



# CITIZENSHIP CHALLENGE

## CIVICS EDUCATION GUIDE

WHAT IS THE ROLE OF THE  
COURTS IN CANADA?

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HOW ARE MEMBERS OF  
PARLIAMENT CHOSEN?

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WHAT IS THE MEANING OF  
THE REMEMBRANCE DAY POPPY?

- ☐ To remember our Sovereign, Queen Elizabeth II
- ☐ To celebrate Confederation

WHAT CANADIAN CITY HOSTED  
THE 2010 WINTER OLYMPICS?

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- ☐ Halifax
- ☒ Vancouver
- ☐ Saskatoon
- ☐ Whitehorse

A PROJECT OF:



WITH SUPPORT FROM:



MESSAGE  
TO TEACHERS

This guide complements provincial and territorial curricula in middle and high school civics and social science classes and is meant to help prepare students for the **Citizenship Challenge**. The lessons may be used in order or on their own.

The guide is meant to give teachers and students the tools to engage with Canada’s democratic processes. Through curriculum-based activities, students are encouraged to think thoughtfully and critically about the communities they inhabit – and would like to inhabit – and the country in which they will soon be leaders.

Teachers can use the activities in this guide to prepare their students for the **Citizenship Challenge**, a mock citizenship quiz based on the test taken by newcomers on the path to citizenship. The Challenge tests students’ knowledge of Canada and challenges them to meet the standards expected of newcomers to the country.

This guide was produced with the generous support of the Government of Canada. **Historica Canada** offers programs that you can use to explore, learn and reflect on our history, and what it means to be Canadian. Additional free, bilingual educational activities and resources on Canadian civics are available on **The Canadian Encyclopedia** (TCE). Historica Canada’s bilingual education guides are part of a collaborative process that engages educators, academics, and community stakeholders in content creation and lesson planning.

NOTE ON  
ACCESSIBILITY

Accommodations for Special Education, ELL and ESL students, and those at lower grade levels are included under the appropriate sections, and identified as **Modification**. Some activities in this guide require advanced reading skills. Consider pairing language-learner students with stronger readers.

INTRODUCTION

A healthy democratic society functions best when its population is educated and engaged as active and informed citizens. Civics education equips ordinary citizens with knowledge of how the Canadian political system works, and empowers them to make a difference in their communities and beyond.

This education guide focuses on key topics in Canadian civics. The activities inform readers about how the Canadian governmental system works, and their rights and responsibilities as Canadian citizens. When students learn about the democratic process, and are informed about their community, they are more likely to vote as adults. But this guide stresses that civic engagement is more than just voting. It introduces the concept of active citizenship, and encourages students to take part in the democratic process by empowering them to take charge of improving their communities and their country.



▲ Vancouver Pride Parade, 2016 (Dreamstime.com/ Brian Ganter/75606906).

ONLINE RESOURCES

The following list of bilingual resources supports educators and students.

The Citizenship Challenge:  
[citizenshipchallenge.ca](http://citizenshipchallenge.ca)

The Canadian Encyclopedia:  
[thecanadianencyclopedia.ca](http://thecanadianencyclopedia.ca)

Historica Canada Education Portal:  
[education.historicacanada.ca](http://education.historicacanada.ca)

Elections Canada:  
[elections.ca](http://elections.ca)

The Samara Centre for Democracy:  
[samaracanada.com](http://samaracanada.com)

Apathy is Boring:  
[apathyisboring.com](http://apathyisboring.com)

Immigration, Refugees and Citizenship Canada (IRCC study guide): [canada.ca/en/immigration-refugees-citizenship.html](http://canada.ca/en/immigration-refugees-citizenship.html)

CANADA'S IDENTITY: WHO WE ARE

ACTIVITY ONE: WHAT ARE “CANADIAN VALUES”?

People have different ideas about how society should be organized and how a country should work. These diverse views are influenced by distinct values and beliefs. In Canada, vast differences exist in what people value. Priorities can vary among provinces, communities, neighbourhoods, and even within families.

The Canadian Government also has values that inform decision-making and policy. These values can change over time and from one government to the next.

Part I:

1. Write a one- or two-paragraph personal reflection on what you believe constitutes “Canadian values.”
2. Next, form small groups and share your reflections with your group members. As a group, agree on five key Canadian values.
3. In a classroom discussion, share your group’s five values with the rest of the class.
4. As a class, vote on the top ten values that you share. Reflect together on this process. Was it easy or difficult to come up with shared values? Why or why not?



▲ Canadian Parliament buildings in Ottawa, June 2012 (Dreamstime.com/ Ducdao/117025916).



▲ Canada Day celebrations in Winnipeg, 2015 (Dreamstime/ Wwphoto/56139426).



▼ Enjoying the water on a canoe trip (Dreamstime/ Sian Cox/56071155).



▼ A soldier stands at attention during Remembrance Day ceremonies in Chilliwack on November 11, 2018 (Dreamstime/ Modfos/131351185).



▼ Mounties at the Montreal Grand Prix (Dreamstime/ Jdazuelos/22981380).

Part II:

In your original small groups, look at documents such as the *Canadian Charter of Rights and Freedoms*, Immigration, Refugees and Citizenship Canada’s study guide for newcomers, and the *Welcome to Canada* guide, all of which are available online. Write down at least three values from the *Charter*. Give examples from the other documents of statements that reflect these values in support of your findings.

In small groups or in a class discussion, compare your five Canadian values to your findings from the documents. Do your values line up with the values found in the *Charter*? How do you think lawmakers reflect (or fail to reflect) the values the public finds important? Do public values inform law?

**Modification:** Discuss the concept of values and beliefs with your students. Ask students to think about their own values, and have them use examples from their lives to identify three values they hold personally. Next, provide students with three values found in the *Canadian Charter of Rights and Freedoms*. Have students compare their own values with those in the *Charter* by discussing similarities and differences as a group.



▼ A polar bear walks across the ice on Baffin Island, NU (Dreamstime/ Andeanita/57625868).

▲ Celebrating Canada Day in 2014 (Dreamstime/ Leszek Wrona/42198779).

**Teacher Tip:** For a better understanding of the *Canadian Charter of Rights and Freedoms*, consult the Government of Canada’s Guide to the *Canadian Charter of Rights and Freedoms*: <https://www.canada.ca/en/canadian-heritage/services/how-rights-protected/guide-canadian-charter-rights-freedoms.html>.

CANADA'S SYSTEM  
OF GOVERNMENT

Canadians elect **Parliaments** in every federal and provincial election, as well as in the Yukon territory. The party that has the most seats in Parliament is given the constitutional right to form the government. This is known as “commanding the confidence of the House.” The leader of the party that forms the government becomes the prime minister in a federal election or the premier in a provincial election.

ACTIVITY TWO: FORMING GOVERNMENT

1. Read the **Lieutenant-Governor** article on *The Canadian Encyclopedia* to understand the role a lieutenant-governor plays in forming government. Remember, the top responsibility of the lieutenant-governor in each province is to ensure that there is always an elected government in place. Now, imagine that you are lieutenant-governor and an election has been held in your province.
2. Consult the **Key Terms and Definitions** section (see page 4) to learn how majority and minority governments are formed in Canada.
3. Looking at the election results (see below), answer the following questions for each election:
  - i. Who has the constitutional right to form the next government?
  - ii. Which party’s leader will be invited to be premier?
  - iii. Is it a majority or minority government?

Election 1 Ontario 2018	Election 2 Nova Scotia 2009	Election 3 New Brunswick 2018
Black Bear Party: 76 Seats	Bluenose Party 23 Seats	Chickadee Party: 22 Seats
Trillium Party: 40 Seats	Osprey Party: 20 Seats	Balsam Fir Party: 21 Seats
Maple Party: 7 Seats	May Flower Party: 9 Seats	Purple Violet Party: 3 Seats
Amethyst Party: 1 Seat		

**Class Discussion:** In elections #2 and #3, which party holds more power? Explain why the May Flower Party and the Purple Violet Party hold more influence than their seat counts suggest.

Both Nunavut and the Northwest Territories have what are called Consensus Governments. Instead of a party system, Members of the Legislative Assembly are elected as independents representing constituencies. Read the article on **Territorial Government in Canada** to learn more: <https://www.thecanadianencyclopedia.ca/en/article/territorial-government>

**Modification:** Allow students to read the text using a reading app (e.g., Read&Write), provide a summary of the text, or use a highlighter to draw attention to key words and phrases. Use visuals such as charts or physical manipulatives (e.g., tokens or counters) to visually represent the different parties.

**Teacher Tip:** Is there an election taking place in your community, province, or the country? Engage your students in the electoral process by holding a mock election at your school. Use this toolkit from Elections Canada to create your mock election: <http://electionsanddemocracy.ca/election-simulation-toolkit>

### KEY TERMS & DEFINITIONS:

**Parliament:** The legislative branch of government in Canada, which at the federal level is the House of Commons and the Senate.

**Governor General:** The Crown's representative in Canada, carrying out the tasks of the monarch on Canadian soil. The governor general fulfills an important role in upholding the traditions of Parliament and other democratic institutions.

**Lieutenant-Governor:** The Crown's representative in each province, appointed by the governor general on the prime minister's advice.

**House of Commons:** A democratically elected body whose members are known as Members of Parliament (MPs). It is the centre of political power in Canada and where MPs meet to debate policy, vote on key legislation, and hold the government to account.

**Majority Government:** A government that has at least 50% + 1 of the seats in the House of Commons. This means that they have the potential to win every vote because they have more seats than the other parties.

**Minority Government:** A government that has less than 50% of the seats in the House of Commons, but still more seats than the next largest party. In the case of a minority government, if the other parties unite against them, they could be defeated in a vote.

A federal elections ballot from Elections Canada (Dreamstime/Photopal604/63896418).



Her Royal Highness Queen Elizabeth II (Dreamstime.com/Speedfighter17/14432948).



Stamp commemorating Jeanne Sauvé, Canada's first female Governor General (Dreamstime/Sergei Nezhinskii/80793323).

### ACTIVITY THREE: THE CABINET

Prime ministers are not meant to be experts on every aspect of governing, so they delegate responsibilities, or **portfolios**, to individuals that become "experts" in that area. These people are called **ministers** and together they form the **Cabinet**. The Cabinet exists to advise the prime minister on issues that affect the country, like defence, the environment, or culture and heritage. The prime minister can have as many, or as few, ministers as they want. The ministers are usually elected Members of Parliament from the same political party as the prime minister.

You have been invited to form a government at your high school and it is now time to select your Cabinet. As prime minister, you can create as many Cabinet positions as you feel are needed to address the issues you believe are important to your school. This is an effective way to show the rest of the school what issues you think need to be addressed and what is worth protecting. Use the table in the **Your Cabinet Worksheet** available on the [Education Portal](#) to sketch your government.

**Extension:** In provincial governments, the premier also creates a Cabinet. Look at the ministries created by your current provincial government to discover what the government believes are important priorities for the province. Next, choose a different province and look at its ministries to understand their priorities. Can you find areas of common ground between the two provincial governments? Can you find things that one government appears to value that the other does not see as a priority? Cabinet postings can usually be found on the websites of the premiers. If you live in a territory with a different government structure, compare and contrast what your government prioritizes (and how they manage responsibilities) with another provincial or territorial government.

**Modification:** Provide a flowchart for students to illustrate how Cabinets work. Form strategic pairs with stronger students to complete the activity.

Parliament's House of Commons (Dreamstime.com/Wangkun Jia/20897988).



Senate Chamber, inside Parliament (Dreamstime/Ken Pilon/2960370).

Justice Murray Sinclair gives the keynote address at the Shingwauk 2015 Gathering (Wikicommons/Archkris).



Map showing historical treaties in Canada, negotiated between 1725 and 1930 (licensed under Open Government Licence - Canada/ courtesy of Natural Resources Canada/http://geogratis.gc.ca/api/en/nrcan-mean/ess-sst/7ac840d4-638c-575e-9b77-e44c02b5dbdc.html).

Painting of the Québec conference in 1864 to settle the basics of a union of the British North American Provinces, by Robert Harris, 1885 (courtesy Library and Archives Canada/C-001855).

Hudson Bay

## NOTE TO TEACHERS

Some students may respond strongly to activities and discussions related to Indigenous peoples in Canada. It is important that the classroom climate encourages students to be positive, respectful, and supportive. Ensure that students know where to go for help and support should any concerns arise.

### ACTIVITY FOUR: TREATY RESEARCH ACTIVITY

Beginning in the early 1600s, the British Crown entered into a series of agreements and later treaties with Indigenous nations in what is now known as Canada. The treaties were intended as formal agreements to encourage peaceful relations and to specify promises, obligations, and benefits for both parties. Today, most historians agree that Indigenous peoples offered to share some of their land and resources in return for material support. But the terms of this exchange were understood differently by the parties involved. This difference in interpretation is rooted in differing worldviews, with distinct concepts of land ownership. Indigenous peoples had (and still have) a relationship with the land that informed their politics, spirituality, and economy. Europeans, on the other hand, saw the land as a source of economic productivity and often as something to be exploited. Europeans began to impose artificial borders that did not line up with the traditional lands or jurisdictions of Indigenous peoples. Coupled with a language barrier and contrasting methods of knowledge transmission, misunderstandings multiplied.

While the broad philosophy of treaties is universal (setting the terms for how to relate to each other), each treaty is a unique agreement based on unique circumstances. Treaties were created to define the respective rights of Indigenous nations and colonial governments. It is important to note that successive colonial governments have often left treaty obligations unfulfilled. Though many treaties pre-date Confederation, they are living documents (much like Canada's Constitution) and their interpretation is continuously re-examined and debated by Canadian and Indigenous lawmakers to this day.

Part of this activity is also found in *Historica Canada's Treaties in Canada Education Guide*. For more activities on understanding treaties, you can download a PDF of the guide here: [education.historicacanada.ca/en/tools/260](http://education.historicacanada.ca/en/tools/260)

1. Select a treaty (consider your local area if you live in a treaty territory). Working in a group, conduct research and identify three people or events from the time of the treaty's negotiation that might have had an impact on its creation. Use *The Canadian Encyclopedia* to start your research. What was going on in the area that might have affected the treaty-making process?
2. Use the research you did for Question 1 to examine the factors that motivated your particular treaty.
  - What was the process of making the treaty?
  - What was the spirit and intent of the treaty?
  - What were the oral interpretations and descriptions, if any, that came with the written document?
  - How were complex terms and concepts translated and explained to the Indigenous delegates?
  - How were complex terms and concepts translated and explained to the Crown's delegates?
  - Is it possible to surrender a specific area of land if you are a society that does not follow a worldview where land ownership is an accepted practice?
  - Does purchasing land include purchasing sovereignty?
  - Who were the people signing on behalf of the Crown? Indigenous Nations?
  - What makes the treaty relevant today?
3. It is often said that "We are all treaty people." Have a class discussion. How universal is this statement? What makes you a treaty person today? Who benefits from the treaty you are researching, and how?

**Modification:** Place students in strategic groups for peer support, and have them write short, point-form paragraphs explaining the key points of the treaty they have selected. Have them fill out a 5Ws chart to help with reading comprehension.

**Teacher Tip:** Use *The Canadian Encyclopedia* and/or [Native-land.ca](http://Native-land.ca) to search for information on treaties in Canada.

Idle No More protesters, January 2013 (Dreamstime.com/Lostafichuk/28927045).



# THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

## ACTIVITY FIVE: SHIPWRECKED ON AN ISLAND

You and the people in your group have been washed ashore on an island. You don't know anything about the island, nor where it is located. After a number of weeks, it has become clear that you will not be rescued, and you are going to have to decide – as a group – how you are going to live together on the island. Part of this will include agreeing on fundamental rights and freedoms that must exist for you to live in peace.

1. Complete the “My Island” half of the **Shipwrecked on an Island Graphic Organizer** (available on the **Education Portal**) with your group.
  - a. Agree on three to five fundamental rights and freedoms that you feel are important for citizens to have for your society to be successful.
  - b. Agree on three to five responsibilities that you feel are important for citizens to have for your society to be successful. Be prepared to justify your selections.
  - c. Determine how decisions will be made in your society (governance). For example, if your society has leaders, how will they be selected?
  - d. Decide on three supreme laws for your community. These laws can be about anything and will become your society's constitution.
  - e. Come to an agreement on the punishments for citizens who violate the supreme laws of your society. Be prepared to justify your laws and associated punishments.
2. Complete the second column of your graphic organizer (“Canada”) with your group, adding in the following information:
  - a. Choose three to five important rights and freedoms we enjoy in Canada. Consult the *Charter of Rights and Freedoms* and the resources mentioned below to help make your selections.
  - b. Choose three to five responsibilities we have as Canadian citizens.
  - c. Determine what type of government Canada has.
  - d. Select three important laws in Canada.
  - e. Research the punishments for those who violate the three important laws you have selected.



▲ You're shipwrecked. How will you choose to govern your new society? (Dreamstime/Claudio Bruni/94182448).

3. Once you have completed the chart on your rights and freedoms, compare them with those found in the *Canadian Charter of Rights and Freedoms*. As a group, evaluate the rights of your imagined society in relation to the rights you enjoy as Canadians. What does Canada protect that you might not have thought about? Did you come up with any ideas that might be good for Canada to adopt?
4. As a group, answer the question “Why do you think Canada has enshrined the rights and freedoms that we enjoy today?”

**Modification:** As a class, discuss the definitions of “right” and “responsibility.” Next, have the students form groups. Each group has been shipwrecked on an island, and needs to learn how to live together. Have each group write down or discuss three rights and three responsibilities they believe the people on their island should have for their society to be successful.

In a class discussion, have each group compare the rights and responsibilities they have selected with those of the other groups. For newcomers, it may be interesting to have them compare rights and responsibilities in their home country with those in Canada, and with what they chose for their island.

Canadian Charter of Rights and Freedoms (courtesy Library and Archives Canada/Robert Stacey fonds/Crown copyright/RT11274-148/1 of 2).



**Teacher Tip:** Have your students consult the following sources to complete the “Canada” section of the graphic organizer:

- Immigration, Refugees and Citizenship Canada’s “The Rights and Responsibilities of Canadian Citizenship”: <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/canadian-citizenship/overview/rights-responsibilities.html>
- The Canadian Encyclopedia collection on **The Constitution**: <https://www.thecanadianencyclopedia.ca/en/collection/the-constitution>
- Canada’s Justice Law Website’s *Criminal Code*: <https://laws-lois.justice.gc.ca/eng/acts/C-46/>

# UNDERSTANDING THE ROLE OF CIVIC ENGAGEMENT

## ACTIVITY SIX: CHANGE MAKERS IN YOUR COMMUNITY

Every community has its own social issues, and its own change makers who are trying to make a difference. In this activity, students will identify key social issues within their communities, and the organizations and change makers meaningfully relieving the pressure felt by their fellow citizens.

1. In groups, or as individuals, identify a key social issue in your community. Some suggestions include mental health, the environment, public transit, food insecurity, minority language rights, accessibility, serious illness and/or injury, elderly care, education and literacy, child and youth development, newcomer support, Indigenous rights, or LGBTQ+ rights. If there is another issue your community faces, you may choose that.
2. For every issue a community faces, there are usually people working toward positive change. Who are these change makers in your community? As a group, come up with a definition of change maker, and research people in your community who are actively working to make a difference.
3. Interview someone in your school or outside community who is a change maker, whether as part of an organization like a charity, or as an individual working to improve the community.

Questions to ask your change maker might include:

  - Why is this issue important to you?
  - In trying to create positive change, where did you begin? How did you know where to start?
  - Did you face resistance or backlash while working to change your community?
  - What strategy or strategies did you find most successful in working to create positive change in your community?
  - Is the issue completely resolved? If not, what are your next steps?
4. Create a 30-second video that summarizes the social issue, and the work being done by your change maker. Be creative with how you present the information. You could use interview footage, create a summary, or even animate your video. Alternatively, if you do not have access to video equipment, present your findings in essay format, or as a blog post.

**Extension:** What is being done by different governments to address the social issue you identified? Visit the websites of your municipal, provincial, territorial, and/or federal representatives to see if they have any information on how they are trying to address the issue.

**Modification:** Have students identify five things that make someone a change maker, and list them in point-form. Consider providing a sentence starter (e.g., “A change maker is...”) followed by a choice of simple definitions or a checklist of characteristics. As a class, discuss a popular change maker in society today. What issues does this change maker prioritize? How are they trying to change things? What makes them a change maker?



◀ **Portrait of Viola Desmond, ca. 1940** (courtesy Wanda and Joe Robson Collection, Sydney, NS/Beaton Institute/Cape Breton University).

**Teacher Tip:** You can contact the municipal, provincial, territorial, or federal politicians who represent your community. If information on the social issue your student selects is not available on the government website(s), have the student contact their representative directly.



▲ **Idle No More Founders, 2012** (courtesy Marcel Petit/Marcel Petit).



**The Raging Grannies protest at the Ottawa Rally for Civil Liberties, 2010** (Dreamstime/Paul Mckinnon/15188152).

## ACTIVITY SEVEN: STUDENTS AS CHANGE MAKERS

Change in your community might come from governments, but it can also come from grassroots movements and people within communities. Just like the change maker you interviewed, you can have an impact on your community by becoming an active citizen.

1. What does active citizenship mean to you? As a class, brainstorm a list of what an active citizen is or does, and together come up with a definition for active citizenship.
2. Brainstorm ways you can be an active citizen in your community. What needs to be addressed in your community?
3. How can you become an active citizen? As a class, come up with a list of 10-15 ways – apart from voting – by which you can be active citizens in your community (e.g., petitions, volunteering, writing a blog).



**Modification:** Divide students into groups, and using a blank piece of paper, have each group list three to five issues facing their communities. Next, have students break from their groups and assign each student a different issue from their list. Working independently, have each student create a checklist of ways someone can work in the community to change their assigned issue. Have students share their checklist with their group members.

**Extension Activity: What is Going on Today?** Taking the initiative to be informed about events, organizations, and politics in your community, region, and country is an important part of active citizenship. Before school starts in the morning, read two or three local, provincial, territorial, or national news stories, and have an informal daily chat in your classroom to explore news stories with your classmates. Alternately, as a class, read news headlines together and explore a couple of stories in-depth each morning with a discussion.

◀ **Group of Cree youth who walked 1600 kilometers to bring attention to Indigenous issues at Parliament Hill in Ottawa, March 25, 2013** (Dreamstime.com/Paul Mckinnon/30051673).

# PREPARING YOUR STUDENTS FOR THE CITIZENSHIP CHALLENGE

## ACTIVITY EIGHT: CITIZENSHIP CHAMPIONS

**The Citizenship Challenge** is a mock citizenship quiz based on the real citizenship test taken by newcomers on the path to citizenship. The Challenge tests students' knowledge of Canada, determines if they would pass the real citizenship test, and challenges them to meet the standards expected of newcomers in Canada.

1. As a class, select four or five key topics from Immigration, Refugees and Citizenship Canada's study guide for newcomers (IRCC study guide). Topics can be identified by reading the table of contents in the guide. The guide is available on the **Immigration, Refugees and Citizenship Canada website**.
2. Divide into home groups. Group sizes should be the same as the number of themes you select as a class: if you select four themes, divide into groups of four. Each home group member will be assigned a different theme.
3. Split from your home groups and find the other students assigned the same theme as you. Form a new group with these students. This is your subject expert group.
4. Using the IRCC study guide, work with your new subject expert group to learn about your theme. Together, determine the three to five key takeaways from your assigned theme.
5. Return to your home group. Each member of the group will share what they have learned about their assigned theme with home group members.

**Alternative Activity:** Divide the class into small groups. Each group will be assigned a theme from the IRCC study guide. Working with your group, write down key takeaways from your theme, and share your findings in a presentation to the rest of the class.

After you've become familiar with the IRCC study guide content, test what you've learned by taking the **Citizenship Challenge**!

### Teacher Tip:

**Register your classroom** for the Citizenship Challenge. Select the appropriate grade level, and have students take the 20-question Challenge online. Alternatively, you can print hard copies of this year's Challenge quiz and distribute them to your students from your teacher account. Visit [www.citizenshipchallenge.ca](http://www.citizenshipchallenge.ca) to register your class.

The RCMP perform a musical ride by the Parliament buildings on Canada Day 2010 (Dreamstime/Wangkun Jia/14984035).



A family celebrates after taking the Canadian Citizenship Ceremony in 2014 (Dreamstime/Yelena Rodriguez/44064127).



Celebrating Canada Day (Dreamstime/Leszek Wrona/42198857).

**Modification:** Choose one key topic from the IRCC study guide for students. Provide page numbers from the guide where the relevant information can be found. Alternately, print out the relevant pages with highlighted text. Pair students with stronger readers. When it is time to break off into expert groups, have ELL/ESL students move with a strong reading partner.

Consider printing paper copies of the Citizenship Challenge. You may also consider reading the test to the student orally and offering explanations when necessary to help with comprehension.

**Extension activity:** After studying the IRCC study guide, and taking the Citizenship Challenge, discuss your reactions in small groups, or as a class. Is there any information covered in the guide that you find surprising? Should newcomers be expected to know what the guide covers? What is potentially missing that could be included, or what could be removed?

Lighthouse at Peggy's Cove, NS (Dreamstime.com/Joshua Fahning/96647589).



Canadian flag on Parliament Hill in Ottawa (Dreamstime.com/Adwo/91479669).