

## **PROJECT 1**

The recent governor general in Canada that was chosen is Michaëlle Jean. This particular general has a biography that consists of a unique and diverse background, allowing her to understand different ways to represent the monarchy. It is through the general's background that she is able to bring different viewpoints and calls for action into the Canadian government.

Jean was born in Haiti in the early 1960s. By 1968, her family moved to Canada in order to remain safe from the political affiliations that were causing conflict in Haiti. From this time, Jean was able to gain insight into the Canadian culture, as well as pursue her own education. By 1984, she had received a Bachelor of Arts in Italian and Hispanic languages and literature, and directly afterwards continued this type of study at the University of Montreal, gaining a Master of Arts. After she had finished her studies, she was fluent in five languages, including English, French, Italian, Spanish and Creole.

It is not only Jean's educational pursuits that have allowed her to be successful in the Canadian government. She is also committed to service of others with the knowledge that she has. From 1979 to 1987, Jean remained involved in helping battered women in Quebec by the side of her studies. She also built a network of shelters for those who needed help in emergencies. This moved into her pursuit of immigration organizations in order to help others move into Canada. While Jean used these outlets to serve others, she also taught, using her interest in language to teach Italian studies.

By 1988, Jean began to work towards a different career by becoming involved in journalism. Her pursuit of knowledge and spreading this knowledge towards others is

where Jean has remained since the beginning of this career. She has been on various radio programs, has worked as an anchor and television reporter and has helped to release several documentary films for different Canadian companies. By 2004, Jean released her own television program (*Michaëlle*) in order to bring more information to others by interviewing those who were making a difference in the community (Governor General, 2006).

Jean's use of media in order to relay information is what has led her to becoming the governor general for the Canadian parliament. She was nominated in 2005 because of her public experiences and ability to represent various types of people. Her relations with the media are what has allowed her to be able to also represent the Crown in Canada. It is also her extensive experience with media that allows Jean to meet Canadians around the country and help with community events. Through Jean's passion for knowledge, as well as her extensive experience in portraying information, she has been able to succeed in also representing the government of Canada by communicating to the citizens from the monarchy.

Michaëlle Jean's personal background, as well as her passions for understanding various people is what have led her to becoming the recent governor general. From her beginnings of understanding languages to helping people, to her recent passion of giving the Canadian citizens various information that they need, Jean has learned how to become an expression of Canada inside and outside of the government orders.



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## **PROJECT 2**

### **Working Towards Equality in Canada**

Over the past few years, it has been noted that there needs to be changes towards the equality rights in the Charter of Rights and Freedoms for the Canadian Government. These particular changes can not be overlooked or neglected, as it is affecting Canada's ability to move forward as a nation. The reason behind this proposal is to guarantee that the diversity of Canada is preserved for the future generations of Canada, as well as allow all individuals involved to benefit by having equal opportunities presented to them.

The major change that should be included in the Charter is in relation to the section on Equality Rights. This particular section states that "Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, religion, sex, age or mental or physical disability" (Charter, 1982). While this specific statement lets every citizen understand that they will not be discriminated against and will receive protection, it also does not have several attributes that need to be included under equal rights in Canada.

In order for this particular area of the Charter to be held in higher regards, more detail needs to be made about different areas where equality needs to be included. For example, it is still difficult for women to hold some of the same positions in companies as men, the discrimination being covered by an exclusive environment. The Charter needs to have a way in which both women and men are not only protected equally and receive the same benefits of law, but also have the same opportunities throughout society in order

to be successful. This same concept can be related to ideas of citizens who are multicultural and are excluded from particular activities because of this.

The first proposal made will be to allow the equality rights to contain more detail in them and provide a larger scope and definition of what equality means. This is not only related to the law, but also community activities and opportunities that have passed minorities and women because the equality section is not specific enough about what is needed for those that are in Canada and not a part of the main cultural needs (Human Rights Program, 2004).

Another change that is to be proposed in relation to the equality rights is in relation to the homosexual community. There have been several debates lately on whether gay and lesbian marriages should be part of the Charter, as well as how inclusive the Charter has to be towards this group of people. Our proposal is to give this particular group of people the same rights as everyone else is granted in the Charter. Sexual preference can not be based around a law or desire of the government, but only a personal choice. Because of this, homosexuals should have the ability to be granted the same rights, protection and opportunities as every other Canadian citizen. They should also have the ability to marry freely and live an alternative lifestyle as they please as a Canadian citizen. Unless this is added to the Charter, there will be continued problems with gay and lesbian rights and how this group is treated with their alternate beliefs (Goodyear, Susan, 2006).

With the idea of multiculturalism in Canada is also the need for the Charter and the government to welcome and represent the various groups of people, guaranteeing every

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person who is a Canadian citizen to feel welcome in their home. Through these changes, Canadians can all be presented with equal opportunities in all areas of their lives, instead of just one area.

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### **PROJECT 3**

#### 1. List factors that influence world population distribution

The first major factor that changes the world population distribution is related to the populations increase or decrease. As the population increases, there is a need for higher amounts of distribution. This also means that there has to be an increase in the products that are grown, made and transported to the different areas of the world. Often times, the population growth or decrease is related directly to the educational systems that are established. For example, it is stated that the fertility rates are the highest among countries where there is not an established system for women to gain education and insight in health and other educational needs. This not only relates directly to the inability to decrease population, but also relates to the social affiliations and how they affect the distribution methods.

Another influence for distribution is related to the conditioning of the environment. If the environment is polluted, built on, and not used properly, then not enough distribution can be made for the world population. This, in turn, causes problems with the economy as well as the poverty that begins to build from the lack of resources from the environment. The effects of the environment include things like water pollution, use of the water, food growth, and even climate change (The State of World Population, 2001).

2. Describe the demographic transition model;

The demographic transition model is a tool that allows one who is investigating a country to have the ability to note the birth and death rates in the country. By looking at a demographic transition model, they have the ability to determine what the high and low rates are for both births and deaths, giving an idea of how the communities are functioning and what it will take for the communities to function better.

The major model that is used is often referred to as the CBR and CDR, which is an abbreviation for crude birth rate and crude death rate. There will be an estimate of the number of births taken in one country during a specific period of time. Usually, this will be divided by a population of every one thousand. Determinations are then made from the number of births. For example, 1998 had a CBR in the United States of 14 (births) per one thousand people.

After the determinations are made between the balance of birth and death, the demographic transition model will move into stages of functioning. During the first stage, it is likely that the birth per thousand is too high, especially in comparison to the number of deaths. In the second stage, the number of deaths per thousand will be too high in relation to the births. If a country moves into a stage three, it means that there is a stable balance between the number of birth and death in the country, with both of the numbers being lower per thousand people (Rosenberg, Matt, 2006).

### 3. Describe the nature and purpose of demography

The purpose of demography is to study a population and how it changes. By studying the population, those involved will be able to make determinations about how the population functions, what strengths and weaknesses are involved in the culture, and how the structure is being affected by the culture.

The study of demography begins by taking a particular size of the population and noticing the trends and behaviors of these people. Each piece of demography will be divided first by the locality and the space of a particular group, often referred to as an aggregate, or parts of a space and time that make up an entire population. There will then be examinations of what the particular area includes. This first includes the age, sex, and nationality of the individuals in one area. This then includes the birth, death and migration of one particular group. The income, education, and social status are also included. These different varieties of studies from the people in one area will then be observed in order to find specific cultural aspects of a particular group. After the different observations are made, one who is studying the demography will place certain equations together. The percentages that result will determine the patterns, behaviors, probabilities, and events of the specific population (Lecture 1).

#### 4.Explain the uses and limitations of a census

The major use for a census is to take one year and make determinations in relation to the various factors of one area. This mostly will include the number of people in a populated area, the characteristics of the people in that area, where the people reside, and the agricultural functioning of the area. By doing this, a governmental operation is able to determine what the trends are, and see what changes may happen, as well as what is important to the people in one area at that particular time. Not only will a census divide all of the information by a major locality, such as a nation, but will also divide the information by cities, districts in the cities, and smaller populations. For example, a census used for agriculture may look into the operations, farm characteristics, arrangements and land managements, what is being grown on the farm and in what areas, the cash flow of the farm and what equipment is being used. Determinations can then be made about the progress and downfalls of the agriculture for the year and changes can be made. The census “paints a socio-economic portrait not only of farm operators but also of their families and households” (2001 Census, 2006).

The limitations of the census are that it does not give an accurate account of some of the activities in one area. It will first take out the minority based actions and people that are in a community, especially those that don't make up a large enough percentage rates with who they are and what characteristics they have. The census is also not able to determine or predict accurately the changes that will be made in the next year. For example, if the economy is bad one year, the agriculture will fail in some areas. However, this will not determine what will occur in the next years and how the

agricultural field will respond to it. While the census can observe and make predictions, it can not always find everything.

#### 5. Describe a population pyramid

A population pyramid is used in order to understand how the population is increasing or decreasing during a given amount of time. Each pyramid will examine the different age groups and will also look at the male and female growth of the pyramid. This will determine the trends in relation to birth and death of a certain area.

A population pyramid, after being charted by age and gender during a given year is then labeled as a particular type of pyramid. The first type that is seen is known as a rapid growth pyramid. When one looks at the statistics, it will be noticed that there are a large amount of children, both male and female, and a very low number of adults, decreasing slowly between every age group. When looking at a rapid growth pyramid, it can be seen that there is a high amount of birth rates in a country or area for the year.

The second type of population pyramid is the slow growth pyramid. The slow growth means that there will be a larger number of people in between the ages of 25 – 50 in a particular year, with the child ages and the older ages being much lower. This means that there is a slower rate of births, while those that have been in a rapid growth pyramid from years before are now aging. When looking at this pyramid determinations can be made, such as the health of the citizens and what this will mean for things related to agriculture, medicine, the economy, etc.

The third population pyramid is a negative growth pyramid. This means that the population is being reduced, related to both births moving at a slower rate, and death

moving at a stable rate. There will be a lower amount of elderly people, as well as age groups that are younger in age, with a large amount of middle aged people (Rosenberg, Matt, 2006).

#### 6.Explain the significance of a dependency ratio

A dependency ratio is a factor that is included in the demography of one area. Every age group, as well as the characteristics of that age group will determine other factors of the population and how the population functions. This may cause an entire area to have to change in how they are living, what they have available, and how they are responding to the variables of a particular area.

One of the major effects that a specific group may have as a dependency ratio is the way in which the economy changes. For example, if there are a larger amount of older people that are not working, it can cause the economy to become depressed. While they are consuming, they are not participating in the outtake of the economy, making the society become imbalanced. In turn, this will begin to affect things such as agriculture, education, culture, and other parts of the economy.

The only way in which a society can adjust to a dependency ratio, is to slowly make changes of the dependency ratio itself. Intervention is one of the ways that this is changed. For example, some governments have worked on making demographic transitions by becoming age-selective. Others have changed the social and economic structures in order to incorporate or eliminate the dependency ratios in the population. As can be seen, the dependency ratios not only cause a change in the environment, but

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also make a difference in the way the entire society functions (Marcoux, Alain, 2001).

#### 7. Describe factors that influence population patterns

There are several factors that influence population patterns throughout the world. Almost everything that a particular society decides to do or to accept will cause a difference in the population, especially if done over a period of time.

The most noticeable factor that is related to population patterns is in relation to the birth and death rates of a particular area. This causes a balance or imbalance of the population. This can be related to the way in which a population ages. For example, as individuals live longer, it causes a difference in the population and the functioning of a society. The same balance can be found with birth rates, and relations to things such as fertility, acceptance of marriage and family, and family planning. If a society includes things such as knowledge on these different topics, then a population pattern will be likely to stabilize.

The next factor in population patterns is related to the socio-economic factors of a certain area. One example is the educational materials that are in a particular area. This will affect a population because it may allow more health facilities to be available, will allow more economic opportunities and work plans to be available, and may also increase things such as policies, which results in changes of population from less violence, etc. Socio-economics also includes things such as the economics of an area. If there is a large amount of poverty, it will make a difference in the population, as there will be increased death rates in one area. It will also make a difference in health trends in a society, making those involved more or less able to contribute to the population (Population



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## **PROJECT 4**

The reign of Hitler that led to World War II was a time where political leaders all gained an affiliation towards the politics of Europe. The relations in Europe are what led to the inability to stop Hitler. It is these same factors that could have prevented the war. If the allies had decided to meet the demands or challenge Hitler earlier in his leadership, the war may have not happened. Britain, France and the other allies had the resources and organizations in order to not only meet or challenge the demands that Hitler was requesting, but also would be able to find a way to overcome his power before any harm was done.

The first way in which the demands could have been met was through the British Government. During this time, the organization of this government was prosperous and was in continuous dialogue with Germany over Japanese and Italian threats. By 1938, there was a request to build security in the German area. The reaction of the British was to turn to France in order to find a resolution, without building security in the areas where there were problems or trying to resolve the issues with the territories that were under threat. The major problem with not meeting this request was that Britain gave more power to the German government in order to protect their country. This was done against the better interests of Britain.

“Faced with an intractable Japanese menace and opportunistic Italian threats to various regions of the Empire, neither the British government nor the general staff saw any benefit in leading a coalition of non-revisionist powers so long as there

remained no more pressing danger to the territorial integrity of western Europe”  
(Thomas, Martin, 1996).

Not only did the British miss a chance to build a secure network in order to protect the citizens of Germany from Hitler, but they also allowed Hitler to gain power through the lack of finding the proper resolution.

The second part of the inability for various allies to stop Hitler from his power was in relation to the Anglo-French entente that came into power between 1936 and 1938. This allowed the British and the German to become closer with their powers during this time period, allowing relations to have more weight in the different affairs taking place in Europe. This particular treaty, if used properly, would have been able to consider the different types of powers that Hitler was using, giving them the ability to overthrow his power. It was also through this entente that France as well as Britain became major targets when Hitler was put into office. France was blamed for not meeting the security and the needs during economic crisis that were moving towards war. “As during the Disarmament Conference, British soldiers and diplomats tended to blame France for the intransigence of the dictators. It was against the AngloFrench discord that Hitler resolved to send troops into the Rhineland” (Thomas, Martin, 1996).

It can be seen from this statement that the lack of actions from both the French and English directly affected Hitler’s powers, allowing him to begin to move troops into the French territory and began to threaten war. If the demands would have been met by the French and backed by the British, as was proposed in the entente, then Hitler would have

not moved troops into this area and war would have been prevented at this particular time.

The allies, including Britain, France, and the other relations, had a difficult time in making a decision on the role that needed to be taken in relations with Germany as an overall affect. It was the indecisiveness in the beginning that allowed the war to happen. If there was a clearer view that was given, then alternatives could have been presented.

“Many British politicians despaired at their inability to play a decisive role in a deteriorating situation, career diplomats stressed the importance of British involvement...the last war might have been prevented, had Britain not opted for ‘splendid isolation’ in the years preceding it” (Coppa, Frank, 1997).

At the beginning of Hitler’s reign, most only saw him as a menace, thinking he could be a danger, but did not take the threat seriously. Instead, there was simply a concentration on building individual empires in order to succeed. If attention was paid to the power that Hitler was gaining in the beginning, he would have never had the ability to attack France and begin to disintegrate the German territory.

As can be seen, it was the build up of Britain, France and other allies that eventually led to Hitler’s gain of power, recognition and the war. If certain steps had been taken, the war would have been prevented, and Hitler overthrown. It was through the British and French governments turning away from the majority of the problems preceding in this area at the time that caused the major problems towards Hitler’s reign.

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## **PROJECT 5**

1. Describe what Canada was like in the 20's and outline reasons for and resistance to the "Americanization" of Canada in the 1920's;

The 1920's brought about change in Canada politically, economically and socially.

Before this time period, Canadians were concerned with agriculture and politics were based around the Prime Minister. By the 1920's, debates emerged against the Progressive Party, as well as by the ideas behind things such as free trade.

Resistance for Americanization:

- Progressive Party (western protest party)
- didn't want centralization of Canada
- Commonwealth for farmers, not industrialization

2. Explain the causes and effects of the Great Depression;

The cause of the Great Depression was a result of the wheat crop crash of 1928, leaving citizens without supplies or economic stability, especially because most of the western area of Canada was dependent on the export of wheat for the economy. At first, wages began to fall, as well as the economy prices. Unemployment remained high and 30% of citizens were dependent on government relief, causing even further financial problems.

3. Suggest why new political movements and parties were established in Canada during the 1920's and 1930's;

New parties were established because of the rapid changes that were happening socio-economically in Canada. World events were beginning to affect Canada, pushing

for a need for change in the country. With the re-establishment, others rebelled against certain ideals that they did not believe would be the best for Canadian citizens, leading to more political movements to resist the changes that needed to be made.

4. Explain why most of Bennett's "New Deal" policies were not put into practice

The reason why Bennett's New Deal policies were not used was because of the conservative views that were seen from the time. He didn't try to adopt the policies until after the Great Depression, making most find alternatives for making more money than was offered and adapting policies that seemed more radical from what Bennett was offering.

5. Explain the significance of the Balfour Declaration for Canada;

The Balfour Declaration allowed Canada to gain independence from the British Empire more than they had in the past. It was known as an offset from World War I because of the consequences of close associations with Britain. More than before, Canada was able to structure and maintain the government in a way in which they believed would lead to greater freedom among their citizens.

6. Suggest why isolationism appealed to many Canadians in the 1930's, and why, by

1939, it was impossible for Canada to withdraw from events taking place in Europe.

Canada was barely beginning to recover from world events, beginning with the forced support into World War I from Britain, which they were now gaining independence from. They were also recovering from the Great Depression and beginning to build back an economy that seemed more stable. It was impossible for Canada to not be involved in



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European events because there was still a political attachment to the British Crown, which was being defeated (Canada in the 1920s and 1930s, 2006).

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## **PROJECT 6**

### 1. Describe the persecution of enemy aliens in Canada during World War I.

The persecution of enemy aliens in Canada began by the Canadian government settling a War Measures Act. They believed that this specific act would help to protect Canada from the offsets of World War I. They began by taking all of the immigrants and those from European countries into camps. These were known as the Internment Camps, popular for holding those from foreign countries. After they were placed in the camps, they were forced to be a part of the labor pool. They were paid very low wages while doing labor intensive work, such as building roads, building and repairing buildings, and cleaning the land. The enemy aliens that worked in these labor pools were also referred to as internees, in order to ‘train them’ for their arrival into their new home land of Canada.

The persecution of enemy aliens continued throughout the duration of World War I. When the labor pool became lower in Canada, several of the internees were sent off to farm lands and factories in order to compensate for the people that were gone from the area. There was no hesitation to separate families when they were set to work outside of the camps that they were put in. Throughout World War I, this particular Canadian act lasted, causing the immigrants and foreigners from Europe to be placed away from the regular societal functions (Arhival Look at World War I, 2002).

2. Explain how Canada 's war effort was funded.

Canada received funding from a variety of governments in order to help with the war effort. One of the first examples can be seen through the funding from 1915 by the United States government. \$35,200 was given to the Canadian government in order to help with World War I. In exchange for these funds, the general in charge of the Canadian army at the time was required to recruit certain military leaders and attack specific parts of Germany. Today, this particular act is referred to as an act of espionage and would not be able to be conducted legally. Canada was also receiving funding from the British Army because of the close political affairs between the two countries. Most of the sea and air operations that took place during the war effort came directly from the British government in order to defeat Germany.

The main source of funding for Canada during World War I did not come from Canada itself. While there may have been expenses that were paid by the Canadian government, the larger expenses were given to Canada by governments surrounding the territory. By funding Canada, it allowed the other countries to manoeuvre more resources into Germany as they wished and make specific attacks while using what Canada had for troops and supplies (Canada's Role in WWI, 2006).

3. Account for the pressure to prohibit liquor and to give women the vote.

The idea of prohibition first became a debate in Canada in 1898. Through this particular law to prohibit liquor, there were strong debates over whether this was the necessary step to take. A federal vote was taken, winning by only two percentage points. However, each of the provinces voted very differently for or prohibition, especially noted in Quebec where 81% were against prohibition. Because of the percentage points, prohibition was passed not through a federal system, but instead by the provinces. Until the 1920s, several provinces decided for or against prohibition. However, very few of the prohibition laws were enforced, changing instead to temperance laws in order to control liquor.

It was around this time that women were also beginning to protest the right to vote. By 1917, the Canadian government was able to change the laws in order to include women in the full citizenship of Canadian voting rights. While other countries were developing women's suffrage movements, Canadian women's tactics were not as strong. Instead, women won the right to vote by province, mostly influenced by voting for controversial topics such as prohibition. It wasn't until 1940 that the last province of Quebec gave women the right to vote (History of Canada, 2006).

4. Describe the conditions soldiers faced during World War I.

The first problem that was faced during World War I was with the number of casualties that occurred. Canadian soldiers had over nine million deaths while they were fighting Germany. To Canada, World War I was not considered to be a necessity until the British government moved them into Germany, using them for their resources. Because they were not as prepared as other countries for the war, it caused a high amount of casualties for the time that Canada was involved with the war.

A second problem that Canadian's faced was with the epidemics that caused them to become ill. One of the more well known sicknesses that occurred was influenza, which not only caused some of the soldiers to have to stop fighting, but also later caused a worldwide epidemic because of the problems that persisted during the war.

One of the major problems that remained throughout the war among the Canadians was related to the relations of the British towards the Canadians. The British did not support the Canadians with enough supplies, but required them to continue fighting. Without the proper machinery and equipment, the Canadian soldiers had to fight in more uncertain ways. This problem persisted even after the war had ended as relations between Canada and Britain did not continue to look good. This caused the traded goods between Britain and Canada to diminish, leading to a downfall in the economy, and causing physical problems for the soldiers (World War I, 2006).

5. Name three of the most significant battles in which Canadians fought during the war.

The first major battle the Canadians were a part of began in 1915. This was the first battle that was fought after agreements had been made between Canada and the Prime Minister of Britain and after troops of Canada began to be trained. The battle fought was the battle for Ypres. This was the first time that poison gas had been used during the war by the Canadian troops, allowing Canadians to stabilize the lines in Germany. The distinguished Canadian troops that are recognized for winning this battle are the 13<sup>th</sup> Battalion Black Watch.

The Battle of Festubert in 1915 was another important battle for the Canadian troops. This was the second attack and win on the Canadian side. While the troops first began to lose this particular battle, they continued to fight for four days until they were able to capture the village of Festubert, where it remained under their watch until 1918.

The most important battle that the Canadians were involved in during World War I was the Battle of Vimy Ridge. This was fought in 1917 against Germany. Vimy Ridge was a small town that was being held by German forces from 1914. When the French were trying to gain back the land in 1915, they left with a loss of 150,000 soldiers. Before attacking, several miles of tunnels were dug and observation balloons allowed the Canadians and British to know where the Germans movements were. The Canadians captured the Germans in a snow storm in less than thirty minutes. This helped the British to gain back territory of the Western Front and helped to lead to the end of the war (Battles, 2006).

7.

Explain the conscription crisis in Canada during WW I.

The conscription crisis of Canada began in 1917. During this year minister Borden announced that military personell would be taken into World War I if it was needed. This began by the Military Service Act and continued with Borden's announcement that all provinces would be part of the conscription act. While most provinces agreed with the act, the vote was split by the conservatives not agreeing with ideas of conscription.

By 1918, the conscription act called on 400,000 men to move into the World War I territory. Out of these men, only 25,000 were set out to fight, as others had exemptions to the rule. However, the call for the conscription caused conservatives who did not agree with the act to begin to protest the actions that were being taken by the government. This led to protests and marches around various provinces, especially in the province of Quebec.

It was the protests that began the conscription crisis in Canada. The protests that began led to bitter feelings from Quebec and the government. The protests became violent, killing four men who were shot at after the protests begun. It was later found that these men were not part of the protest. Instead of the government releasing the conscription, it became amended so that there were no exceptions for men wanting to get out of serving duty during the war. However, before anyone was called to duty, the war ended. Despite this, bad relations have remained between the Canadian government and the conservative provinces that disagreed with conscription (Conscription Crisis of 1917, 2006).





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## **PROJECT 7**

1. Describe the Avro Arrow project. Why was it important and why was it stopped?

The Avro Arrow was a project that was born in 1958. The Avro Arrow was being built as an aircraft that could be used in order to protect Canada. Most believed it was important because of the threats from the Cold War that were occurring. Soviets were threatening to attack North America with long range bombers, leaving most in that area afraid of possibilities of destruction.

The air craft was finished by 1959 and was ready to fly over into the soviet territory for attack. Most looked at the Avro Arrow as a source of Canadian pride, as it was one of the latest innovations for air craft during that time period. Not only was it known for using advanced technical techniques, but it also was able to supply sufficient weapons in order to defeat the soviet threats.

Three weeks before the Avro Arrow was to take flight, the mission was stopped. The Diefenbaker government cancelled the ability for the Avro Arrow to fulfill its mission because of the weaponry that was located on one of the engines. Despite the inability of the Avro Arrow to take flight after taking as long as it did to build, most Canadians still look at the air craft as a source of pride (Avro Arrow, 2006).

2.

Why did Quebec nationalists feel that Canada was abusing their rights during the 1950's?

Quebec nationalism began to rise in the 1950's because of the viewpoints that were being set by the Canadian government. Quebec nationalists quickly separated their viewpoints from that of Canada, feeling that there was an abuse of rights towards the Quebec province. There were a variety of things that set Quebec apart as nationalists from the rest of Canada, sometimes leading to Quebec's belief that Canada was trying to abuse Quebec's rights as a province.

The major reason behind the belief for the abuse of rights was related to Canada taking various laws and regulations and implementing them in the province of Quebec. The province felt as though it should have its own rights, without the interference of Canadian federal government. This was always the way that the Quebec province had functioned, and did not want any imposition from the Canadian government.

Quebec began to debate a variety of political breaks that were taking place in Canada. This included things such as constitutional reforms, signing the present Canadian Constitution, and sovereignty association. Most Quebec nationalists debated on being a part of any of these actions, as they believed that it may lead to a loss in ethnicity or culture from the Quebec lifestyle. Because Quebec had remained as an independent province in the past, it did not want to become too involved in the Canadian federal regulations (Quebec Nationalism, 2006).

How did the peacekeeper program start? Which Prime Minister won a Nobel Peace prize?

The peacekeeper program started as a result of the Cold War. The United Nations called all of the nations involved to create this program in order to protect their country. This same program was brought into Canada in order to help the country resolve the Suez Crisis, which was suggested by Prime Minister Lester Pearson.

The Suez Crisis of 1956 was between the Soviet Russia and America during the Cold War. It became powerful enough to stop NATO from having the ability to function. The incident began by the Suez Canal in Egypt. This particular canal was bought by the British and the French. However, the Egyptian government turned and made the canal part of the national government. This made the British and French angry at the Egyptian Government. This moved into tensions that were in Israel and Palestine as well. This then caused an invasion into Egypt in order to take the Suez Canal, led by Russia and the Arabs. The tension built enough to create a wedge between NATO. America and Russia were ready to move into war over the Suez Canal because of the tensions. This was stopped by the peacekeeper program and the involvement of Lester Pearson moving in between the two sides and resolving the issue.

The Nobel Peace prize was given to Pearson in 1957 for his suggestion of creating the peacekeeper program and for his ability to help keep stability in the Canadian government. Towards the end of Pearson's career as Prime Minister, he worked to re-establish the liberal party of Canada, in order to obtain more viewpoints in the Canadian Government (Canada Online, 2006).

What were the goals of the FLQ?

The FLQ, also known as the Front de liberation du Quebec, was a powerful socialist and nationalist group in the 1960s, and are now defined as Canadian terrorists. This particular group began on the ideal that Quebec wanted to be an independent province from Canada, an ideal that was held by several Quebec citizens.

The first goal of the group was to establish a Marxist type society. This would mean that Communism would be the basis of the new governmental functioning. A workers' society would be able to be established from this particular ideology, allowing all in Quebec to be on an equal value economic system. In order to achieve this, the FLQ had the goal of overthrowing the Quebec government. This also meant that they would have to gain independence from the Canadian government in order to achieve their goals.

The functioning of the FLQ was based around acts of violence throughout Canada. Over 200 crimes were committed in a period of one decade, not only affecting the Canadian provinces, but also trying to move into American territory. Bombings, robbery of banks, and three killings are on the record of the FLQ in their desire to overthrow the Canadian and Quebec government in order to create a Communist society. While the FLQ is not as strong today, it still exists, with several members working towards overthrowing the government through violent acts of terrorism (FLQ, 2006).

Why did Prime Minister Trudeau implement the War Measures Act? What was its effect?

The War Measures Act was created in order to have a safety plan for the country of Canada. It was implemented to give the government more powers in case an emergency occurred. Citizens could be arrested and imprisoned without a trial and without reasonable cause. This particular act was implemented in Canada three different times; World War I, World War II and during the FLQ Crisis. During World War I and II it was used for enemy aliens who were coming from foreign countries into the United States. During the FLQ crisis, it was used in order to stop terrorists from committing acts of violence.

Prime Minister Trudeau was the lead of the government during the FLQ crisis and implemented the War Measures Act in order to stop the terrorists from gaining any more power. During this time, James Cross, a British Diplomat had been kidnapped, along with Trudeau. After they were returned, the FLQ continued to make threats and demands towards the government, causing Trudeau to implement the War Measures Act.

The affects of this was that a crisis occurred with the FLQ. Citizens and government officials responded to the War Measures Act by trying to find all that belonged to the FLQ. This raised tensions on both sides, causing the FLQ to gain more power and kill Trudeau and have a stronger voice. It also caused police and citizens to move into a state of panic. The War Measures Act is now referred to as the October Crisis because of the effects that it had on the government (War Measures Act, 2006).

6. How was the Charter of Rights and Freedoms ratified?

The Charter of Rights and Freedoms wasn't initiated in Canada until 1982. It began with initiations by Prime Minister Pierre Trudeau in the early 1970s, with his belief that there couldn't be a completed constitution until equality rights were set by the side of the Constitution. His reasoning behind this was to protect the citizens from any actions taken by the government that seemed unfair. Most of the provinces did not agree with this particular concept at the time, believing that citizens were protected under the Canadian constitution with all of the rights that were needed.

The only way that the Charter of Rights and Freedoms was established over a decade later was through a compromise that was made between the Canadian government and the provinces. This stated that in certain instances, a notwithstanding clause could be used in order to rationalize some of the freedoms. If a specific law needed to be passed, the notwithstanding clause would overlook the Charter of Rights and Freedoms in order to pass the specific law. However, this clause will only last for five years before it has to be approached again.

By 1982, the Charter of Rights and Freedoms became a part of the Canadian Constitution through the Constitution Act. This Constitution Act not only validates the charter, but also states that if there is a law that is inconsistent with the Charter, it is not valid. Most governmental authorities, including the Supreme Court, now hold this particular charter as one of the most important documents (Junior, TCE, 2006).





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## **PROJECT 8**

The concept of the conch shell as use for both practical purposes, as well as for symbolism in the book “Lord of the Flies” is significant in several ways. When looked into, this particular item and the way that it is displayed allow several new meanings to be part of the plot that is taking place. These are based off of the rituals that the conch shell has been used for, as well as the practical purposes that several have valued the conch shell with.

The conch shell is scientifically known as the *Turbinella pyrum*. It has been used for a carrier for oils and medicines among ancient tribes. It has also been used in order to make jewelry. Beyond this, the conch shell has moved into creating a musical instrument, one that is similar to a trumpet, which was used in the time of battle. The use of the conch shell like this is seen in the “Lord of the Flies” when Ralph uses the conch in order to call the boys to an assembly because of the other boys who have been dying. Symbolically, Ralph using the conch in this way can be seen as his own call to war, even though it is referred to as an assembly.

The use of the conch shell in other languages is also used for rituals, and gains the same significance and symbolism. “The conch is sounded at the beginning of important rituals not just because of its presence is auspicious, but also because the sound is believed to have the ability to drown out any negative words or noises that might disturb or disrupt the harmonious atmosphere” (Shells, 2006). Once again, this can be related to the use of the conch shell in order to call assemblies. The use of the conch shell at the beginning in order to call assemblies is also a symbolic way of showing the sacredness of

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the island and where the boys are. During this time, even though they are trapped on a desert island, they seem happy and are able to come together in order to decide how to organize everything to everyone's benefit.

The use of the conch shell at the beginning of this story is used as a way to describe the rituals that are being performed in the "Lord of the Flies." This same reference is used later on in the book to call an assembly that is not used for an assembly, but rather, for the preparation of the war that is beginning to be fought. The use of the conch in both of these instances is a way in which the author is able to describe the effects and the necessities of the assemblies that are being called on the island.

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## **PROJECT 9**

One of the themes related to human rights in “The Lord of the Flies” is related to the pigs that are used as examples. In the beginning, the pigs are not seen as anything to harm or that are harmful. However, by the end of the book, all of the boys take pride in killing pigs and are constantly trying to find ways to kill more for the meat that they need. They move from not being able to kill the pigs to killing a sow who is taking care of her babies when they kill her. They not only kill the sow, but also do it obscenely, by hurting the pig, and placing a spear up the pigs rear end (Chapter 7). This particular act can be seen as a symbol of human rights violations that are occurring everywhere, not only with women and their children, but also in relation to how the forms of government, as represented by the children in the book, have the right and the obligation to kill the ‘pig’ with cruel methods, celebrating afterwards.

The first place where this type of human rights violation can be looked into is with Kenya. Women and members of the army of Kenya have begun to speak out about the cruel acts that have taken place with the British army. 650 allegations of rape of women from the UK army have taken place in a period of thirty years. No one has been investigated or prosecuted from the actions being taken, even though most of the UK army is aware of the actions that took place (UK / Kenya, 2003).

A second example of the ‘pig’ in human rights concerns is seen in a recent report from the Israel / Lebanon conflicts. Both government officials and civilians are beginning to attack other civilians because of the rising tensions that are a part of the area. Hizbullah, a terrorist organization, is known to be behind most of the attacks that

are causing casualties among the citizens. This goes further to include several Lebanese citizens who have been killed by Israeli air strikes from the military. This includes entire families that are being killed by the attacks. “Hizbullah has been launching Katyusha rockets into Northern Israel. An Israeli woman was killed and dozens of other civilians were injured” (Israel / Lebanon, 2006). These particular attacks are similar to the acts committed on the ‘pig’ in “Lord of the Flies.”

In another part of the world, Turkey, the same types of attacks are being made. “Political violence has been a serious problem for almost three decades. Recent Turkish history has seen three military coups and, since the 1980s, armed conflict between the security forces and opposition groups” (Maro, R. 2006). This includes things such as disappearances and killings of civilians. Much like the baby pigs disappeared in “The Lord of the Flies,” the children in Turkey are also disappearing. Other citizens are being attacked for the good of the militaries to feast over at night.

While all of the human rights violations are different, the similarity comes from an authority figure dominating over victims and civilians, leading to disappearances, casualties, rape and death. The metaphor of “The Lord of the Flies” can be seen in all of these instances around the world in how certain figures choose to treat others around them.





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## PROJECT 10

### Learning Log

#### Note Taking

- Hitler joined army and fought in wars  
Joined military Intelligence
- German Worker's Party
- Built his own political parties
- Held his first meeting in 1919
- drafted program for a new party
- established popular welfare by excluding Jews
- chairman of the party – 1921
- sent to prison
- wrote *Mein Kampf* about his life
- established NSDAP in Munich after prison
- Gained Nazi support
- launched war against Poland, France, England
- defeated by the Soviet Union

#### Note-Making

- Jack learns about being an intellectual from Piggy
- Murder of Simon - becomes 'hypocrite' to piggy
- Jack begins to enforce rules about work that needs to be done
- Jack's failure of killing pigs
- Jack is able to get others to kill the pigs & murder Piggy for his own gain of power
- o try to kill Jack and fail several times
- o Soviet – Navy Cruiser

The representation of Hitler in “The Lord of the Flies” by the character of Jack is what allows the book to have political affiliations with the cruelties that were left by World War II. Both Jack and Hitler are represented as characters that are a part of a change in the political, social and cultural events of the time. Through the rise to power of both of the characters, they are able to become related as both a fictional novel and a real life dictator that changed the course of history.

The beginnings of both Hitler and Jack are similar in the way that they are seen. Hitler, soon after he left from home, was seen as joining the military. Through his obedience to the military, as well as his ability to rise to becoming a higher authority, he began to understand how principles and laws needed to be applied, as well as how to be obedient to them. This was not only seen in his war time tactics that gained him awards, but also in his later years in the military where he worked with intelligence in order to make sure that the inside information for a war was well known.

This same type of beginnings can be seen through Jack. As soon as he is on the island, he begins to follow Piggy, who instantly assumes a leadership role. Jack is known for watching and following Piggy closely, similar to what Hitler did in the military. He was described in the beginning as moving from his personality and thoughts to copying the way that Piggy thought, which was more logical and had more reasoning. Overtime, Jack not only was able to begin to think more like Piggy, but moved into making his own assumptions, rules and regulations that were close to what Piggy was trying to regulate.

The next step that both Hitler and Jack take with their leadership positions in the beginning is with the move from the German worker’s party of Hitler, then to creating his

own party. This particular time in Hitler is a time where he was able to state his own position among the rules and regulations that he was following. While he was strong with the German worker's party, he used this as a point to break free of the military strategies that he was involved in and to become more acquainted with techniques that were not so main stream to the population. This allowed Hitler to create his own voice through politics without breaking completely off of the political roles in order to help him gain recognition as well as power.

This same type of power can be seen through Jack as he begins to break from Piggy's role of leadership. Jack begins to become stricter towards the boys that are doing the work, making sure that they keep the fire going in case someone finds them in an emergency, and creating policies that he knows are logical to the situation. He doesn't break free of Piggy's assumed leadership role; however, he does make sure that the boys know that he is the next in charge. If it isn't Piggy's rules that will be followed, then it will be his, leaving the other boys no choice but to follow his lead beyond Piggy's. When Piggy catches Jack in these modes, she refers to him as a 'hypocrite,' in the efforts to keep him under control of the standards.

The next area of Hitler's life that is noticeable is his break from the German Worker's party into the draft and beginning of his own party, the Nazi Party. The foundation and establishment of this particular party take place from 1919 – 1921. With some of Hitler's first moves, the authorities catch him as moving to far and put him in prison. Hitler takes advantage of this for more recognition with his book, *Mein Kampf*. The beginnings of Hitler's establishment not only enforce things such as equal wages and

working class, but also works towards balancing out the economy simply by removing all of the Jews from the location. Some of the policies he states firmly at the beginning, while others he reaffirms after he has been removed from the prison. The establishment of Jews as not having proper economic and political affiliations, results in revolts against Jews for things such as economy changes, allowing Hitler to gain power and belief from the citizens.

Jack follows these same principles as he moves away from Piggy into his own regime. The breaking point into Jack's personal leadership can be said to be represented by his movement to being able to kill pigs. In the beginning of the book, Jack is not able to kill pigs, but has a desire to in order for everyone to live. By the middle of the book, Jack is able to kill the pigs easily, and also teaches others how to do this. The pigs can be said to represent the Jews, as they are not affiliated with the political parties and are caught without warning for being blamed for problems. As the story continues, Jack's affiliation and domination over the pigs, as well as how he teaches the other boys to treat the pigs becomes even crueler, with the killing of any pig related to a celebration. This is a large similarity towards the way in which Hitler moved into blaming Jews for the problems of Germany and convinced others to kill them or put them in concentration camps.

The establishment of the Nazi regime, as well as Jack's power is what led to the wars in both the German dictatorship of the 1930's and to Jack's power over others. Hitler is able to begin this regime by breaking off relationships with other countries in Europe, then declaring war on them. This included Poland, France and England by 1938.

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Hitler had gained enough power and support from the Nazi regime in order to begin moving swiftly across Europe and taking over the various areas. This was Hitler's final call to power, leading to his downfall by the Soviet Union in the early 1940s.

The same gain and downfall of power is also seen with Jack. This begins by his conviction that Piggy needs to be killed. After this is achieved, even those that are following Jack's leadership try to kill him. This is similar to the wars taking place in Europe from Hitler, as those that were once allies with Germany were now working towards defeating Hitler's power. In the end, all of the boys are saved by the Navy Officer, like the Soviet Union moved to saving the European powers.

In the end, both leaders have several similarities. From the beginnings of the leadership to the defeat of their powers, they both follow a timeline towards taking over the certain areas in which they are in. It is through the desire of leadership and the incapacity to see the negative affects of killing the innocent that both of these leaders move to their own downfall.

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## **PROJECT 11**

1) In what ways is the media in Canada better than the media elsewhere around the world? In what ways is it worse?

The media in Canada is better than media in other places in the world because there is a right to state what needs to be said. Freedom to advertise, send information and program various parts of the media are all well thought out and brought into the media outlet. The media in Canada is also better because there are several stations that are public networks, giving Canada the ability to have programs that don't have advertising. There are also individual providence stations that show public broadcasts. Among these and other stations are over 128 possibilities to retrieve information, which is better than several other types of media around the world.

The ways in which Canadian media is worse than other places depends on the station. Even though there are public broadcasts, there are also for-profit stations. These particular stations will advertise, sell and promote various products. Because they are based on things such as subscription, it makes it so that it is not available to all of the citizens of Canada. Another problem with Canadian media is that much of it is influenced by the United States and what is popular in that area. This causes loss of the media to represent the unique culture of Canada and to create elements of creativity that should be used for Canada alone (Media in Canada, 2006).



2) What rights do politicians have to privacy? Where does public service end and private lives begin? How should we hold politicians accountable?

Politicians should have as much right to privacy as every other citizen in Canada. Their private lives should not make a difference in the way that they operate and function. When a politician leaves an office is where their job ends and where their private life begins. It would be ideal if every politician had the ability to be an example to other Canadian citizens by upholding the law. However, until they are held accountable simply as a citizen, it is not the right of others to instigate trouble by not allowing the politicians to have their own right to privacy.

Politicians should be held accountable like every other citizen in Canada. When they are in the office, they need to do things according to the Canadian Constitution as well as the Charter for Rights and Freedoms. If this is not done, then they need to be investigated, as it is part of their job to uphold this law. When politicians are outside of the office, they will need to be held as accountable as every other citizen, meaning that they can separate their private lives from their work lives and be noticed in a light that is more just.

3) What does it mean to be Canadian and multicultural? Are we a truly multicultural society?

To be Canadian and multicultural can mean several things, depending on the angle it is looked at from. Politically, it means that one is following the Charter and presenting equal opportunity to all, meaning that there is recognition of opportunity and protection for everyone. From a social standpoint, it means that there is representation of English and French languages at the least. It also means that anyone from the world is able to be fairly represented in a community without bigotry taking place. On an economic level, it means opening doors and opportunities for other cultural considerations to be made. For example, opening restaurants that are diverse and ethnic, creating events and artistic endeavors that aren't completely Canadian, etc. will all contribute to becoming more multicultural.

Canada, in some respects is multicultural. There is a true effort towards opening doors of possibility in order for multicultural concepts to be presented. This can be seen through the Charter as well as through individual endeavors to welcome other cultures and heritages. However, Canada can only be as multicultural as is allowed. There are still problems with things such as allowing more than French and English, and politically, it is expected that everyone be a citizen and represent the Crown. While Canada is trying to move forward, there are also other Canadian traditions and implications that have caused the nation to be multicultural to a certain point, then stop.

4) In Lord of the Flies, the boys are left to their own devices, what political system to they adopt to try and govern themselves? What is successful about this and what is not successful?

The boys that are in the Lord of the Flies adopt the Communist political system in order to govern themselves. There are several pros and cons to the system that they have chosen which cause their survival as well as their downfall.

The pros that are served with the idea of Communism is that all of the boys have an equal amount of responsibility to make sure that there is food, shelter, warmth and other supplies that are needed. When it comes to working for the day, everyone has an equal responsibility in getting the work done. The con about this aspect of “The Lord of the Flies” is that those that don’t get the work done are condemned and killed. Others begin to judge that they are not holding an equal share of work, maybe because they can’t.

Another part of this particular political system is that someone eventually has to step up and take a leadership role in order to make sure that the policies are kept into place. At first this is Piggy, than moves to Jack. Among all of the leaders, there is too much power in one place. The boys begin to spite the rules that are made, move against them, and try to overthrow the leader. This causes problems with the set up of the system in being able to hold the policies together. Without the ability of everyone to have a say in what needs to be done, it causes tension and problems. This particular issue is what led to the first death in “The Lord of the Flies.”

5) Are the boys realistic in the story? Is this a situation that could really happen in today's world?

The situation that was seen in the “Lord of the Flies” is one that is realistic and could happen in today’s world. The author portrays the different boys as something that he believes has happened, especially in relation to the 1950s and the wars that were occurring when the book was written. When the book is looked at and compared to situations now, it can be seen that there are strong comparisons as well as symbolism that relate to the story.

Not only could this situation happen in today’s world, but it seems to be happening all over the world. The first way in which this is seen is through the problems with human rights. Everywhere, the leaders in one area are able to abuse and kill the victims and citizens that are in the area. The leadership is also imbalanced with what policies should be followed and why. Those that are not in leadership positions are constantly in fear of being killed or hurt if they do something wrong, similar to several government activities around the world. This particular story is not only a novel, but also a commentary about what is happening among the governments and the citizens that are associated with them.

6) What role would you play if you were stuck on the island with the boys? Would you be a leader? A follower? A mediator? An instigator? Please describe and provide reasons why you would assume this role.

If I were stuck on the island with the boys I would play the role of the instigator.

This would allow me to stay in the background enough to not have to deal with specific actions and would also give me the ability to make sure no one else would get hurt.

The reasons for assuming the role of instigator begin with why the other roles would not be fitting. Being a leader would assume too much responsibility on everyone's survival. It would also cause conflict and tension among everyone that may have not necessarily been right. As can be seen, everyone wanted to assume the possibility of leader, causing an overthrow of leaders to be in consistent danger. Being an instigator could help to prevent these conflicts and keep the leader with the inability to manipulate everyone.

A follower would have to continuously change roles because of the instability of the leader. They would also not have the power or ability to have a voice in the particular situation. A mediator would have the same problem and would constantly be blamed for not having the ability to solve conflict, becoming a hit man between the leader and the follower. With an instigator, being in the way of conflict could be prevented while still allowing myself and others to do what is best for everyone's survival.

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