



BACK COVER



Citizenship Challenge ESL Learning Tool

Book a
Speaker

CONTACT
challenge.defi@
historicacanada.ca

ESL LEARNING TOOL Additional Activities

1 BOOK A SPEAKER

Invite a free *Passages Canada* speaker to share their personal accounts of cultural identity and immigration by visiting passagescanada.ca. Book a classroom visit with a *The Memory Project* Canadian veteran or Canadian Forces member at thememoryproject.com.

2 WRITE A LETTER

Have students write a letter or diary entry about their journey to Canada. Invite students to create a profile and submit their writing and photographs to the *Passages Canada* Story Archive, an online collection of stories that discusses immigration and Canadian identity. Visit passagescanada.ca for more details.

3 ORGANIZE A TRIP

Organize a trip to your provincial legislative building, city hall or another government institution where students can learn more about Canadian symbols, modern Canada and the rights and responsibilities of citizenship.



Citizenship Challenge ESL Learning Tool

ESL LEARNING TOOL OBJECTIVES

The objective of the ESL Learning Tool is to prepare students to participate in the *Historica Canada Citizenship Challenge*, a national contest that asks students to take a mock citizenship exam.

The Citizenship Challenge ESL Learning Tool will help students become more familiar with Canada and raise their awareness of key issues regarding Canadian social, economical and political developments, and the rights and responsibilities of citizenship.

Canadian Symbols

Provide a definition of “symbol” (such as the one on page 38 of the *Discover Canada Study Guide*). Ask students what Canadian symbols they know or think they know. Write the answers on the whiteboard.

1 CANADIAN SYMBOL DEFINITIONS

Distribute the **Canadian Symbols** worksheet. Ask students to match the Canadian symbols to their definitions. Complete the worksheet as a class, encouraging students to share their answers.

2 SHORT PRESENTATIONS

Divide students into pairs and assign one or two symbols to each group. Give students 15–20 minutes to prepare a short presentation about the assigned symbol(s). The presentation should include a clear definition of what the symbol is, a brief history of the symbol and state why Canada adopted the symbol. Advise students to consult pages 38–41 of the *Discover Canada Study Guide* to help them prepare for their presentation (2–3 minutes).

3 A NEW CANADIAN SYMBOL CHALLENGE

Ask students to create a poster or a graphic design of a new Canadian symbol that represents the contributions and presence of new immigrants or minority ethnic groups in 21st century Canadian society. The interpretation can be a simple drawing or a digital representation using various multimedia, such as Photoshop and Microsoft Publisher. Students can present their creations in class, explaining what their Canadian symbol is and why they chose it. The images can be displayed in the classroom or school, or they can be sent to the Citizenship Challenge to be shared online.

Please contact challenge.defi@historicacanada.ca for more information.

This tool is based on four chapters of the *Discover Canada Study Guide*:

- Canadian Symbols
- Who We Are
- Modern Canada
- The Rights and Responsibilities of Citizenship

MATERIAL COVERED: Canadian Symbols

- Pages 38-41 of the *Discover Canada Study Guide*

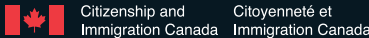


CITIZENSHIP
CHALLENGE

A project of:



Supported by:

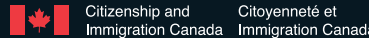


CITIZENSHIP
CHALLENGE

A project of:



Supported by:





LESSON
PLANS

Citizenship Challenge ESL Learning Tool

ESL LEARNING TOOL

Who We Are

Start the activity by introducing the concept of a “multicultural” society and explaining the meaning of “diversity.” Alternatively, ask students to define those two concepts.

1 WHO WE ARE: DISCOVERING A SOCIETY AND ITS INDIVIDUALS

Divide the students into groups of four and distribute the segmented **Who We Are** worksheets to all students (see the worksheet instructions). Explain that students will take on the Canadian persona they were given on their worksheet when introducing themselves to members of their group. Give students a few minutes to familiarize themselves with their new identities. Encourage group members to ask one another questions to discover who the other people are. Encourage students to take notes so that they remember details about the other individuals.

2 CLASS DISCUSSION

Using *The Society* image from the **Who We Are** worksheet, ask students to explain the symbolic meaning of the four people holding hands in the image and what they believe the four individuals represent. Explain to students that the image is a metaphor for Canada’s multiculturalism. Canada is composed of citizens with various, but equal, cultural and religious backgrounds. The image symbolizes that, in Canadian society, we all retain our individuality while working together and learning from one another. Clarify that there are more than four multicultural groups. If necessary, give students more details on other ethnic and religious groups living in Canada, as outlined in the *Discover Canada* Study Guide (pages 10–13). Ask students about the benefits and challenges of a multicultural and diverse society such as Canada.

ESL LEARNING TOOL

Modern Canada

Ask students what, in their opinion, makes a country strong, unified and prosperous. Write the answers on the whiteboard. Explain that students will be studying events in modern Canadian history that have contributed to the nation’s prosperity.

1 MODERN CANADA TIMELINE

Divide students into pairs and distribute segmented **Modern Canada** worksheets so that one partner receives the *Timeline A* version and the other receives the *Timeline B* version. Explain to students that their partner’s worksheet includes dates and events missing from their timeline and vice versa. Students have to work together to fill in their timelines by asking their partners about corresponding dates or events (i.e., “What happened in 1963?” or “When did Canada become a full member of the United Nations?”). Students should record answers in their own words. Remember, this is an oral activity; students should not copy the information from one another. After 10–15 minutes, discuss the answers with the entire class.

2 CLASS DISCUSSION

Ask students to pick two to three key developments or dates from the *Discover Canada* Study Guide (pages 24–27) that, in their opinion, most significantly impacted the shaping of modern Canada. Ask students to share their choices with the entire class and discuss them.

ESL LEARNING TOOL

The Rights and Responsibilities of Citizenship

1 DEFINITIONS OF RIGHTS, RESPONSIBILITIES AND FREEDOMS

Draw a three-column chart on the board with the following headings: “Rights,” “Responsibilities” and “Freedoms.” Ask students to define the three concepts and find one example of each in the context of classroom learning (e.g., students are responsible for completing their homework; students have the freedom to express their ideas during class discussions, etc.). Students should record the definitions on the distributed **Rights and Responsibilities of Citizenship** worksheet.

2 RIGHTS, RESPONSIBILITIES AND FREEDOMS CHECKLIST

Referring to the *Discover Canada* Study Guide (pages 8–9), ask students to complete the second worksheet activity. Students must put a check mark beside each statement deciding whether it is one’s right, one’s responsibility, or one’s freedom. Discuss the answers with the class.

3 SHORT DISCUSSION

Divide the class into groups and ask students to create a list of rights, freedoms and responsibilities that, in their opinion, should be introduced in Canada. Ask students to present their list to the class and discuss how these new freedoms, rights and responsibilities would help create a better Canadian society. Engage the entire class in deciding whether or not the proposed ideas are valid; students can be asked to defend their suggestions.

MATERIAL COVERED: Who We Are

- Pages 10-13 of the *Discover Canada* Study Guide

MATERIAL COVERED: Modern Canada

- Pages 24-27 of the *Discover Canada* Study Guide

MATERIAL COVERED: The Rights and Responsibilities of Citizenship

- Pages 8-9 of the *Discover Canada* Study Guide