

# Exploring Nationalism

## Chapter Highlights

### Chapter 14: Canadian Identity

This chapter investigates the symbols, myths, and national institutions that have been used to promote the national identity of Canada. Government programs and initiatives also promote a national identity as do individuals such as musicians and artists.

**Chapter Issue:** *To what extent have attempts to promote national identity been successful?*

#### In this chapter you will learn about the following concepts:

- That people and governments often use symbols to portray what they think is important about their country's history, nationhood, and role in the world;
- That institutions often use national symbols and stories to define identity and promote a sense of belonging;
- That federal government programs are often used to promote national unity and a sense of Canadian identity; and,
- That musicians, painters, writer, and others have often used symbols of Canada and drawn on national myths for inspiration.

#### Topics covered in this chapter include:

1. How symbols and myths have been used to promote a national identity. (*national symbols*)
2. How have institutions been used to promote a national identity in Canada? (*cultural, educational, economic, and commercial institutions, institutions that seek influence*)
3. How can government programs and initiatives be used to promote a national identity? (*arts and cultural programs, educational programs, programs that promote peace, order, and good government, economic programs*)
4. How individuals promote a national identity. (*musicians and artists, greatest Canadians*)

#### You will apply these skills to your understanding of Canadian identity:

1. **Express** your current view on Canadian national identity.
2. **Describe** how the Six String Nation guitar tries to unite various aspects of Canada.
3. **Examine** Canadian monetary bills to determine symbols used on currency.
4. **Read** Queen Elizabeth II's words to either agree or disagree with the Monarchist League's celebration of Canada's links with the British monarch.
5. **Write** an e-mail message to send to specific organizations asking three questions about its vision of Canadian identity and how the institution promotes it.
6. **Identify** spin in commercial and corporate communications.
7. **Write** for different purposes and audiences.
8. **Develop** a promotional campaign aimed at raising a program's profile among high school students in Canada.