IN ENGLISH AND FRENCH:

- Between 2006 and 2011, the number of persons who reported being able to conduct a conversation in both of Canada's official languages grew by 350,000 people to 5.8 million.
- The bilingualism rate of the Canadian population edged up from 17.4% in 2006 to 17.5% in 2011.
- Just under half of the students in public schools across Canada (2,382,693) were learning a second official language in 2015/2016.
- Among these students, the majority (1,954,068) were enrolled in regular second language programs (core programs with English or French as a subject), down slightly (-0.2%) from the previous school year.
- The Federal Government now offers the possibility for public servants to take French lessons to improve their skills.
- Demand increased for French immersion for students in all provinces. In 2015-2016, around 430,000 students were enrolled in French immersion programs, compared to 360,000 in 2011-2012 — an increase of nearly 20% in four years (total student body has remained the same).

OTHER OFFICIAL LANGUAGE STATISTICS

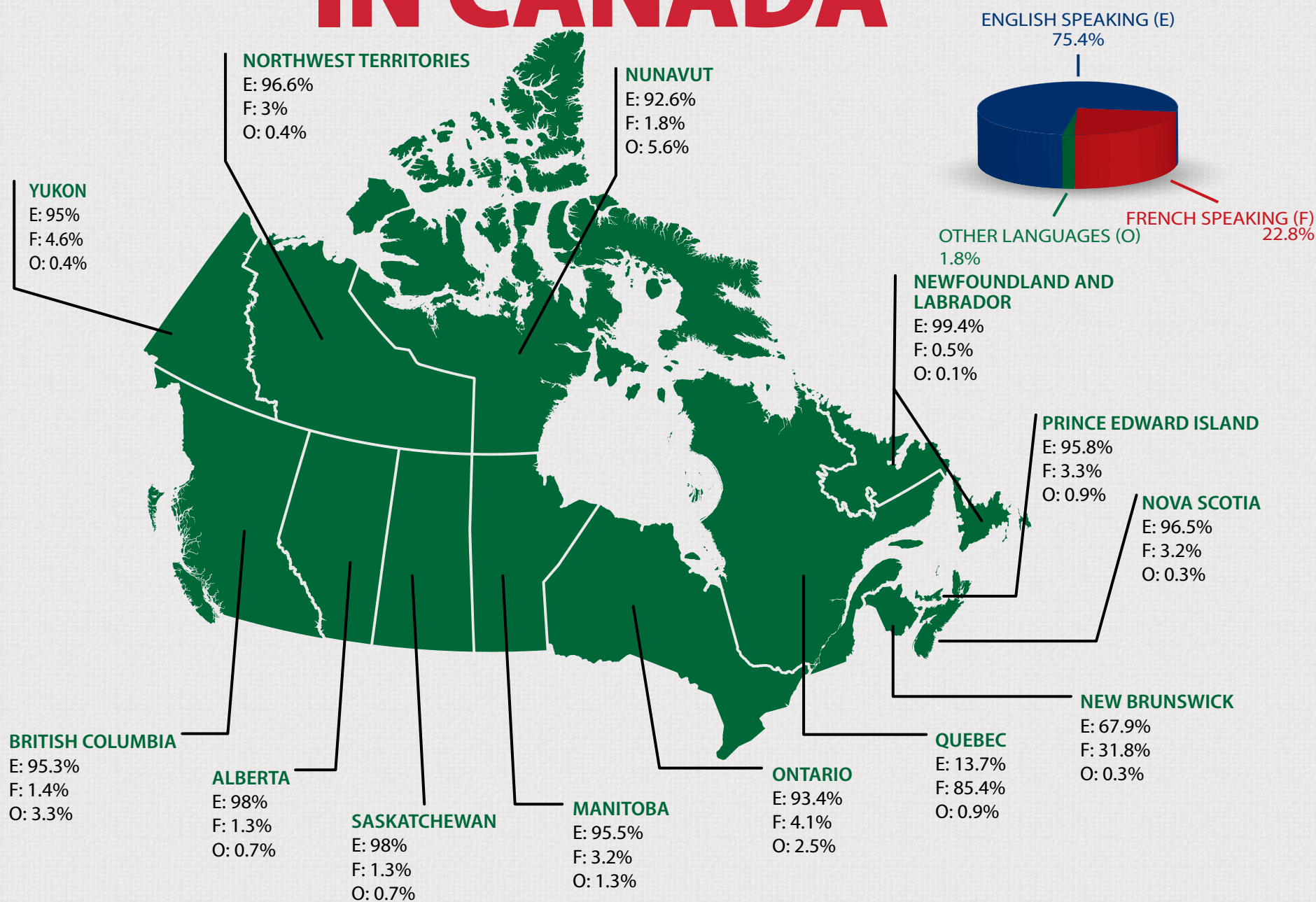
The Office of the Commissioner of Official Languages (OCOL) is the main government organ that makes sure that the Act is respected across the country and that takes care of any complaints. The OCOL also issues recommendations and advice to elected officials regarding the best way to achieve institutional bilingualism. The OLA itself specified three pillars, which the OCOL measures: ensuring respect for English and French and equality of status and equal rights and privileges as to their use in federal institutions; supporting the development of English and French linguistic minority communities; and advancing the equal status and use of English and French. You can visit the OCOL website at www.clo-ocol.gc.ca for more facts and figures. Here are some statistics that may help you assess the impact of the *Official Languages Act* and the success of the B&B Commission:

- In 2018-2019, the OCOL recorded 550 complaints related to Communication and Services to the Public, making up about half of all complaints received by the OCOL. These complaints include services received at the border, at voting polls, and in over 30 different federal agencies.
- While 20.6% of Canadians (6.8 million people) reported a mother tongue other than English or French, only 6.2% of Canadians spoke a language other than English or French as their sole home language.
- In 2011, 63.5% of the population whose mother tongue was neither English nor French reported speaking English at home.
- Nearly 7 million Canadians reported speaking French most often at home in 2011, compared with 6.7 million in 2006.
- In Quebec, the proportion of the population that reported speaking only French at home decreased from 75.1% to 72.8% between 2006 and 2011. In the rest of Canada, the proportion of the population that reported speaking only English at home declined from 77.1% to 74.1% between 2006 and 2011.

CONCLUSION

After 50 years, the *Official Languages Act* has proven to be a defining force in Canadian society. The future of language in Canada and the modern relevance of the Act still raise many questions. Statistics Canada projects that by 2036, half of all Canadians will either be immigrants or children of immigrants, meaning that 25% of the Canadian population is expected to have a mother tongue other than English or French, and our official-language populations will become increasingly culturally diverse. The creation of an *Indigenous Languages Act* aimed at reclaiming, revitalizing, strengthening, and maintaining Indigenous languages in Canada will also influence the way our government implements linguistic policy across the country. While it's important to acknowledge the enormous progress that has been possible because of the Act, it is important to think about its place in our current society and the future of language and linguistic policy in Canada.

OFFICIAL LANGUAGES IN CANADA

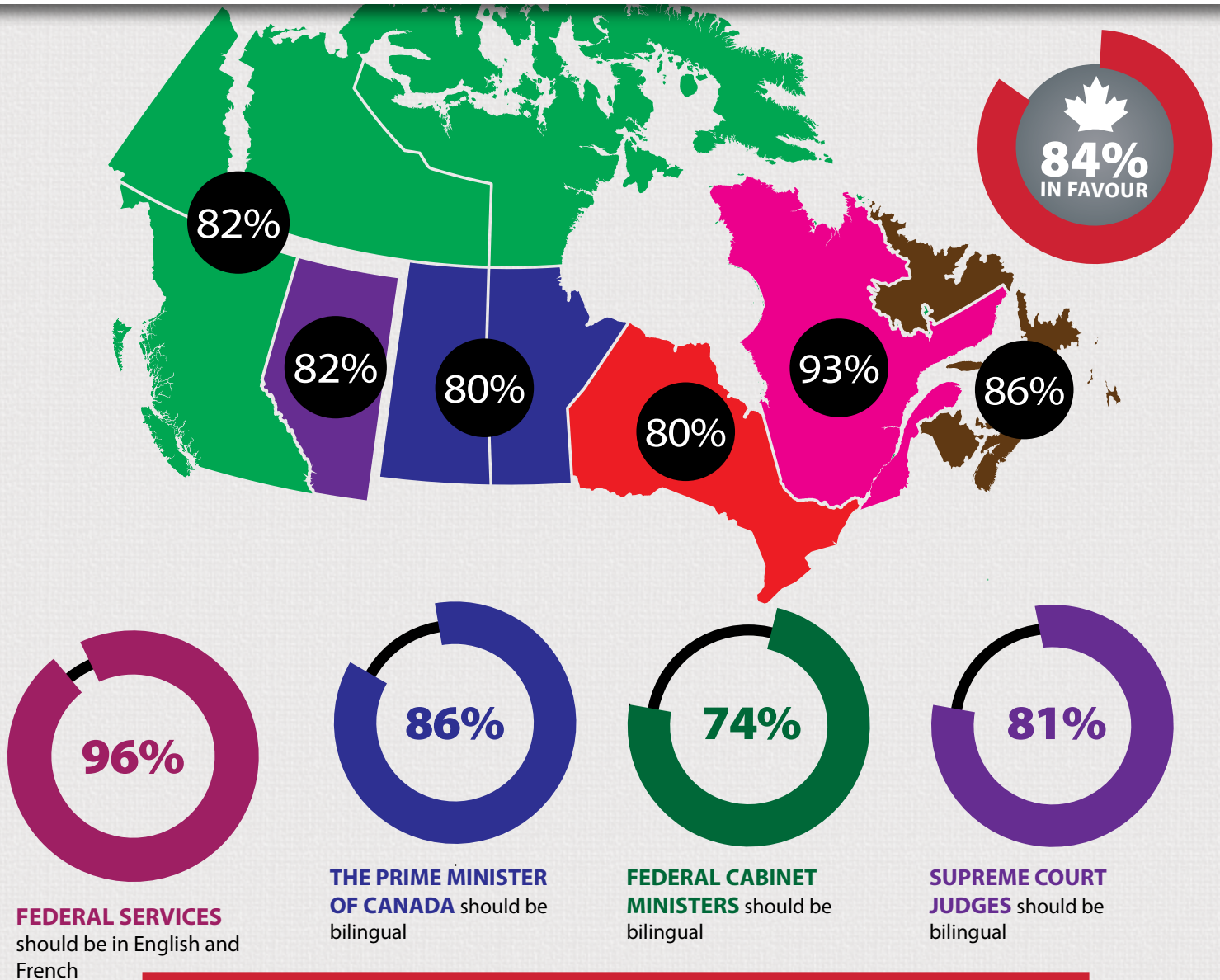


Use this worksheet to support **Activity 7: The Official Languages Act — Perspectives**, on page 10 of Historica Canada's *Official Languages Act* Education Guide.

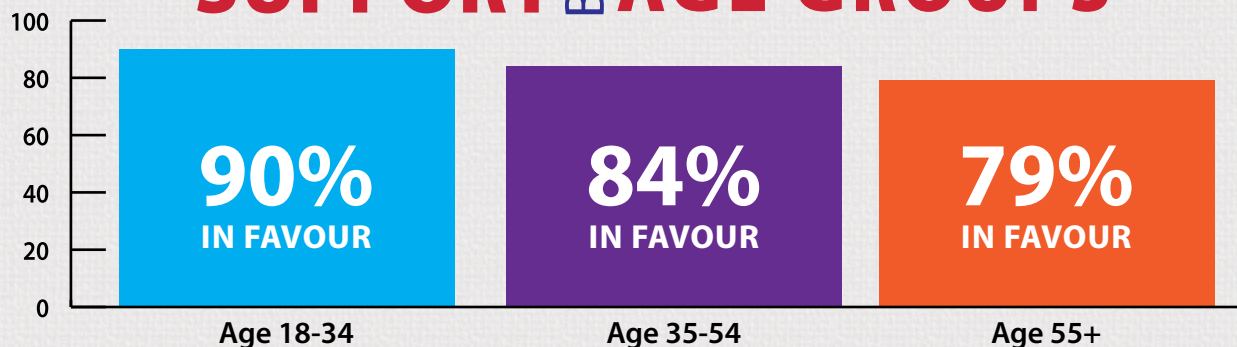
Source: Fast figures on Canada's official languages (2016), Office of the Commissioner of Official Languages. <https://www.clo-ocol.gc.ca/en/statistics/canada>

WHAT CANADIANS THINK

ABOUT THE OFFICIAL LANGUAGES ACT



SUPPORT BY AGE GROUPS



Use this worksheet to support **Activity 7: The Official Languages Act — Perspectives**, on page 10 of Historica Canada's *Official Languages Act Education Guide*.

Source: What Canadians think about bilingualism and the Official Languages Act, Office of the Commissioner of Official Languages, 2016

<https://www.clo-ocol.gc.ca/en/statistics/infographics/what-canadians-think-about-bilingualism-and-ola>

8 IN 10 CANADIANS AGREE



"Because English and French are part of our history, it makes sense that they have equal status."


"Having two official languages is positive for Canada's international image."

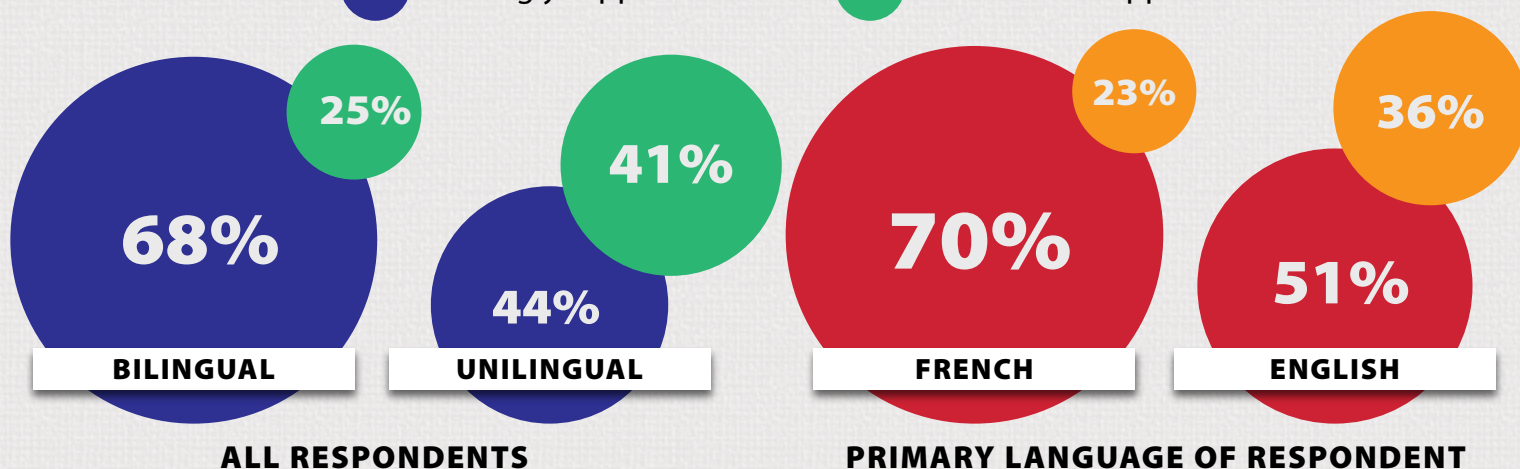
"Having two official languages has made Canada a more welcoming place for immigrants from different cultures."

"Having two official languages is one of the things that really defines Canada."

SUPPORT

ACCORDING TO LANGUAGE OF RESPONDENT

 Strongly support  Somewhat support



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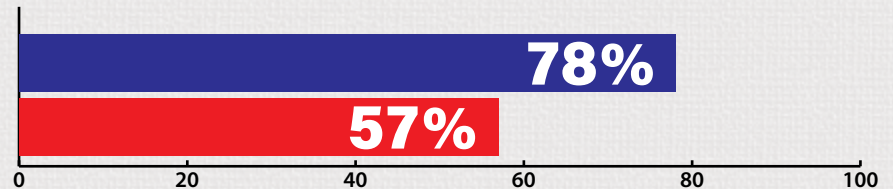
FRANCOPHONES

VS

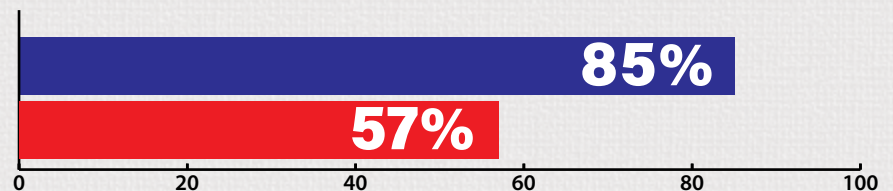
ANGLOPHONES

In general, French-speaking Canadians tend to be far more passionate than English-speaking Canadians on the subject of Canada's two official languages.

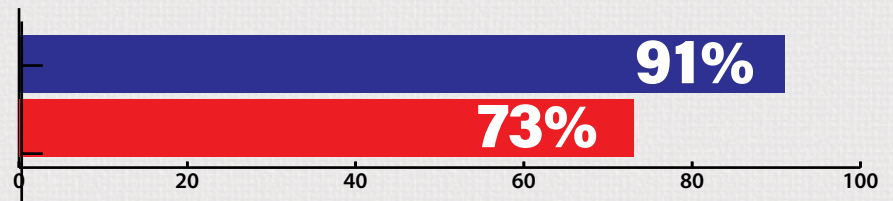
"Having two official languages in Canada is an important part of being Canadian."



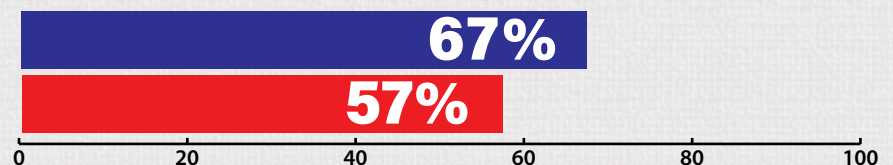
"Linguistic duality in Canada is a source of cultural enrichment."



"Learning both official languages contributes to better understanding among Canadians."



"In Canada, relationships between Francophones and Anglophones are more positive today than they were 10 years ago."

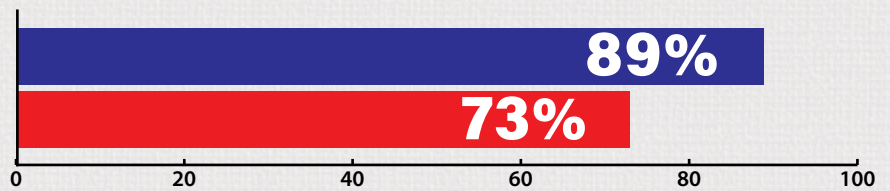


FRANCOPHONES

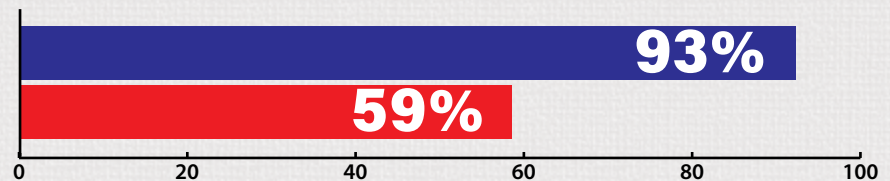
VS

ANGLOPHONES

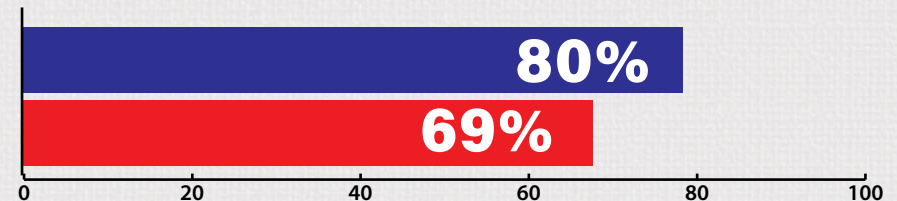
"Knowing both official languages improves chances of finding a job."



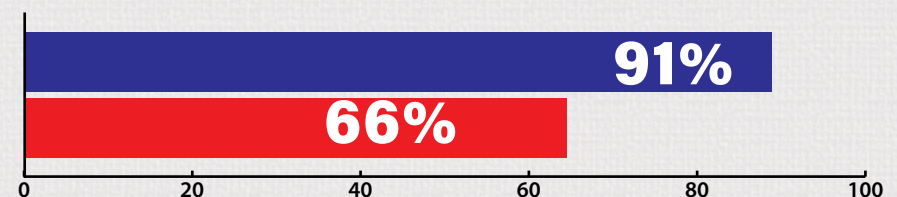
"All high school graduates should have a working knowledge of English and French."



"Interest in participating in school-based language exchanges to interact with young people from the other official language communities."



"The Government of Canada should continue to invest in exchange programs as a way to encourage understanding between Anglophones and Francophones."



WRITING AN EFFECTIVE LETTER TO THE EDITOR

Use this worksheet to support **Activity 7: The Official Languages Act — Perspectives**, on page 10 of *Historica Canada's Official Languages Act Education Guide*.

Writing a letter to the editor of your local or regional newspaper is an effective and easy way to reach a large audience with your message. The more letters editors receive on a given topic, the more likely they are to dedicate more time in their newspaper to that issue — both on the editorial page and in news articles, which can influence public opinion and perhaps even government policy. If an editor receives many letters on a topic, it can help convey the issue's importance to the community.

HERE ARE SOME TIPS TO WRITE AN EFFECTIVE LETTER:

- 1) Respond to an event: The best letters are timely and respond to a recent event. If you're writing a letter from a historical perspective, write as if you were contemporary to that time.
- 2) Determine your reason for writing that letter: Decide what you hope to accomplish by writing the letter, and tailor it to best achieve that goal.
- 3) Be timely: Respond to an event within 2 or 3 days.
- 4) Write to the appropriate newspaper: If you are writing about a local issue (the municipal vote, for instance) choose a local paper. For a larger issue, choose a national paper. Make sure you are writing to a paper that existed at the time.
- 5) State your position clearly at the beginning of your paper, and make sure to connect your argument to the issue you are writing about. Focus on one major point, as the letter is relatively short. A focused letter is more convincing than a scattered one.
- 6) Provide evidence to back up your argument: Once you've stated your opinion on an issue, back it up. Support your claims with facts and advocate for your position.
- 7) Make a call to action: Try to focus on the positive. Finish your letter by explaining what you think should happen. Indicate how readers will be affected by the issue you address and ask readers to take action.
- 8) Close the letter simply and clearly: Summarize your point of view in one sentence so your readers have a clear reminder of your main message.
- 9) Name names: Refer to the person you are trying to influence by name.
- 10) Keep your letter short, focused, and interesting: If possible, include interesting facts, relevant personal experience, and any local connections to the issue.
- 11) Write the letter in your own words: Editors want letters in their papers to be original and personal. Make sure the voice in your letter is your own.

THINGS TO AVOID:

- Don't overstate or exaggerate your points. One overstatement makes the rest of your letter seem untrustworthy.
- Don't insult your opponents.
- Avoid acronyms (spell out any name the first time you use it, followed by the acronym in parentheses).
- Never use all capital letters or bold text to emphasize a word. The words must speak for themselves. Use quotation marks to indicate the title of a book, article, etc.

SOME EDITING TIPS:

- Edit your letter to cut out wordiness.
- Be respectful and professional in tone.
- Proofread! Have a classmate review your work to catch any errors you might miss.

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Use this chart to support **Activity 8: Was the B&B Commission Successful?**, on pages 10 and 11 of Historica Canada’s *Official Languages Act* Education Guide. See pages 6 and 7 for the accompanying *Legacy of the Official Languages Act Worksheet* for this activity.

TARGET AREA	CRITERIA	MEASUREMENT
Extent of bilingualism in the federal government		
Role of public and private organizations in promoting better cultural relations		
Opportunities for Canadians to become bilingual in English and French		

COMMEMORATING THE *OFFICIAL LANGUAGES ACT*

Use this chart to support **Activity 11: Commemorating the OLA**, on page 12 of *Historica Canada's Official Languages Act Education Guide*.

	IN MY EXHIBIT...
WHAT? Will you choose to focus on the OLA itself, or will you place emphasis on the history of languages, rights, policies, and issues? What should be said about the Act? What should be included about Canada's many other languages, and specifically about the rich history of Indigenous languages and culture?	
WHO? Who will be portrayed in your story? Why are these people and places significant to the story you are telling?	
WHEN? When did these events take place?	
FORMAT How will you share the stories? Will the stories be presented chronologically or thematically? How will you present the stories? Visually or through text? What kind of imagery will you use?	
IMAGES What images or written pieces would you use and why? What visual representations of artifacts would you include in your exhibit?	
EXPERTS Who would you consult in the creation of this exhibit (e.g., academics, community members, teachers, etc.)? Which voices and perspectives would you include in your exhibit? How would you include them?	