



CITIZENSHIP CHALLENGE

CANADA PAST & PRESENT:

A CITIZENSHIP EDUCATION GUIDE



Which Canadian city
celebrated its 400th
anniversary in 2008?

- ☒ Quebec City
- ☐ Saskatoon
- ☐ Vancouver
- ☐ Halifax

What is not displayed on
the Alberta flag?

- ☐ The Alberta shield of arms
- ☐ The Rockies
- ☒ Fish
- ☐ Fields



A project of
Un projet de



Funded by the
Government
of Canada

Financé par le
gouvernement
du Canada



MESSAGE TO TEACHERS

This education guide is meant to be used by newcomer students on the path to citizenship. It can also be used by any student wishing to learn more about Canada, or in any history or social studies classroom.

This guide covers topics found on the Government of Canada's citizenship test, exploring testable content more in-depth to help readers put the information in context. The guide invites students to deepen their knowledge of Canada's past and present in order to gain a fuller understanding of the country.

Although this education guide covers many key moments and important topics, it is not comprehensive. We encourage students and educators to seek out additional resources to explore the many aspects of Canada we are unable to cover in a single education guide.

While the education guide activities follow a chronological order, the lessons may be used in order or on their own. The activities in this guide are designed for classroom use, or for those engaged in self-guided study.

The production of Historica Canada's education guides involves many people. Education experts and Language Instruction for Newcomers to Canada (LINC) service providers created the content and lesson plans in this guide.

ONLINE RESOURCES

These resources are used in the guide to support activities. You may choose to look for additional resources, either on the internet or in print.

Articles from *The Canadian Encyclopedia* mentioned in this guide can be found at thecanadianencyclopedia.ca.

All **worksheets** noted in the education guide can be downloaded from the **Historica Canada Education Portal** at education.historicacanada.ca/en/tools/650

Other resources include:

Historica Canada's Heritage Minutes
Historicacanada.ca/heritageminutes

The Citizenship Challenge
Citizenshipchallenge.ca

Immigration, Refugees and Citizenship Canada (IRCC) – Canadian Citizenship
Canada.ca/en/immigration-refugees-citizenship/services/canadian-citizenship.html

The Memory Project
Thememoryproject.com

COVER IMAGES:
The Rocky Mountains as seen from Banff National Park (Dreamstime/Akudiusz Iwanicki/8308107).
Image of the Toronto skyline (Dreamstime/Chon Kit Leong/139068558).
The Parliament buildings in Ottawa (Dreamstime/Py2000/16339360).

INTRODUCTION

What is the story of Canada? Canada has many diverse histories and identities. To help us understand Canada's past and present, we must share these stories from a variety of perspectives.

The purpose of this education guide is to help you better understand Canada's history, culture, and geography, and prepare you for the citizenship test. The guide includes activities and resources to help you explore Canada's past and its people. You will learn about Canada's present as well. The guide has information about geography, human rights, and quality of life in Canada.

The guide explores how Canada's system of government works today, and the rights and responsibilities of Canadian citizens. It encourages you to participate in the democratic process by becoming an active citizen. You will learn how to play a role in improving your communities and your country. The guide will help you reflect more deeply on Canada's people, history, and what it means to be Canadian.

You can complete the activities in this guide in a classroom, or on your own. Many of the activities in the guide ask you to visit *The Canadian Encyclopedia*, where you will find detailed information on the topic you are learning about. We encourage you to explore *The Canadian Encyclopedia* to deepen your understanding of Canada's past and present.

PREPARING FOR THE CITIZENSHIP TEST

The Government of Canada's citizenship test evaluates your knowledge of Canada. Passing the citizenship test brings you one step closer to becoming a Canadian citizen. This education guide covers content found on the citizenship test, including Canada's history, geography, culture, system of government, and the rights and responsibilities of Canadian citizenship. However, it does not deal with all the questions on the citizenship test. Completing the guide's activities does not guarantee that you will pass the test. Visit the Government of Canada's website (<https://www.canada.ca/en/immigration-refugees-citizenship/services/canadian-citizenship/become-canadian-citizen/citizenship-test.html>) for more information on how to prepare for the citizenship test.

This education guide was created by Historica Canada with the generous support of **Immigration, Refugees and Citizenship Canada**.

Historica Canada offers programs you can use to explore, learn, and think about our history, and what it means to be Canadian.

The Citizenship Challenge is a practice citizenship quiz based on the test taken by newcomers on the path to citizenship. The Challenge tests participants' knowledge of Canada.

Indigenous person in traditional dress at a powwow in Winnipeg in 2015 (Dreamstime/Leszek Wrona/59725398).

1. CANADIANS

Indigenous peoples were the first human beings to live on the land now known as Canada. They created complex societies a long time before Europeans came to North America.

The French and British were some of the first to establish colonies on the ancestral lands of Indigenous peoples in what is now Canada. They settled here, and more people came to live here over the centuries. For most of Canadian history, immigration policies favoured people from Western Europe. People from other places were often restricted from entering the country. Some were even forbidden from coming to Canada. After the Second World War, things began to change, and Canada started to allow in people who had been denied entry based on ethnicity or where they came from. By the late 1960s, laws that restricted immigration based on race or place of origin were removed from the Canadian immigration system. In 1971, multiculturalism became official government policy. In the same year, for the first time in Canadian history, most immigrants were not from Europe.

Today, Canada is one of the most multicultural countries in the world. There are currently more than 200 ethnic groups living in Canada, and Canadians share a mix of cultures, ethnicities, and languages. This is why Canada is often called a land of immigrants. In the last 10 years, nearly 1.7 million people have become Canadian citizens.

ACTIVITY 1: WHO ARE CANADIANS?

1. Ask yourself: Before arriving in Canada, how would you describe Canadians?
2. Make a list of 10 to 15 words, symbols, or phrases you associate with people living in Canada.
3. Canada has been influenced by many groups of people over the centuries. Look around your community. What evidence of diversity can you see? Consider:
 - Street and place names – for example, the name “Canada” comes from the Huron-Iroquois word “kanata,” meaning “village” or “settlement.”
 - Packaging and labels on products – which languages are used on them?
 - Restaurants and cuisines – for example, an Ethiopian restaurant at the end of your street.
 - Events and activities – for example, Lunar New Year festivities held every year in Vancouver, BC.
 - Art and music – what kinds of shows can you go see? Who is creating art and music?
4. What cultures do you see reflected in your community? Can you see elements of Indigenous peoples or the early French and English settlers? Can you see elements from other immigrant groups?
5. Share your list with a partner and explain why you included your choices.

EXTENSION:

Choose a culture you see in your community that is not your own, and explore something from that culture. You could go to a restaurant and eat food from that culture, listen to its music, or watch a film from that culture. Write a short reflection on the experience and what you learned from it. Why might it be important to share different cultures in Canada?



TOP: The annual St. Patrick's Day Parade in Montreal (Dreamstime/Margoe Edwards/36619787).

BOTTOM: Newcomers reciting the Oath of Citizenship during a citizenship ceremony in Halifax, 2019 (Dreamstime/Caubaydon/139517189).

ACTIVITY 2: FIRST NATIONS, MÉTIS, AND INUIT

Indigenous peoples created complex societies in the area now known as Canada a long time before Europeans came to the continent. Indigenous peoples and communities live in every province and territory today.

Indigenous peoples are the original inhabitants of the land we now call Canada. Indigenous peoples in Canada do not represent one group or experience, but a diversity of cultures, languages, and perspectives. There are three legally recognized groups of Indigenous peoples in Canada: First Nations, Inuit, and Métis. There is tremendous diversity within each of these groups. Broadly speaking, Métis peoples are of mixed European and Indigenous ancestry and live mostly in the Prairie provinces and Ontario. The Inuit primarily inhabit the northern regions of Canada, where their homelands are known as Inuit Nunangat. More southern areas are inhabited by the First Nations, which is a broad term that refers to Indigenous peoples who are not Inuit or Métis. For more information, read the [Indigenous Peoples](#) article on *The Canadian Encyclopedia*.

NOTE TO TEACHERS:

You can begin this lesson by talking about some of the different names that we use for Indigenous peoples, such as “Native” and “Aboriginal”, as well as outdated and often offensive terms such as “Indian” and “Eskimo.” Discuss with your students the different connotations of these words. The pronunciation of Indigenous words is often difficult for students, so be prepared to spend some time practicing these words.



Young man dancing (courtesy Library and Archives Canada/Gar Lunney/National Film Board of Canada/e010949121/Flicker CC).

The Métis Flag (Dreamstime/Manon Ringuette/95119749).



ACTIVITY 2: FIRST NATIONS, MÉTIS, AND INUIT (Continued)

This activity uses the **Indigenous Peoples in Canada Worksheet**, available on the **Education Portal**.

1. Think about what you already know about Indigenous peoples. Review the questions below. You can write down point-form notes. If in a classroom, work in small groups to share what you already know about Indigenous peoples. You can use these questions to help your discussion:
 - Before you came to Canada, what did you know about Canada's Indigenous peoples?
 - What do you know now?
2. There is tremendous diversity between Indigenous cultures across Canada. Read the **Indigenous Peoples in Canada Worksheet**. Use that information to answer the questions that follow the reading. If in a classroom, share what you've learned with a partner. Work together to answer the questions on the worksheet.
3. Learn more about symbols used by some Indigenous peoples in Canada. Look at the images of three symbols on the **Indigenous Peoples in Canada Worksheet**. As a class, discuss:
 - Which symbol is used by which of the three legally recognized Indigenous groups in Canada? Make your best guess. Remember that Indigenous peoples are diverse. Not all Indigenous peoples or groups use the same symbols.
 - Have you ever seen these symbols before?
 - What do you think these symbols mean to First Nations, Métis, or Inuit people?
 - Read about the symbols on the **Indigenous Peoples in Canada Worksheet** to learn what they mean.

Optional Variation for Steps 2-3:

The teacher can tape the three short descriptions of First Nations, Métis, and Inuit to the walls of the classroom. Students can work in pairs to do a "read-and-run" activity, in which one student reads about a group, returns to the table, and shares what they have learned with a partner, who must write down the facts. One person in each pair must stay seated at all times for this activity.

EXTENSION:

With a partner, visit the website **native-land.ca**. This website shows First Nations, Inuit, and Métis territories across Canada. Search for your city or town and find out which Indigenous peoples live in your region. You can search online to find more information, including population, language(s), reserves, and any other details.

2. BEFORE CONFEDERATION

In this section, you will learn about some important events from before Confederation that contributed to shaping post-Confederation Canada. The term "before Confederation" describes Canada in the years before 1867 and "post-Confederation" means Canada after 1867.

From the early 1600s to the mid-1800s, the fur trade was an important part of the commercial economy of what would become Canada. Desire for beaver furs drove European colonization of North America. The fur trade also led to encounters with Indigenous peoples as Europeans tried to take control of land and resources.

Britain and France were rival imperial powers in Europe, and this competition spread to North America, which both countries tried to control. Events such as the Seven Years' War, the Acadian Deportation, and the passing of the *Quebec Act* show how the two countries competed for land and resources. Britain eventually took control, exerting political and cultural dominance over the land and people in it.

Key Terms

Imperial (adj.): Imperial is a term used to describe a nation that is an empire, and usually has a king or a queen. In the context of Canada, Britain and France were competing imperial powers fighting for control over North America.

Colonialism (n): Colonialism is the act of taking control of another land or people, occupying it with settlers, and taking advantage of it economically. In Canada, French and British governments and settlers colonized the area that would become Canada, disrupting and displacing the original Indigenous peoples in the process. The impacts of colonization are still being felt by Indigenous peoples today.



◀ **Josiah Henson, 1983** (courtesy Library and Archives Canada/1990-033 CPA/©Canada Post Corporation 1983. Reproduced with Permission).

Champlain in an Indian Canoe by J. H. de Rinzy, ca. 1897-1930 (courtesy Library and Archives Canada/1993-343-3).



▼ **A Family of the MicMac Indians with their chief in Nova Scotia, by Hibbert Binney, c. 1801** (courtesy Library and Archives Canada/C-003135).



ACTIVITY 3: THE FUR TRADE

This activity uses the [Fur Trade Worksheet](#), available on the Education Portal.

1. The beaver is an important symbol of Canada, but why do you think this is the case? Write down your thoughts. If you are working in a classroom setting, discuss as a class.
2. Next, read the [Fur Trade in Canada](#) plain-language summary available on *The Canadian Encyclopedia*. As you read, think about why the fur trade is important to Canadian history. Take notes about things you think are important so you can look at them later. If you have any vocabulary questions, make a list and ask your teacher.
3. When you finish the reading, use the [Fur Trade Worksheet](#) to rewrite each sentence to make it correct. If you are in a classroom, work with a partner to rewrite each sentence. Use the information you learned from the reading to complete this.
4. Next, review the questions below. Make point-form notes for your responses. If you are in a classroom, have a discussion about the fur trade in small groups or as a class. Use these questions to help your discussion:
 - The fur trade changed the lives of Indigenous peoples in many ways. How do you think their lives changed? Make a list of three or four big changes.
 - The Métis are sometimes called “the children of the fur trade.” Why do you think people say this?
 - Why is the beaver the symbol of Canada? Do you think it’s a good symbol for this country?
 - This reading ends in the 1870s. What do you think happened next? Do you think the fur trade continued to grow? Did the French or the English become more powerful in North America?

The Fur Traders at Montreal by George Agnew Reid, 1916 ►
(courtesy Library and Archives Canada/1990-329-1).

ACTIVITY 4: THE SEVEN YEARS' WAR

This activity uses the [Seven Years' War Worksheet](#), available on the Education Portal.

1. The Seven Years' War had a major influence on the history of Canada. Working independently, or with your class, make some guesses and predictions:
 - Who do you think won the war?
 - What happened to French settlers after the war?
 - What role do you think Indigenous peoples played in the war?
 - Is this war still important in Canada today?
2. Next, have your teacher read aloud the [Seven Years' War](#) plain-language summary on *The Canadian Encyclopedia*, or read it aloud yourself. Complete the **Seven Years' War Notes** section of the [Seven Years' War Worksheet](#). If in a classroom, compare your answers with a partner's answers.
3. Return to your guesses from Step 1. Which guesses were correct? Which were incorrect? Why do you think the Seven Years' War is still important for Canada today? How do you think the change from French to British rule affected the people there? How do you think the war affected Indigenous peoples? If in a classroom, discuss what you learned with a partner.

ACTIVITY 5: THE ACADIAN DEPORTATION

This activity uses the [Acadian Deportation Worksheet](#), available on the Education Portal.

Sensitive Content Warning for Teachers: The events depicted in the Heritage Minute may be upsetting for students who come from countries that have experienced war or violence.

1. Review what you learned about the Seven Years' War. Think about what life was like for ordinary people in Canada during the war, or discuss it with a partner if you are in a classroom.
2. Read **The Acadians – A Timeline** section of the [Acadian Deportation Worksheet](#). Write down notes on the following questions, or discuss them with a partner if in a classroom:
 - What language did the Acadians speak?
 - Why do you think the British governor didn't trust the Acadians?
 - What do you think happened to the Acadians in the Seven Years' War?
3. Watch the [Acadian Deportation](#) Heritage Minute either independently or with your class. What do you think happened to the Acadians?
4. Watch it a second time with subtitles, and write down any unfamiliar words. Look these words up in a dictionary or ask your teacher. Discuss the events in the video as a class.
5. In small groups, talk about what you've learned. Why do you think the British did this? Either independently or with your group, use **The Acadians – True or False** section of the [Acadian Deportation Worksheet](#) to make guesses about the history of the Acadians. Discuss your answers with the rest of the class.

NOTE TO TEACHERS:

Background information on the Acadians can be found in *The Canadian Encyclopedia* article [The Acadian Expulsion](#).

ACTIVITY 6: CANADA FROM THE WAR OF 1812 TO CONFEDERATION

This activity uses the [War of 1812 to Confederation Worksheet](#), available on the Education Portal.

Many major events before Confederation in 1867 contributed to forming the cultural, political, and physical boundaries of the country we now call Canada. These events also led to the growth of a Canadian identity. The War of 1812 was when the United States invaded Canada. Following the war, Canada became more closely tied to Britain than it had been before. More than 10,000 Indigenous warriors fought against the Americans.

In the 1830s, despite differences and conflicts between English- and French-Canadians, anglophone reformers in Upper Canada (present-day Ontario) and francophone reformers in Lower Canada (present-day Quebec) formed an alliance that resulted in responsible government for Canada. In a responsible government, the people elect their representatives and exercise power over the government. Responsible government is the basis of Canada's parliamentary democracy today.

Individuals

Part 1:

1. Read each of the following plain-language summaries on *The Canadian Encyclopedia*. For each topic, use the [War of 1812 to Confederation Worksheet](#) to answer the 5Ws (Who, What, When, Where, Why) in point form:

- [War of 1812](#)
- [Province of Canada 1841–1867](#)
- [Responsible Government](#)

2. After reading the summaries, consider the following questions: Why are these events important to Canadian history? Did they create long-lasting change? Write your answers in point form.

Part 2:

This activity focuses on people who were enslaved, and those who tried to end slavery in Canada. Read one of their biographies, listed below, on *The Canadian Encyclopedia*, and answer the following questions:

- Who were they?
- What did they do? Why were they important?
- What might their experiences reveal about life for Black people at that time?
- What have you learned about Black slavery in Canada and the Underground Railroad by reading this person's story?

- [Chloe Cooley](#)
- [Mary Ann Shadd](#)
- [Harriet Tubman](#)
- [Josiah Henson](#)
- [Marie-Joseph Angélique](#)

Classroom Adaptation

1. Divide into small groups. Each group is assigned one of the following five topics:

- [War of 1812](#)
- [Province of Canada 1841–1867](#)
- [Responsible Government](#)
- [Black Enslavement in Canada](#)
- [Underground Railroad](#)

2. Read the plain-language summary (or the “Introduction” and “Terminology” sections of the [Black Enslavement](#) article) on your topic on *The Canadian Encyclopedia* as a group. Together, use the [War of 1812 to Confederation Worksheet](#) to answer the 5Ws.

3. After reading the summary, discuss with your group: Why are these events important in Canadian history? Did they create long-lasting change? What effects of these events can you see in your community today?

ACTIVITY 7: INDIGENOUS PEOPLES' ENCOUNTERS WITH EUROPEANS

This activity uses the [Indigenous Peoples' Early Experiences with Europeans Worksheet](#), available on the Education Portal.

As more settlers came to this land from Europe, Indigenous peoples' relationships with Europeans grew increasingly complex. These early encounters often had negative consequences for Indigenous groups. Early Indigenous peoples' experiences with Europeans are diverse and cover hundreds of years of history. There is no single story that represents how these early interactions occurred and how they affected Indigenous peoples. The following activity asks you to look at early colonial history from Indigenous perspectives.

1. In this lesson, you will learn about Indigenous peoples' first experiences with Europeans. Before you read about these experiences, complete the **Vocabulary Exercise** section of the [Indigenous Peoples' Early Experiences with Europeans Worksheet](#). If in a classroom, discuss the answers as a class.
2. Read about the experiences of three Indigenous groups in the **Indigenous Experiences of Contact** section of the [Indigenous Peoples' Early Experiences with Europeans Worksheet](#). When you are finished reading, answer the questions below the summaries.

3. Read the questions listed below. Write down some notes about each one. If in a classroom, discuss as a class or in small groups:

- What were some common ways that life changed for Indigenous peoples after contact?
- In what ways did life change for the worse for Indigenous peoples?
- What did you learn about Indigenous experiences of contact that surprised you?
- How does colonization affect Indigenous peoples today? Identify ways in which the effects of colonization can be seen in Indigenous communities today.

3. CONFEDERATION AND GROWTH

Before 1867, the land we now call Canada was made up of several British colonies and Indigenous territories. Many of the European settlers in these colonies wanted better representation in government. They also feared that the Americans would invade again. Through negotiations and conferences, the colonies of New Brunswick, Nova Scotia, and the Province of Canada (now Ontario and Quebec) joined to create a new country in 1867, a process known as Confederation. The Indigenous peoples in these areas were not consulted about Confederation. The other provinces and territories that make up the Canada we know today joined or were created later. The last province to join Canada was Newfoundland and Labrador, in 1949. The territory of Nunavut was created in 1999. The anniversary of Confederation is on July 1, which is now called Canada Day.

ACTIVITY 8: CONFEDERATION

This activity uses the [Perspectives on Confederation Worksheet](#), available on the Education Portal.

Confederation is when Canada officially became a country. In the 1860s, not everyone supported the idea of Confederation. Some colonies were not interested in joining together. And even though Confederation would have a huge impact on Indigenous communities, they were not invited to take part in the negotiations. After Confederation, the new Government of Canada created policies and institutions with the goal of eliminating Indigenous ways of life, languages, traditions, and culture, and forcibly assimilating Indigenous peoples into Canadian society. These policies had terrible and long-lasting consequences that still affect the lives of Indigenous peoples today.

1. Read the plain-language summary on [Confederation](#) on *The Canadian Encyclopedia*. Next, fill in the blanks on the [Perspectives on Confederation Worksheet](#). If you are completing this activity in a classroom, read the summary with a partner and work together to complete the worksheet.
2. Using the [Perspectives on Confederation Graphic Organizer](#), take notes on why some groups would be in favour of Confederation, and why some would be against it. Use the list of articles and sections below for your research.
3. If you are completing this activity in a classroom, divide into small groups. Each group member will select one or two perspectives to research. Share your findings on your chosen perspectives with the rest of the group to complete the graphic organizer. The following articles are available on *The Canadian Encyclopedia*:
 - **Ontario/Quebec (Province of Canada):** See the “Confederation, Quebec and Ontario” section of the [Province of Canada \(1841-67\)](#) article.
 - **Western Canada:** See [British Columbia and Confederation](#); [Alberta and Confederation](#).
 - **First Nations:** See the “Indigenous Peoples and Confederation” section of the [Confederation](#) article.
 - **Métis:** See “The North-West Rebellion” section of the [Confederation’s Opponents](#) article.
 - **Nova Scotia and New Brunswick:** See the “Atlantic Canada and Confederation” section of the [Confederation](#) article.
 - **Prince Edward Island:** See the “PEI’s Resistance” section of the [Confederation’s Opponents](#) article.
 - **The Mothers of Confederation:** Select one or two articles from the list found under the “Mothers of Confederation” heading on the [Confederation Collection](#): [Lady Agnes Macdonald](#); [Anne Brown](#); [Anne Elizabeth Haviland](#); [Eliza Richie](#); [Elizabeth Lee Macdonald](#); [Lady Dufferin](#); [Luce Cuvillier](#); [Mercy Anne Coles](#).

CLASSROOM EXTENSION ACTIVITY:

Participate in a class debate on Confederation. Divide the class into two groups, those “for” and those “against” Confederation. Each group will use the arguments you read about to help you participate in the debate. Select one group member to present a short speech in front of your class. That person should argue why Confederation was either bad or good for Canada. Then the opposition will do the same. Each side will then develop a secondary argument. Use the opposition’s arguments to create a rebuttal. The teacher will act as a moderator during the debate.



▲
Conference at Québec 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).

Treaties

Treaties are formal agreements between groups of people. In Canada’s context, that means agreements between Indigenous peoples and the Government of Canada. Beginning in the early 1600s, the French and British Crowns (and later the Government of Canada) entered into a series of treaties with Indigenous nations to avoid conflicts and set terms for trade and settlement. Immediately after Confederation, the Government of Canada went on a treaty-making campaign to gain control over more land for settlement. These 11 new treaties were called the Numbered Treaties. Treaties were often understood and interpreted differently by Indigenous peoples and the Government of Canada, as each brought different worldviews to the negotiating table. The meaning and intention of treaties are still debated in Canada today.

Louis Riel

Louis Riel was a Métis leader who led the Métis in two popular uprisings against the Canadian government – in 1869–70 and again in 1885. Riel fought to protect the rights and lands of his people and was central in bringing Manitoba into Confederation. In 1885, the Canadian government executed Riel for his role in the Métis resistance. Explore the [timeline of Louis Riel’s life](#) on *The Canadian Encyclopedia*.

ACTIVITY 9: THE IMPACTS OF CONFEDERATION FOR INDIGENOUS PEOPLES

TEACHER TIP:

You may want to read the introductory paragraphs below together as a class, and have students fill out 5Ws charts or write down comprehension questions before you start the activity, as concepts and terminology in this section are complex. Topics covered in the following activity could trigger a strong emotional response. Teachers must be sensitive to individuals and the group to ensure the classroom remains a safe environment for all learners. Set ground rules for respectful discussions and have resources ready for students who may require additional support.

After Confederation, the Government of Canada created policies to force Indigenous peoples to give up their cultures and ways of life and assimilate into Euro-Canadian society. In 1876, the Government of Canada passed the *Indian Act*, which gave the federal government the power to control every part of Indigenous peoples' lives. For example, the *Indian Act* outlawed many Indigenous cultural practices (including traditional ceremonies and languages), introduced travel restrictions, and forced Indigenous children to attend residential schools. At first, residential schools were operated by the Protestant and Catholic churches with the support of the government. Later, the government took control of the residential school system. The main goal of these schools was to force Indigenous children to abandon their Indigenous identities and assimilate into Euro-Canadian society. Children were forced out of their communities and placed in residential schools, where starvation, neglect, and abuse were common.

Residential schools have had a lasting impact on Indigenous peoples. Generations of Indigenous peoples were disconnected from their beliefs, traditions, and lifestyles. At least 6,000 Indigenous children died while attending residential schools. The residential school system is one of the darkest chapters in Canadian history. The last government-run residential school in Canada closed in 1996. It is a living history, meaning that the legacy continues to affect generations of Indigenous peoples in Canada today.

Despite this legacy of racism and oppression, Indigenous peoples in Canada have always fought to preserve their traditions, languages, beliefs, and rights. Indigenous people today continue to focus on revitalizing their communities and are working with the Government of Canada to re-establish their rights, ensure that Canada honours its treaty obligations, and advocate for self-government.

1. Think about your family, your school, or your community. What do you need for a healthy family, school, or community? Make a list of 5 things needed to create and sustain a healthy family, school, or community. If working in a classroom, together, make a list of 12 to 15 things.
2. Read the plain-language summary on [Residential Schools in Canada](#), available on *The Canadian Encyclopedia*, including the "Key Facts About Residential Schools" section. Make notes on the important points. As you learn about the history of Indigenous peoples in Canada after Confederation, think about how many of the things on your list changed because of the actions of the Government of Canada.
3. Return to the list you made of things you need to create and sustain healthy families, schools, and communities. Which things were taken from or restricted for First Nations, Inuit, and Métis peoples by the Government of Canada? If in a classroom, discuss which things were removed from or restricted for First Nations, Inuit, and Métis peoples. How did these losses affect Indigenous communities?

RIGHT: Inuit children who lived too far away and had to stay at school during the summer. Anglican Mission School, Aklavik, N.W.T., 1941 (courtesy Library and Archives Canada/M. Meikle/PA-101771).

LEFT: R.C. Indian Residential School Study Time, [Fort] Resolution, N.W.T. (courtesy Library and Archives Canada/PA-042133).



▲ Inuit children and adults in Anglican Mission School, Aklavik, N.W.T., 1941 (courtesy Library and Archives Canada/D.B. Marsh/e007914514).

Activity: Indian Act of 1876

The *Indian Act* was introduced in 1876 to bring together past colonial laws that were aimed at controlling First Nations peoples. The *Indian Act* is still in place today, though it has changed over the years. It is still used by the government to control many aspects of First Nations people's lives: Indian status, land, resources, wills, education, band administration, and more. Read the *Indian Act* plain-language summary on *The Canadian Encyclopedia*. List three of the negative impacts of the *Indian Act* for First Nations peoples in Canada. Think about how those negative impacts furthered the Government of Canada's goal of forced assimilation of Indigenous peoples.



4. WORLD WARS

Many countries in the world were involved in the First World War and the Second World War. Both wars had a huge impact on the world, including on Canada and all the people living here. Both were “total wars” for Canada. This meant that most aspects of Canada’s economy and society were involved in the war effort in some way.

The World Wars were important for Canada. They helped build a sense of national identity among Canadians. The result was that Canada demanded more independence from Britain.

Private Edmund Arsenault of The West Nova Scotia Regiment aiming a PIAT anti-tank weapon from a slit trench near Ortona, Italy, 10 January 1944 (courtesy Library and Archives Canada/Lieut. Alexander M. Stirton/Canada. Dept. of National Defence/PA-153181).



ACTIVITY 10: THE FIRST WORLD WAR

This activity uses the **First World War Graphic Organizer**, available on the Education Portal.

The First World War (1914–1918) was a long and bloody conflict with terrible consequences for every country involved. About 60,000 Canadians died and 170,000 were wounded. As part of the British Empire, Canada fought on the same side as Britain and made a significant contribution to the war effort. Following the war, Canada’s leaders decided that it was time for Canada to have greater decision-making powers.

Millions of Canadians supported the soldiers overseas, raising money for their families, working in factories that made weapons, and farming the fields to provide food for the armies. Canada’s experiences during the First World War involve multiple stories and points of view. In this activity, you will examine some of the diverse experiences of Canadians during the First World War.

The First World War was significant to Canadians for many reasons. Using the article sections listed below from *The Canadian Encyclopedia*, read about each topic to better understand how changes during this time were significant to Canada and how soldiers experienced the war abroad.

- Read these sections of the following articles. If you are completing this activity in a classroom, divide into pairs. Each pair should be assigned one of the topics listed below:
 - Canadian involvement:** See the “Introduction” section of the **First World War** article.
 - The Economy:** See the “War and the Economy” section of the **First World War** article.
 - Trench Warfare:** See the “Battlefield Conditions” section of the **Canada and the Battle of Passchendaele** article.
 - Conscription:** See the “Borden and Conscription” section of the **First World War** article.
 - Voting Rights:** See the “Achieving the Vote in Federal Elections” section of the **Women’s Suffrage in Canada** article.
 - Internment:** See the “First World War” section of the **Internment in Canada** article.
- Use the **First World War Graphic Organizer** to organize your answers to the following questions:
 - What is it (a short definition of the topic)?
 - What was it like? And/or how did it change?
 - What are three or four key facts or events (in point form)?

CLASSROOM EXTENSION:

Create a class timeline of important events in the First World War. Place your two or three important events from Step 2 on the class timeline. In a small presentation, explain to the rest of the class what the important event is and why your group thinks it is significant. Fill out the rest of the graphic organizer while the other groups are presenting.

The Second Battle of Ypres, 22 April to 25 May 1915, by Richard Jack (courtesy Canadian War Museum: Beaverbrook Collection of War Art/CWM 19710261-0161).



Wartime internment

During both World Wars, the Government of Canada was suspicious of Canadians who had immigrated from countries it was fighting. This led to racist policies, including forcing these Canadians into internment camps. During the First World War, Canada forced many people of German, Austro-Hungarian, and Ukrainian descent, as well as Turks and Bulgarians, into labour camps. Another 80,000, most of them Ukrainian-Canadians, who were not interned were forced to register as “enemy aliens” and had to report regularly to police. Ukrainian-Canadians’ freedom of speech, movement, and association was restricted by the Government of Canada at this time. During the Second World War, Canada again forced thousands of people from their homes and into internment camps. German-Canadians, Italian-Canadians, and anyone perceived to have “fascist tendencies” were interned. More than 3,000 Austrian and German Jews who had come to Canada as refugees were also interned during the war. More than 22,000 Japanese-Canadians were declared “enemy aliens” and forced from their homes, had their property confiscated, and were placed in internment camps. After the war ended, these Canadians were not allowed to return to their homes, and some were pressured into leaving the country. Watch the **Vancouver Asahi** Heritage Minute to learn more about Japanese-Canadian internment.

ACTIVITY 11: THE SECOND WORLD WAR

This activity uses the [Record of Service Experiences Worksheet](#), available on the Education Portal.

The Second World War was a global conflict that lasted from 1939 to 1945. As in the First World War, Canada made significant military contributions to the war effort. Canadians helped by working in war industries, producing weapons, and providing food and other goods for use in war zones around the world. Many aircraft, military vehicles, and ships were built in Canada, often with the participation of women, who entered the workforce during the war to fill jobs traditionally performed by men. As a result, Canada's economic and military status grew after 1945.

More than one million men joined the military to fight for Canada abroad. Some 50,000 Canadian women also enlisted. More than 44,000 Canadians were killed and approximately 55,000 were wounded. In this activity, you will learn about the experiences of a few of the individuals involved in the Second World War.

Examining significant events can give us a better understanding of the past. Listening to people's experiences can help us understand how people were affected. In this activity, you will watch The Memory Project's [Record of Service](#) Second World War testimonies, available at www.thememoryproject.com/educator-resources/video-resources. How do these testimonies change your understanding of the Second World War?

1. Begin by watching [The Second World War](#) video for background on the war.
2. Select two video testimonies to watch from the list below and watch them together as a class. Use the [Record of Service Experiences Worksheet](#) to take notes on the videos:
 - [John \(Jack\) Rhind](#) – Italian Campaign
 - [Lloyd Bentley](#) – D-Day and Operation Market Garden
 - [Pierre Gauthier](#) – D-Day
 - [Janet Hester Watt](#) – Domestic Service
3. As you watch the videos, pay attention to the experiences the speaker describes that you find important or interesting. Next, compare two speakers' experiences. What was similar about their experiences? What was different? If in a classroom, discuss in small groups.

The Memory Project Speakers Bureau

The Memory Project is a volunteer speakers bureau that gives veterans and Canadian Forces members opportunities to share their stories. The Memory Project has more than 2,800 testimonials and more than 10,000 images in its archive. To learn more about the experiences of Canada's veterans from the Second World War to the present time, visit the Memory Project Archive at thememoryproject.com.

EXTENSION:

Pretend that a veteran from one of the Record of Service videos is sitting across from you. What questions would you like to ask them? Discuss with your classmates what you would like to ask the veteran.

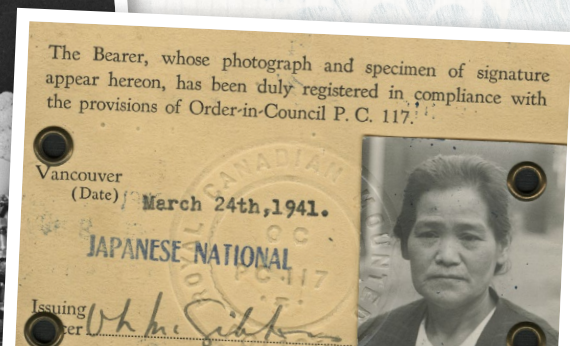
Remembrance Day

Every year on November 11th, Canadians remember the soldiers who died in past conflicts, honour the sacrifices made by our veterans, and thank them for the service they gave to Canada. One way that Canadians do this is by wearing the red poppy, a flower that grew on the battlefields of Europe. Lieutenant-Colonel John McCrae, a Canadian poet and soldier, wrote the famous poem "In Flanders Fields" while serving as a soldier during the First World War. Through this poem, the poppy has remained a symbol of remembrance for those who served or lost their lives in service to Canada. You can read the poem (and about its history) in *The Canadian Encyclopedia* article [In Flanders Fields](#).

Alene Quick poses with friends outside the Canadian Women's Army Corps, Rosedale Barracks, where she stayed (courtesy Alene Quick/The Memory Project/Historica Canada).

Cecilia Butler working in the John Inglis Company munitions plant in Toronto during the Second World War, 1943 (courtesy Library and Archives Canada/National Film Board of Canada/e000761869).

Internment identification card of Taka Sakamoto, 1941 (courtesy Library and Archives Canada/R4000-11-5-E).



5. MODERN CANADA

ACTIVITY 12: SOCIAL SERVICES IN CANADA

This activity uses the [Social Services in Canada Worksheet](#), available on the Education Portal.

After the Second World War, Canada's economy grew, and many Canadians started to enjoy a higher standard of living. As Canada changed, federal, provincial, and territorial governments began to create and implement social support systems to care for people. Social support programs provide assistance in areas like childcare, housing, and healthcare. Most are managed by the provinces and territories. The social support system in the post-war era included a new national unemployment insurance plan, a federal old-age pension plan, and, as of 1966, universal healthcare.

- Find out more about the social services that Canada offers by reading *The Canadian Encyclopedia's* article on [Social Programs in Canada](#). Use the [Social Services in Canada Worksheet](#) to answer the following questions about each service. If in a classroom, work with a partner to complete the worksheet.

- What is this service?
- What do I use it for?
- How can I contact my local settlement agency to learn how to access it?

If required, visit the [Service Canada](#) website or your provincial/territorial government website to find more information on each social service that can be used to fill in any missing information on your chart.

- Review what you learned by completing the **True or False** section of the [Social Services in Canada Worksheet](#).



CLASSROOM EXTENSION:

Divide into small groups. Each group will be assigned a social program from the chart on the [Social Services in Canada Worksheet](#). Create a resource poster on your group's social service that can be shown in your classroom. Include a description of the service and information on a local settlement agency that can help people access the service. You should use simple language in point form and visuals (pictures) to help readers understand your poster.

TEACHER TIP:

Have a discussion as a class exploring the following questions: Why is it important to have social supports in a society? Do you believe everyone in Canada has equal access to social programs? How might geography affect availability of services, particularly in remote or reserve communities? How might socioeconomic or political status (e.g. Status Indians, refugees) affect access?

ACTIVITY 13: THE ROAD TO RIGHTS IN CANADA

This activity uses the [Human Rights in Canada Worksheet](#), available on the Education Portal.

Today, many human rights are protected by laws in Canada. These protections were put in place over a long period of time, as groups fought for their rights by pushing for the Government of Canada to change laws to reflect those rights. The many groups who have fought (and are still fighting) for human rights include women, Indigenous peoples, francophones across Canada, people with disabilities, ethnic and religious minorities, and LGBTQ2+ people. Often, the fight for human rights has been successful, and the Government of Canada has changed laws to meet such demands. Although Canada is known today as a world leader in human rights, much work remains to make sure that human rights and equality are legally protected and enjoyed by all residents of Canada.

Part 1:

- Optional step: As a class, listen to Baltej Singh Dhillon's immigration story, available on the [Passages to Canada](#) website.
- On your own, or with a partner if you're in a classroom, read **Baltej Singh Dhillon's story** on the [Human Rights in Canada Worksheet](#). After reading the article, answer the questions that follow.
- If you are in a classroom, talk with a small group and share your opinion on the following:
 - Did anything in this story surprise you? Why?
 - Why do you think Dhillon's story is still important today?
 - Dhillon says that he thinks racism is still a problem in Canada. Do you agree? Why?
 - Dhillon is an example of an immigrant who changed Canada. Can you think of other immigrants who have changed Canada?

Part 2:

- Working on your own, complete the **Timeline Exercises** section in the [Human Rights in Canada Worksheet](#) by putting the events in the order in which you think they happened. You can consult the [Rights Revolution in Canada](#) article on *The Canadian Encyclopedia* to help you complete the worksheet.
- Use the answer key provided to check your work and correct any errors. Is there anything that surprised you? If so, why did you find it surprising?
- If in a classroom, compare your answers with a partner's. Then discuss these questions:
 - Which of these groups started gaining rights the earliest? Which groups started gaining rights later?
 - What events might have pushed these groups to fight for their rights?
 - Do you think it was easy or difficult for these groups to fight for more rights? Why?
 - Did you learn anything that was surprising? What was it and why did you find it surprising?

Refugees in Canada

From the 1950s to the 1980s, Canada welcomed more refugees than ever before. This represented a change in attitude, as Canada had more restrictive immigration policies earlier in the century, when fewer refugees were permitted to enter the country. Before 1962, Canada could, and did, legally deny a person's entry to the country based on their racial background.

Watch: The *"Boat People" Refugees* Heritage Minute tells the story of a Vietnamese family coming to Canada as refugees during the Vietnam War. Canada accepted more than 60,000 Southeast Asians, including Vietnamese, Cambodian, and Laotian people, called "Boat People," during this time.

Read: Learn more about the history of refugees in Canada by reading the *Refugees* article on *The Canadian Encyclopedia*.

6. RIGHTS AND FREEDOMS IN CANADA

ACTIVITY 14: RIGHTS AND FREEDOMS IN CANADA

This activity uses the *Rights, Freedoms, and Responsibilities Worksheet*, available on the Education Portal.

The *Canadian Charter of Rights and Freedoms* has been part of our Constitution since 1982. The Constitution is the highest law in Canada, meaning that it, including the *Charter*, is the most important law we have. The *Charter* tells people living in Canada what their rights and freedoms are. Many groups have used the *Charter* to help them fight for their human rights. For example, the *Charter* makes it illegal to discriminate against someone based on their sexual orientation. This contributed to laws that made same-sex marriage legal in Canada.

Canada has other laws that address rights and freedoms. Many of the rights of Status Indians in Canada are outlined in the *Indian Act*, which is different from the *Charter* and applies only to Status Indians in Canada. "Status Indian" is a legal term for members of First Nations who are registered under the *Indian Act*. Status Indians may be eligible for a range of services and programs offered by the federal or provincial/territorial governments.

1. Use the *Rights, Freedoms, and Responsibilities Worksheet* to help identify the differences between rights, freedoms, and responsibilities. Use the information in the **Categories of Rights and Freedoms** box to help create a definition for "right," "responsibility," and "freedom." Give an example or two to go along with your definition. If in a classroom, discuss the definition of rights, responsibilities, and freedoms. Are these concepts the same? How are they different? What do you think they protect in Canada?
2. Working on your own, fill in the chart in the worksheet by identifying if the answer is a right, a responsibility, or a freedom.
3. Use the answer key in the worksheet to correct your work. Afterward, assign each right, freedom, or responsibility to a category (use the **Categories of Rights and Freedoms** box to help you) and note these beside the chart. How do you see these rights, freedoms, and responsibilities in your daily life? Are there others that you can think of? How do they help shape life in Canada?

CLASSROOM DISCUSSION:

Discuss with a partner or together as a class: Which people and groups have been successful in their fight for rights and freedoms in Canada? What can Canadians do when their rights and freedoms have been violated?

Categories of Rights and Freedoms

Fundamental freedoms: Freedoms that are essential for Canada to function as a democracy. These allow people to be themselves and express themselves without fear.

Democratic rights: Rights related to Canadian politics. Canada is a democracy, which means all Canadians have the right to participate in democracy.

Mobility rights: Rights that deal with movement and living within Canada.

Legal rights: Rights relating to the laws of Canada and the protection of Canadians.

Equality rights: The right all individuals have to be treated equally under the law.

Indigenous peoples' rights: Rights relating to First Nations, Inuit, and Métis in Canada.

Language rights: Rights relating to Canada's official languages.

Election Law: Did you know?

Did you know that election law is one of the most frequently challenged laws under the *Charter*? There have been more than 30 challenges to election laws since the *Charter* was introduced in 1982. The right to vote today includes almost all Canadian citizens, including prisoners, people of all abilities, and all Canadian citizens living outside the country.



◀ LEFT: *Canadian Charter of Rights and Freedoms* (courtesy Library and Archives Canada/Robert Stacey fonds/Crown copyright/R11274-148/1 of 2).

◀ RIGHT: Dancers at a multicultural fashion show in Vancouver in 2012 (Dreamstime/Howesjwe/25474158).

7. CANADA'S GEOGRAPHY

ACTIVITY 15: CANADIAN PLACES

This activity uses the **Canadian Places Map**, the **Canadian Places Worksheet**, and the **Geography of Canada Backgrounder**, available on the **Education Portal**.

Canada's geography is diverse, and its many types of landscapes include forests, prairies, mountains, and coastlines. Canada is home to many important natural resources, and the wilderness is often seen as part of the nation's identity. Each of Canada's current 10 provinces and 3 territories have their own unique features. As much as they vary, the provinces and territories also have many similarities. In this activity, you will learn more about Canada's geography.

1. Look at a map of Canada: Use an online image search to locate a map with the information you need. You may want to use a couple different maps to find the information you need. You could also use an atlas of Canada to find this information. Using the **Canadian Places Map**, complete the following:
 - Label all ten provinces, the three territories, and their capitals.
 - Identify the capital of Canada and, if possible, the National Capital Region (where most federal government buildings are).
 - Label the three oceans that border Canada.
 - Use five different colours to show the five distinct regions of Canada on your map: the Atlantic Provinces, Central Canada, the Prairie Provinces, the West Coast, and the Northern Territories.
 - You can also label significant landmarks, geographic features, or other places you know.
2. Next, learn more about the province or territory where you live. If in a classroom, choose any province or territory. Complete the **Canadian Places Worksheet**. Read the **Geography of Canada Backgrounder** to find the information you need. If you need more information, read *The Canadian Encyclopedia* article about your specific province or territory. You should answer these questions:
 - What is the capital city? Are there other important cities? What is the most spoken language?
 - What are the main geographic features? Think about the geography of your location. Does it have mountains, big rivers, major highways, forests, lakes, or something else notable?
 - What are the main industries? What are the natural resources? Think about natural resources such as oil and minerals, or industries such as fishing and agriculture.
3. If in a classroom, find two or three classmates who chose different provinces or territories. Talk with them to complete more sections of the **Canadian Places Worksheet**. You can also talk about similarities and differences between your chosen provinces or territories.

Visiting National Parks

Did you know that new Canadian citizens get free access to all of Canada's national parks for one year after their citizenship ceremony? You can even take a Learn to Camp course! **Parks Canada** operates 4 marine preserves, more than 40 national parks, and 160 historic sites across the country. By visiting Canada's national parks, you can explore, understand, and appreciate our natural environment.

CLASSROOM DISCUSSION:

Working with your partner, act as a "tour guide" to select three to five features you find interesting about your chosen provinces or territories. Share these with the class in a presentation. Consider making a brochure or poster to illustrate the dominant features of your province or territory.

ALTERNATE EXTENSION:

Revisit **Activity 2** in this guide. What treaties cover the land you live on? Which Indigenous groups' lands are you on? Use the **Native Land** website to help with your research.

The Rocky Mountains as seen from Banff National Park
(Dreamstime/Akudiusz Iwanicki/8308107).



The Lunenburg harbour,
Nova Scotia
(Dreamstime/Stephan
Pietzko/56468879).

Image of the Toronto skyline
(Dreamstime/Chon Kit
Leong/139068558).

8. WORK, LEISURE, ARTS, AND CULTURE

ACTIVITY 16: LIFE IN CANADA

This activity uses the [Life in Canada Worksheet](#), available on the Education Portal.

In general, most Canadians enjoy a high standard of living. Public education and healthcare are available for free and are funded using taxes collected from the Canadian people. Laws exist in Canada that protect workers. Many leisure activities are popular in Canada, including the arts, outdoor activities, festivals, and sports, among many others.

1. To learn more about living and working in Canada, match the term with the correct definition using the [Life in Canada Worksheet](#).
2. As a class, or on your own, watch the [Kenojuak Ashevak](#) and [Lucy Maud Montgomery](#) Heritage Minutes, featuring two important cultural figures in Canada. Take notes on details from the Minutes.
3. Next, either on your own or with a partner, write down your thoughts or discuss the following questions:
 - What is similar about Ashevak's and Montgomery's experiences as artists? What is different?
 - What did you learn about Canada's cultural life from the Minutes? Was there anything you learned that surprised you? Why?
4. Kenojuak Ashevak was an influential Inuit artist, whose achievements and life's work have been honoured by the Order of Canada. The Order of Canada is one of Canada's highest honours. In a class discussion, or on your own, answer the following questions:
 - What might be some important achievements that are worth recognizing?
 - Is there a similar honour system in your first country?
 - Do you know any other Canadians who have been granted an honour? (You can search names on the [Governor General's](#) website to see which Canadians have been granted an honour.)
 - Is there anyone in your community or anyone else in Canada that you think should be recognized for their achievements?

Professional hockey player P.K. Subban playing for the Montreal Canadiens (Dreamstime/Jerry Coli/93252297).



Woman at the 2010 Caribana parade in Toronto (Dreamstime/Andrei Tselichtchev/15388567).

Canoo

Did you know that the Institute for Canadian Citizenship provides free access to more than 1,400 museums, art galleries, historic sites, and science centres for one year after you become a citizen? It's a great opportunity to learn about and celebrate what it means to be Canadian. The [Canoo mobile app](#) is available to download for free and offers free admission for every new citizen and up to four children.

9. GOVERNMENT

ACTIVITY 17: HOW CANADA'S GOVERNMENT WORKS

This activity uses the [How Canada's Government Works Worksheet](#), available on the Education Portal.

Systems of government can be very different from one another depending on what country you are in. Canada's system of government is many things: it's a federation, a constitutional monarchy, and a parliamentary democracy. In this section, you will learn about what these terms mean and how Canada's system of government works.

1. On your own, or in small groups, read the [How Canada's Government Works Worksheet](#). Make note of any new vocabulary and write down definitions for these new words.
2. Answer the comprehension questions on the worksheet by circling the correct answer.
3. Take up your answers as a class or use the answer key to correct your work. Note any questions you still have, or discuss them as a class.

Inside the House of Commons of Parliament in Ottawa (Dreamstime.com/Wangkun Jia/20897988).



ACTIVITY 18

FORMING PARLIAMENT

The Parliament buildings
in Ottawa (Dreamstime/
Py2000/16339360).



- Look at the mock provincial election results below and answer the following questions for each election:
 - Who has the constitutional right to form the next government?
 - Which party's leader will be premier?
 - Is it a majority or minority government?

Election 1

Ontario 2011

Loon Party:

76 Seats

Douglas Fir:

40 Seats

Puffin Party:

7 Seats

Tungsten Party:

1 Seat

Election 2

Nova Scotia 2017

Beaver Party:

23 Seats

Salmon Party:

20 Seats

Arctic Hare Party:

9 Seats

Election 3

Manitoba 2014

Sand Cherry Party:

22 Seats

Harbour Porpoise Party:

21 Seats

Tundra Party:

3 Seats

CLASSROOM DISCUSSION:

In elections 2 and 3, which party holds more power? Explain why the Arctic Hare Party and the Tundra Party have great influence even though they do not have many seats. Hint: Think about how minority governments work.

EXTENSION:

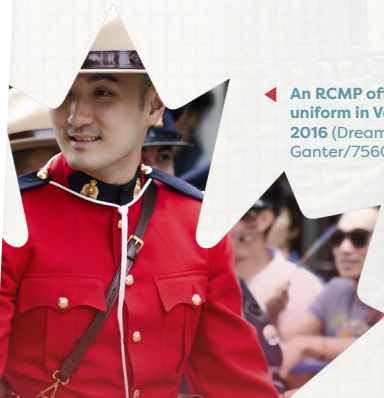
Federally, prime ministers are not meant to be experts on every aspect of governing, so they assign responsibilities, or "portfolios," to individuals who become knowledgeable in that area. These people are called ministers and together they form the Cabinet. In provincial and territorial governments, the premier also creates a Cabinet. Examine the ministries created by your current provincial/territorial government to learn more about what the government believes are important priorities for the province/territory. Cabinet postings can usually be found on the websites of the premiers. Compare the ministries in your province or territory with another one. Are they all the same? Why might ministries differ based on province or territory?

Policing in Canada

The two main responsibilities of the police are to keep Canadians safe and to enforce the law. There are many types of police forces in Canada, and they have different roles. Read about policing and law enforcement in the [Police in Canada](#) article on *The Canadian Encyclopedia*.



◀ Her Royal Highness Queen Elizabeth II on royal tour in Ottawa, 2010
(Dreamstime/Intoit/14956284).



◀ An RCMP officer in uniform in Vancouver in 2016 (Dreamstime/Brian Ganter/75606622).

▶ The Senate Chamber in Ottawa (Dreamstime/Ken Pilon/2960370).

Restorative Justice

For over 40 years, restorative justice has been a part of Canada's criminal justice system. Restorative justice can take many forms. For example, some Indigenous communities in Canada will hold a sentencing circle, where the court, victim, and offender, along with family and community, meet and discuss how to bring healing and understanding to all involved.

10. RESPONSIBILITIES OF CITIZENSHIP

ACTIVITY 19: ACTIVE CITIZENSHIP

This activity uses the [Active Citizenship Worksheet](#), available on the Education Portal.

What are some ways that you can participate in Canada's democracy? In Canada, civic engagement is more than just voting. There are many ways people living in Canada can take part in the democratic process. This is called being an active citizen and it is an important part of Canada's democracy.

It is important to know that people who are not citizens have some of the same responsibilities as citizens. For example, people living in Canada who are not citizens can take important steps to help protect Canada's natural environment.

1. Some responsibilities of Canadian citizenship, such as paying taxes and filling out the census, are tasks that must be completed in a certain way. Others, like protecting the environment, can be done in many ways. What can you do to fulfill those responsibilities of citizenship? Use the [Active Citizenship Worksheet](#) to write down your ideas. You can consult the plain-language summary on [Active Citizenship](#) on *The Canadian Encyclopedia* for ideas.
2. If you are completing this activity in a classroom, discuss the meaning of active citizenship in a small group or class discussion. What does it mean to be an active citizen? What are some responsibilities of being a citizen in Canada? Next, work in pairs to complete the [Active Citizenship Worksheet](#).
3. You can become a more active citizen by having a positive impact on your community and Canada. Write a list of 5 to 10 things you can do to be more active in your community and in Canada. If you are completing this activity in a classroom, discuss as a class how someone can be a more active citizen.

Getting involved in elections

Did you know that you don't have to be a citizen to get involved in an election? Elections Canada hires more than 300,000 people to work at polling stations and election offices across Canada on election day. Permanent residents who are not yet citizens can work in many of these positions. It's a great opportunity to learn more about Canada's electoral system. You may also be able to work in provincial, territorial, or municipal elections. Canada's democracy depends on citizen participation! To find out more, visit the [Elections Canada](#) website.



◀ Festival goers hold the rainbow pride flag during the Pride Parade in Toronto in 2014 (Dreamstime/Oceanfishing/42520050).

▼ Canadians file taxes every year (Dreamstime/Osa855/113770462).

▼ Jury duty is a responsibility of Canadian citizenship (Dreamstime/Photographerlondon/29662886).

