



Chapter

5

Global Opportunities for Canadians

Chapter Focus

Challenges and opportunities are closely related. For example, it might be a challenge for you to put in extra time on schoolwork, but how might the results of that challenge also be an opportunity for you? Think of other challenges that can create opportunities. What aspects of globalization could present opportunities?

In the Chapter 4 Skill Path on pages 55–56, you began thinking about how globalization has affected your life. In this chapter, you will explore the opportunities that globalization can create and the ways in which you are affected by them. By looking at these opportunities, you will be better prepared to respond to the Main Issue for Part 1: *Should globalization shape identity?*

Chapter Issue

How should we respond to the opportunities that globalization provides for identity? In order to explore this Chapter Issue, you will look at some of the ways that globalization creates and extends opportunities for identity. You will also have the chance to examine how individuals and groups respond to the positive impacts of globalization on their identities.



READING GUIDE

When visual information is provided, check carefully for connections to other visuals in the chapter. What similarities and differences can you find?

Key Terms

- UN
- migration
- acculturation
- urbanization
- Industrial Revolution
- metropolis
- megacity
- hyphenated Canadian
- Acadians
- affirmation
- cultural revitalization

UN United Nations



Figure 5-1 The United Nations (UN) headquarters in New York. The UN provides a forum for representatives from member countries to find out more about one another and learn how to work together as a global society. Their exposure to values, ideas, and beliefs from other parts of the world gives UN delegates the opportunity to find ways for countries to work together.

Create a Historical Map Portfolio

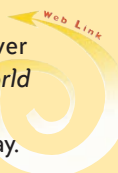


SKILL PATH

In the first section of this chapter, you will look at some of the opportunities for identity that are created by **migration**—a major aspect of globalization. Migration has been a major aspect of Canadian society for many years. It has shaped the Canada in which you now live.

Try using geography to study this global issue by practising the process outlined below. Gather, organize, and interpret information about people and places to explore the Chapter Issue: **How should we respond to the opportunities that globalization provides for identity?**

Your Task: Suppose you are a Canadian geographer interested in learning about immigration to Canada in the early 20th century. Natural Resources Canada provides an online atlas, *The Atlas of Canada*, which encourages us to “discover Canada through national facts and maps.” Visit the *Living in a Globalizing World* website for a link to the *Atlas of Canada* archives. Use the database and the following process to design a historical map portfolio or bulletin-board display.



migration the movement of people from one region or country to another

Step 1

Collect Geographic Information

Gather data specific to immigration to Canada to answer the following questions:

- Did groups of people from particular countries of origin settle in certain areas, towns, or cities?
- On which groups of Aboriginal peoples did immigration have the biggest impact?

Use the *Atlas of Canada*'s archives to download and print copies of the following, using the Weblink above.

- *Atlas of Canada*, 1st edition, 1906
 - **Population**
 - Origin of the Population, 1901 [Eastern Canada] Map
 - Origin of the Population, 1901 [Western Canada] Map
 - **Aboriginal Peoples**
 - Aboriginal Groups [circa 1906] Map
- *Atlas of Canada*, 2nd edition, 1915
 - **Population**
 - Origin of the Population, 1911 [Eastern Canada] Map
 - Origin of the Population, 1911 [Western Canada] Map
 - **Aboriginal Peoples**
 - Aboriginal Groups [circa 1915] Map



Figure 5-2 Hungarian immigrants arrive by train, Toronto, 1920. How might their decision to immigrate to Canada have been shaped by the promise of opportunities?

Step 2

Organize Your Data

Here is where you, as a geographer, use a second basic geographic skill to start making sense of the information you have collected. Organizing the maps will help you see patterns. For instance, you may discover that a large number of immigrants from one country settled in a particular area.

Step 3

Summarize Your Observations

Once you have detected patterns, outline them in your notes. Make references to the maps so that you can demonstrate your findings.

Step 4

Interpret and Analyze Your Data

You are now at the point where you can analyze and interpret the trends and patterns you have discovered. Did one province seem particularly attractive to immigrants? Which specific areas within provinces or territories were preferred? What appears to have been the impact of immigration on Aboriginal lands during the early 20th century?

Step 5

Show Your Results

Write, edit, and revise your answers into two effective paragraphs that make reference to your maps.

Draw, by hand or using computer technology, a map that identifies major population areas in Canada where three different immigrant populations (for instance, Irish, German, and Dutch) settled between 1901 and 1911. Also identify Aboriginal territories.

Step 6

Prepare Your Work for Submission

Use coloured paper to mount copies of each of your maps and your paragraph analysis. Use headings, subheadings, and dividers to assemble your work into a folder, a binder, or an electronic portfolio. Alternatively, you may decide to use a cardboard tri-fold to display your maps and paragraphs for class viewing.

Opportunities for Identity

Question for Inquiry

- In what ways does globalization create new opportunities for identity?

What do these articles suggest about opportunities that can be created for new immigrants in Canada's pluralistic society? ▼

Job picture brightening for immigrants: Statscan

Immigrants arriving in Canada are having greater success finding a place in the Canadian work force, but most are still having trouble getting a job in their chosen field, Statistics Canada said Thursday. In a new study, the federal information agency found that 80 per cent of immigrants of prime working age—those between the ages of 25 and 44—had been able to find at least one job during their first two years in this country.

Globe and Mail, October 13, 2005

Canada's labour minister talks about shortage of workers in Alberta

CALGARY—Federal Labour Minister Jean-Pierre Blackburn is ... answering questions about addressing the skilled labour shortage in Alberta's oilfields. Blackburn says the Harper government is spending a considerable amount of money on opening doors for trained immigrant workers to fill vacant positions. Blackburn says Canada can use the many capable skilled immigrants already living in the country.

CHQR (Calgary) Radio, August 29, 2006

We have seen how globalization can present challenges. What about opportunities? Some people use the word *cosmopolitan* to describe something that is made up of elements from different parts of the world. The more diverse the parts, the more cosmopolitan a person, place, or organization will be. In today's globalizing world, many large cities are becoming extremely cosmopolitan. In this section, you will have a chance to think about the opportunities of cosmopolitan urban centres. This will help you reflect on the Chapter Issue: *How should we respond to the opportunities that globalization provides for identity?*

Accommodation, Integration, and Acculturation

In Chapter 4, you saw how people are challenged by accommodation and integration as a result of globalization. Accommodation and integration can also create opportunities. You may recall from Chapter 4 that *accommodation* involves making adjustments or reaching a compromise to allow for differences. Accommodation often leads to *integration*—providing equal opportunity for participation of different groups in society.

When we talk about opportunities for identity, we can also include a third: **acculturation**. Acculturation is the process of adapting to a new society. It can create opportunities because people may choose to acculturate as much or as little as they see fit. Acculturation sometimes leads to assimilation, a process of gradually adopting the identity of a majority. You may also recall that you explored assimilation in Chapter 4. Accommodation, integration, and acculturation often make up a three-step process that can help new members of a society take advantage of the opportunities associated with that society.

Think back to your first days of senior high school. How were you accommodated by and integrated into your new community? How did you acculturate? Figure 5-4 explores some ideas.

Now consider how this process would apply if you moved to a new city. In fact, more people are moving to cities today than at any other time in history. This is one effect of globalization—the global migration of people. Migration can give societies opportunities to enrich themselves by accommodating and integrating diverse peoples. The peoples then have the opportunity to integrate and acculturate to the extent they wish.



▲ **Figure 5-4** Adjusting to senior high school



▲ **Figure 5-3** Accommodation and integration take place often in a high school community. How might accommodations for new members of a society enrich the community as a whole?

acculturation a change in an individual or a group that results from contact with another group

FastFacts

In 2001, the United Nations Centre for Human Settlements predicted that more than 60 per cent of the world's population will live in towns and cities by 2030. What might be some reasons for this prediction?

READING GUIDE

Help yourself learn terms connected with globalization by keeping up the personal glossary you started in Chapter 1. Regularly review the terms from earlier chapters to remind yourself of important globalization concepts.

urbanization the process by which so many people move into rural areas close to existing cities that these areas become urban

Industrial Revolution the rapid transition from an agriculture based economy to a manufacturing based economy, which began in Great Britain in the 19th century and spread to other countries, including Canada

metropolis a large, busy city, especially the main city of a country or region

megacity an urban centre with a population of 10 million or more

Opportunities in Urban Centres

Urbanization is a word used to describe the development of cities. About 200 years ago, during the **Industrial Revolution**, factories became the main way to manufacture goods. Many factories were built in cities. People moved from farming communities to cities to look for work. Factories needed many labourers, so city populations grew quickly. This started a trend toward urbanization that is now at an all-time high.

Today, globalization has contributed to similar circumstances in less developed countries. As you learned in Chapter 1, transnational corporations are choosing to operate in cities in less developed countries, where costs are lower. As a result, many people in the rural areas of these countries are choosing to migrate to urban centres because of employment opportunities in factories and businesses.

Cities around the world have become important centres of business, industry, technology, politics, and culture. More people now live in large cities, or **metropolises**, than ever before. Urban populations continue to grow. People may move into cities in their country of birth or across national borders. Most immigrants tend to arrive in new countries via big cities.

Immigrant populations can contribute to the development of cities, both socially and economically. They make a city’s population more diverse. They contribute unique values, skills, and knowledge. In return, urban centres provide immigrants with settlement services. Assistance with language, housing, and employment is very important to new Canadians. What are some of the main accommodations that immigrants to Canada might require?

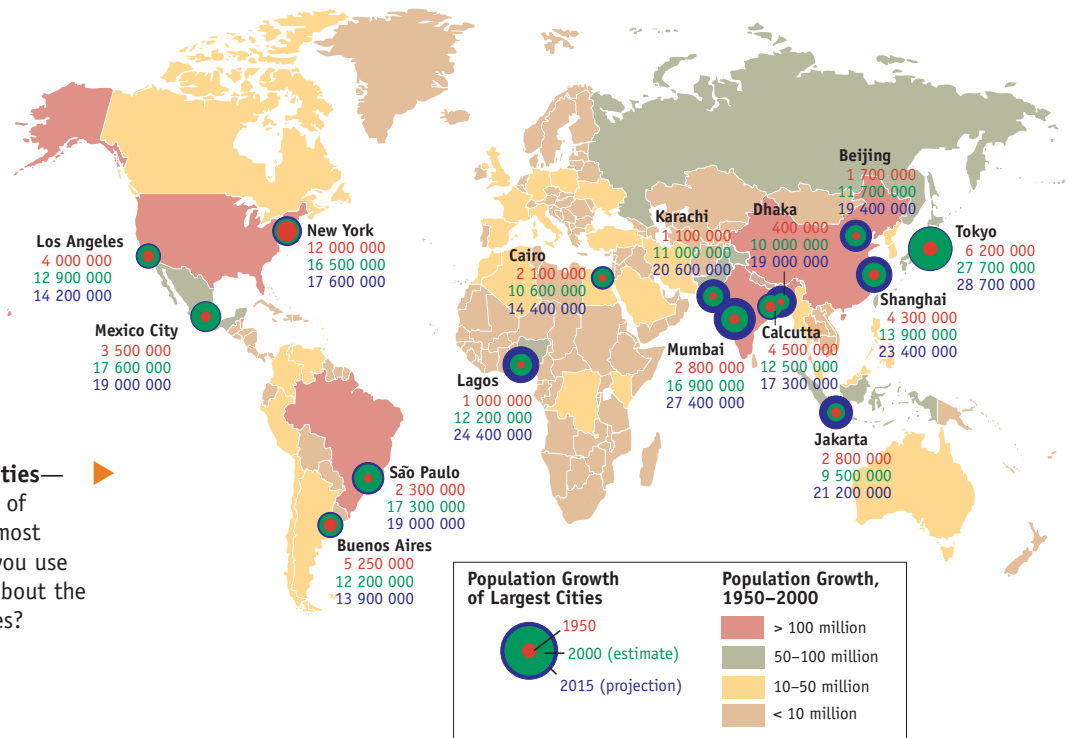


Figure 5-5 Growth in megacities—urban centres with populations of 10 million or more. Where are most megacities found? How might you use this geographic data to think about the effects of globalization on cities?

Services For New Canadians

In Halifax, Nova Scotia, the Metropolitan Immigrant Settlement Association provides the following services to new Canadians:

- developing an action plan for each new client based on needs
- helping to orient newcomers to their new city and to Canadian society
- dealing with immediate needs
- providing crisis support for difficult situations
- assessing language skills and arranging for translation and interpretation
- finding employment opportunities, offering training for new skills, and offering assistance and support for people re-entering their field of work in a new country
- presenting cross-cultural awareness workshops

Opportunities for New Canadians

Integration occurs when people who are new to a society become accepted members of the community. They obtain jobs, learn one or both of Canada's official languages, and respect Canadian laws. People may find that adopting or adapting to certain features helps them integrate into a changing society. This process of changing as a result of contact with other groups is acculturation. Individuals and groups acculturate in different ways and to varying degrees. What impact might integration and acculturation have on a person's identity?

Integration and acculturation can give new members of a society the opportunity to adapt to a new culture. Individuals can choose to add to, rather than give up, their identities. The process may take years. For example, statistics show that over time more and more people consider themselves Canadian rather than, for example, Scottish or Kenyan or Sri Lankan. This shift in self-identification—in the way that people think of themselves—is one way that acculturation affects a society. Integration and acculturation can also help new Canadians ease into our society, as shown in the Voices feature on the next page.

Figure 5-8 Filomena Carvalho and other staff from the Immigrant Women's Health Centre visit women at workplaces in Toronto in 2003. What impact would this accommodation have on the identity of a new Canadian? How do you feel when people make accommodations for you?



Figure 5-6 One city's accommodation plan. By accommodating new immigrants, the Metropolitan Immigrant Settlement Association helps prepare people to become participating members of Canadian society. Imagine that you are moving to Halifax—rank each of the seven services in order of importance to you.



Figure 5-7 Acculturation over generations. In what ways might acculturation be seen as an opportunity? Why might some people consider it a challenge?



Voices

A New Home

The writer Anita Rau Badami came to Canada from India, where she already had a successful career as a newspaper reporter. In the following excerpt from her essay “My Canada,” she describes her own acculturation process.

My four-year-old son and I emerged from the nearly empty [Calgary] airport to be hit by a blast of freezing air. I could see nothing for a few moments as my eyes and nose had started to water with the cold.... It was -15° Celsius, and we had just arrived from a city where the temperature had been hovering at 47° Celsius in the shade. In the week that followed, the desire to go back from whence I'd come became ever stronger. I missed the noise, the bustle of people, the smells and the circus-like atmosphere of Indian streets.... I wanted to go home.

Two months later, the lilacs were in bloom, filling the air with their scent. There were daffodils thrusting up from the earth, followed by tulips and irises and hundreds of other flowers. The trees had burst into bloom, and I was looking at a different world.... I would stay another year, I told myself, if for nothing other than to see the seasons change. Four years slipped by and I was still in Canada.... I had signed up for a creative writing course at the University of Calgary and then began a master's degree in English literature. I'd had several stories published, and I'd begun to love the crisp winter mornings, the sudden excitement of a chinook, which seems to melt the snow in minutes and peel veils of cloud away from the distant snowcapped mountains. Now, every time I stepped out of my house, I bumped into a friend or someone I knew....

In 1995, my first novel was accepted for publication, and we moved to Vancouver. Once again I was filled with that feeling of being torn from all that was familiar and beloved, of leaving home, except this time, home was Calgary, and what I yearned for was long silent streets and canola fields shimmering yellow under an endless blue sky.

Source: “My Canada” by Anita Rau Badami, copyright 2000 by Anita Rau Badami. Originally published in Canada in *Imperial Oil Review*, Summer 2000. <http://www.imperialoil.ca/Canada-English/ThisIs/Publications/2000q2/437mycanada.htm>.

- 1 Badami explains her acculturation process as though Canada grew on her over time. In what ways did she integrate into Canadian society? How did her integration affect her acculturation?

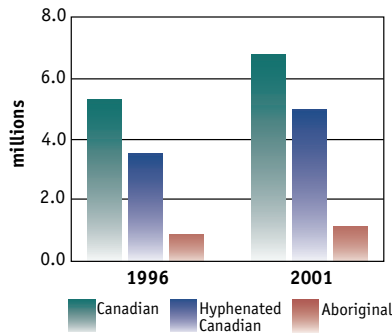


Figure 5-9 Best-selling Canadian novelist Anita Rau Badami

Web Link

Visit the *Living in a Globalizing World* website and follow the link to Canada's Citizenship and Immigration Department. Put yourself in the place of a non-Canadian and read about “Provincial Nomination” to Alberta, Manitoba, Newfoundland and Labrador, Prince Edward Island, Yukon Territory, British Columbia, New Brunswick, Nova Scotia, and Saskatchewan. Which province or territory would be most inviting to you? Why?

Figure 5-10 Number of Canadians who self-identified as Canadian versus **hyphenated Canadian** or Aboriginal on the Census of Canada. This graph suggests that the longer immigrants live in Canada, the more they identify themselves as Canadians. How do you identify your ethnic origin—as a Canadian or, for example, as a Canadian of Japanese or of Italian descent? Or do you identify yourself as a hyphenated Canadian, for example, African-Canadian? What other ways might people use to identify their origins?



hyphenated Canadian a person who identifies his or her ethnic origin as Canadian along with the ethnic origin of his or her ancestors

Gather information on ethnic identity reporting from the most recent census. Has the pattern shown in this graph continued? What does it suggest about globalization, acculturation, and identity?



As a class, use geographic data to better understand your community. Look at a map of your town, city, or region. What can you learn from the names of places, roads, and land features? What evidence can you find that global migration played a role in the naming of places? How do you think globalization has shaped the identity of your community? Have a class discussion to gain insights from other students.

Explore the Issues

- 1 **Examine It.** Canada wants to encourage skilled workers from around the world to immigrate here. Potential immigrants are judged on six selection factors: education, official languages, experience, age, arranged employment, and adaptability. They also need to consider other factors such as application fees, having enough funds to settle in Canada, and medical examinations.
 - a) Visit the *Living in a Globalizing World* website and follow the link to Citizenship and Immigration Canada to see how points are awarded and to find out about other factors that potential immigrants need to consider.
 - b) In a paragraph, describe the most qualified immigrants. In a second paragraph, explain which of the six selection factors refer to a potential immigrant's abilities to become integrated into Canadian society.
- 2 **Consider It.** Are your relatives global migrants? Has your family been affected by global migration?
 - a) Interview your parents, grandparents, or other older relatives about their origins. (Refer to the Skill Path in Chapter 11.) Were they born in the place they live now? Did they come from another province, country, or continent?
 - b) For each interviewee, collect geographic data by marking out the journey to his or her current home, either from elsewhere in Canada or from elsewhere in the world.
 - c) Organize your data to show any interesting patterns you see, then show your results to your teacher.
- 3 What accommodations to new immigrants to Canada could be made by a) individuals, b) schools, c) governments?

Responses to Opportunities for Identity

Question for Inquiry

- In what ways could one respond to the opportunities that globalization provides for identity?

What do these articles suggest about the opportunities for identities that are shared across large territories?

Acadians celebrate Ottawa's approval of expulsion proclamation

By Chris Morris

FREDERICTON, New Brunswick (CP)—Acadians in the Maritimes are celebrating a decision by the federal government to issue a proclamation acknowledging the wrongs done to their ancestors during the expulsions of the 18th century.

Vancouver Sun, December 3, 2003

Louisiana to host Acadian trade event

By Yvon Gauvin

New Orleans and Lafayette, [Louisiana], will host a trade event this year with Acadians to the north to exchange ideas [and] business proposals and develop new trade partnerships between the United States and Canada.

L'Acadie of the South will host Expo Acadie 2006 from April 25 to 30 to provide a unique opportunity for export-ready companies interested in an international market, tapping into new markets or developing their own business networks or business partnerships, [according to] a spokesman for Expo Acadie 2006.

Times & Transcript, February 24, 2006

Acadian Francophone descendant of the early French colonists in Atlantic Canada

affirmation a positive, assertive action



Figure 5-11 The Acadian flag, adopted in 1884. By that time, Acadians had lived in Canada for hundreds of years. How would adopting a flag in 1884 affect their sense of Acadian identity?

How does globalization create opportunities for identity? What impacts can opportunities have on identities? Think about a time in your life when you felt as if your identity, values, ideas, or beliefs were not taken seriously. Then think about a time when you were recognized as important for your uniqueness. How did it feel to be acknowledged? Keep your experiences in mind as you read about some of the opportunities for identity in a globalizing world and as you reflect on the Chapter Issue: *How should we respond to the opportunities that globalization provides for identity?*

Affirmation of Identity

Globalization can offer individuals and groups opportunities to affirm their identities. Affirmations of identity are ways that people or groups assert themselves or their communities. Whenever you acknowledge what it means to you to belong to a particular family, age group, gender, club or team, or heritage community, you affirm your identity. Groups affirm their collective identity by working to protect their language, culture, and values. Globalization can offer people opportunities to affirm their identities in a widely diverse community—the world.

The Acadians

Acadians (in French, *Acadiens*), are the Francophones of Atlantic Canada. Acadia was originally a French colony, but France gave up its control of

the land in 1713. Acadia then became a Francophone colony in British-controlled territory. At first, the colonists were allowed to remain neutral—not affiliated with either France or Britain. However, as tensions between France and Britain grew, the British demanded an oath of allegiance (a formal declaration of loyalty) from the Acadians. When the Acadians refused to take the oath, the British military drove them out of their homes. They burned villages, seized property, and deported about 10 000 Acadians.

The deportees were sent to France, Britain, and the colonies along the eastern seaboard. This period of deportation between 1755 and 1762 became known as Le Grand Dérangement.

In spite of being turned out of their homes and separated from their families, Acadians maintained a strong identity. They slowly returned to the Maritimes and were allowed to stay as long as they settled only in small groups. Their lands had been taken over by British newcomers, so they moved to coastal areas. Small Acadian communities sustained strong traditions of language, music, food, and history.

In 1881, in Memramcook, New Brunswick, the first Acadian Convention was held. The Acadians who attended were surprised to learn

Fast Facts

On December 9, 2003, the Canadian government announced a Royal Proclamation from Queen Elizabeth II that officially recognized the displacement and hardship of Le Grand Dérangement. The proclamation also designated July 28 as an annual day of commemoration. How might acknowledgements of historical challenges, such as this Royal Proclamation, create opportunities for communities?

Voices

Translations

Zachary Richard, a Louisiana singer-songwriter of Acadien descent, reflects on the Canadian government's announcement of a Royal Proclamation creating a Day of Commemoration for the Great Upheaval.

What is interesting is that “Grand Dérangement” is translated as “Great Upheaval.” In fact “Dérangement” is better translated as “Inconvenience,” upheaval being “boulversement” in French. I wonder about the term “Grand Dérangement,” the “Great Inconvenience.” Even as a child, that term struck me, not as odd, but as special. I wonder if the Acadians who suffered the “Great Inconvenience” were aware of the irony of the term, and wished to diminish the extent of their suffering by referring to it in an almost off-handed manner. The English translation is false to the idea contained in “Grand Dérangement,” as though the Acadians have gone

through history wringing their hands at the thought of the “Great Upheaval.” Whenever I hear of the “Grand Dérangement” it doesn’t nearly sound so threatening. It sounds like something difficult, even tragic, but something that can be overcome nonetheless.... In treating their plight as the “Great Inconvenience,” the Acadians took away some of its force. An inconvenience is not as hard to overcome as an Upheaval. Even a Great Inconvenience.

Source: Zachary Richard, *Monthly Report*, 2004, <http://www.zacharyrichard.com/monthlyReport2004.html>.



Figure 5-12 Zachary Richard, celebrated Cadien musician

- 1 In what ways have discussions with your family about your heritage influenced your understanding of your identity?
- 2 How might an understanding of history and a new opportunity for identity help to maintain a culture?

FastFacts

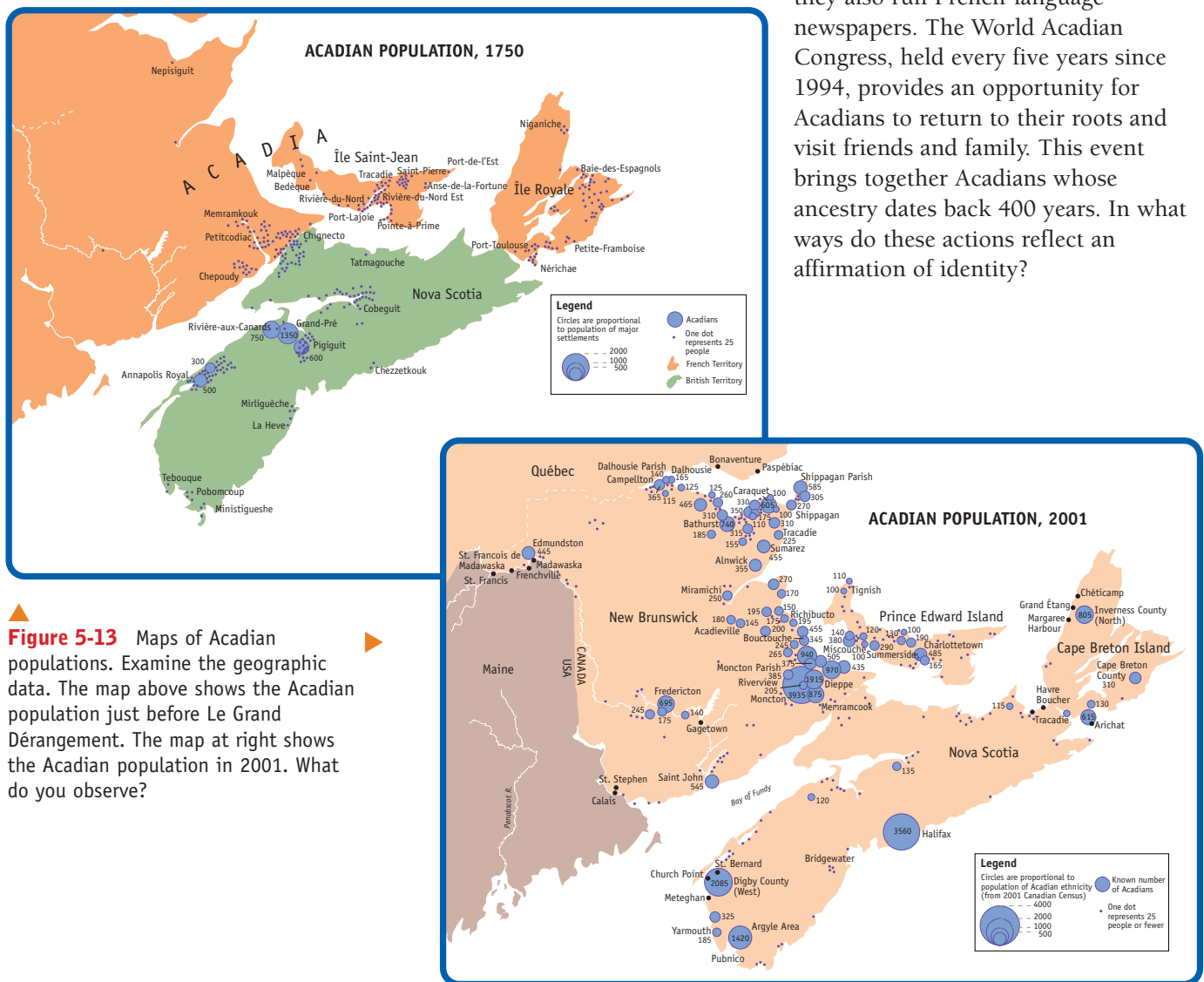
Many Acadian deportees were sent to Louisiana in the present-day United States. Here, Acadian culture developed into what is now commonly known as the Cadien, or Cajun, culture. Le Grand Dérangement led to this development of Cajun culture, which is identified with a distinct group of Acadian descendants. In what ways can challenging events present opportunities for cultures to change or evolve?

how many had returned to the area. Knowing they had become a large group again, the Acadians began to revitalize their culture and affirm their identities. They began to organize community events, to lobby for Francophone schooling, and to create and promote Acadian arts to the rest of Canada. Drama, literature, and music became important ways of sharing Acadian history and maintaining a distinct identity.

Acadians Today

Today, the vitality of the Acadian community is evident on the East Coast. New Brunswick became a bilingual province in 1969, and the Université de Moncton became the first Francophone university in the province. Education in French, from kindergarten to grade 12, is accessible in all Acadian areas. Acadians have their own anthem, flag, and holiday, and they also run French-language

newspapers. The World Acadian Congress, held every five years since 1994, provides an opportunity for Acadians to return to their roots and visit friends and family. This event brings together Acadians whose ancestry dates back 400 years. In what ways do these actions reflect an affirmation of identity?



Affirmation of Identity and Francophone Schools

As you learned in Chapter 4, Francophones in Alberta realized the need for distinct Francophone schools in order to affirm their identity and maintain their culture. According to Section 23 of the Canadian Charter of Rights and Freedoms, Francophone students have the right to be educated in French at schools managed by Francophones. In 1993, Franco-Albertans gained the right to manage their own schools. As of February 2006, the Francophone education system had grown to include

- 5 Francophone school authorities that manage 27 French-language schools (from kindergarten to grade 12) and 1 Francophone outreach program
- 4000 students enrolled in Francophone programs
- a bilingual business administration program at the Northern Alberta Institute of Technologies
- the Faculté Saint-Jean of the University of Alberta, which offers French-language undergraduate degrees in arts, science, and education, and graduate degree programs in education and in arts

FastFacts

In Chapter 4, you conducted research on La Francophonie. One way that this organization promotes closer ties among French-speaking countries is by encouraging co-operation in education. How might this type of co-operation contribute to an affirmation of Francophone identity?

Voices

Francophone Schools in Alberta

In 2006, two Francophone schools in Alberta, École des Quatre Vents in Peace River and École Publique Gabrielle-Roy in Edmonton, moved to new, larger locations.

Peace Region's Francophone community celebrated the opening of École des Quatre Vents [on] August 30. Part of the Northwest Francophone Education Region, the school houses 56 students ... from pre-kindergarten to Grade 6. With sister schools in Grande Prairie and Falher, the council aims to offer individualized instruction, to highly involve parents, and to strengthen French language and culture in Northern Alberta.

Coordinator Mona Bouchard feels the larger space will have uses beyond the academic. "The school will be like a Francophone community centre ... The link between school, home, and community is necessary to maintain the Francophone community ..."

Source: Kristjanna Grimmelt, "School's opening a milestone for French community," *Peace River Record Gazette*, September 5, 2006, <http://www.prrcordgazette.com/story.php?id=252855>.

Parents and teachers beamed Tuesday as fast-growing École Publique Gabrielle-Roy welcomed 345 students to its new home in Strathearn. ... "We're not just sharing, we're not borrowing—it's ours," parent Nathalie Zuniça-Cadrin said proudly as she delivered her children ... to the first day of classes in their new Francophone public school, the only one of its kind in Edmonton. "Now we have a building to call our own and it makes us alive. The kids are happy and they feel a sense of pride ..."

The school's slogan is "On est chez soi à Gabrielle-Roy"—"You feel at home at Gabrielle-Roy." ... "Some finishing touches remain," [Principal Jean-Daniel Tremblay] said, pointing to the words "Community school coordinator" painted on an office door. "We don't want to see English writing on the doors in a Francophone school ... We want to have a Francophone environment as much as possible."

Source: David Howell, "New home for Francophones," *Edmonton Journal*, September 6, 2006, <http://www.canada.com/edmontonjournal/news/cityplus/story.html?id=9cd320e5-6c21-4430-8a71-8c4aba59a13f&k=69459&p=2>.

- 1 According to each of these excerpts, what is the role of Francophone schools in affirming Francophone identity?
- 2 In what ways does your school provide opportunities for students to affirm their identities?
- 3 How do you respond to these opportunities, both as an individual and as part of your community?

cultural revitalization an effort to restore new life to a culture

Cultural Revitalization

Globalization can also offer individuals and groups opportunities to revitalize their cultures. What does it mean to revitalize a culture? We saw in Chapter 4 that many groups have been challenged by globalization through assimilation, homogenization, and marginalization. However, many of these same groups have found ways to take advantage of globalization. They use modern technologies and global markets to bring new life to their identities. They experience **cultural revitalization**—an opportunity to celebrate identity.

Culture and Language

When we think about opportunities of globalization in terms of language groups, we should also remember that culture is largely expressed through language. We have seen that the Acadians, one of Canada's first Francophone peoples, maintain their culture and affirm their identities by

- speaking their language
- creating drama and literature in their own language
- passing on to their children knowledge about their history and heritage
- keeping up connections with other Acadians

Many other Canadians take the opportunity to revitalize ties with culture and affirm identities. In the first section of this chapter, you examined some of the opportunities for identity among migrants in Canada. In the Voices feature that follows, a young Chinese-Canadian woman reflects on how global migration has given her the opportunity to connect with her language, culture, and heritage in a new way.

Figure 5-14 The Dr. Henry Fok Cultural Hall, part of the Calgary Chinese Cultural Centre. The hall features a 21-metre-high ceiling, modelled after the Temple of Heaven in Beijing and crafted by 22 artisans from China. In what ways does this building affirm Chinese-Canadian identity and revitalize ties with culture?





Voices

Two Chinas

In the following excerpt, student Lu Wang describes what Toronto's Chinatown has come to mean for her.

Two years after leaving China, where I was born and grew up, I find I am becoming increasingly more "Chinese" than I was in China. Not only have I ... retained Chinese values and traditions, I have also been trying to dig out the Chinese culture that I long neglected....

Toronto is a mini world of Chinese where you can easily find Chinese shopping malls, Chinese movie theatres, Chinese bookstores, Chinese gas stations, Chinese pharmacies, Chinese restaurants, Chinese supermarkets and, most importantly, the Chinese way of doing things within the community... Walking in Chinatown [is] ... like walking in China's past. Store owners and people living in the neighbourhood were still in less-fashionable or somewhat odd Chinese clothes, unlike any that could be found in Beijing or Shanghai, where most people try to put themselves at the cutting edge of the fashion industry. Similarly, red and bright yellow were favoured by all store signboards in Chinatown, which traditionally symbolize happiness, luck, fortune, and honour, but have gradually faded away from

the modern aesthetic of modern China. I also saw an old manner of Chinese writing, in traditional characters and from right to left....

I began to cultivate my affiliation with China and Chineseness. The Internet has become the most important and efficient vehicle to connect myself with home. The tiny window of my laptop takes me home whenever I desire. Browsing on Chinese Web sites (culture, academia, entertainment, news, cooking), emailing and Internet chat have become weekly routines. I am also connected to China in more intangible ways. Aside from emails, phone calls, parcels and so on, my mental space recollects past experiences, actively pictures what is happening at home at any moment, and imagines me in the context of home, thus constantly carrying me back and forth between Canada and China. My mind reads and speaks two languages, regards two countries as homes and forms a continuous dialogue between the two.

Source: Sutama Ghosh, Lu Wang, "Transnationalism and identity: A tale of two faces and multiple lives," *Canadian Geographer*, 10-01-2003.



Web Link

To find out about Vancouver's Chinatown, the second-largest in North America, follow the link on the *Living in a Globalizing World* website.

- 1 How does Lu Wang affirm her multiple identities?
- 2 Lu Wang says that, for her, "Walking in Chinatown [is] ... like walking in China's past."
 - a) How might a Canadian-born person of Chinese descent view Chinatown?
How might a person of another ethnic origin view Chinatown?
 - b) What does the concept of Chinatown mean to you?

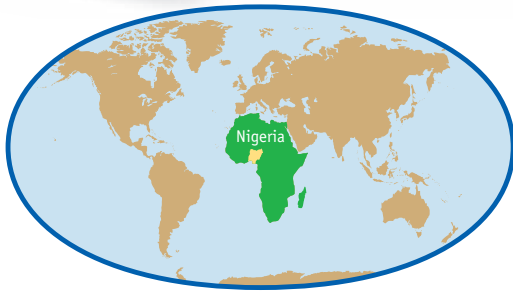


Figure 5-15 Nigeria, Africa

Restoring African Languages

What are the relationships between language and identity? How does globalization affect these relationships? Africa has more languages than any other continent in the world. It is not unusual for one country in Africa to have six or seven official languages. However, most of these languages are spoken by fewer than a million people.

One aspect of globalization is the growth of English as a “universal” language. English has been the main language of business and trade for a long time. Now it has also become the language of computers and technology.

It is almost impossible not to use English if one is part of the global economy. Many African parents prefer to educate their children in English or French so they will be able to communicate in a “global” language.

Research seems to show that children learn faster and more effectively in their first language than in a new language. Restoring first languages in the classroom may be one way for Africans to affirm their identities. Revitalizing first languages can be a challenge, however. Nigeria, for example, has more than 400 spoken languages. Which of these should be taught in schools?

Web Link

The *Living in a Globalizing World* website provides a link to information about African languages.

- 1 If all children were educated in their first languages, what might be some of the impacts on identities and cultures?
- 2 Here are two approaches to language policy:
 - Revitalize first languages to affirm people’s identity.
 - Use the English language as one way to participate in the global marketplace.

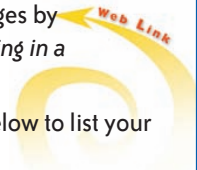
Who should decide which approach should take priority? Explain your position in a well-written paragraph. You can refer to the inside back cover to see how to develop and present a position. Alternatively, see the Chapter 21 Skill Path on pages 349–350, which explains how to communicate a position in writing.



Revitalizing Creole Languages

Movements of peoples from one area of the globe to another have led to the evolution of new combinations of languages. When two groups of people live in the same community, they may develop a new language that uses words and grammar from both languages. At first they may develop specifically to aid communication between the two groups. Eventually, though, they may become a group's first language. These minority languages are sometimes termed Creole languages. Around the world, various peoples are using the opportunities of globalization to revitalize their Creole languages.

- 1 Individually, search the Internet to find evidence of an effort to revitalize a Creole language. Such evidence could be a website, an educational program, or a government-sponsored cultural event. (Refer to the Skill Path on using the Internet, in Chapter 8, on pages 123–124.) You can find a listing of a variety of Creole languages by connecting through links at the *Living in a Globalizing World* website.
- 2 Create a class chart like the one below to list your findings.
- 3 Summarize any patterns you see in your class table. Write one paragraph to explain the types of language combinations your class found, and any patterns you saw in the types of revitalization efforts.



Creole Language	Where Spoken	Source Languages	Revitalization Effort
Angolar	Small African island nation of São Tomé and Príncipe	Portuguese and Umbundo (a Bantu language)	A radio station: Radio Canal Angola
Trinidad Creole			
Guyana Creole			

Explore the Issues

- 1 **Be a Global Geographer.** Select a group in Canada, such as Pakistani Canadians, that you think has used globalization to affirm their identity. Use the steps in this chapter's Skill Path to collect geographic data on the group. Do statistics indicate that the number of speakers of the group's first language is changing? Can you observe any patterns in their settlement, the locations of their communities, or migration over time? Do place names suggest anything about the role of identity in their communities? Interpret and analyze your data and then show your results in an effective presentation to your teacher. **SKILL PATH**
- 2 **Consider It.** Communicating pride in one's culture is one method for responding to the opportunities for identity. Publishing a news account about this pride is another response. Suggest reasons why the news story on page 86 would speak to Canadians across the country. What are some other groups that could relate to this acknowledgment of injustice?

He lives his history every day since he distinguishes himself in Québec as an Acadian and is from an area settled by deported Acadians.

“It’s my heritage, it’s who I am as a person, it’s my culture,” said Lapierre, draped in the blue, white, and red Acadian flag that bears a small yellow star. “I was thinking of what it must have been like and I looked over at Georges Island. It was touching.”

As a choir sang the Acadian national anthem, a long line of relatives of the deported lay flowers at the monument and gazed at the small uninhabited island where at least 2000 Acadians were imprisoned after the deportation began.

Source: Alison Auld, “Acadians remember painful history,” Canadian Press, July 29, 2005.



◀ **Figures 5-16** Acadian Douglas Lapierre stands over a new monument that honours his ancestors.

Chapter Summary and Reflection

Apply and Extend Ideas

- 1 In Louisiana, Cajuns are known for their distinctive language, food, celebrations, and music. The Cajun band BeauSoleil takes its name from a nickname for Joseph Broussard, one of the heroes in the Acadian resistance against the English who later joined the Acadians in Louisiana. Borrow a CD of their music from your local library and listen to the lyrics, instruments, and sounds of Cajun music. Note what instruments they use. Read the CD’s liner notes to get a sense of the intermingling of cultures. Write a paragraph to respond to your experience. Use the words “blending” “opportunity” and “revitalization” in your response.
- 2 a) Use the following information to create a circle graph, or pie graph, that shows the percentage of material on the Internet available in various languages:

English	68.4%
Japanese	5.9%
German	5.8%
Chinese	3.9%
French	3.0%
All other languages	16.0%
Total Web pages	313 billion

Source: “Global Internet Statistics: Sources & References,” September 30, 2004, Global Reach website, <http://global-reach.biz/globstats/refs.php3>.

- b) If most of the information available on the Internet were written in a language that you did not speak, would you feel that you were being forced to learn the language? How would it affect the way you viewed your own language and culture? Write a journal entry that reflects on the implications of your graph for people who do not speak English, Japanese, German, or Chinese.
- c) The date of the above data was September 2004. Conduct research to find data for the current year. (Refer to the Skill Path in Chapter 7, pages 107–108.) What changes have occurred since 2004?

3 The Venn diagram in Figure 5-17 details critical issues and areas of concern relevant to challenges and opportunities presented by globalization. Use this model to make your predictions about how globalization will influence each of these areas of concern by the year 2050. Use directional arrows to indicate improvements or potentially positive changes (“up” arrow) and deterioration or worsening of situations (“down” arrows).

4 What opportunities has globalization provided that have helped you to affirm your identity and reconnect with your culture? What opportunities have helped you to connect globally with others?

Practise Your Skill

- 5 Choose one global megacity.
- Collect geographic data by finding maps of the city today, 25 years ago, 50 years ago, and 100 years ago. (Hint: You may not be able to find a map that is exactly 25 years old, so use these numbers as rough guidelines.)
 - Organize your data chronologically to track the development of the city’s size and population.
 - Summarize your observations in a paragraph. Show the results in a map portfolio, being sure to include your summary.

Focus on Inquiry

- 6 Think about the inquiry in this chapter’s Skill Path or Activity 5, above. Reflect on the creating phase of your research process.
- How did you organize the information that you found and collected (Step 2)? In what ways was this method effective or not?
 - What alternatives did you consider for the presentation of your map portfolio (Step 6)? Evaluate your final choice for its effectiveness.
 - Which technologies and what materials did you use to create your final product? Why did you employ these?

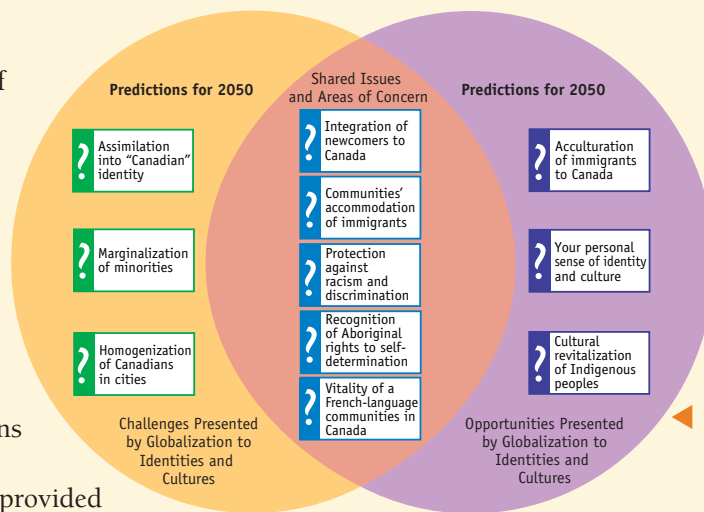


Figure 5-17 Challenges and opportunities of globalization

- How did thinking about your intended audience influence your creation?
- What kind of feedback could you ask for next time that would help you?

Reflect on the Chapter Issue

In this chapter, you examined a few of the opportunities that globalization offers to identity and cultures both in Canada and elsewhere in the world. Reflect on the experiences of various individuals and groups you encountered in this chapter. You are now ready to respond to the Chapter Issue: *How should we respond to the opportunities that globalization provides for identity?* First create a class “art gallery” to help you think about the possibilities. Identify one real example of a person or people addressing accommodation, integration, acculturation, affirmation, or cultural revitalization—the five types of opportunities that globalization provides for identity. Create a drawing, painting, or sculpture to illustrate your specific example. Give your image an evocative title, and be prepared to present it to your class. Explain to what extent your chosen example is an appropriate response to globalization’s impact on identity. Then, as a class, discuss the Chapter Issue.

This exploration will help you to continue to develop a personal point of view about the Main Issue for Part 1: *Should globalization shape identity?*