



#STANDFORCANADA

CITIZENSHIP TEACHING GUIDE

Secondary (Grades 7-12)

DEVELOPED IN PARTNERSHIP WITH

 Immigration, Refugees and Citizenship Canada Immigration, Réfugiés et Citoyenneté Canada



Table of Contents

Introduction 2

Lesson 1 – Becoming Canadian: Understanding our rights and responsibilities as citizens 3

 Descriptions and Definitions of Canadian Citizenship, the Constitution of Canada and the Canadian Charter of Rights and Freedoms 5

 List of Rights and Responsibilities 6

 Article Links and Summaries 7

Lesson 2 - What does it mean to be a good citizen? 10

Lesson 3 – Celebrating everyday citizens 13

 Good Citizenship Chart 14

 Letter to the Editor Template 16

Lesson 4 – How much do you know about Canada? 17

Lesson 5 – Being and Becoming Canadian: Citizenship and Identity 19

 Quotes about Canadian Identity and Citizenship 20

GUIDE CREDITS

Secondary guide writer: Jill Morris

Developed in partnership by:



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada

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Introduction

Turning 150 is no small feat. Canada, although a relatively young country, has accomplished a great deal in its time. There have been challenges and missteps and we are still learning – and learning from – our history. But there is certainly much to celebrate; Canada is a country of intense natural beauty, diverse people, and rich linguistic and cultural traditions. Many people arrive in Canada hoping to become part of this society and eager to share their gifts. When we embrace these newcomers, we strengthen the best aspects of our identity as Canadians. What better way to mark our 150th birthday than by exploring what it means to be Canadian?

The following lessons can be used in sequence or individually. They are intended to offer an introduction to the basics of citizenship and opportunities to explore some of the current issues around immigration and citizenship in Canada.

Lesson 1 – Becoming Canadian: Understanding our rights and responsibilities as citizens

(Grades 7 -12)

Students will learn about the rights and responsibilities enshrined in the Canadian Constitution and the Canadian Charter of Rights and Freedoms. They will deepen their understanding by applying their new knowledge to an exploration of recent news events.

Lesson 2 – What does it mean to be a good citizen?

(Grades 7 - 10)

Students will watch video documentaries about the challenges of becoming and being a Canadian citizen and discuss obstacles and opportunities facing newcomer and marginalized cultures in Canada. They will design and create a poster that effectively communicates an important message about what it means to be a good Canadian citizen.

Lesson 3 – Celebrating everyday citizens

(Grades 7 - 10)

Students will consider the people in their day-to-day lives and select an “everyday” example of good citizenship. They will write a letter to the editor of a local newspaper that explains the positive characteristics of this model citizen.

Lesson 4 – How much do you know about Canada?

(Grades 7 - 10)

Students will use the How Canadian are you, eh? Quiz to find out how much they know about Canadian history. They will work cooperatively to improve their own and their classmates’ results on the quiz.

Lesson 5 – Being and becoming Canadian: citizenship and identity

(Grades 7 - 12)

Students will work with a small group of their peers to discuss the ideas of notable Canadians on the topic of Canadian citizenship and identity. They will write a short reflection on their own ideas about the experience of living in Canada.

Lesson 1 –

Becoming Canadian: Understanding our rights and responsibilities as citizens

This lesson can be modified for all levels from Grades 7 - 12

Overview

It is our rights and responsibilities that form the basis of Canadian citizenship. To live well together, we must follow certain rules, maintain and protect our individual and collective dignity, and treat each other with respect. In this lesson, you will learn about the historical and legal documents that explain the rights and responsibilities of Canadians. You will use what you have learned to examine a recent Canadian event in terms of these rights and responsibilities. Finally, you will share your analysis with the class to create an idea web that will depict your new, shared knowledge.

Teacher instructions

Create small groups of 3 - 4 students.

Distribute a copy of Descriptions and Definitions of Citizenship Documents and List of Rights and Responsibilities to each group.

Draw the central circle for an idea web on the chalk or whiteboard. In the circle, list the names of the following three documents:

- Canadian Citizenship Act
- Canadian Constitution
- Canadian Charter of Rights and Freedoms

Select a student volunteer to read the description/definition for each document from the handout.

Student instructions

Go over the descriptions and make sure that everyone in your group understands them. Ask your teacher for clarification of any words or ideas expressed in the descriptions.

Next, read over the handout entitled List of Rights and Responsibilities. Check in with each group member to ensure that everyone understands this list. Ask your teacher for clarification of any words or ideas.

Materials

- Handout – Descriptions and Definitions of Citizenship Documents (Appendix)
- Handout – List of Rights and Responsibilities (Appendix)
- Handout – Article Links and Summaries (Appendix)
- Access to a chalk or white board

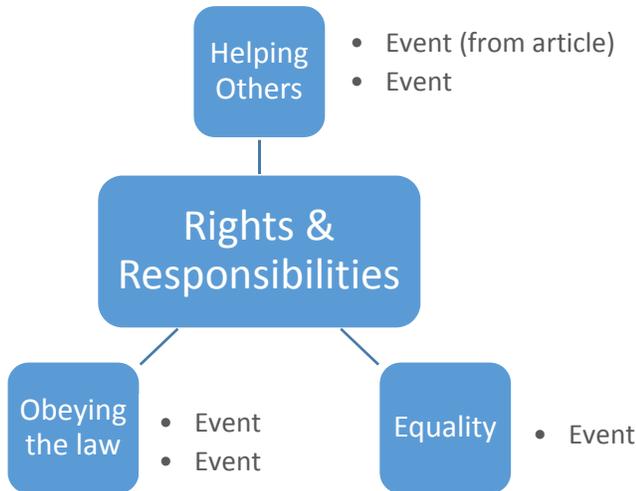
Your teacher will then assign you an article or summary of an article. Each member of your group should read the article or summary. Feel free to highlight or make note of the most important aspects of the article. Ensure that each member of your group understands what he or she has read. Work together to answer any questions you have about what you have read, or to define any unfamiliar words.

As a group, determine which rights and responsibilities are involved in the event described in the article (or summary). There will often be more than one right or responsibility that applies to an event. For example, an event might involve the rights of Indigenous (Aboriginal) people as well as the responsibility to protect our environment. Be sure that you can explain and justify each connection with a particular right or responsibility.

Take notes based on the discussion and decision making process in your group and prepare to present your ideas to the class.

Each group will take a turn presenting. When it is your group's turn, have a representative from your group briefly describe the event presented in your article and explain which rights and responsibilities are at play in the event. For each new reference to a particular right or responsibility, add a circle to the idea web and draw a connecting line to the central circle. Note the event – described in the article or summary – that the right or responsibility pertains to.

Here is a diagram that depicts how the idea web can be organized:



Once every group has presented, you will have heard about the importance of most – if not all – of the listed rights and responsibilities. You may want to record the idea web in your notes to help you remember what you have learned.

Reflection Questions (optional)

1. Which right – and which responsibility – is, in your opinion, the most important? Try to justify your answer with reference to some of the events discussed during the activity.
2. Some rights and responsibilities seem easier to fulfill than others. For example, it might be easy to obey most of the laws and vote in elections but more difficult to protect our environment or respect new and unfamiliar cultural differences. What right or responsibility do you think is the most challenging to fulfill or protect? Explain your reasoning.
3. Create your own right and/or responsibility. Explain the appropriateness and importance of your proposed right/responsibility.

Descriptions and Definitions of Canadian Citizenship, the Constitution of Canada and the Canadian Charter of Rights and Freedoms

Canadian Citizenship Act

“Up to January 1, 1947, there was no legal status of Canadian citizens, only British subjects. This Act gave legal recognition to the terms “Canadian citizen” and “Canadian citizenship”. The Act established who was and who could become a Canadian citizen.”

This Act would be amended in 1977, 2007 (Bill C-14), 2009 (Bill C-37), and reformed in 2014 with Bill C-24, Strengthening Canadian Citizenship Act.

From: Government of Canada. “History of citizenship legislation”. Accessed February 28, 2017.
cic.gc.ca/english/resources/tools/cit/overview/hist.asp

Constitution of Canada

The Constitution is a document that explains the rules of our country. It provides the guidelines for all of the valid laws of Canada. Every person living in Canada is subject to and can expect protection under these laws.

Based on a tradition of liberal democracy that has been developing for over 800 years, the Constitution of Canada is informed by the Magna Carta, English common law, the civil code of France, and Canada’s colonial connection to the United Kingdom.

The Constitution can change over time as the federal Parliament and provincial legislatures add, remove, or change laws.

Sources:
Government of Canada. “Rights and responsibilities of citizenship”. Accessed February 28, 2017.
cic.gc.ca/english/resources/tools/cit/overview/rights.asp

Youth Guide to the Canadian Charter of Rights and Freedoms – John Humphrey Centre for Peace and Human Rights. Accessed at bestlibrary.org/ss11/files/charterguide.pdf

Canadian Charter of Rights and Freedoms

The Charter is a part of the Constitution of Canada that describes the rights and freedoms that belong to all Canadians and that cannot be taken away. While other aspects of the Constitution and law can be changed by federal or provincial governments, the Charter limits government power by protecting particular rights and freedoms. Only the courts, primarily the Supreme Court of Canada, can consider questions about Charter rights.

Youth Guide to the Canadian Charter of Rights and Freedoms – John Humphrey Centre for Peace and Human Rights. Accessed at bestlibrary.org/ss11/files/charterguide.pdf

List of Rights and Responsibilities

Charter rights (selection)

Mobility Rights – Canadians can live and work anywhere they choose in Canada, enter and leave the country freely, and apply for a passport.

Aboriginal Peoples' Rights – The rights guaranteed in the Charter will not adversely affect any aboriginal, treaty or other rights or freedoms of Aboriginal peoples.

Official Language Rights and Minority Language Educational Rights – French and English have equal status in Parliament and throughout the government.

Multiculturalism – This is a fundamental characteristic of the Canadian heritage and identity. Canadians celebrate the gift of one another's presence and work hard to respect pluralism and live in harmony.

Equality – Every individual is equal and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.

Citizenship responsibilities (selection)

Obeying the law – One of Canada's founding principles is the rule of law. Individuals and governments are regulated by laws and not by arbitrary actions. No person or group is above the law.

Taking responsibility for oneself and one's family – Getting a job, taking care of one's family and working hard in keeping with one's abilities are important Canadian values. Work contributes to personal dignity and self-respect, and to Canada's prosperity.

Serving on a jury – When called to do so, you are legally required to serve. Serving on a jury is a privilege that makes the justice system work as it depends on impartial juries made up of citizens.

Voting in elections – The right to vote comes with a responsibility to vote in federal, provincial or territorial and local elections.

Helping others in the community – Millions of volunteers freely donate their time to help others without pay—helping people in need, assisting at your child's school, volunteering at a food bank or other charity, or encouraging newcomers to integrate. Volunteering is an excellent way to gain useful skills and develop friends and contacts.

Protecting and enjoying our heritage and environment – Every citizen has a role to play in avoiding waste and pollution while protecting Canada's natural, cultural and architectural heritage for future generations.

From: Government of Canada. "Rights and responsibilities of citizenship". Accessed February 28, 2017.

cic.gc.ca/english/resources/tools/cit/overview/rights.asp

Article Links and Summaries

Your teacher will tell you whether you are to read the full article (links provided) or work with the summary provided for your assigned article.

1. “New Canadians to pledge honour for Indigenous treaties in revised citizenship oath”

cbc.ca/news/politics/citizenship-oath-indigenous-treaties-1.3963508

Summary - Responding to one of the recommendations of the Truth and Reconciliation Commission, the citizenship oath will soon include a promise to honour treaties with Indigenous peoples. Additionally, it has been recommended that the newcomer information kit and the citizenship test include meaningful information about the diversity of Indigenous cultures and Canada’s colonial history. This would include material on treaties and the history of residential schools.

2. “Younger Canadians want a diverse Parliament and a day off to vote”

metronews.ca/news/ottawa/2017/02/14/younger-canadians-want-diverse-parliament-and-day-off-to-vote.html

Summary – In late 2016, the federal government made a survey (mydemocracy.ca) available to Canadians to measure support for a change to Canada’s voting system. While the government did not move ahead with plans to change the voting system, the survey did gather important information about attitudes towards the voting system. In the age bracket of 18-29 there was particular support for taking more action to increase diversity in Parliament (63%), making voting day a statutory holiday (77%) and allowing online voting (57%). Older Canadians did not show as strong an interest in or support of these proposals.

3. “Ontario legislature unanimously passes anti-Islamophobia motion”

cbc.ca/news/canada/toronto/ontario-anti-islamophobia-vote-1.3996785

Summary – The Ontario legislature unanimously passed an anti-Islamophobia motion. The motion was a response to an increase in anti-Muslim attacks and graffiti. The attack on a mosque in Quebec in which 6 men were shot and killed provided an increased sense of urgency to the passing of the motion. The motion was brought forward by Liberal backbencher Nathalie Des Rosiers and it “called on the legislature to ‘stand against all forms of hatred, hostility, prejudice, racism and intolerance,’ [and] rebuke a ‘growing tide of anti-Muslim rhetoric and sentiments’ and condemn all forms of Islamophobia.” While the Ontario legislature came to quick agreement on this motion, the federal Conservatives continue to argue against aspects of a similar motion made in Parliament.

4. “Conservation groups urge increased protection for boreal caribou habitat”

theglobeandmail.com/news/politics/conservation-groups-urge-increased-protection-for-boreal-caribou-habitat/article34093631/

Summary – In advance of a scheduled meeting between Federal Environment Minister Catherine McKenna and provincial and territorial representatives, conservation groups announced an urgent need to protect and restore caribou habitat in the boreal forest. The groups warned that unless action is taken, within a few decades Canada will lose more than half of its woodland caribou population due to the destruction of habitat caused by the expansion of the oil industry. While Minister McKenna faces pressure from Conservative MPs and business groups to move slowly on environmental policies, Rachel Plotkin of the David Suzuki Foundation warns that, “if we are to have wild caribou in the future, habitat protection and restoration need to be kicked to the top of the action list.” Scientists in Alberta

recommend that the government designate the caribou as “endangered” rather than “threatened.” This would result in further requirements to restore habitat. The Alberta government has, so far, not taken any action on this. The federal government continues to try to balance economic goals with environmental protection.

5. “PM apologizes for answering English speaker in French at Quebec town hall”

ctvnews.ca/politics/pm-apologizes-for-answering-english-speaker-in-french-at-quebec-town-hall-1.3293561

Summary – Prime Minister Justin Trudeau apologized for responding in French to questions posed to him in English during a Town hall meeting in Sherbrooke, Quebec on January 18th, 2017. Initially, Trudeau defended his decision as an expression of his support Canada’s “official bilingualism” but he later wrote to Quebec Community Groups Network to apologize. In his letter, he noted that “Canada is a bilingual country, and as such, I recognize that I should have answered questions in the language they were asked, be it in Quebec or anywhere else in Canada.” The Quebec Community Groups Network accepted his apology, stating, “it was clear our Prime Minister understands the importance of speaking to minority language communities in their own language.”

6. “United Nations report urges Canada to address gender equality barriers”

theglobeandmail.com/news/national/united-nations-report-urges-canada-to-address-gender-equality-barriers/article32952539/

Summary – A recent report from the United Nations identified several barriers to gender equality still facing women in Canada. The report also urged the government of Canada to do more to end violence against Indigenous women and girls. While the report did recognize some progress was being made, it noted the low number of reports, prosecutions and convictions of perpetrators of gender-based violence, especially in those cases involving violence against Indigenous women and girls. The report recommended that Canada address the disproportionate number of Indigenous and black women that have been imprisoned and that it also abolish the use of solitary confinement, especially for women with mental illness. Further, the report questioned the low rate of prosecution and conviction in human trafficking cases. The report reflects Canada’s recent drop in the international rankings on gender equality from a first-place ranking on the UN’s index in 1995, to its current ranking of 25.

7. “‘I think Winnipeg is home’: Syrian refugee 1 year later”

cbc.ca/news/canada/manitoba/syrian-refugee-family-starting-over-winnipeg-1.3999018

Summary – Esmaeel Al Meslamani and his family arrived in Winnipeg, Manitoba in January of 2016. Fleeing from Syria, his family has faced many challenges. In the year since their arrival as refugees in Canada, Al Meslamani’s English skills have improved; he no longer needs an interpreter to communicate with people who speak English. His daughter is currently in Grade 3 and her English skills are already very strong. She gets plenty of support from her teacher and she helps her father to continue to develop his skills. The family is adjusting to snowy Canada and the cold prairie weather. After a particularly heavy snowfall this winter, the Al Meslamani family saw many of their neighbours’ cars getting stuck in the snow and went out to help push. When his own car got stuck, his neighbours came and helped him. Despite a year of difficult transitions, Al Meslamani says, “I think Winnipeg is home.”

8. “Remembering Hogan's Alley, hub of Vancouver's black community”

cbc.ca/news/canada/british-columbia/remembering-hogan-s-alley-hub-of-vancouver-s-black-community-1.3448080

Summary – In a recent interview on CBC Vancouver, Wayde Compton stressed the importance of remembering what happened to black communities that were once located in Vancouver’s east side. In the 1930s, in an attempt to revitalize the area, the City of Vancouver pushed black families and businesses out of Hogan’s Alley – “a four-block long dirt lane that formed the nucleus of Vancouver’s first concentrated African-Canadian community.” When the Georgia viaduct was built in 1972, the destruction of the community was complete. “Compton said putting a highway ‘right on top of this small black community’ was an example of ‘institutional racism, targeting the community that they thought could least oppose them.’” Now that the city is planning to tear down the viaduct, Compton wants to remind the public of the important history of the location. By sharing the history of the black community in Vancouver, Compton hopes to raise awareness of the diversity of the current black community and the importance of recovering a “geographical centre” for that community.

9. “New law would force youth 'lost in a world of addiction' into detox treatment”

cbc.ca/news/canada/newfoundland-labrador/youth-addictions-treatment-1.3886944

Summary – On December 6, 2016, Newfoundland and Labrador Health Minister, John Haggie, announced details of Bill 55, an Act Respecting Secure Withdrawal Management of Young Persons. The legislation would permit children as young as 12 who are addicted to drugs or alcohol to be locked up and forced to take part in a detoxification program against their will. Haggie noted that the bill “is not about a teenager who sneaks a beer on the weekend nor is it about a teenager who sneaks a toke at a party.” Rather, it is intended to address a small group of youth and their families who are struggling to cope with serious addictions. Previously, detox treatment was only given to youth who volunteered for it. Because depriving a young person of their right to choose or refuse treatment is an “extraordinary measure,” the bill includes strict criteria for justifying the need to detain and force detox on a youth. Parent groups are largely supportive despite the fact that some research indicates that the detox process is sometimes ineffective and occasionally life threatening.

Lesson 2 - What does it mean to be a good citizen?

This lesson can be modified for all levels from Grades 7 - 10

Overview

Some of us were born in Canada and into Canadian citizenship. Many people choose to move to Canada and to become Canadian citizens. Everyone faces challenges when it comes to being a good citizen but it can be particularly difficult to fit in when you are a newcomer. In this lesson, you will have a chance to think about the qualities of a good citizen and about some of the challenges faced by first and second generation immigrants to Canada. You will use your new understanding to create a public service advertisement poster that communicates an important message about what it means to be a good citizen.

Vocabulary

Niqab – a veil that covers the face, with an opening for the eyes. Worn with a hijab by some Muslim women when they are in public or in front of men who are not family members. It is considered an expression of modesty.

Patriarchy – a system in a society in which men hold most of the power and women are often excluded. It also can mean a system that is based on a tradition that values the masculine over the feminine.

Islamophobia – dislike of or prejudice against Muslims.

Feminist – an advocate for women’s rights based on a belief in the equality of the sexes.

Hijab – a head covering or scarf worn by some Muslim women when they are in public.

Refugee – a person who has been forced to leave their country to escape war, persecution, or natural disaster

Hutterite – a North American Christian sect that practices an old-fashioned, communal way of life.

Materials

- Computer, projector to view videos
- Access to computers (if poster design program is to be used)
- Art supplies – paper, paint, markers, pencils, scissors, glue, etc. (if posters are to be handmade)
- Printer or computer display (if posters are to be presented/shared)
- Handout or board note on required vocabulary

Gathering your Ideas

As you watch the video(s), and based on what you know about the rights and responsibilities of Canadian citizenship, take notes on what the subjects of the videos do that demonstrates that they are or would make good citizens. For example: *go to language classes, drive carefully, help others*. Also, note the attitudes and qualities that they demonstrate. For example: *generosity, stands up for self, keeps trying*.

- Behind the Veil (approx. 12 minutes) curio.ca/en/video/behind-the-veil-5869/
- The Farwan Family – One Year Later (approx. 18 minutes) curio.ca/en/video/syrian-refugees-resettling-the-farwans-10912/

Teacher note: Preview the videos to check for grade level appropriateness. The Farwan Family is likely more of an all-ages video. Depending on time and attention spans, it may be more suitable to use only one of the videos; this activity can be successfully completed with viewing only one of the videos.

As a class, share your notes to create a list of “good citizen” actions and qualities on the chalkboard.

Discussion Questions (Senior level/optional)

1. How important is it to “fit in” to Canadian society? In a country that values diversity and equity, should Canadian society change to include traditions from newcomer cultures? Be sure to explain your thinking and communicate your opinions, ideas, and experiences in a respectful manner.
2. Newcomers often struggle with feeling lonely and isolated. Many have been forced to flee their homes because of political and military violence; they still miss their homelands very much. What could you, your school, or your community do to help them connect with and integrate into their new home? Share your ideas and experiences to create a list.

Communicating your Ideas

Working independently or with a partner, design and create a public service advertisement poster that communicates an important idea about what it means to be a good Canadian citizen.

Use your list of actions and qualities of a good citizen to help you shape your design plans.

Teacher note: *you can stop the activity at this point and have students share their design plans with the class rather than continue on to create their poster.*

To create your poster, focus on design elements that help you to convey the message you want to communicate:

- Select or create images that complement the mood and meaning of your message
- Make sure your text is easy to read, attractive, and placed effectively on your poster

- Use colours that work well together, are easy to see, and reflect the emotion of your message
- Think about your layout - where you put each element of your poster tells your viewer what is important and in what order they should think about each element.

You can use Poster My Wall (postermymwall.com/) to create your poster – it’s free, does not require an account, and creates great posters.

Or, you can use a design software that you have on your school computers.

You can also draw, paint, or cut and paste the elements of your poster.

Sharing your Creations

Once you have complete your poster, hang it in your classroom “gallery” to share it with your classmates.

Teacher note: *The “gallery” can be a wall-mounted display of printed/handmade posters or it can be digital versions of posters displayed on computers.*

View the other posters that have been produced and chose at least three other posters to comment on. Consider the strengths of each design and message and, if necessary, make constructive suggestions for improvement. Write your thoughtful and respectful comment on a “Post-it” note and stick it near to the poster you are commenting on.

Read the comments about your poster that your peers have left for you.

As a class, share your ideas about which posters were most effective. Be sure to share your reasons for your selection.

Reflection Questions (optional)

1. Did you learn anything during this activity that surprised you? Were any of your ideas about good citizenship challenged? Explain your answers.
2. In what ways are you a good citizen of Canada? What aspects of being a good citizen could you improve upon? How could you go about improving on your skills and attitudes as a citizen?

Lesson 3 – Celebrating everyday citizens

This lesson is suitable for Grades 7 - 10

Overview

There are many “famous” Canadians: activists and political figures such as Terry Fox, Justin Trudeau, and Adrienne Clarkson; or celebrities such as Drake, Ryan Gosling, Eugene Bouchard, Connor McDavid, and Rachel McAdams. These Canadians add something important to the story of being Canadian but we are also a country made up of the small and important acts of the so-called “everyday” person. Finding models of good citizenship can be as easy as looking to our neighbours, our classmates, the support staff in our school, leaders in our place of worship, coaches and youth leaders at our community centre, and even members of our family. Everybody knows an outstanding citizen, we just need to learn to recognize them. In this activity, you will use your knowledge of the rights and responsibilities that define Canadian citizenship to select an “everyday” person in your life who exemplifies the best of Canadian citizenship. You will write a letter to your local newspaper describing the qualities and actions of this person that distinguish him or her as a model Canadian citizen. In a small group, you will share your letter; members of the group will edit each other’s letters and select one letter to share with the class. Finally, you may decide to send your letter for publication in the local newspaper.

Steps

Begin by making a list of the different places in your life. For example: *home, school, soccer league, mosque, community centre, dance class, etc.* After you have your list, think about the people you see or interact with in those places. Which of those people do you see as a model of Canadian citizenship?

After choosing a person, complete the Good Citizenship Chart based on what you know about her or him. As you fill out the information

Materials

- Handout Good Citizenship Chart
- Handout Letter to the Editor Template
- Access to a computer word processing program and printer

on this handout, you may decide that you would like to ask this person some questions. If you do not know this person well, be sure to check with your parent or guardian before meeting with him or her. Also, remember to explain to this person the purpose of your questions.

Following the template for a formal letter to the editor, draft a letter in which you describe at least three specific reasons why this person is a model Canadian citizen. Refer to the ideas from your Good Citizenship Chart and provide specific examples that support your ideas. Maintain a professional and respectful tone by choosing formal language.

In a small group of 3 – 4 students, have each student take a turn reading her or his letter aloud to the group. When we read our writing out loud, we often find our errors and figure out better ways to express our ideas. After reading to each other, exchange drafts with at least two members in the group and complete thoughtful editing of ideas, spelling, grammar and punctuation.

In your group, come to a consensus about which letter should be shared with the class. A representative from each group will read the chosen letter to the class.

Finally, correct the errors and make the necessary revisions in the final copy of your letter. You may decide to send this letter to the editor of the local paper.

Good Citizenship Chart

Rights	Ideas and examples of how this person uses and/or acts to protect this right for others
<p>Mobility Rights — Canadians can live and work anywhere they choose in Canada, enter and leave the country freely, and apply for a passport.</p>	
<p>Aboriginal Peoples' Rights — The rights guaranteed in the Charter will not adversely affect any aboriginal, treaty or other rights or freedoms of Aboriginal peoples.</p>	
<p>Official Language Rights and Minority Language Educational Rights — French and English have equal status in Parliament and throughout the government.</p>	
<p>Multiculturalism — This is a fundamental characteristic of the Canadian heritage and identity. Canadians celebrate the gift of one another's presence and work hard to respect pluralism and live in harmony.</p>	
<p>Equality — Every individual is equal and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.</p>	

Good Citizenship Chart, continued...

Responsibilities	Ideas and examples of how this person fulfills this responsibility or supports others in fulfilling this responsibility
<p>Obeying the law — One of Canada’s founding principles is the rule of law. Individuals and governments are regulated by laws and not by arbitrary actions. No person or group is above the law.</p>	
<p>Taking responsibility for oneself and one’s family — Getting a job, taking care of one’s family and working hard in keeping with one’s abilities are important Canadian values. Work contributes to personal dignity and self-respect, and to Canada’s prosperity.</p>	
<p>Serving on a jury — When called to do so, you are legally required to serve. Serving on a jury is a privilege that makes the justice system work as it depends on impartial juries made up of citizens.</p>	
<p>Voting in elections — The right to vote comes with a responsibility to vote in federal, provincial or territorial and local elections.</p>	
<p>Helping others in the community — Millions of volunteers freely donate their time to help others without pay—helping people in need, assisting at your child’s school, volunteering at a food bank or other charity, or encouraging newcomers to integrate. Volunteering is an excellent way to gain useful skills and develop friends and contacts.</p>	
<p>Protecting and enjoying our heritage and environment — Every citizen has a role to play in avoiding waste and pollution while protecting Canada’s natural, cultural and architectural heritage for future generations.</p>	

Your Name
Your Address

Month Day, Year

The Editor
Name of the Newspaper
Address of the Newspaper

Dear Sir or Madam,

Introduce the reason for writing in a clear and direct manner. For example: I think it is important to recognize the admirable qualities of the people around us and, so, I am writing today to tell you about a person in my community who exemplifies good citizenship. **Include a sentence that lists the reasons for your opinion; this will provide a structure for the rest of your letter.** For example: Joe Anonymous, is an honest, hardworking father who always does whatever he can to help out the people in our neighbourhood. Coming to Canada as an immigrant himself, he is always ready to extend a warm welcome to people new to our country and community.

Your first sentence of your first body paragraph should refer to the first reason for recognizing Joe. For example: Mr. Anonymous works every day at his bakery. Even though he is up early every morning and works late into the evening, he always has time for his children and for his children's friends. **Offer explanation and examples of the point you are making.** For example: Dropping by the bakery after school, we can always expect a friendly greeting and a free cookie. The people who work for him really like him because he treats them well, paying a good wage and talking out any problems that arise.

Your first sentence of your second body paragraph should refer to the second reason for recognizing Joe. Follow this pattern until you have completed your second and third body paragraphs.

Conclude with a reminder about why you are writing and thank the editor for her/his time.

Sincerely,

Your Name

Lesson 4 – How much do you know about Canada?

This activity is suitable for Grades 7 - 10

Overview

How much do you know about your country? Did you know, for example, that Alexander Lincoln was the first black Member of Parliament? Did you know that Roberta Bondar was the first Canadian woman in space? In this lesson, you will work with a partner to answer questions from the How Canadian are you, eh? Quiz hosted on the Government of Canada's website. For some of the questions that you cannot answer, or that you answered incorrectly, you will create a Canadian History cue card that presents the question and the correct answer. Each student partnership will post their cue card on the classroom wall; in this way, you will learn more about the country that you live in. Finally, you can try the test again and see how much better you do!

Steps

Working with a partner, access the How Canadian are you, eh? Quiz at the following link:

cic.gc.ca/english/games/how/index.asp

Take your time and move through the questions selected for your quiz. The quiz presents different questions each time you try it, so each pair will face a slightly different set of questions.

At the end of the quiz, you and your partner will receive a report telling you which questions you answered correctly and which of your answers were incorrect. For incorrect answers, the website will provide the correct answer.

Based on your results, complete the following tasks:

If you answered every question correctly, congratulate yourself and your partner! Then select two of the questions that you think were tougher than the others. These should be questions that you think many people might not

Materials

- Access to computers or tablets - enough for each pair of students
- Teacher computer and projector (if taking the test as a class)
- Paper and pen to record answers and individual results (if taking the test as a class and without an electronic quiz kit)
- Art materials to create cue cards (8 ½ x 11 or larger poster board or paper, markers, etc.)

be able to answer. Using the supplies provided by your teacher, create a cue card for each of the two questions you selected. Each card should pose and correctly answer one of your questions. Make sure that you write in a large and legible manner.

If you answered all but one question correctly, you and your partner still deserve congratulations! Create a cue card for the question you answered incorrectly and then create another cue card for a question that you and your partner think may be a bit challenging for some people. Remember to write in a large and legible manner.

If you had two or more incorrect answers, your partner and you will have the opportunity to learn from your mistakes! Create a cue card for two of the questions that you answered incorrectly. Again, remember to write in a large and legible manner.

Post your cue cards on a wall or on the chalkboard in your classroom. How many of your classmates struggled with the same questions? Do you see some questions that did not appear on the quiz that you completed with your partner? Read over the cue cards. Your

teacher may decide to review the questions with the class.

Finally, take the quiz again. Did you improve your results?

Reflection Questions (optional)

1. People who are applying to become Canadian citizens must complete the Canadian Citizenship Test. The test includes questions about:
 - the rights, freedoms and responsibilities of Canadian citizens,
 - Canada's democracy and ways to take part in Canadian society,
 - Canadian political and military history (including the political system, monarchy and branches of government),
 - Canadian social and cultural history and symbols, and
 - Canadian physical and political geography.

In your opinion, how important is it that Canadian citizens know about these topics? Explain your reasoning. How well do you think people born in Canada know these topics?

2. Are there any topics that were not covered in the practice quiz that you think should have been included? Explain your reasoning.
3. Create a question that you think every Canadian should know the answer to – but that did not appear on the practice quiz. Be sure to include the correct answer. Compile a list of additional questions by adding your question to a class Google doc.

Teacher note: You may decide to use the student cue cards and additional questions to create a quiz or test of their new knowledge.

Lesson 5 – Being and Becoming Canadian: Citizenship and Identity

This lesson is suitable (with appropriate scaffolding) for Grades 7 - 12

Overview

It is difficult to determine exactly what it means to be Canadian. For decades, we have struggled to describe Canadian “culture” and identity; the only thing that seems clear is that people have strong feelings about Canada and our roles as citizens of this country. In this activity, you will have the opportunity to think about, discuss and share your ideas in response to a quote from a notable Canadian on the topic of Canadian identity and citizenship. Finally, you will have the opportunity to reflect on your ideas about your own experience of living in Canada.

Steps

Group Tasks:

Form a group of 3 - 5 people.

Your teacher will assign your group a quote from the handout. Look up any words in your quote that you are unfamiliar with. Ensure that all members of your group understand the quote; if necessary, ask your teacher for clarification.

Decide on three **adjectives** that describe how your quote characterizes Canada, Canadian citizenship and/or Canadian identity. For example: *divided, wild, light*. Have a representative from your group write these words on the chalkboard.

Determine what you know – or think you know – about the person to whom the quote is attributed. What expectations do you have for this person? What qualities do you associate with this person? Does this person represent a majority or minority perspective in Canada?

Summarize the idea that the quote is communicating about Canada, Canadian citizenship and/or Canadian identity. Discuss and compile a list of reasons to **agree** with this

Materials

- Handout Quotes About Canadian Identity and Citizenship

idea. Then, discuss and create a list of reasons to **disagree** with this idea.

Whether the quote celebrates or criticizes Canada, discuss how the ideas expressed in the quote could contribute to a better understanding of the strengths and challenges of being Canadian.

Prepare to share the highlights of your group discussion with the rest of the class.

As a class:

Each group takes turns presenting. Begin with a reading of the quote – be sure to identify the speaker and share your group’s ideas about the perspective of this person. Share the most important or interesting ideas that surfaced in your group discussion.

After every group has shared, consider the list of adjectives on the chalkboard. Can you identify any patterns or themes? Do these words paint an accurate picture of being Canadian?

Working Independently:

Based on what you have learned and thought about in this activity, write a short reflection on what being Canadian means to you. You may share your reflection with a partner or perhaps read it aloud to the class.

Teacher note: You may want to collect the written reflection to use as formative assessment.

Quotes about Canadian Identity and Citizenship

1. "For although there are two official languages, there is no official culture, nor does any ethnic group take precedence over any other. No citizen or group of citizens is other than Canadian, and all should be treated fairly."
 - Pierre Elliott Trudeau, prime minister, announcing the multiculturalism policy, House of Commons, 8 October, 1971
2. "In a world darkened by ethnic conflicts that tear nations apart, Canada stands as a model of how people of different cultures can live and work together in peace, prosperity, and mutual respect."
 - Bill Clinton, president of the United States, addressing the Canadian Parliament, 23 February 1995.
3. "It is wonderful to feel the grandness of Canada in the raw, not because she is Canada but because she's something sublime that you were born into, some great rugged power that you are a part of."
 - Emily Carr (1871-1945), painter, *Hundreds and Thousands – The Journals of Emily Carr*, published 2009.
4. "There has been no bill of sale and Indigenous people have not ceded our lands, territories, and rights to Canada. By trampling and blatantly ignoring our Indigenous rights and culture, Canada is breaking international law established in the Royal Proclamation of 1763. The current 'leaders' and decision makers of Canada are denying and nonchalantly attacking our rights and therefore our future without a second thought. [...] We will say no more, we will be Idle No More."
 - Ta'Kaiya Blaney, 12-year-old youth activist, Tla'Amin Nation, British Columbia
5. "My great hope would be that Quebec would realize itself fully as a distinct part of Canada, and stay Canadian, bringing to Canada a part of its richness."
 - Gabrielle Roy (1909 - 1983), French Canadian author
6. "I can't think of this country without Quebec. Je parle français. And when I think about being a Canadian, speaking French is part of it."
 - Michael Ignatieff, Canadian author, academic and former politician
7. "The majority of black people in Canada actually don't identify as black Canadians. Our experience of being racialized in Canada is: 'Where are you from?' 'But where are you really from?' You know? [...] The mainstream media doesn't refer to us as black Canadians. We don't refer to ourselves as that. So, in a way, you have the Canadian identity and you have the black identity and they've been separated."
 - Janaya Khan, co-founder of Black Lives Matter Toronto, Ontario