

OGÓLNOPOLSKI KONKURS WIEDZY O KRAJACH
ANGLOJĘZYCZNYCH „DISCOVER CANADA 2014”
III ETAP – FINAŁ

Miejski Ośrodek Kultury w Żorach
Dolne Przedmieście 1, 44-240 Żory
16 kwietnia 2014 r.

Finał konkursu składa się z dwóch części; uczniowie odpowiadają na pytania/ zagadnienia konkursowe oraz przedstawiają prezentację multimedialną przed Komisją konkursową, na zasadach akademickich (niepublicznie).

1. Egzamin ustny – uczeń odpowiada na 2 wylosowane pytania.
2. Prezentacja multimedialna w programie PowerPoint na temat „The Spirit of Canada” (10 minut).

Trzy najlepsze prezentacje zostaną, po ogłoszeniu wyników, powtórzone przed publicznością.

W przygotowaniu do konkursu pomogą uczniom materiały z podanej wcześniej bibliografii oraz sugerowanych stron internetowych, jak również inne wiarygodne źródła.

	<p>OGÓLNOPOLSKI KONKURS WIEDZY O KRAJACH ANGLOJĘZYCZNYCH „DISCOVER CANADA 2014” Prezentacja multimedialna</p>
	<p>Topic: The Spirit of Canada</p> <p>Nations do not emerge from some primordial sources but they are “imagined communities” (Anderson), which can be shaped by ideas of successive governments, cultural institutions and individual politicians, historians, writers, artists and critics. Canadian narratives of nationhood which form the groundwork for the construction of national identities and values, have been inscribed in the discourses of geography, history, politics and in both mainstream and popular culture (literature, film, theatre, visual arts, music, education, lifestyle, cuisine, sports, entertainment). Choose three narratives of Canadianness / Canadian national narratives that you consider most important to justify your understanding of the term “the Spirit of Canada.” Argue for your choice of specific national narratives which you believe to be responsible for constructing the distinctiveness and uniqueness of the country’s spirit.</p>

**OGÓLNOPOLSKI KONKURS WIEDZY O KRAJACH
ANGLOJĘZYCZNYCH „DISCOVER CANADA 2014”
Zagadnienia do egzaminu ustnego**

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| 1. | <i>The Greatest Canadian</i> , a project inspired by the BBC series <i>Great Britons</i> , was a television program series by the Canadian Broadcasting Corporation (CBC) which aimed to determine the greatest Canadian of all time (at least according to the viewers and participants of the program). On 29 November 2004, the top 10 were announced in order of votes: Wayne Gretzky, Alexander Graham Bell, John A. Macdonald, Don Cherry, Lester B. Pearson, David Suzuki, Fredrick Banting, Pierre Trudeau, Terry Fox and Tommy Douglas as the winner of the project. Who would be your choice of the Greatest Canadian of all time? Why do you think Tommy Douglas was voted number one by the majority of Canadians? |
| 2. | Discuss the changing notions of Canadian nationhood as constructed by politicians. |
| 3. | Reflect on the changing notions of Canadian nationhood as constructed by writers. Identify the signifiers of Canadianness proposed by Northrop Frye, Margaret Atwood and Hugh MacLennan. Decide which of the metaphors constitutes a more fitting model for the current understanding of Canadian identity: “Native Pines” (rootedness in place / heroic survival) or “Diasporic Geese” (mobility/ transculturality / transnationality)? |
| 4. | Canada's national parks are considered to be a vital part of Canadian identity. Choose two Canadian National Parks to examine the topic. |
| 5. | <i>Heritage Minutes</i> is a project of nation-building which aims at presenting a specific vision of Canadianness. Identify it and point out the major general characteristics of this national project. |
| 6. | Discuss the role of landscape painting in the formation of specific narratives of Canadianness. Identify the features of Canadianness as promoted by the Group of Seven. Reflect on the problematic nature of some of these conceptualizations. |
| 7. | What is the significance of the Multiculturalism Act of 1988-Bill 93, the Act for the Preservation and Enhancement of Multiculturalism in Canada, in the history of evolving Canadian nationhood? |
| 8. | Why did several groups of writers, artists and intellectuals question Canadian multicultural policies? Discuss the arguments against the early policies of the Multiculturalism Act of 1988. |
| 9. | Discuss selected contributions of Indigenous people to the culture of Canada (e.g. artists, filmmakers, writers, etc.). |
| 10. | Discuss Louis Riel's contributions to Canadian history. Reflect on the 2013 Federal Court ruling that “ 200,000 Métis and 400,000 non-status Indians in Canada are indeed |

	"Indians" under the Constitution Act, and fall under federal jurisdiction." What does the decision mean for the Métis people?
11.	Discuss the role of geography in the formation of identity. Reflect on the statement that "Canadianness was defined by way of northerness and wilderness." Consider the attitudes of Indigenous people to nature and contrast them with the dominant culture perceptions of the natural habitat.
12.	Canada's strong presence in the Arctic today is due in large part to the contributions of the Inuit, who continue to inhabit the North. Show the contributions of the Inuit people to the culture of Canada (film and literature or music).
13.	Discuss the actions of the Truth and Reconciliation Commission of Canada. Reflect on the Aboriginal concept of education in view of the recent Canadian government proposal of the First Nations Education Act.
14.	What is the real legacy of the War of 1812? Discuss the importance of the war for Canada. Comment on the role of Indigenous people in the war.
15.	Discuss the concept of the Canadian "cultural mosaic" as contrasting with the American "melting pot". Is this metaphor still valid in the globalized world?
16.	Alice Munro is the first Canadian writer to win the Nobel Prize in Literature. What features of her writing are hailed by critics and what aspects of her texts do you find most engaging? If you are not familiar with Munro's writing – read one or two stories available online.
17.	Select two Canadian Aboriginal paintings (or the work of two Aboriginal artists) and discuss their distinctive qualities as contrasted with the national visual art project of the Group of Seven painters.
18.	Several Canadian universities have strategic plans to "Indigenize the Academy". What does the process involve and how it effects the post-secondary education? Do you think that Polish universities should consider such initiatives?
19.	Comment on the importance of mythologizing projects in the process of building nationhood. What features of Canadianness are represented by the RCMP officers in the mainstream culture media / film/ literature/ etc.?
20.	Discuss the contributions of a selected minority group in Canadian culture (African, Chinese, Japanese, Polish, German, Mennonite, etc.). You can choose to discuss the accomplishments of politicians, scientists, artists, etc.
21.	Tell us why you would like to study at a Canadian university and which of them you would select. If studying in Canada is not your preference, explain your reasons. What aspects of the Canadian higher education system are most attractive to interested candidates? What are the major differences between the Canadian and Polish higher education systems?

22.	Examine the evolution of federal, provincial and territorial human rights legislation in Canada: e.g. Canadian Bill of Rights (1960), Canadian Human Rights Act (1977), Canadian Charter of Rights and Freedoms (1982). Reflect on the emergence of the legislation in view of selected black chapters in Canadian history.
23.	Public museums are the primary places of producing national identity. Discuss the role of museums in the constructions of narratives of Canadianness. For your discussion, choose two examples of museums (e.g. Canadian Museum of Nature, Canadian Museum of History, Canada Agriculture and Food Museum, National Gallery of Canada, Canada Science and Technology Museum, Canadian War Museum, Canadian Museum of Civilization, etc.). Reflect on the mission of the Canadian Museum for Human Rights (to be opened in September 2014) that is “not only a national hub for human rights learning and discovery, but a new era of global human rights leadership.”
24.	What is a taste of Canada? Canadian cuisine – an oxymoron or not?
25.	Why is WWI considered to be one of the most significant events in Canadian history?
26.	Hugh McLennan, a Canadian novelist, in the 1940s used the phrase “two solitudes” to describe the cultural and political life of Canada. How do you understand the concept? Is it still valid?
27.	Explore Canadian humour as a distinctive feature of Canadianness. Is Canadian humour indeed distinctive or unique? How does it differ, or does it differ at all, from American / British or Polish humour?
28.	What is the role of humour in Indigenous cultures? What is specific about Canadian Aboriginal humour?
29.	What do you know about the Polish immigration to Canada? What are the contributions of Polish people to the country?
30.	National discourse may manifest itself in tourist sights, both public and private, encouraging tourists to embrace some specific national goals. Select two Canadian tourist sites which according to you have a strong role in the process of defining Canadian national identity and values.
31.	Discuss the role of heritage sites in the process of constructing Canadian identity and values. Choose two heritage sites that you consider most crucial for this process.
32.	Reflect on the historically changing notion of Canadian citizenship, its restrictions for specific groups of immigrants and modified eligibility rules, including the proposed broad reform in 2014, in view of rising terrorism and militarization of the world.
33.	What is the contribution of Ewa Stachniak to Canadian literature?

34.

DISCOVER CANADA - GENERAL QUESTIONS

One set of questions will relate to various aspects of Canadian culture, geography, literature, arts, politics, film, music, etc. which the candidate finds most interesting / attractive / appealing.

For instance:

Which Canadian city, region, province, territory, politician, historical figure, artist, writer, filmmaker, film, actor, painter, painting, musician, composer, singer, sportsman, etc. do you find most important/ engaging / interesting/ impressive/ appealing / compelling, when you look at them as representing/ constructing/ challenging or questioning selected features/ narratives/ mythologies of Canadianness? Candidates are expected to show an awareness of the changing nature of national narratives.

Substantiate your response with a brief description of distinctive features of your selection and fully justify the reasons for your choice. Candidates are not required to possess a detailed knowledge of facts to support their opinions but will need to demonstrate critical thinking skills in the process of justifying them.

Examples of questions:

- Name your favourite Canadian historical figure and show his/her role in the history of building /shaping Canadian values.
- Discuss a selected Canadian film or the work of a filmmaker that made the biggest impression on you and show how it inscribes itself in the project of Canadianness – either constructing or questioning it.
- What Canadian writer does appeal to you the most and why? Why would you recommend his / her writing to your friend? What is Canadian about the writing?
- How would you define the uniqueness / distinctiveness of the region and how is it defined by promotional materials? Is there a national agenda in the promotion campaign?

