



# Citizenship Resource

A classroom resource for teaching citizenship topics to adult English language learners

Canadian Language Benchmarks 1-8

Developed by:



Toronto Catholic District School Board

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Citizenship and  
Immigration Canada

Citoyenneté et  
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# Introduction

## Background

The main objective of the *Citizenship Resource* is to provide LINC and Adult ESL instructors with a framework and instructional tools for program planning and teaching Canadian citizenship concepts in the adult ESL classroom. The *Citizenship Resource* complements a series of CIC-funded resources for LINC programs: *LINC 1–5 Curriculum Guidelines*, *LINC 5–7 Curriculum Guidelines*, *LINC 1–4 Classroom Activities* and *LINC 5–7 Classroom Activities*. The *Citizenship Resource* adds new content to the existing LINC and Adult ESL curricula and related resources, and supports instructors in teaching citizenship-related themes. The themes included in the Resource relate to the content of *Discover Canada: The Rights and Responsibilities of Citizenship*, a study guide funded and developed by Citizenship and Immigration Canada for those preparing for the citizenship test.

## Targeted audience

The *Citizenship Resource* is intended for use by instructors teaching in LINC and Adult ESL programs. Most learners in these programs wish to learn about Canada; many also intend to become Canadian citizens in the near future and will need to pass the Canadian citizenship test.

- LINC and Adult ESL programs: The overall objective of these programs is not only to provide newcomers to Canada with language instruction, but also to facilitate the process of settlement and acculturation. LINC programmers recognize the role of language in social, cultural and civic integration, and support it through LINC curricular documents (curriculum guidelines and classroom activities). However, instructors also need support and models for instruction of language for citizenship and, possibly, help with linking it to instruction of content-based citizenship material. The *Citizenship Resource* is designed to help instructors meet this goal.
- Citizenship test preparation classes: For instructors of these programs, the *Citizenship Resource* provides ideas for teaching the specific language needed for the citizenship test as well as instruction of concepts and factual information needed for the test.
- The *Citizenship Resource* is intended for use at CLB levels 1–8. The material developed for CLB 1–2 focuses on preparing learners to better understand citizenship-related themes and concepts, and on providing them with the language for those concepts, including vocabulary and simple utterances. Proficiency at CLB 3–4 enables learners to have an emerging understanding of citizenship concepts and related issues; material for these levels builds on this foundation and provides opportunities to develop specific vocabulary, structures and skills that enable learners to fully understand and learn citizenship content. The materials for CLB 5+ levels focuses on practice of the language skills that learners can transfer to other contexts, such as workplace and academic. At higher proficiency levels, learners are able to read and study information included in *Discover Canada* on their own. However, they may not be familiar with some issues and concepts mentioned in the study guide. The material for CLB 5+ provides an opportunity to explore these issues and concepts in greater depth, promoting engaged and active citizenship.



## Theoretical foundations

The *Citizenship Resource* is founded on:

- A. theory and principles of communicative competence reflected in Canadian Language Benchmarks; and
- B. methodology of content-based instruction (CBI). CBI can be broadly defined as task-based instruction and assessment of knowledge, skills and language within a content area.<sup>1</sup> Through integrated content and language instruction, learners develop proficiency in language related to specific contexts.

### A. Consistency with CLB

Canadian Language Benchmarks (CLB) is the national standard that describes a learner's ability to use the English language to achieve various competencies at progressive levels in the four language skill areas. CLB is a basis for curriculum and syllabus development, lesson planning, assessment, materials design and selection of resources. The key principles and features of CLB are:

- task-based: tasks are an important element of instruction and assessment. They promote the integration of all elements of communicative proficiency. Tasks should reflect the use of language in real life and involve the use of authentic text.
- competency-based: competency statements describe what a learner can do (within language proficiency).
- learner-centred: instruction is based on learners' needs and interests.

### B. Features of Content-Based Instruction

In Content-Based Instruction (CBI), the integration of content and language instruction is based on the premise that communicative competence in a second language is facilitated by using the language as a medium for learning content.<sup>2</sup> Combining the teaching of content and the teaching of language is done in a variety of program formats and settings, such as academic courses in colleges or universities, immersion programs in K to Grade 12, ESP programs and theme-based community ESL and LINC programs. The degree to which these programs focus on language or content varies, and each of these programs can be positioned in a different place along the language and content continuum below:<sup>3</sup>

Focus on Content ← Focus on Language →	
Content-driven	Language-driven
<ul style="list-style-type: none"><li>▪ Content is taught in L2.*</li><li>▪ Content determines course goals.</li><li>▪ Content learning outcomes assessed.</li><li>▪ Teacher is content expert.</li></ul>	<ul style="list-style-type: none"><li>▪ Language determines content.</li><li>▪ Language determines course goals.</li><li>▪ Language outcomes assessed.</li><li>▪ Teacher is language expert.</li></ul>

\* L2 – second language

<sup>1</sup> A. Sherris (2008), Integrated Content and Language Instruction. Retrieved from: [www.cal.org/resources/digest/integratedcontent.html](http://www.cal.org/resources/digest/integratedcontent.html).

<sup>2</sup> A. Sherris (2008), Integrated Content and Language Instruction. Retrieved from: [www.cal.org/resources/digest/integratedcontent.html](http://www.cal.org/resources/digest/integratedcontent.html).

<sup>3</sup> Antonella Valeo (OISE): Integrating Language and Content: Focus on Form in a Content-Based Language Program. Contact, volume 35, issue 2, p. 72.



LINC and ESL programs that use CLB-based instruction in conjunction with thematic content could be placed on the right side of this continuum; citizenship preparation classes would be on the left.

The emphasis on content or language may also vary within the program depending on learners' proficiency levels, their knowledge of content concepts, or their ability to consolidate both in a task. Quite often, content is the starting point, and language elements such as vocabulary, grammar and functions emerging from the content determine the language taught within the program.

### **Content and Organization of the *Citizenship Resource***

The format and contents of this instructor resource reflect a balance of citizenship content and language focus. The planning framework and the instructional tools were designed with flexibility in mind, to meet the needs of instructors and learners in a variety of program types at different language proficiency levels. The organization of the *Citizenship Resource* reflects to a large extent the organization of *Discover Canada*, so that instructors can easily cross-reference the content of the two documents. It uses similar chapter titles, and includes references to specific sections of *Discover Canada* on each chapter title page. The actual content of the *Citizenship Resource* includes concepts, topics and information from *Discover Canada* as well as related concepts, subtopics and supplemental information.





Citizenship Resource

# User Guide

# User Guide

## Organization and Features of the *Citizenship Resource*

Welcome to the *Citizenship Resource*, an instructor's resource for planning, developing and teaching lessons about Canadian citizenship concepts in Adult ESL, LINC and citizenship preparation classes. Developed as a companion piece to the study guide *Discover Canada: The Rights and Responsibilities of Citizenship*, the *Citizenship Resource* complements a series of CIC-funded resources for LINC programs: *LINC 1–5 Curriculum Guidelines*, *LINC 5–7 Curriculum Guidelines*, *LINC 1–4 Classroom Activities* and *LINC 5–7 Classroom Activities*.

The *Citizenship Resource* consists of seven chapters based on citizenship-related themes that reflect the overall organization and content of *Discover Canada*. The thematic organization allows for spiralling of language functions and competencies throughout various contexts and across levels.

The chapters are:

1. **Rights and Responsibilities of Citizenship**
2. **Who We Are**
3. **Canada's History**
4. **Canada's Government**
5. **Elections in Canada**
6. **Canadian Symbols**
7. **Canada's Regions and Economy**

Each chapter contains two parts:

- a **planning framework** for CLB 1–8 that provides ideas for planning and developing lessons using features of CLB-based and content-based instruction, and
- a **Sample Activities** section with instructional tools such as ready-made reproducible materials illustrating the planning process presented in the framework, an audio CD and related instructor notes.

The binder format gives you the flexibility to group specific sections or pages of the *Resource* in the order you find most useful. For example, if you teach in a LINC program at CLB 1–2, you may want to select pages that are relevant to this level and keep them separate from the rest of the document; or you may choose to divide the *Resource* into a planning section with the framework pages from all of the chapters and an activities section with classroom materials.





## Features of The Planning Framework

The frameworks in all chapters have the same structure and include the following pages:

## Content Ideas

This page lists subtopics and content ideas based on the corresponding section of *Discover Canada*. You can use this list to select the items that would be appropriate for a given CLB level and that would interest the learners in your class.

### Sample Content Outcomes

Sample outcomes that relate to the topic are grouped according to CLB levels: CLB 1–2, CLB 3–4 and CLB 5+. Listing outcomes for different levels on one page enables you to see spiralling – how the same concept or idea can be related to language skills at different levels.

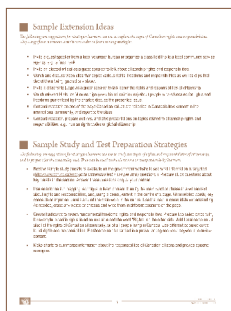
### Sample Language

This page lists examples of language elements such as vocabulary items, grammar structures, and functions related to the topic for each CLB grouping. Having them on one page gives instructors teaching multi-level classes an idea of how language elements vary from level to level.

## Sample Language Tasks

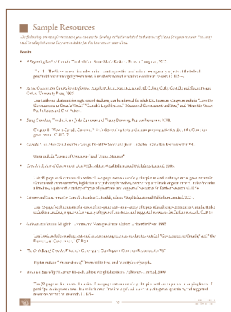
These pages provide examples of tasks that relate to the topic. Next to the tasks are CLB competencies. The task can be used to achieve both the content outcome (which relates to the topic) and the CLB competency (which is a desired outcome of language learning). Accompanying each language task are possible activities to prepare learners to perform the task.





## Sample Extension Ideas

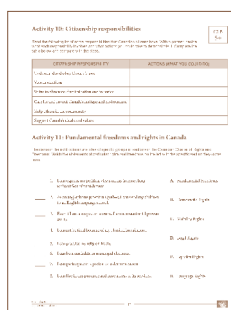
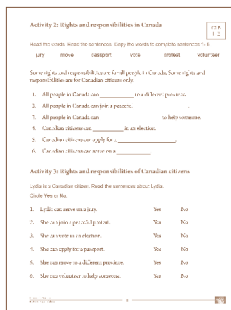
This page provides additional suggestions and strategies for learners who wish to further explore the themes in the classroom or through independent learning.



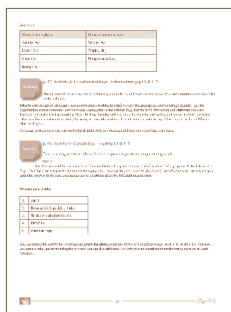
## Resources

These pages provide a list of sample resources that you can use to develop your own activities. The resources include commercial ESL materials and authentic print and online resources.

## Features of “Sample Activities” Sections



This section includes reproducible activities related to the chapter’s content outcomes and sample tasks for CLB levels 1–2, 3–4, and 5+. The purpose of these activities is twofold: to provide ready-made classroom materials and to demonstrate the planning process. The activities relate to specific content objectives, tasks and competencies outlined in the planning framework. This can give you ideas as to how to integrate content and CLBs in your planning.



The instructor notes consist of brief descriptions of each activity, including the purpose and targeted context objective, and procedures for teaching. Also listed are ways to extend or adapt the activity, audio transcripts and answer keys. Suggested connections to the *LINC 1–5 Curriculum Guidelines* are also provided for each chapter.



## Integrating Content and CLB-Based Language Instruction

In programs that use an integrated approach, the biggest challenge for instructors is to plan lessons that will help learners acquire language skills while learning content. To make their content-based language lessons most effective, instructors need to define clear content and language outcomes for their programs and design tasks that promote the development of speaking, listening, reading and writing skills within the thematic content. The planning framework for each chapter of the *Citizenship Resource* supports instructors in both areas by providing:

- sample content and language outcomes: the *Citizenship Resource* provides examples of citizenship content outcomes for various CLB levels, and
- sample language tasks: the *Citizenship Resource* provides sample tasks that facilitate the development of language skills through citizenship content. The CLB competencies are listed with each task to illustrate the connection between the task and the language outcome.

The instructional tools in the *Citizenship Resource* include classroom activities organized by topic and appropriate for various CLB levels. These activities were developed using citizenship content and applying the principles of CLB-based instruction (task-based, competency-based, learner-centred). They have been designed to help learners achieve a particular learning goal, which, in terms of language learning, means the ability to perform a competency-related task successfully. For example, one of the CLB 3–4 tasks listed in the framework is reading an online text about the Canadian Charter of Rights and Freedoms, taking notes and answering comprehension questions. The activities in the *Citizenship Resource* that can support this task include a vocabulary-building exercise, matching personal statements with rights and responsibilities, and making sentences about rights and responsibilities using a specific grammar structure.

### Classroom strategies for integrating content and language instruction

The activities included in the Sample Activities section are designed to reflect a variety of teaching/learning strategies that can be used when integrating content and language instruction. These strategies can be divided into the following categories:

- |                                  |  |
|----------------------------------|--|
| ▪ Reading-based strategies:      | Retelling, personalization and localization, vocabulary-building strategies, cloze, guided writing, reading response |
| ▪ Co-operative/group strategies: | Interview, discussion, debate, jigsaw, information gap, group presentation, group project                            |
| ▪ Visual-based strategies:       | Picture-using strategies; story board or poster; using graphs, charts and diagrams; maps                             |
| ▪ Research strategies:           | Problem-solving, online research and report  |
| ▪ Thinking skills strategies:    | Brainstorming, mapping, classifying, case studies, problem posing and solving, visual/graphic organizers             |

Many of these strategies are commonly used in various types of adult ESL programs; they can also be effective when integrating content and language instruction. The following are examples of how some of the above-listed strategies can be used at specific levels of language proficiency to facilitate the learning of the content.



## Sample Strategies for CLB 1–2

<b>Picture-using strategies</b>	<p><b>Purpose:</b> You can use pictures to introduce or review vocabulary related to concrete objects, persons, events or abstract concepts. Pictures are a good way to introduce a new topic and signal the content to be taught. Pictures can also accompany listening or reading activities, aiding learners' comprehension.</p> <p><b>How:</b> You can use worksheets with pictures, posters, flashcards, or illustrations accompanying a text. Learners can match pictures with words or simple statements; sort pictures (by meaning) into groups or categories; check off pictures while reading or listening to statements; or arrange pictures in a particular order.</p> <p>For examples of these strategies used in activities, see Chapter 7: "Canada's Regions and Economy," Activities 1 and 2 and Chapter 5: "Elections," Activity 1.</p>
<b>Maps</b>	<p><b>Purpose:</b> You can use maps to reinforce or review factual information, e.g., location, weather, resources, or names of places. Maps can enhance learners' understanding of factual information presented in reading or listening texts.</p> <p><b>How:</b> You can use print versions of maps, or online versions, which may be animated or accompanied by a narrative. Learners can label a map using information from a simple oral or written text, match words with locations on a map, or complete a table with data presented on a map.</p> <p>For an example of this strategy used in an activity, see Chapter 3: "Canada's History," Activity 3.</p>
<b>Cloze</b>	<p><b>Purpose:</b> You can use this strategy to develop specific knowledge of language features, e.g., vocabulary related to the topic; it can also be used to demonstrate understanding of the information in the text or to assess listening comprehension. You can use this strategy to facilitate understanding of new or abstract concepts through personalization and localization (see the next strategies).</p> <p><b>How:</b> A cloze usually consists of a text with omitted words and phrases; it can also consist of unfinished sentences. Learners have to bring in their knowledge of the missing language items or topic concepts in order to complete the cloze. Personalization can be used in guided speaking and writing activities; learners complete a simple text with information about themselves using a model. In classes with learners at CLB 3 and up, you could use this strategy to precede the introduction of new information or to activate learners' prior knowledge of the topic.</p> <p>For an example of an activity using this strategy, see Chapter 4: "Canada's Government," Activity 2.</p>
<b>Personalization</b>	<p><b>Purpose:</b> You can use this strategy to facilitate understanding of new or abstract concepts.</p> <p><b>How:</b> Personalization can be used in guided speaking and writing activities; learners complete a simple text with their own information using a model. In classes with learners at CLB 3 and up, you could use this strategy to precede the introduction of new information or to activate learners' knowledge of the topic.</p> <p>For examples of activities using this strategy at CLB 1–2, see Chapter 1: "Rights and Responsibilities of Citizenship," Activities 3, 4, and 5; and CLB 3–4, Chapter 6: "Canada's Symbols," Activity 10.</p>



## Sample Strategies for CLB 3–4

<b>Information gap</b>	<p><b>Purpose:</b> You can use this strategy to facilitate interaction and the sharing of information in pairs or small groups. Info-gaps are based on formulating and asking correct and specific questions to obtain information. You can use this strategy to target specific types of questions (e.g., <i>what, which, where?</i>) or answers, e.g., statistical information, factual details or proper names. Info-gaps also facilitate comprehension strategies such as clarifying, confirming, and indicating misunderstanding or lack of comprehension.</p> <p><b>How:</b> Learners work in pairs or small groups and use worksheets with missing information. Learners can also work with different texts and provide answers to questions on a worksheet.</p> <p>For examples of this strategy used in activities, see Chapter 7: “Canada’s Regions and Economy,” Activity 5 and Chapter 6: “Canadian Symbols,” Activity 6.</p>
<b>Vocabulary-building strategies</b>	<p><b>Purpose:</b> Strategies for review of content vocabulary include matching words with definitions, cloze activities, locating synonyms and paraphrasing, and word-family activities. A pronunciation component should be incorporated where possible. These strategies foster vocabulary development, and help develop reading comprehension skills. Using content vocabulary in new contexts allows for higher-order processing of vocabulary items.</p> <p><b>How:</b> Word-family activities can begin with actual words or phrases from reading texts (noun, verb, adjective, adverb); learners can identify parts of speech and add related words. Focus on patterns such as suffixes commonly found in nouns, verbs, adjectives, etc. Learner vocabulary notebooks can be organized according to word families. Learners can write or complete sentences with content vocabulary in new contexts or situations.</p> <p>For examples of these strategies used in activities, see Chapter 3: “Canada’s History,” Activity 4 and Chapter 4: “Canada’s Government,” Activities 3 and 4.</p>
<b>Interview</b>	<p><b>Purpose:</b> You can use this strategy to help learners explore ideas and acquire information from a learner being interviewed as well as develop the skill of posing questions. Interviews help learners to focus on significant ideas, experiences and information; they also facilitate further understanding of the content through probing or clarifying questions.</p> <p><b>How:</b> One of the learners takes on the role of the expert and answers questions, while the other one is the interviewer. The “expert” needs to have background knowledge of the topic, so you may need to provide a text or notes. At high proficiency levels, learners can conduct their own research. You can provide a set of questions if the goal is for learners to get specific information. Alternatively, you can ask learners to prepare their own questions to explore the topic and get information that interests them.</p>





## Sample Strategies for CLB 5+

<b>Group presentation</b>	<p><b>Purpose:</b> Presentations are a good way for learners to demonstrate understanding of a specific topic; they require the learner to select and organize information in a clear format, and present it using appropriate language. Group presentations have the added dimension of requiring learners to negotiate content and co-operate throughout the process of developing and delivering the presentation.</p> <p><b>How:</b> Learners can select a topic of interest and divide the scope of information to present; they may need to conduct research and prepare an outline and visuals for the audience. To keep the rest of the class engaged during a presentation, you could ask them to take notes in order to summarize or respond to the presentation, e.g., form and ask questions, or provide feedback on specific elements of the presentation.</p> <p>For an example of this strategy used in an activity, see Chapter 3: “Canada’s History,” Activity 9.</p>
<b>Discussion</b>	<p><b>Purpose:</b> You can use discussions to have learners explore a topic, formulate opinions, and articulate and respond to ideas in exchanges with classmates. In discussion, the emphasis is on speaking and listening.</p> <p><b>How:</b> You may want to stimulate a discussion with a reading or listening text to provide some ideas; you may also need to formulate questions for learners to answer (answers should be supported with examples or facts). Discussions are an effective means of identifying and analyzing issues within a topic, e.g., <i>What is active citizenship? What makes a person a national hero?</i> Good discussions need careful planning, and need to have some result in the form of a summary, debriefing or written response.</p>
<b>Research</b>	<p><b>Purpose:</b> You can have learners use online research as a strategy to develop topic content through a specific process involving clearly defined and pre-taught steps, e.g., locating information; assessing its validity, significance, accuracy; synthesizing, applying, and presenting. It involves several reading skills such as skimming, scanning, reading for gist, and reading for details. It may also involve writing a report, summary or outline.</p> <p><b>How:</b> You can assign a topic or have learners select one. You may need to pre-teach various reading strategies and provide a framework for the research, including steps and the desired product, e.g., an oral report. Learners can use print or online resources.</p> <p>For an example of this strategy used in an activity, see Chapter 6: “Canadian Symbols,” Activity 10.</p>
<b>Visual/graphic organizers</b>	<p><b>Purpose:</b> You can use visual organizers to help learners structure their thinking and present information in a certain format. Learners can use organizers before a task to organize ideas, as part of completing the task to demonstrate comprehension, or upon completion of the task to review or consolidate their thinking. Organizers can also support independent learning.</p> <p><b>How:</b> You can ask learners to set up their notes page before reading or listening, or organize their notes (columns, web, tables) after reading or listening. You can encourage learners to use visual/graphic organizers when studying for the citizenship test.</p> <p>For an example of this strategy used in an activity, see Chapter 2: “Who We Are,” Activity 8.</p>



## Using the *Citizenship Resource* for Program Planning

Every instructor uses an individual approach to program planning. This resource allows you to use the approach that works best for you and refer to the chapters and sections in the order that suits your approach. If your planning begins with choosing themes and topics, you can look at the **content ideas** pages as well as the **sample extension ideas**. Your individual planning process may begin with language tasks, language competencies, grammar items or even a specific text. The *Citizenship Resource* includes suggestions and samples of all of these elements. The binder format allows you to organize the contents to suit your approach. For instance, you could insert all the **sample language tasks** or all the **content ideas** pages together in one section of the binder.

You may want to start your planning with needs assessment, which can be based on different parts of the *Citizenship Resource*. You can use a list of chapters or content ideas pages as a starting point for a classroom activity where learners prioritize themes and topics according to their level of interest; or, you can select level-appropriate tasks for different skills and contexts and ask learners to choose those that reflect the language skills they need to improve most.

The following charts illustrate how the planning process using the *Citizenship Resource* may look depending on the type of program.

### Theme-based LINC or ESL programs

An instructor's focus in a LINC or ESL class will be on language development, with specific content or context playing a supporting role. Learners in LINC classes are typically interested in learning about Canada, and this resource can help you select topics and plan lessons around Canadian themes. You may start with the **content ideas** page of a chapter and choose a topic yourself or have learners select the topics that most interest them. More content ideas can be found on the **sample extension ideas** pages that follow the language tasks. You may also want to research a topic or find classroom materials. Look at the **resources** pages in each chapter for a list of books, websites, videos and software related to topics in the chapter.

For ideas about the specific vocabulary and grammar items learners will need to complete the tasks, refer to the **sample language** pages. The **sample language tasks** and the possible activities that support the tasks show the integration of Canadian citizenship content and language instruction at different CLB levels. The specific CLB competencies that relate to the tasks appear next to the tasks and activities, making it easy to target a particular skill or competency type. The **sample tasks** pages include tasks and activities for three CLB groupings, from CLB 1 to CLB 5+, so you can clearly see how the same topic could be taught at different levels or in a multilevel class.

**Sample activities** provide classroom-ready materials for the three CLB groupings, and could serve as models to help you design your own activities. The accompanying **instructor notes** often contain suggestions for adapting or varying an activity.

To foster independent learning, and to help learners who are preparing to take the citizenship test, each chapter also includes a list of learning strategies. Contextualized descriptions of different techniques appear under the heading **Sample Study and Test Preparation Strategies**, and will help learners tackle the content of *Discover Canada*.

### Skill/function-based LINC or ESL Programs

At the core of your program are the language tasks. Your starting point could be the **sample language tasks** and their corresponding competencies. You may also look at the **content ideas** pages and select topics that interest the learners in your class. You could include some of the ideas from these pages in a needs assessment survey for learners. Refer to the **resources** pages in each chapter for help with researching the topic or finding sources of authentic text. Use the content information to contextualize the language competencies you have chosen as your focus, and create language tasks, or adapt the **sample language task**. The **sample language** pages can give you ideas about the vocabulary and grammar structures you will teach. Once you have decided on language tasks, look at the possible activities listed below each **sample language task**.



## Citizenship Test Preparation Programs

The *Citizenship Resource* was developed for both citizenship and ESL instructors and is a companion piece to the citizenship study guide, *Discover Canada*. It is organized by theme to reflect the overall organization of *Discover Canada*. The chapter titles in the resource are similar to the section headings in *Discover Canada*, making it easy to find information on a particular topic. You may refer to the **content ideas** page of each chapter in addition to *Discover Canada* to help you identify specific content that is likely to appear on the citizenship test.

The topics you select will, of course, depend on the language proficiency level of the learners in the class, and how much time they have to prepare for the citizenship test. For ease of reference, corresponding page numbers from *Discover Canada* are highlighted throughout *The Citizenship Resource*. You may also refer to the **content outcomes** pages in each chapter. The content outcomes are listed by CLB levels, which will help you plan lessons for multilevel classes. The **sample language** pages list grammar and vocabulary items that learners must know in order to understand the content or do the language tasks that follow. The **sample language tasks** comprise a bank of ideas to guide instructors through the planning process by demonstrating how important content can be taught through language tasks that are appropriate to the learners' CLB levels.

The **Sample Activities** section of each chapter includes many reproducible classroom activities that focus on understanding important information and concepts from *Discover Canada*. Citizenship instructors can also look at the **resources** pages in each chapter for a list of books, websites, videos and software related to topics in the chapter. Finally, a section that may be of particular interest to citizenship instructors and learners is headed **Sample Study and Test Preparation Strategies**, in which strategies appropriate for the content of the chapter are briefly described.

## Preparing for the Citizenship Test

Teaching learners how to learn is an essential component of curriculum design, particularly in programs for adult ESL and citizenship test preparation.

The strategies and techniques that learners can use effectively to study and review content depend on a range of variables, including:

- individual learning styles and preferences
- the topic itself
- the type and format of materials and resources available to the learner
- level of formal education and the education system in the home country
- experience with independent learning and test preparation
- familiarity with different strategies and techniques

To help learners identify and remember key concepts and important information, you may need to demonstrate a variety of study strategies, and have learners practise using them in the classroom. As learners become familiar with different ways of learning and reviewing content information, they will discover not only which strategies best suit their own learning styles but also the strategies that are most effective for a particular topic.

In each chapter of this resource, under the heading **Sample Study and Test Preparation Strategies**, you will find several strategies that learners can use independently to study the topics in *Discover Canada* and prepare for the citizenship test. The strategies described here are effective or appropriate for the topics in that chapter and were selected from a broad range of general strategies.



The table below provides general study and test preparation strategies along with some specific techniques. Depending on the learners' needs, you may wish to develop classroom activities that introduce some strategies they can use for classroom tasks and independent study. To help learners who are preparing to take the citizenship test, you may want to include strategies and techniques for taking multiple-choice tests, such as using the process of elimination to narrow down the possible answers.

GENERAL STRATEGY	POSSIBLE TECHNIQUES
<b>Preview reading text</b>	<ul style="list-style-type: none"> <li>▪ Skim contents: pages, titles, headings, captions, images, charts</li> </ul>
<b>Read text for comprehension</b>	<ul style="list-style-type: none"> <li>▪ Use SQ3R: survey, question, read, recite, review</li> <li>▪ Use association, visualization, concentration and repetition</li> <li>▪ Make notes in the margin</li> </ul>
<b>Read text and take notes</b>	<ul style="list-style-type: none"> <li>▪ Use graphic organizers to outline in point form, summarize, list</li> <li>▪ Use information mapping to show connections between main ideas and specific details</li> <li>▪ Draw web to show related facts, details</li> <li>▪ Write notes using Cornell system</li> </ul>
<b>Review new vocabulary</b>	<ul style="list-style-type: none"> <li>▪ Schedule time to review new vocabulary within three hours of first exposure</li> <li>▪ Create flashcards with words and definitions; illustrate or decorate each card to aid visual memory</li> <li>▪ Play games such as concentration to help remember new words</li> <li>▪ Try online quizzes and interactive games to test knowledge and build confidence</li> </ul>
<b>Answer practice questions</b>	<ul style="list-style-type: none"> <li>▪ Ask and answer questions with a study partner</li> <li>▪ Answer questions on the government website to become familiar with typical test questions(<a href="http://www.cic.gc.ca">http://www.cic.gc.ca</a>; go to citizenship test&gt;sample study questions)</li> </ul>



For information on how to teach note-taking and study skills in an adult ESL classroom, see *LINC 5–7 Curriculum Guidelines*, Unit 1: Academic Skills, pp. 71–80.

For detailed descriptions of the strategies and techniques listed in the table on page 15, visit the following websites:

- Student Development Centre's Learning Skills Services, The University of Western Ontario: <http://www.sp.uconn.edu/~ph101vc/study/ESL.htm>
- English Reading: Skills, ESL Student Resources, Ohio University: <http://www.ohiou.edu/linguistics/esl/reading/skills.html>
- Learning Strategies Database, Muskingum College: [www.muskingum.edu/~cal/database/general/](http://www.muskingum.edu/~cal/database/general/)

For tips and strategies for taking multiple choice tests, visit the following websites:

- Study Guides and Strategies: <http://www.studygs.net/tsttak3.htm>
- Tips for Taking Multiple Choice Tests: <http://www.kvhigh.com/learning/testtips.html>





## CHAPTER 1

# Rights and Responsibilities of Citizenship



This chapter provides ideas for introducing and exploring concepts related to the rights and responsibilities of Canadian citizenship. Learning about the rights and responsibilities of Canadian residents and citizens is an important part of preparing to become a Canadian citizen. Engaged citizenship depends not only on knowing our rights and responsibilities but also on understanding the values and traditions that underlie our basic rights and fundamental freedoms. Understanding the laws and institutions that guarantee and protect these rights can further enhance participation in Canadian society.

### ***Discover Canada: The Rights and Responsibilities of Citizenship***

- Rights and Responsibilities of Citizenship, pp. 8–9



# Content Ideas

The following is a list of subtopics and content ideas that learners may need or want to learn about. You can select the items appropriate for the CLB level of the learners in your class.

## ▪ Rights and freedoms secured by Canadian laws

Basic freedoms and their implications for daily life

- Freedom of conscience and religion
- Freedom of thought, belief, opinion and expression, including freedom of speech and of the press
- Freedom of peaceful assembly
- Freedom of association

Rights guaranteed by the *Canadian Charter of Rights and Freedoms* and their implications for everyday life

- Democratic rights
- Mobility rights
- Legal rights
- Equality rights
- Aboriginal peoples' rights
- Official language rights and minority-language educational rights

Laws and documents that guarantee rights and freedoms (e.g., the *Canadian Charter of Rights and Freedoms*, laws passed by Parliament, provincial legislatures and local governments)

## ▪ Citizenship responsibilities

Being informed and participating in a democratic process

Learning about and obeying the law

Taking responsibility for oneself and one's family

Helping others in the community

Protecting and enjoying Canada's heritage and environment

Participating in jury duty when required

Striving to eliminate discrimination and injustice

## ▪ Exercising one's rights and freedoms

Voting in elections

Voicing one's concerns to municipal, provincial, or federal representatives

Making a complaint to an ombudsman (e.g., federal, provincial or municipal)

Accessing the justice system

Seeking protection through human rights commissions (federal and provincial)

## ▪ Canadian values and global citizenship

Values that are important to Canadians

International human rights

Cultural diversity: balancing individual and collective rights



# Sample Content Outcomes

*The following are ideas for content outcomes related to citizenship. You can use them for planning a lesson or developing activities about the rights and responsibilities of Canadian citizenship.*

## **CLB 1-2**

- Identify words related to citizenship responsibilities
- Identify words related to rights and freedoms
- Understand rights and responsibilities of all people living in Canada
- Provide examples of rights and responsibilities
- Make simple statements making a personal connection to citizenship rights

## **CLB 3-4**

- Understand rights of Canadian citizenship
- Understand responsibilities Canadian citizens have
- Make simple statements to define rights and responsibilities and provide examples
- Describe specific rights and responsibilities of citizenship and relate them to personal situations
- Explain how one can exercise his/her citizenship rights

## **CLB 5 +**

- Explain how Canadian citizenship values are reflected in everyday life
- Discuss what global citizenship entails
- Discuss case studies where equality rights may have been violated
- Research and debate how dual citizenship affects rights and responsibilities
- Research government policies and express own opinion on related issues
- Interpret specific sections of the *Canadian Charter of Rights and Freedoms* and relate them to own life
- Discuss the roles of men and women in Canada and in different societies



# Sample Language

*The following are sample vocabulary items, grammar structures and language functions learners can use in the context of citizenship rights and responsibilities.*

## CLB 1-2

- Modal verbs in simple sentences about rights and responsibilities, e.g., *You can vote. You must obey the law.*
- Verbs to describe actions of rights and responsibilities, e.g., *to vote, to move, to serve on a jury, to leave freely*
- Nouns to express rights and responsibilities, e.g., *passport, demonstration, volunteer, right, responsibility*

## CLB 3-4

- Words related to freedoms and rights, e.g., *mobility, official language, equality, democratic* in simple and compound sentences
- Modal verbs and other phrases to describe rights and responsibilities, e.g., *Everyone must respect the rights of others in Canada. You have the right to live where you want. It's a good idea to volunteer.*
- Logical connectors *and, but, because* in compound and complex sentences about a person's rights and responsibilities


## CLB 5 +

- Passive voice in simple present or simple past, e.g., *is protected, is regulated, was amended, was inherited* to discuss civil liberties and human rights
- Modal verbs of necessity, obligation, prohibition and permission to talk about rights and responsibilities, e.g., *Every citizen has to serve on a jury when required. All citizens should play a role in protecting Canadian heritage and the environment.*
- Gerund as subject and object, e.g., *obeying the law, helping to protect your community*
- Logical connectors for comparison and contrast, e.g., *however, in contrast, meanwhile, on the other hand* to compare civic rights in different countries
- Abstract words related to rights and responsibilities, e.g., *privilege, principle, arbitrary, regulate, guarantee, secure* in compound and complex sentences



# Sample Language Tasks

CLB  
1-2

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of citizenship rights and responsibilities. The  symbol accompanies sample classroom activities in the Sample Activities section.





## TASKS


## TARGETED CLB COMPETENCIES


### Rights and Responsibilities of Citizenship

Make a poster showing some rights and responsibilities Canadians have.

Possible activities:

-  Vocabulary building: Brainstorm rights and responsibilities. Match pictures with vocabulary. Fill in blanks with vocabulary.
-  Make statements about rights and responsibilities Canadians have.
-   Listen to statements about rights and responsibilities and check them off on a worksheet.
- Make a poster listing and/or using visuals to show rights and responsibilities.

 CLB 2-IV: Provide expanded basic personal information appropriate to the context.

 CLB 1/2-II: Copy words.


### Equality Rights

Copy a list of grounds for discrimination from the equality rights section of the *Canadian Charter of Rights and Freedoms*.

Possible activities:

- Vocabulary building: Brainstorm a list of equality rights.
- Listen to a dialogue about equality rights. Answer comprehension questions.
- Read section 15 of the *Canadian Charter of Rights and Freedoms*. Highlight bases for discrimination.
- Post a list of equality rights in the class.

 CLB 1/2-IV: Identify details ... in a dialogue.


 CLB 1/2-II: Copy words.

### Responsible Citizenship: Helping Others

Organize a class/school volunteering activity, e.g., a clean-up day in the community, a fundraiser for a community cause, a visit to a seniors' residence or food bank.

Possible activities:

- Vocabulary building: Brainstorm a list of things a responsible citizen does. Elicit *helping others* or *volunteering in the community* and include it in the list.
- Brainstorm different types of volunteer opportunities.
- Read a story about a person who wants to volunteer.
- Fill out an application form for a volunteer position.
- Organize a group volunteer activity.

 CLB 2-IV: Provide expanded basic personal information appropriate to the context.

 CLB 2-IV: Get information from very short texts.

 CLB 2-III: Fill out simple forms.





# Sample Language Tasks

CLB  
3-4

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canadian citizenship rights and responsibilities. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Rights and Responsibilities of Citizenship

Read an online text about the *Canadian Charter of Rights and Freedoms*; take notes of important details and report to classmates.

Possible activities:

- Vocabulary: Match words with their definitions.
- Read a text and take notes on important details. Report them to a partner.
- 📖 Read statements from the text and match with rights or responsibilities.
- 📖 Make own sentences about rights and responsibilities using modal verbs.
- Answer comprehension questions about rights and responsibilities.

📖 CLB 4-IV: Find information in formatted texts.

### Enforcing Your Rights - Contacting Your Local Representative

Write a letter to a local MP, MPP or municipal representative to request action on a community issue.

Possible activities:

- Brainstorm issues in the community that need attention.
- Locate contact information for various government departments and elected officials (online or in a phone book).
- Put scrambled parts of a sample letter to an MP in the correct order.
- In small groups or as a class, write an e-mail or letter to an elected official requesting action.
- Prepare follow-up questions for the elected official.

📖 CLB 4-III: Find information in formatted texts.

✍️ CLB 4-IV: Write a short text about a familiar situation ...

### Responsible Citizenship - Serving on a Jury

Watch a movie clip showing a jury and answer comprehension questions.

Possible activities:

- Match courtroom vocabulary with pictures.
- Watch a movie clip and answer comprehension questions.
- Prepare questions to ask a person who has served on a jury about their experience.
- Interview a guest speaker who has served on a jury.

🗣️ CLB 3-I: Ask for explanation.

👂 CLB 3/4-IV: Get the gist, key information and important factual details ...



# Sample Language Tasks

CLB  
5+

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canadian citizenship rights and responsibilities. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Canadian Charter of Rights and Freedoms

Listen to a talk about the *Canadian Charter of Rights and Freedoms* and answer questions.

Possible activities:

- Vocabulary building: Matching and word formation.
- Comprehension check with True and False questions about the gist and factual details.
- Discuss open-ended questions.

👂 CLB 5-IV: Demonstrate understanding of factual details and some implied meanings in descriptive or narrative texts.

### Rights and Responsibilities of Citizenship

Read a text about the rights and responsibilities of citizenship; take notes on important details and report to classmates.

Possible activities:

- 📖 Vocabulary building: Match words with definitions.
- 📖 Read the text and take notes in point form; answer comprehension questions.
- 📖 Make statements about citizenship responsibilities.
- 📖 Read scenarios and discuss in small groups whether or not people's rights may have been violated.

📖 CLB 5-IV: Get gist, key information, and important details of moderately complex descriptive or narrative text.

🗣️ CLB 5-IV: Participate in a small group discussion.

### Equality Rights

Write 1–2 paragraphs to explain one of the equality rights (e.g., gender, race, ethnic origin). Provide examples.

Possible activities:

- Write a summary of an online text on one of the equality rights.
- Discuss examples of how these rights differ in other countries.
- Write 1–2 paragraphs to define what a selected equality right is and provide examples; exchange with a partner for peer editing.

✍️ CLB 5-IV: Write 1 paragraph about ... familiar situation. Explain reasons.



## Sample Extension Ideas

*The following are suggestions for strategies learners can use to explore the topic of Canadian rights and responsibilities. They range from classroom activities to independent learning strategies.*

- Invite a guest speaker from a local volunteer bureau or organize a class field trip to a local community service agency, e.g., a food bank.
- Invite an elected official as a guest speaker to talk about citizenship rights and responsibilities.
- Watch and discuss video clips that depict various rights, freedoms and responsibilities as well as clips that depict them being ignored or violated.
- Invite a citizenship judge as a guest speaker to talk about the rights and responsibilities of citizenship.
- Watch relevant Historica Minutes clips ([www.historica.ca/minutes](http://www.historica.ca/minutes)) about people who advocated for rights and freedoms guaranteed by the charter; discuss the presented issue.
- Conduct research on one of the ways Canadian values are reflected in Canada's involvement in the international community, and report to the class.
- Conduct research, prepare outlines, and give presentations on topics related to citizenship rights and responsibilities, e.g., human rights codes or global citizenship.

## Sample Study and Test Preparation Strategies

*The following are suggestions for strategies learners can use to study the topic of rights and responsibilities of citizenship, and to prepare for the citizenship test. They can be used in the classroom or independently by learners.*

- Review sample study questions in *Discover Canada*, p. 52-53 or on the government website to see what information is targeted (<http://www.cic.gc.ca>; go to *citizenship test > sample study questions*). Prepare study questions about key details in the section. Answer these questions or quiz your partner.
- Use an information mapping technique to learn content. Identify the main word or phrase in a written text about rights and responsibilities, and, using a pencil, write it in the centre of a page. Write related words, key concepts or important details around the main word in the centre. Use the map to consolidate understanding. As needed, erase any words or phrases and write them in different positions on the page.
- Create flashcards to review fundamental freedoms, rights and responsibilities. Prepare two-sided cards with, for example, specific rights listed on one side and the word "Rights" on the other side. Additional cards could also list the rights of Canadian citizens only, or of all people living in Canada. Use different coloured cards to list rights and responsibilities. Flashcards can be carried in a pocket or bag and used anywhere to review content.
- Make charts to summarize information about the responsibilities of Canadian citizens and provide specific examples.



# Sample Resources

*The following are sample resources you can use to develop activities related to these topics. You may need to adapt them so they are suitable for the CLB level of the learners in your class.*

## Books

- *Being Canadian, Third edition.* Judy Cameron and Tracy Derwing. Pearson Longman, 2010.  
  
“Chapter 12 - Becoming a Canadian” includes a reading and accompanying activities on Canadian rights and responsibilities and the process of applying for Canadian citizenship. CLB 3–7.
- *A Beginning Look at Canada, Third edition.* Anne-Marie Kaskens. Pearson Longman, 2010.  
  
“Unit 9 - The Canadian Charter of Rights and Freedoms” includes a reading text and accompanying activities. There is an answer key in the online teacher’s manual. CLB 2–4.
- *LINC Classroom Activities, LINC 2.* Algonquin College, 2009.  
  
Community & Government Services: “Mina Wants to Volunteer,” and “Volunteer Application Form.” These activities are designed to prepare learners to fill in volunteer application forms. This resource is available online at <http://atwork.settlement.org> > LINC Documents.
- *The Grab Bag of Canada.* Elizabeth Ganong and Dan Ingram. Canadian Resources for ESL.  
  
Topics include “Charter of rights and freedoms,” “Write about rights,” and “Racism: Stop it!” CLB 3–4.
- *Canadian Citizenship.* Don Wells, editor. Weigl Educational Publishers Limited, 2005.  
  
This 48-page book consists of a series of two-page texts on a variety of topics related to citizenship, such as rights and responsibilities, human rights protection, discrimination, participatory citizenship, and others. It also includes a timeline, a quiz with different types of questions, and suggested resources for further research. CLB 5+

## Online resources

- *Being a Canadian Citizen:* <http://www.nald.ca/library/learning/qlwg/unit4/unit4.pdf>  
  
“Democratic Values” on pages 9–12 address rights and responsibilities in a democracy as well as basic information about the Charter of Rights and Freedoms, including a chart listing the basic freedoms of the charter along with simple sentences illustrating personal applications.
- *Rights and Responsibilities in Canada:* <http://www.cic.gc.ca/english/celebrate/rights-fs.asp>  
  
This is a web page on the Citizenship and Immigration Canada website with a summary of citizenship rights and responsibilities in chart form.



- *What are my rights and responsibilities as a Canadian citizen?* [www.settlement.org](http://www.settlement.org)

This is an information page on the Settlement.Org website. It lists fundamental rights and responsibilities, followed by relevant websites. It could be used as a springboard for activities (CLB 1) or as a text to read (CLB 2). From the main page, click on Immigration and Citizenship > Citizenship > Rights and Responsibilities of Citizenship.

- *ESL Activities Online:* [www.tcet.com/eaonline](http://www.tcet.com/eaonline)

The Centre for Education & Training (CET)'s ESL Activities Online has a section that includes one-page, multiple-choice tests to help learners prepare for the citizenship test. There are two pages devoted to rights and responsibilities. Click on Canadian Corner. In the Canadian Citizenship Test list, click on 8. Citizen's Rights and 9. Citizen's Responsibilities.

- *Canadian Citizenship: Facts & Perspectives:* [http://www.ojen.ca/sites/ojen.ca/files/pspartners/CanadianCitizenshipHandout1\\_000.pdf](http://www.ojen.ca/sites/ojen.ca/files/pspartners/CanadianCitizenshipHandout1_000.pdf)

This is a one-page, point-form summary of facts and details related to Canadian citizenship. The first section, *What is Canadian Citizenship?*, provides a list of rights and responsibilities.

- *BC Newcomers' Guide:* <http://www.welcomebc.ca>

This guide includes information about the rights and responsibilities of citizenship. The text is written at the CLB 4 level. From the home page, click on Service Providers > Publications and Reports > Publications > Newcomers' Guide. Go to the section entitled "Rights and Responsibilities" on p. 91 of the guide.

- *ELSA Net Newcomers' Guide Educational Resource:* <http://elsanet.org/education/govern.html>

This resource was designed to accompany the BC Newcomers' Guide. In the Government and Citizenship section, there is a Rights and Responsibilities True/False activity based on the text on p. 91 of the guide. Click on Government and Citizenship.

- *Responsible Citizenship and Canada's Tax System:* <http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/rs-ct/menu-eng.html>

Canada Revenue Agency's website has materials for educators that include activities on the topics of responsible citizenship and voluntary tax compliance, the underground economy, and Canada's tax system. The materials include downloadable visuals, worksheets and handouts.

- *Learn Alberta:*

[http://www.learnalberta.ca/content/ssoc9/html/legalrolesandresponsibilities\\_cc.html](http://www.learnalberta.ca/content/ssoc9/html/legalrolesandresponsibilities_cc.html), and [http://www.learnalberta.ca/content/ssoc6/html/understandingourrightsandresponsibilities\\_cc.html](http://www.learnalberta.ca/content/ssoc6/html/understandingourrightsandresponsibilities_cc.html).

This website offers a ready-made lesson on rights and responsibilities in which learners make a pamphlet. The lesson includes sample outcomes and references. Another lesson relates citizenship rights and responsibilities to an effective democratic system, and also includes ready-made materials.

- *Explore the Virtual Charter:* [http://www.charterofrights.ca/en/27\\_00\\_01](http://www.charterofrights.ca/en/27_00_01)

This is an interactive guide to exploring the Charter of Rights and Freedoms and the Canadian Constitution. The charter is translated into many languages, reflecting Canada's diversity. You can zoom in, zoom out and move around as you explore each document.





## Rights and Responsibilities of Citizenship

# Sample Activities

CLB  
1-8



# Activity 1: Rights and responsibilities in Canada

CLB  
1-2

Part A. Look at the pictures. Match the words with the pictures.

jury

move

passport

vote

protest

volunteer





## Activity 2: Rights and responsibilities in Canada

CLB  
1-2

Read the words. Read the sentences. Copy the words to complete sentences 1- 6.

jury      move      passport      vote      protest      volunteer

Some rights and responsibilities are for all people in Canada. Some rights and responsibilities are for Canadian citizens only.

1. All people in Canada can \_\_\_\_\_ to a different province.
2. All people in Canada can join a peaceful \_\_\_\_\_.
3. All people in Canada can \_\_\_\_\_ to help someone.
4. Canadian citizens can \_\_\_\_\_ in an election.
5. Canadian citizens can apply for a \_\_\_\_\_.
6. Canadian citizens can serve on a \_\_\_\_\_.

## Activity 3: Rights and responsibilities of Canadian citizens

Lydia is a Canadian citizen. Read the sentences about Lydia.

Circle **Yes** or **No**.

- |  |     |    |
|--|-----|----|
| 1. Lydia can serve on a jury.            | Yes | No |
| 2. She can join a peaceful protest.      | Yes | No |
| 3. She can vote in an election.          | Yes | No |
| 4. She can apply for a passport.         | Yes | No |
| 5. She can move to a different province. | Yes | No |
| 6. She can volunteer to help someone.    | Yes | No |



Activity 4: My rights and responsibilities

Part A. Read the sentences. Circle **Yes** or **No**.

1.	I am a Canadian citizen.	Yes	No
2.	I can serve on a jury in Canada.	Yes	No
3.	I can join a peaceful protest.	Yes	No
4.	I can vote in an election in Canada.	Yes	No
5.	I can apply for a Canadian passport.	Yes	No
6.	I can move to a different province.	Yes	No
7.	I can volunteer to help someone.	Yes	No

Part B. Copy the **Yes** sentences.



## Activity 5: Right or responsibility?

CLB  
1-2

Part A. Lydia is a Canadian citizen. Read what Lydia says about some of her rights and responsibilities.

“I can apply for a Canadian passport. It is my **right**. I **have the right to** apply for a passport. I can vote. It is my **right** and also my **responsibility**. I have the right to vote. I also have a **responsibility** to vote.”

Part B. Fill in the blanks about Lydia's rights and responsibilities.

1. Lydia can move to a different province. It is her \_\_\_\_\_. She has the \_\_\_\_\_ to \_\_\_\_\_ to a different province.
2. Lydia can join a peaceful \_\_\_\_\_. It is her \_\_\_\_\_. She has the \_\_\_\_\_ to join a peaceful \_\_\_\_\_.

Part C. Right or responsibility...or both? Fill in the chart with rights and responsibilities of Canadian citizenship.

Right	Responsibility	Right and responsibility

 Part D. Listen. Write the number for each right or responsibility that you hear.

\_\_\_\_\_ move to a different province

\_\_\_\_\_ vote

\_\_\_\_\_ serve on a jury

\_\_\_\_\_ apply for a passport



## Activity 6: Rights in Canada – reading

CLB  
3-4

Part A. Read the following list of rights and responsibilities in Canada from the Citizenship and Immigration Canada website.

### Rights and Responsibilities in Canada

Everyone in Canada has rights and responsibilities. These are based on Canadian laws and shared values. These rights and responsibilities are defined in the Canadian Constitution and the *Canadian Charter of Rights and Freedoms*.

You will need to know about these rights and responsibilities when you take your citizenship test.

#### Rights and Freedoms

Some rights and freedoms are:

- legal rights;
- equality rights;
- mobility rights;
- Aboriginal peoples' rights;
- freedom of thought;
- freedom of speech;
- freedom of religion; and
- the right to peaceful assembly.

#### Responsibilities

Some responsibilities are:

- to obey Canada's laws;
- to express opinions freely while respecting the rights and freedoms of others;
- to help others in the community;
- to care for and protect our heritage and environment; and
- to eliminate discrimination and injustice.

Adapted from: <http://www.cic.gc.ca/english/celebrate/rights-fs.asp>. Adapted and reproduced with the permission of the Minister of Public Works and Government Services Canada, 2010.

Part B. Read the statements about things people in Canada can do. Match each statement with a right or freedom from the list.

1. People can move from province to province. They can work and study there for as long as they want to.
2. A Canadian can travel abroad with a Canadian passport.
3. The government cannot tell people not to get together to form a political party.
4. I can criticize government actions or policies in conversations with others.
5. People can organize a street demonstration to protest a government action.
6. The police cannot come to my house and search it without a search warrant.
7. A landlord cannot refuse to rent an apartment to someone because of a mental disability.



## Activity 7: Rights and responsibilities of citizenship – using modals

CLB  
3-4

Part A. For each action below, decide if it is a right or responsibility of a Canadian citizen. Explain why some of the actions can be both citizenship rights and citizenship responsibilities.

	ACTION	RIGHT OR RESPONSIBILITY?
1.	Enter and leave Canada freely	
2.	Vote in elections	
3.	Know Canada's laws	
4.	Try to eliminate discrimination	
5.	Speak freely	
6.	Help others in the community	
7.	Protect Canada's heritage and environment	
8.	Serve on a jury	

Part B. Using *can*, *must* or *have to*, write sentences about rights and responsibilities in Canada. Check your sentences with a partner.

1. e. g., All people in Canada **can** speak freely (on any political issue).
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



## Activity 8: Rights and responsibilities – vocabulary building

CLB  
5+

Part A. Match the following words or phrases with their meanings. For each word or phrase, write your own sentence.

- |                                  |   |
|----------------------------------|---|
| 1.     ___   to obey the law     | a.   a lack of justice or fair treatment  |
| 2.     ___   heritage            | b.   being equal or the same in value, rank, treatment, etc.  |
| 3.     ___   injustice           | c.   a fair, objective attitude towards those whose race, origin, practices, opinions differ from our own |
| 4.     ___   discrimination      | d.   a group of people gathered together for a purpose  |
| 5.     ___   equality            | e.   something passed down from preceding generations   |
| 6.     ___   tolerance           | f.   an order based on a principle of law   |
| 7.     ___   rule of law         | g.   essential; forming a foundation or basis   |
| 8.     ___   fundamental         | h.   making or showing difference in treatment based on prejudice   |
| 9.     ___   to violate (rights) | i.   act in accordance with, comply with the law  |
| 10.    ___   assembly            | j.   offend, break or infringe on   |

Part B. Complete the table below with the missing words. Check your answers in a dictionary.

	NOUN	VERB
e.g.	belief	to believe
1.	tolerance	
2.	discrimination	
3.		to violate
4.	heritage	
5.		to respect
6.		to defend
7.	preservation	
8.	election	
9.		to contribute
10.		to protect



## Activity 9: Freedoms, rights and responsibilities in Canada

CLB  
5+

Part A. With a partner, discuss answers to these questions.

1. What rights do Canadian citizens have that permanent residents or refugees do not?
2. Do you think Canadian citizens have any responsibilities? What are they?
3. Are laws in the country you come from different from laws in Canada? Give examples.
4. What rights do people in Canada have that people in some other countries do not have?

Part B. The following words can help you to better understand the reading about the rights and responsibilities of Canadian citizenship.

**identity:** n. the set of qualities or characteristics that make someone recognizable

**constitution:** n. a document stating the fundamental principles by which the state and nation are governed

**charter:** n. a document setting forth the fundamental principles for a group of people, organizations or nations

**conscience:** n. the sense of moral right and wrong that guides someone's actions or intentions

**association:** n. a group of people who have an activity, purpose or interest in common

**under the law:** according to law; this is what the law says

**regardless of:** adv. despite, without regard for

**creed:** n. belief, religion

**mobility:** n. ability to relocate (move)

**jury:** n. a group of people selected to hear evidence in the court and give a verdict

**preserve:** v. keep safe, protect

**environment:** n. the air, water, land around us

**seizure:** n. the act of taking possession, confiscating

Part C. Read the text that follows and answer the questions below.

1. Name the fundamental freedoms listed in the text.
2. Name three of the rights guaranteed by the *Charter of Rights and Freedoms*.
3. What are some responsibilities of citizenship?
4. What documents list the rights and responsibilities of citizenship?
5. What does the phrase *an active citizen* mean to you? How do you think you can be an active citizen?





### Freedoms, Rights and Responsibilities in Canada

Canadian citizenship gives you rights and freedoms that are not present in some other countries in the world. These rights and freedoms come with responsibilities and are an important part of Canadian identity and values. They are written in Canada's most important laws, such as the Constitution of Canada and the *Canadian Charter of Rights and Freedoms*.

The rights and fundamental freedoms of a Canadian citizen include:

- Freedom of conscience and religion: people can practise any religion
- Freedom of thought, opinion and expression, including freedom of speech and press: Canadians are free to say what they think while respecting the rights and freedoms of others
- Freedom of association: a group of people can meet for any purpose
- Freedom of peaceful assembly: you can organize a protest or a demonstration as long as it is peaceful
- Legal rights: everybody has the right to be free from unreasonable search and seizure, and, if accused of a crime, everybody has the right to a fair trial
- Equality rights: everybody is equal under the law regardless of their race, ethnic origin, gender, creed, age, sexual orientation, mental or physical disability
- Mobility rights: Canadians can live and work anywhere in Canada, leave the country freely, and obtain a Canadian passport
- Aboriginal Peoples' rights
- Official language rights and minority language educational rights: English and French are Canada's official languages, and you have the right to federal government services in either of them
- Democratic rights: the right to vote and to run in an election\*

These rights and freedoms come with responsibilities. These responsibilities include:

- Voting in elections\*
- Learning about and obeying Canada's laws
- Taking responsibility for oneself and one's family
- Serving on a jury\*
- Helping others in the community
- Protecting the environment and preserving Canada's heritage
- Striving to eliminate discrimination and injustice

Each Canadian must respect the rights and freedoms of other Canadians, and do what they can to preserve these rights and freedoms.

\*The items marked with an asterisk are rights and responsibilities of Canadian citizens only.



## Activity 10: Citizenship responsibilities

CLB  
5+

Read the following list of some responsibilities that Canadian citizens have. With a partner, decide what each responsibility involves and what actions you could take to demonstrate it. Complete the table below and compare with the class.

CITIZENSHIP RESPONSIBILITY	ACTIONS (WHAT YOU COULD DO)
Understand and obey Canada's laws	
Vote in elections	
Strive to eliminate discrimination and injustice	
Care for and protect Canada's heritage and environment	
Help others in the community	
Support Canada's ideals and values	

## Activity 11: Fundamental freedoms and rights in Canada

The items in the right column are titles of specific groups of sections in the *Canadian Charter of Rights and Freedoms*. Match the statements of particular rights and freedoms on the left with the specific section they come from.

- |  |                                |
|--|--------------------------------|
| _____ 1. I can express my political views on my Internet blog without fear of punishment.                  | <b>A. Fundamental Freedoms</b> |
| _____ 2. As an anglophone parent in Quebec, I can obtain information about government services in English. | <b>B. Democratic Rights</b>    |
| _____ 3. Even if I am a suspect in a crime, I am innocent until proven guilty.                             | <b>C. Mobility Rights</b>      |
| _____ 4. I cannot be fired because of my physical impairment.  | <b>D. Legal Rights</b>         |
| _____ 5. I can practise my religion freely.  | <b>E. Equality Rights</b>      |
| _____ 6. I can be a candidate in municipal elections.  | <b>F. Language Rights</b>      |
| _____ 7. I can participate in a protest or a demonstration.  |                                |
| _____ 8. I can live in any province and have access to its services.                                       |                                |



## Activity 12: Equality rights - situations

CLB  
5+

Part A. Work in small groups. Read each situation and identify which rights and freedoms are at issue. Discuss which rights, if any, are being violated, and how they are being violated. Consider each situation from different perspectives. Make a list of questions each situation raises.

### SITUATION 1

City council decides to launch a clean-up campaign in response to numerous residents' complaints about the number of posters and flyers displayed on poles, buildings and other public places. The city council passes a bylaw prohibiting anyone from putting up any posters or flyers in any of these places. Members of a community organization think that the bylaw violates their rights.

### SITUATION 2

Shirin is an ESL teacher, working for a community agency. All of the teachers working with her are of the same ethnic background, which is different from Shirin's. During breaks, they speak their first language, which Shirin cannot speak. After work, they often do things together, like go for coffee or to the movies. Shirin feels excluded and very lonely.

### SITUATION 3

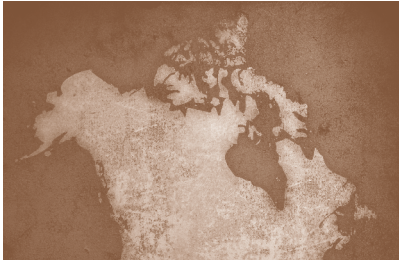
Barb is a nurse with several years' experience working with psychiatric patients in a hospital. Management does not allow female nurses to work the night shift on the men's ward of the psychiatric floor. Female nurses who are assigned to other floors are allowed to work night shifts with male patients. Barb would like to work the night shift, as it suits her family's schedule. It also pays more than other shifts on the same floor.

### SITUATION 4

Tom and his partner, Jack, wanted to volunteer for a non-profit organization that co-ordinates relief efforts in areas struck by natural disasters. The organization has a religious affiliation. When Tom and Jack spoke to the volunteer co-ordinator, she told them that they could not be accepted as volunteers because the religious group behind the program does not approve of gay relationships.

Part B. Choose one scenario and research in more depth which sections of the *Canadian Charter of Rights and Freedoms* apply. You can find the text of the Charter online at: <http://laws.justice.gc.ca/en/charter/>





## Rights & Responsibilities of Citizenship

# Instructor Notes

CLB  
1-8

# Instructor Notes for Sample Activities

The activities in this document relate to the following sections of the *LINC 1–5 Curriculum Guidelines*:

## **CLB 1–2**

**Canada – Government, pp. 214–215, pp. 220–221**

**Community & Government Services – Community Resources, pp. 346–347**

## **CLB 3–4**

**Canadian Law – Citizenship, pp. 294–295**

**Canada – Government, pp. 226–227**

## **CLB 5+**

**Canada – Rights and Freedoms, pp. 240–241**

### Activity

#### **Activity 1: Rights and responsibilities – vocabulary CLB 1–2**

The purpose of this activity is to encourage learners to think about what they already know about the rights and responsibilities of Canadian citizenship, and to learn some related vocabulary. Some of the rights and responsibilities in the activity are exclusive to Canadian citizens, while others apply to all people living in Canada, and the list is not complete.

If you have access to an overhead projector or computer, you may want to display this page for the whole class. Cover the vocabulary items in the boxes as learners look at the pictures and say the words they know. You can write the words on the board and learners can copy them. Then uncover the vocabulary boxes and ask learners to match the words with the pictures. Learners can copy the words beside the corresponding pictures. Alternatively, you can cut out copies of the vocabulary boxes and the pictures and distribute them to learners. Learners can work in pairs to match the words with the pictures.

You may wish to ask more advanced learners to brainstorm what rights and responsibilities they know of before looking at the pictures.

**Extend the activity:** You can ask learners what additional rights and responsibilities they know of, and what pictures they would choose to represent them.

Answers:

1.	jury
2.	protest
3.	passport
4.	vote
5.	move
6.	volunteer



## Activity

### Activity 2: Rights and responsibilities in Canada CLB 1–2

In this activity, learners express the difference between the rights and responsibilities of all people in Canada and those available only to Canadian citizens. It provides an opportunity for learners to write the vocabulary items. You can introduce or review the use of the modal verb *can*. You will also need to pre-teach what rights and responsibilities of citizenship are.

You may wish to simplify some of these sentences for lower-level learners. (e.g.,. Canadians can get a passport.)

#### Answers:

1. All people in Canada can **move** to a different province.
2. All people in Canada can join a peaceful **protest**.
3. All people in Canada can **volunteer** to help someone.
4. Canadian citizens can **vote** in an election.
5. Canadian citizens can apply for a **passport**.
6. Canadian citizens can serve on a **jury**.

## Activity

### Activity 3: Rights and responsibilities of Canadian citizens CLB 1–2

This activity provides further review of the vocabulary, and application to a personal story. It will help learners develop an understanding of the rights and responsibilities of all Canadian residents, versus the rights and responsibilities that only citizens enjoy.

#### Answers:

1.	Yes	2.	Yes	3.	Yes	4.	Yes	5.	Yes	6.	Yes
----	-----	----	-----	----	-----	----	-----	----	-----	----	-----

You can also have learners write two more sentences about rights Lydia has.

An alternate version of Activity 3 is to have learners ask and answer questions. This may be more appropriate for CLB 2 learners. You can elicit questions from learners and write them on the board; then learners can practise asking and answering questions in pairs.

#### For example:

Can Lydia serve on a jury?

*Yes, she can.*

Can she join a peaceful protest?

Can she vote in an election?

Can she apply for a passport?

Can she move to a different province?

Can she volunteer to help someone?



## Activity

### Activity 4: My rights and responsibilities CLB 1–2

This activity gives learners an opportunity to apply what they are learning to their personal situations. It reinforces the distinction between the rights and responsibilities all people in Canada enjoy, and the rights and responsibilities of citizenship. Take up the answers and compare citizens and non-citizens.

#### Part A

Answers for learners who are not citizens:

1.	No	2.	No	3.	Yes	4.	No	5.	No	6.	Yes	7.	Yes
----	----	----	----	----	-----	----	----	----	----	----	-----	----	-----

Answers for learners who are citizens:

1.	Yes	2.	Yes	3.	Yes	4.	Yes	5.	Yes	6.	Yes	7.	Yes
----	-----	----	-----	----	-----	----	-----	----	-----	----	-----	----	-----

#### Extend the activity: making a poster

Learners can work in pairs or small groups to make posters depicting some of the rights and responsibilities Canadians have. They can use words, pictures, or both. When they are finished, they can take turns making statements about their posters. Alternatively, they can take turns asking and answering questions about their posters.

Learners can display their posters around the class. One learner can stay with the poster they made and make statements about it, or answer questions as the other learners make their way around the class, visiting each poster. You may want to have a class discussion at the end, asking learners to point out components that are common to all posters, as well as differences.

## Activity

### Activity 5: Right or Responsibility? CLB 1–2

This activity helps learners understand the differences between rights and responsibilities, and how they complement each other. The activity consists of four parts that can be done in sequence.

Elicit or review the list of rights and responsibilities.

#### Part A

Learners read a story which uses the language of rights and responsibilities, including the phrases “have the right to” and “have a responsibility to.”

#### Part B

Answers:

1. Lydia can move to a different province. It is her right. She has the right to move to a different province.
2. Lydia can join a peaceful protest. It is her right. She has the right to join a peaceful protest.

#### Part C

Learners can work in pairs to complete the chart. They can then discuss their charts in small groups, and finally take them up as a whole class. Alternatively, the chart can be used as the basis for a listening activity. You can give examples, which learners will write in their charts. They can then compare their answers with partners. More advanced learners can work in pairs or small groups and take turns naming rights and responsibilities, which their partner or group members can write in the chart.





Possible answers:

Right	Responsibility	Right and Responsibility
Apply for a passport		
		Vote
Move to a different province		
Join a peaceful protest		
	Serve on a jury	
		Volunteer

#### Part D

In this activity, learners listen to the statements, and number the ones they hear. Beginning level learners can check the statements they hear.

- 3 move to a different province      1 vote  
 4 serve on a jury      2 apply for a passport



#### Track 2 Transcript

- I'm a Canadian citizen. I have the right to vote in the next election.
- I can apply for a Canadian passport now that I'm a Canadian citizen.
- I live in Alberta. I can move to New Brunswick to live near my sister.
- I'm a Canadian citizen. I have the responsibility to serve on a jury.

#### Activity

#### Activity 6: Rights in Canada – reading CLB 3–4

The purpose of this activity is to inform learners about the rights, freedoms and responsibilities that all people living in Canada have. It is also to inform learners that these rights and responsibilities differ from those of Canadian citizens.

If you have access to a computer lab, or a computer with an LCD projector, you can ask learners to access the web page with rights and responsibilities (<http://www.cic.gc.ca/english/celebrate/rights-fs.asp>) or display it for the whole class to read. Explain that the listed rights and freedoms apply to all people living in Canada, not only Canadian citizens. You can display the part of the table listing rights and responsibilities of Canadian citizens and discuss briefly.

Have learners read the text and explain or look up new words. Elicit what each of the listed freedoms or rights could mean. Ask learners to provide examples from their own lives. It is important to mention that this list is not exhaustive – for a more detailed list of rights and freedoms, as well as responsibilities, see the reading *Rights and Responsibilities of Citizenship* for CLB 5+ in Activity 9.

Answers:

1.	Mobility rights
2.	Mobility rights
3.	The right to peaceful assembly
4.	Freedom of speech
5.	The right to peaceful assembly/freedom of speech
6.	Legal rights
7.	Equality rights

**Extend the activity:** You can extend this activity with a discussion about rights and freedoms in countries where learners have lived or visited. You can also have learners explain which right/freedom is personally important to them and why.



**Activity****Activity 7: Rights and responsibilities of citizenship – using modals CLB 3–4**

This activity reinforces learners' understanding of rights and responsibilities in Canada. Have learners indicate which ones relate to Canadian citizens only.

Before writing their sentences, learners can work in pairs or small groups and discuss how each right or responsibility can be demonstrated. At CLB 3, ask learners to make simple sentences where they add only a subject. At CLB 4+, have learners add more information related to the specific right or responsibility.

Answers:

ACTION	RIGHT OR RESPONSIBILITY?
1. Enter and leave Canada freely	right
2. Vote in elections	right and responsibility (Canadian citizens only)
3. Know Canada's laws	responsibility
4. Try to eliminate discrimination	responsibility
5. Speak freely	right
6. Help others in the community	responsibility
7. Protect Canada's heritage and environment	responsibility
8. Serve on a jury	responsibility (Canadian citizens only)

**Activity****Activity 8: Rights and responsibilities – vocabulary building CLB 5+**

Activities 8 and 9 relate to the text on the rights and responsibilities of citizenship and are organized as pre-reading, reading and post-reading, with vocabulary building and comprehension check exercises. You can use all of these activities in the order they occur or select the ones that would be of interest to the learners in your class.

Answers:

Part A

1.	I
2.	E
3.	A
4.	H
5.	B
6.	C
7.	F
8.	G
9.	J
10.	D

Part B

	NOUN	VERB
e.g.	belief	to believe
1.	tolerance	to tolerate
2.	discrimination	to discriminate
3.	violation	to violate
4.	heritage	to inherit
5.	respect	to respect
6.	defence	to defend
7.	preservation	to preserve
8.	election	to elect
9.	contribution	to contribute
10.	protection	to protect



## Activity

### Activity 9: Rights and responsibilities – vocabulary building CLB 5+

Activities 8 and 9 relate to the text on the rights and responsibilities of citizenship and are organized as pre-reading, reading and post-reading, with vocabulary building and comprehension check exercises. You can use all of these activities in the order they occur or select the ones that would be of interest to the learners in your class. Learners can also locate and read a list of rights and responsibilities on the Internet: <http://www.cic.gc.ca/english/celebrate/rights-fs.asp>

#### Part A

The pre-reading discussion is to activate learners' knowledge of civic rights and responsibilities and raise their interest in learning about rights and responsibilities in Canada.

Have learners discuss questions 1 to 4 in pairs or small groups or hold a whole-class discussion.

#### Part B

Learners can use this list of vocabulary as is; alternatively, you could write words on the board or assign specific words to learners and have learners look them up and explain them to the rest of the class. Learners can generate additional vocabulary related to the items on the list, e.g., add verbs, nouns or adjectives.

#### Part C

Learners can answer questions individually or in pairs.

Possible answers:

1. There are four categories of fundamental freedoms – the first four bullets in the text.
2. There are six groups/categories of rights (the remaining bullets in the text) – learners can list any three.
3. Explain/elicite the difference between civic responsibilities (for all people living in Canada) and citizenship responsibilities (applicable to Canadian citizens only).
4. Constitution of Canada, the *Canadian Charter of Rights and Freedoms*, laws.
5. "An active citizen" can mean someone who is well-informed about his/her rights and responsibilities, actively participates in democratic processes such as voting, takes part in activities in his/her community, etc. Answers will vary.

## Activity

### Activity 10: Citizenship responsibilities CLB 5+

The purpose of this activity is to reinforce the concept of civic responsibilities and connect these responsibilities to personal experience. Learners can work in pairs or small groups.

Possible answers:

Citizenship Responsibility	Actions (what you could do)
Understand and obey Canada's laws	Get informed about laws for specific situations, read CLEO's pamphlets, do not commit offences or crimes
Vote in elections	Read about electoral candidates, participate in pre-election meetings with candidates, vote
Strive to eliminate discrimination and injustice	React to signs or acts of discrimination at work or school; complain to appropriate authorities in situations where discrimination or injustice occur
Care for and protect Canada's heritage and environment	Participate in a local recycling program, visit and enjoy provincial and national parks, read about Canadian history, go to a local museum
Help others in the community	Volunteer, donate to a local food bank, help out in your child's school
Support Canada's ideals and values	Act as a responsible citizen; get involved in community service



## Activity

### Activity 11: Fundamental freedoms and rights in Canada CLB 5+

**Extend the activity:** You can extend this activity by asking learners to provide their own examples of statements for each of the listed rights and freedoms; or learners can make statements about the remaining rights and freedoms (not listed in this activity, but in the text in Activity 9).

#### Answers:

A	1.
F	2.
D	3.
E	4.
A	5.
B	6.
B	7.
C	8.

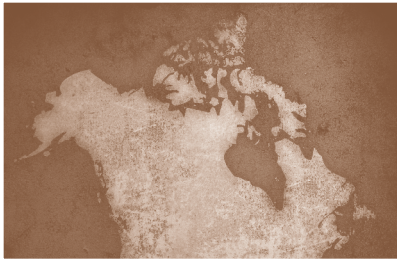
## Activity

### Activity 12: Equality rights – situations CLB 5+

This activity provides learners with the opportunity to apply what they've learned about the rights and freedoms offered by the *Canadian Charter of Rights and Freedoms* to real life situations. Have learners work in groups of three or four. You can have each group discuss all the situations, or you can assign one situation per group and have them present the results of their discussion to the class. In Part B, learners can do their research individually or in pairs.

**Extend the activity:** Learners can share other examples of which they are aware. You can extend this activity further by having learners go to the Canadian Human Rights Commission web site ( <http://www.chrc-ccdp.ca/en/index.asp>) and research key court cases and laws that have shaped human rights in Canada.





## CHAPTER 2

# Who We Are



**T**his chapter provides ideas for introducing and exploring concepts related to Canadian identity, which is one of the most challenging and fascinating citizenship concepts. Defining the Canadian identity has long been a topic of discussion and debate among Canadians, perhaps due to its fluid and evolving nature. We do know that who we are as Canadians is intimately connected with our history as a nation of immigrants and also as a young nation with a long, rich aboriginal history.

### *Discover Canada: The Rights and Responsibilities of Citizenship*

- Who We Are, pp. 10–13
- Modern Canada, pp. 25–27



# Content Ideas

*The following is a list of subtopics and content ideas that learners may need or want to learn about. You can select the items appropriate for the CLB level of the learners in your class.*

- **Aboriginal peoples**

- First Nations/Indian, Inuit and Métis; diversity among Aboriginal peoples
- Cultural and religious practices, art and culture
- Effect of European settlement on Aboriginal culture, e.g. land treaties and relocation to reserves, residential schools
- Current social and political challenges, e.g., health, self-determination

- **English and French**

- French settlers; deportation of Acadians, Acadian culture today; Québécois; francophone settlement throughout Canada
- English-speaking settlers from England, Wales, Scotland and Ireland; Anglo-Quebecers
- Historical developments leading to official bilingualism; language rights and education

- **Immigration history**

- Trends in immigration, geographical patterns of settlement
- First European explorers and pioneers
- African Canadians, e.g., slaves, United Empire Loyalists, the Underground Railroad
- United Empire Loyalists, Irish
- Settlement of the west; railway workers, including those from China
- Waves of immigration in the 20<sup>th</sup> century: post-WW1 wave, Pier 21, influx of immigrants and refugees after WW2

- **Diversity in Canada: cultural pluralism**

- Dynamic of multiculturalism in Canadian society, multiculturalism in Canada and other countries
- Ethno-cultural groups and their languages; religious diversity; religious affiliations, ethno-cultural associations and their contributions to Canadian society

- **What is Canadian?**

- Challenges of defining Canadian identity
- Effect of other cultures, including U.S. culture, on Canadian identity
- Bilingualism and Canadian culture; diversity
- Core values as reflected in the Canadian constitution and Canadian institutions
- Prominent Canadians; Canadian arts and artists
- Perception of Canada in the world, Canadian contributions to the world



# Sample Content Outcomes

*The following are ideas for content outcomes related to the topic of who we are as Canadians. You can use them for planning a lesson or developing activities.*

## **CLB 1-2**

- Identify words related to groups of people, nationalities, and languages in modern Canada
- Understand simple statements about Canadian identity
- Make simple statements about people or events of cultural significance
- Make simple statements about the diversity of Canada's population
- Understand simple statements about statistical information pertaining to the Canadian population

## **CLB 3-4**

- Describe the way of life of First Nations, Métis, Inuit, English and French settlers
- Make statements about Canada's diversity of languages, religions and cultures
- Understand information about an aspect of Canadian demographics presented in a chart or graph
- Relate events in the history of an immigrant group in Canada
- Identify famous Canadian artists and describe their work

## **CLB 5 +**

- Give a presentation about one of Canada's founding peoples, their history, and their contribution to Canadian identity
- Compare the immigration history of ethnic groups
- Understand statistical information about demographics; present in a graph or chart, or in a paragraph
- Discuss the challenges of defining Canadian identity
- Research and describe a major Canadian contribution on the world stage
- Understand the relationships between key events and developments, e.g., immigration history, human rights





# ■ Sample Language

*The following are sample vocabulary items, grammar structures and language functions learners can use in the context of exploring who we are as Canadians.*

## CLB 1-2

- Prepositions and expressions of time, e.g., *in, on, 10 years ago* in simple sentences about history
- Nouns to describe people, e.g., *First Nations, Inuit, Métis, settler, immigrant*
- Nouns and adjectives for countries, languages and ethnic groups, e.g., *France, French, China, Chinese*
- Simple past tense of regular verbs to describe past events in simple stories about Aboriginal peoples or early settlers, e.g., *Aboriginal peoples traded with French settlers.*
- Pronunciation of –ed ending in simple past tense of regular verbs
- Numbers to express populations and percentages

## CLB 3-4

- Simple past, present perfect and present tenses to describe the past, developments from past to present, and the current situation of specific groups of Canadians, e.g., *immigrated, have made significant achievements, now enjoy*
- Gerunds to express actions associated with a way of life, e.g., *hunting and fishing*
- Adjectives and adjective-noun collocations for specific groups of Canadians and Canadian society, e.g., *Chinese railway workers, Aboriginal culture*
- Words and phrases expressing quantity, e.g., *many immigrants, the majority of francophones, more than two-thirds of the Acadians*

## CLB 5 +

- Descriptive adjectives, e.g., *vast, unique, prosperous* in compound and complex sentences about Canadian society and identity
- Common adjective and noun combinations, e.g., *unique identity, rugged environment*
- Passive voice in simple, compound and complex sentences to describe demographic information about ethnic diversity, e.g., *Aboriginal peoples had been well-established in North America long before European explorers arrived.*
- Adverbs and their placement in statements about historical developments and events to show emphasis, e.g., *formally apologized, were first guaranteed*



# Sample Language Tasks

CLB  
1-2

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of who we are as Canadians. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Languages in Canada

Listen to information about languages in Canada and answer comprehension questions.

Possible activities:

- 📖 Read a table with information about languages in Canada. Write the missing words in sentences.
- 📖 🎧 Listen to statements about languages in Canada. Fill in a table.
- 📖 Answer T/F questions about languages in Canada.
- 📖 Complete sentences about own language.

📖 CLB 2–IV: Get information from very short texts.

🔍 CLB 2–IV: Identify specific literal details.

✍ CLB 1/2–II: Copy words...

### French and English Settlers

Ask questions about the life of settlers during a visit to a pioneer village or other historical site.

Possible activities:

- Relate information in a short text to a picture depicting the way of life of settlers.
- Watch a Historica Minutes video, depicting the life of settlers, with no sound. Check off vocabulary on a worksheet.
- Make a list of questions to ask a guide at a local historical site.

🗣 CLB 2: Provide expanded basic ... information appropriate to the context.

📖 CLB 2–IV: Get information from very short texts.

🔍 CLB 2–IV: Identify specific literal details.

✍ CLB 1/2–II: Copy words.

### Canada's National Sports

Complete a text with words about hockey.

Possible activities:

- Vocabulary building: Match pictures with names of popular sports.
- Watch a short video clip of a hockey or lacrosse game and check off action verbs and names of equipment on a worksheet.
- Information gap: Take turns reading and filling in missing words in a text about hockey.

🗣 CLB 2: Provide expanded basic ... information appropriate to the context.

🔍 CLB 2–IV: Identify specific literal details.

📖 CLB 2–IV: Get information from very short texts.



# Sample Language Tasks

CLB  
3-4

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of who we are as Canadians. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Aboriginal Peoples

Listen to a text about Aboriginal peoples in different regions of Canada and answer comprehension questions.

Possible activities:

- Access information in Explore Canada software, *Early History* section. Copy information.
- 📖 Pre-listening: Discussion and vocabulary preview.
- 📖 🎧 Listen and fill in a chart. Answer comprehension questions.
- Write a paragraph about an Aboriginal group.

🎧 CLB 3/4–IV: Get the gist, key information and important factual details in a story or ... description...

✂️ CLB 4–II: Copy short texts to ... learn information.

✂️ CLB 4–IV: Write a short text about a ... familiar situation...

### Emily Carr

View a short video about the Canadian painter Emily Carr and answer comprehension questions.

Possible activities:

- Watch a Historica Minutes video about a Canadian artist, such as Emily Carr. Answer comprehension questions.
- View Emily Carr's art in a Virtual Museum of Canada exhibit and write a list of related vocabulary.
- Read a text about a Canadian artist and report to the class. Include visuals.

🎧 CLB 3/4–IV: Get the gist, key information and important factual details in a story or ... description...

📖 CLB 4–IV: Get the gist, key information and important detail of simple, explicit two- to three-paragraph texts.

🗣️ CLB 3–IV: Describe briefly a person, object, situation...

### Where Canadians Live

Read a table with demographic information and plot the information on a map.

Possible activities:

- View *Where We Live? Canada* on the Statistics Canada website and answer T/F comprehension questions.
- 📖 Read a data table and answer questions about specific details.
- Read data tables on the Statistics Canada website and copy information to create a summary table.
- Read a table and plot demographic information on a map.

📖 CLB 4–IV: Use standard reference texts: ... maps and diagrams ...

📖 CLB 4–III: Find information in ... tables ...

### Immigration History

Read a text about the experience of an immigrant group in Canada at a particular point in history and answer questions.

Possible activities:

- Match names of immigrant groups to Canada with facts about them.
- Make predictions about the content of a text by looking at pictures.
- Tell own story about immigrating to Canada.

📖 CLB 4–IV: Get the gist, key information and important detail of simple, explicit two- to three-paragraph texts (e.g. news articles, educational/ content materials, stories).

🗣️ CLB 3–IV: Tell a story about personal experience.



# Sample Language Tasks

CLB  
5+

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of who we are as Canadians. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

TASKS	TARGETED CLB COMPETENCIES
<p><b>Canadian Identity</b></p> <p>Read a text about the various aspects of Canadian identity and take notes.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>▪ Vocabulary preview: Create a word web with vocabulary associated with national identity.</li> <li>▪ 📖 Read an article about multiculturalism in Canada. Distinguish facts from opinions.</li> <li>▪ Discuss the challenges of defining Canadian identity.</li> </ul>	<p>📖 CLB 5–IV: Get gist, key information, and important details of moderately complex descriptive or narrative text.</p> <p>🗣️ CLB 5–IV: Participate in a small group discussion.</p>
<p><b>Aboriginal Peoples</b></p> <p>Listen to a text about Aboriginal peoples in different regions of Canada and take notes in point form.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>▪ 📖 Pre-listening: Discussion and vocabulary preview.</li> <li>▪ 📖 🗣️ Listen to a text about Aboriginal peoples and take notes on a graphic organizer.</li> <li>▪ Research a notable Aboriginal person. Make a presentation about his/her accomplishments or contributions.</li> </ul>	<p>🗣️ CLB 5–IV: Demonstrate understanding of factual details and some implied meanings in descriptive or narrative texts.</p> <p>🗣️ CLB 5–IV: Tell a detailed story ... . Relate a sequence of events ...</p>
<p><b>Bilingualism</b></p> <p>Read a text about bilingualism and French immersion, and answer comprehension questions.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>▪ Research French language education options in local school boards. Present findings to the class.</li> <li>▪ Jigsaw: Read a text about French language education in Canada. Share information in small groups.</li> <li>▪ Discuss the benefits of French immersion.</li> <li>▪ Debate the merits of the policy of official bilingualism.</li> </ul>	<p>📖 CLB 5–IV: Demonstrate comprehension of standard maps, basic diagrams, basic graphs.</p> <p>🗣️ CLB 6–IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligations, ...certainty.</p>
<p><b>Immigration Trends</b></p> <p>Research an immigrant group and trace the history of their experience in Canada. Create a timeline. Prepare and give a presentation.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>▪ View <i>One hundred years of immigration to Canada</i> and read an accompanying table on the Statistics Canada website. Take notes on specific details.</li> <li>▪ Research a selected immigrant group and create a timeline of its history. Present it to the class.</li> <li>▪ Write 1–2 paragraphs describing the events on the timeline. Provide factual details.</li> </ul>	<p>🗣️ CLB 6–II: Take notes from an oral presentation or a page of written information.</p> <p>📖 CLB 6–IV: Demonstrate comprehension of a time line.</p> <p>🗣️ CLB 6–IV: Relate a detailed sequence of events from the past ...</p> <p>✍️ CLB 6–IV: Write 1 or 2 paragraphs to relate a familiar sequence of events.</p>



## Sample Extension Ideas

*The following are suggestions for strategies learners can use to explore the topic of who we are as Canadians. They range from classroom activities to independent learning strategies.*

- Go to an art gallery (or view an online exhibit) or cultural event featuring a Canadian artist. Report to the class.
- Invite a guest speaker to talk about their heritage and what it means to them to be Canadian.
- Make a list of immigrant groups to Canada and their main contributions.
- Watch and discuss video clips that reflect aspects of Canadian identity; identify features and meaning.
- Watch relevant Historica Minutes clips ([www.historica.ca/minutes](http://www.historica.ca/minutes)) about groups of Canadians and their experiences, or about prominent Canadians and their contributions. Research to learn more details.
- Watch relevant National Film Board movies ([www.nfb.ca](http://www.nfb.ca)) about groups of Canadians and their experiences, or about prominent Canadians and their contributions.
- Read first-hand accounts of immigrants who came through Pier 21.
- View online exhibits on the Museum of Civilization website ([www.civilization.ca](http://www.civilization.ca)).

## Sample Study and Test Preparation Strategies

*The following are suggestions for strategies learners can use to study the topic of who we are as Canadians and prepare for the citizenship test. They can be used in the classroom or independently by learners.*

- Read “Who We Are” in *Discover Canada* (pp. 10–13). List the names of groups of Canadians and make notes, including key details about each group.
- Make a graphic organizer with three main groups (First Nations, English and French) and their sub-groups. Make notes on key words associated with each group.
- Note time references in “Who We Are” (e.g., *many thousands of years ago, between 1755 and 1763*). Organize the information associated with each time reference chronologically. Make a timeline.
- Read pages 25–27 of “Modern Canada” in *Discover Canada*. Make a list of the prominent Canadians mentioned in the section. Take notes on their contributions.
- Review sample study questions in *Discover Canada*, p. 52-53 or available on the government website to see what information they target (<http://www.cic.gc.ca>; go to *citizenship test > sample study questions*). Prepare your own study questions about key details in the section. Answer these questions or quiz your partner.



# Sample Resources

*The following are sample resources you can use to develop activities related to the topic of who we are as Canadians. You may need to adapt them so they are suitable for the learners in your class.*

## Books

- *A Beginning Look at Canada, Third edition.* Anne-Marie Kaskens. Pearson Longman, 2010.

In “Part 2 – The People,” the unit entitled “The Population” contains activities about Canada’s demographics. The first 3 units of “Canada’s History” provide introductory information about aboriginal peoples and French and English settlers. A teacher’s manual is available online at no cost. CLB 2–4.

- *Being Canadian, Third edition.* Judy Cameron and Tracy Derwing. Pearson Longman, 2010.

This book includes reading texts and accompanying activities in chapters entitled “Canada’s First Peoples,” “Our English and French heritage,” “Canada Today: A Multicultural Society.” CLB 3–7.

- *Canadian Snapshots: Raising Issues.* Gail Kingwell, Francis J. Bonkowski and Louise Stephenson. Pearson Longman, 2005.

See “Unit 1 – Canadian Mosaic,” “Unit 3 – Humour, Canadian Style,” and “Outstanding Canadians.” The companion website provides additional reading and writing practice.

- *Creating Meaning: Reading and Writing for the Canadian Classroom.* Kathy Block and Hannah Hofer Friesen. Oxford University Press, 2010. CLB 5+.

This resource emphasizes the development of reading, writing and critical thinking skills. Relevant chapters include “Art in Canada,” “The Food We Eat,” and “Searching for a Place – Canadian Immigration: 1860 to 2007.” There is also an online Teacher’s resource.

- *Famous Canadian Authors: Developing English Skills.* Mohammad Hasemi, Alice Johnston-Newman, and Jaklin Zayat. Pearson Longman, 2008.

This book includes biographies of famous Canadian authors as well as authentic excerpts from their work. It provides activities to encourage the development of reading skills and vocabulary.

- *Gateway to Canada.* Virginia L. Sauve and Monique Sauve. Oxford University Press, 1997.

This book includes a chapter entitled “The People,” as well a chapter entitled “The Canadian Identity,” both with readings and comprehension activities. CLB 5+

- *LINC Classroom Activities, LINC 2.* Algonquin College, 2009.

See Canada: “The Aboriginal Peoples.” This resource is available online at <http://atwork.settlement.org> > LINC Documents.

- *LINC 5-7 Classroom Activities.* Toronto Catholic District School Board, 2009.

The sections “Bar Graph: Canada’s Aging Population” and “Table: Canada’s Immigrant Population” include a listening activity. (Vol. 2, Chapter 5 – Managing Information pp. 37-42). CLB 5+



“Narrative and Descriptive Paragraphs” includes a text about the Group of Seven (Vol. 1, Chapter 1 – Academic Skills p. 64). CLB 5+

“Census Snapshot of Canada – Families” (Vol. 2, Chapter 5 – Managing Information pp. 184-189). CLB 5+

This resource is available online at <http://atwork.settlement.org> > LINC Documents.

- *Step Forward Canada: Language for Everyday Life: Level 1*. Sharon Rajabi. Oxford University Press, 2007.

The “Real-life reading” lessons in Units 2, 3 and 6 include activities about Canada’s population, families and commuting habits.

- *The Canadian Identity*. Don Wells, editor. Weigl Educational Publishers Limited, 2005.

This book consists of a series of two-page texts on a variety of topics related to Canadian identity. It also includes a timeline, a quiz with a variety of types of questions, and suggested resources for further research. CLB 5+

- *The Grab Bag of Canada*. Elizabeth Ganong and Dan Ingram. Canadian Resources for ESL, 2001.

Topics include “Canada’s culture,” “Canada’s Aboriginal peoples,” “Multiples of people,” and “The immigrant experience.”

## Online resources

- *CBC Digital Archives*: <http://archives.cbc.ca>

Learners can browse the video and audio clips on topics such as “Canada’s Founding Cultures,” “Issues Facing Canada’s Aboriginal Peoples,” “The Acadians,” and “Leaving Vietnam.” Click on For Teachers (under Learn) for suggestions and tips for classroom use.

- *Canadian Museum of Civilization*: <http://www.civilization.ca>

Online exhibitions include “Gateway to Aboriginal heritage,” and “First Peoples of Canada.”

- *Historica Minutes*: [www.historica.ca](http://www.historica.ca)

Browse by theme – The Arts, First Nations, Settling Canada. Learners can watch the videos without sound.

- *Images Canada*: [www.imagescanada.ca](http://www.imagescanada.ca)

This website contains banks of images grouped thematically e.g. Pioneer life, First Nations and Inuit.

- *Learning resources on Statistics Canada*: <http://www.statcan.gc.ca/start-debut-eng.html>

See 20<sup>th</sup> c: 100 Years of Canadian Society Teacher’s kit for articles on topics such as changes in immigration patterns and urban development. The student section of the Statistics Canada website includes videos and animated maps. Click on Students and Teachers.

- *Passages to Canada Digital Archive*: <http://66.241.199.64/da/splashpage.asp>

This site provides resources for exploring Canada’s immigration history. Click on Learning Tools for a teacher’s resource booklet and suggestions for independent online research.





- *Pier 21, Canada's Immigration Museum*: <http://www.pier21.ca>

This is an online Canada's immigration museum. Its exhibits highlight the early beginnings of Canada (including first contact) and immigration from 1867 to the present.

- *Where We Live? Canada*: <http://www.statcan.gc.ca>

This is one of seven vignettes on the Statistics Canada website which can be viewed in its animated (which includes text) or plain text version (which includes visuals). See also similar vignettes about provinces and regions as well as animated maps showing population change. From the Statistics Canada home page click on Learning resources > Resources by school subject > History > Animations (Flash) > Settlement history in Canada and regions – seven Vignettes > Where We Live? Canada.

- *Virtual Museum of Canada*: <http://www.virtualmuseum.ca>

An online collection of virtual exhibits including “Emily Carr At Home and At Work,” and “Through the Eyes of the Cree.”

## Software

- *Explore Canada*

This software has six history modules, including “Early history,” and “Canada Today.” Each module provides text at two levels of difficulty. Level 1 is a brief text with audio, and Level 2 is a longer text with no audio. Also included is a click-on glossary, a list of facts about the topic, and an accompanying fill in the blank exercise to allow learners to check their comprehension. CLB 3–5.

- *My Canada*

This software provides texts at three levels of difficulty, the first with audio, for each topic, as well as a wide variety of interactive comprehension activities, some including video clips. Topics include “Early Canada” and “Canada after 1945” in the History section, as well as “Food” and “Sports” in the Culture section. A variety of comprehension activities are provided, some including video clips. CLB 3–8.









Who We Are

# Sample Activities

CLB  
1-8

## Activity 1: Major languages in Canada

CLB  
1-2

Part A. Read the information in the chart.

First language	Number of people
English	18 million
French	7 million
Other	6 million

Source: Statistics Canada, *Canada at a Glance* 12-581-XWE 2010000 2010. Released March 12, 2010.

Part B. Write the missing words and numbers.

English is the first language of \_\_\_\_\_ million people. French is the first language of \_\_\_\_\_ million people. \_\_\_\_\_ million people have a different first language. Their first language is not English or French.

Canada has two official languages. They are \_\_\_\_\_ and \_\_\_\_\_ . The Government of Canada uses \_\_\_\_\_ and \_\_\_\_\_ . Canada is a bilingual country.

## Activity 2: Other languages in Canada

 Listen. Write the names of the languages in the chart.

Arabic      Chinese      Italian      Punjabi      Spanish      Tagalog

First language	Number of people (2006)
	1,000,000
	460,000
	370,000
	350,000
	260,000
	240,000

Source: Statistics Canada, *Canada at a Glance* 12-581-XWE 2010000 2010. Released March 12, 2010.



### Activity 3: Languages Canadians speak

CLB  
1-2

Part A. Read the sentences. Circle **Yes** or **No**.

- |  |     |    |
|--|-----|----|
| 1. All Canadians speak English and French. | Yes | No |
| 2. All Canadians speak English.            | Yes | No |
| 3. All Canadians speak French.             | Yes | No |
| 4. My first language is English.           | Yes | No |
| 5. I can speak English.                    | Yes | No |
| 6. My first language is French.            | Yes | No |
| 7. I can speak French.                     | Yes | No |
| 8. My first language is not English.       | Yes | No |
| 9. My first language is not French.        | Yes | No |

Part B. Copy the **Yes** sentences.

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---

Part C. Complete the sentences.

1. My first language is \_\_\_\_\_.
2. I can speak \_\_\_\_\_.



## Activity 4: Language survey

CLB  
1-2

Part A. Ask your classmates the questions. Write down their answers in the chart below.

Name	What is your first language?	What is your second language?	What language do you speak at home?

Part B. Write about your classmates.

Example: Jasleen's first language is Punjabi.

Her second language is English.

She speaks Punjabi at home.

1. \_\_\_\_\_'s first language is \_\_\_\_\_.

(His/Her) \_\_\_\_\_ second language is \_\_\_\_\_.

(He/She) \_\_\_\_\_ speaks \_\_\_\_\_ at home.

2. \_\_\_\_\_'s first language is \_\_\_\_\_.

(His/Her) \_\_\_\_\_ second language is \_\_\_\_\_.

(He/She) \_\_\_\_\_ speaks \_\_\_\_\_ at home.



## Activity 5: Aboriginal peoples

CLB  
3-4

Part A. With a partner, discuss answers to these questions.

1. What do you know about the way of life of Aboriginal peoples in Canada?
2. Aboriginal peoples have traditionally lived off the land. This means that they have depended on nature to survive. What are some ways that people depend on nature for their survival?

Part B. You will hear the following words in a talk about Aboriginal peoples in Canada. Match the words with their meanings. For each word, make your own sentence.

- |                        |   |
|------------------------|---|
| 1. ___ region          | a. someone who kills wild animals and collects wild plants    |
| 2. ___ hunter-gatherer | b. group of animals   |
| 3. ___ nomadic         | c. always moving from place to place; not living in one place |
| 4. ___ herd            | d. prepare (food) for future use, so you can eat it later     |
| 5. ___ preserve        | e. area   |

🔊 Part C. Listen to the names of some Aboriginal peoples in Canada and repeat.

- |                 |          |                 |             |
|-----------------|----------|-----------------|-------------|
| 1. Huron-Wendat | 2. Cree  | 3. Dene         | 4. Iroquois |
| 5. Sioux        | 6. Inuit | 7. Coast Salish |             |

🔊 Part D: Listen to a talk about Aboriginal peoples in Canada. Fill in the missing information on the chart. The first one is done for you.

Aboriginal peoples	Region
Huron-Wendat	Great Lakes
Cree	
Dene	
Iroquois	
Sioux	
Inuit	
Coast Salish	

🔊 Part E. Listen to the talk again. Answer the True/False questions.

- |   |   |   |
|---|---|---|
| 1. Many years ago, Aboriginal peoples lived in all regions of Canada.         | T | F |
| 2. Aboriginal peoples in the Great Lakes region were hunter-gatherers.        | T | F |
| 3. The Cree and Dene lived in the prairies.                                   | T | F |
| 4. The Inuit were hunters and farmers.  | T | F |
| 5. Aboriginal peoples on the West Coast dried and smoked fish to preserve it. | T | F |



## Activity 6: Where Canadians live

CLB  
3-4

🔊 Part A. Listen to the text about Canada's population. Write the missing numbers.

It was not long ago that \_\_\_\_\_ of Canada's population lived in rural areas. Now most Canadians live in cities. Cities are growing, mainly because of immigration. Half of Canada's population lives in just four large urban regions.

Canada's population density is still one of the lowest in the world, at \_\_\_\_\_ people per square kilometre. However, the population density of Canada's cities is much higher. For example, the city of Toronto has a population density of almost \_\_\_\_\_ people per square kilometre. Montreal's is even higher, at \_\_\_\_\_.

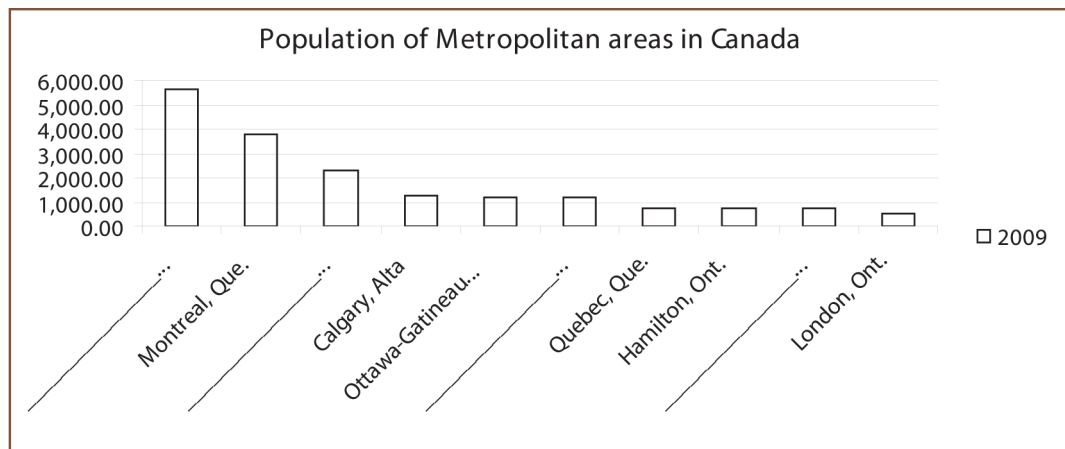
What is urban Canada? When we think of major cities, Toronto, Montreal and Vancouver probably come to mind. But there are smaller cities that serve as major urban centres of activity for large areas around them.

Part B. Read the information in the table about the population of the largest cities in Canada.

Metropolitan area	2009
Toronto, Ont.	5,623,500
Montreal, Que.	3,814,700
Vancouver, B.C.	2,328,000
Calgary, Alta.	1,230,200
Ottawa-Gatineau, Ont.-Que.	1,220,700
Edmonton, Alta.	1,155,400
Quebec, Que.	746,300
Hamilton, Ont.	739,400
Winnipeg, Man.	742,400
London, Ont.	489,300

Source: <http://www40.statcan.gc.ca/l01/cst01/demo05a-eng.htm>, retrieved June 24, 2010.

Part C. The bar graph presents the same information in a different format. Read the information in the bar graph. Fill in the missing labels using the information in the table.





## Activity 7: Population in Canada – rounding numbers

CLB  
3-4

Part A. Read the information about rounding numbers.

In everyday life, we often don't say exact numbers, especially when they're extremely large. We round them. We round them up or down so that they are easier to say and understand.

The numbers in the table are not exact. They have been rounded to the nearest hundred. In spoken English, they might be rounded to the nearest million.

Metropolitan area	2009 population rounded to the nearest hundred	Rounded to the nearest million
Toronto, Ont.	5,623,500	6,000,000
Montreal, Que.	3,814,700	4,000,000
Vancouver, B.C.	2,328,000	2,000,000

We often use adverbs such as *about*, *around* or *approximately* to express that a number is not exact.

Toronto's population is **about** six million.

Montreal's population is **around** four million.

**Approximately** two million people live in Vancouver.

We use adverbs such as *almost*, *nearly* or *just under* to express that the rounded number is below the exact number, and *over* or *more than* to express that it's above the exact number.

Toronto's population is **almost** six million.

**Just under** four million people live in Montreal.

Part B. Practise rounding numbers. With a partner, ask and answer questions about the information in the table using rounded numbers.

🔊 Part C. Listen to the sentences. Choose the correct answers.

	A.	B.	C.
1.	33,150,000	33,930,800	34,990,400
2.	5,999,999	6,000,000	6,186,950
3.	950,000	1,110,000	2,110,000
4.	3,724,970	4,102,490	4,242,860
5.	659,390	772,790	1,172,790

Part D. Find population figures for the city you live in on the Statistics Canada website. Make a table comparing your city with other cities in Canada. Ask your partner questions about the information in the table.



## Activity 8: Aboriginal peoples in Canada

CLB  
5+

Part A. With a partner, discuss these questions.

1. What do you know about Aboriginal peoples in Canada and where they live?
2. What questions do you have about Aboriginal peoples in Canada?

👂 Part B. Listen to a talk about Aboriginal peoples in Canada. It is an excerpt from *Discover Canada*. As you listen, take notes in the graphic organizer.

Aboriginal peoples in Canada	
- migrated from _____	
- _____	
- _____	

	First Nations
_____ %	- _____
	- _____
	- _____

	Inuit
_____ %	- means _____ in Inuktitut
	- _____
	- _____

_____ %	- _____
	- _____
	- _____

Part C. Write *Wh-* questions about the information in the text. Exchange questions with a partner and answer each other's questions.

Part D. Read the rest of the "Aboriginal peoples" subsection in the "Who We Are" section in *Discover Canada*, p.10-11. Underline the topics you would like to learn more about. Conduct online research and present your findings to the class.



## Activity 9: Multiculturalism in Canada

CLB  
5+

Part A. Discuss the following questions.

1. What does the word multiculturalism mean to you? Can you think of other words that have a similar meaning?
2. What examples of multiculturalism do you see or experience in your everyday life?
3. Give examples of countries other than Canada that are multicultural. What factors did you consider when choosing those countries?

Part B. The following words come from the reading about multiculturalism policy in Canada. Match the words with their meanings. Use a dictionary to check your answers.

- |                      |  |
|----------------------|--|
| 1. ____ diversity    | A. cultural values, traditions, language, etc. passed on from earlier generations    |
| 2. ____ policy       | B. to come into equal participation in or membership of society                      |
| 3. ____ to integrate | C. ethnic, social, or gender variety in a group or society                           |
| 4. ____ equity       | D. of, or done by, a court of law  |
| 5. ____ legislation  | E. fairness, impartiality, even-handedness   |
| 6. ____ judicial     | F. anything that prevents success or progress; an obstacle                           |
| 7. ____ heritage     | G. a course or principle of action adopted by a government                           |
| 8. ____ enhancement  | H. improvement; alteration to make something more advanced, complex or sophisticated |
| 9. ____ barrier      | I. to maintain; to keep  |
| 10. ____ to retain   | J. a law or series of laws   |

Part C. In your own words, explain what the following phrases can mean. For each phrase, write a sentence demonstrating its use in context.

1. ethnically diverse nation \_\_\_\_\_
2. immigration patterns \_\_\_\_\_
3. pluralistic society \_\_\_\_\_
4. social discrimination \_\_\_\_\_
5. constitutional protection \_\_\_\_\_
6. federal policy \_\_\_\_\_



## Activity 9: Multiculturalism in Canada – cont’d

Part D. Work in groups of three. Read the assigned article sections.

CLB  
5+



### STUDENT A

Read *Introduction of Federal Multicultural Policy* section from the article *Multiculturalism Policy in Canada*. Take notes on key information and retell main points to your classmates.

#### **Introduction of Federal Multiculturalism Policy**

One of the most important shifts in federal policy to other ethnic groups was the introduction of official multiculturalism in the early 1970s. Central to this policy was the official recognition of the diverse cultures in a plural society (albeit one characterized by two founding cultures - English and French). Not only were these other ethnic and cultural groups to be assured some measure of equity, they were also to be encouraged to retain their linguistic heritages and ethnic cultures instead of being assimilated into mainstream society.

It is important to note that while the notion of multiculturalism theoretically includes Aboriginal peoples, the emphasis of multiculturalism has predominantly related to new immigrant groups. In the latter part of the twentieth century, federal and provincial policy towards Aboriginal peoples pursued a much different trajectory; of particular importance was the shift in viewing Aboriginal peoples as nations, with some entitlements to self-government. In this context, policies towards Aboriginal peoples share much with the policies towards French Canadians in Quebec.

In support of official multiculturalism, the federal government established a number of new programs, providing public monies for cultural activities, projects, and advocacy groups. Also, the federal government created a position at the cabinet table for a minister responsible for multiculturalism, in addition to creating a multiculturalism directorate within the Department of the Secretary of State and a Canadian Consultative Council on Multiculturalism (later renamed the Canadian Ethnocultural Council).

In the years that followed, the Government of Canada introduced other key initiatives to support its official multiculturalism policy. In 1978, the Canadian Human Rights Commission was created to address complaints of discrimination in the private sector, and to spearhead anti-discriminatory educational campaigns - mirroring similar bodies already established by many of the provinces. In 1982, the *Canadian Charter of Rights and Freedoms* was introduced as part of a larger constitutional reform. This constitutional document provides a number of key rights and freedoms critical to multicultural policy.

In 1988, the federal government passed the *Canadian Multiculturalism Act*, which gave official multiculturalism a stronger legal basis by consolidating existing government policies and practices into legislation. In addition, the Act provided a more detailed policy statement on multiculturalism and established agencies in support of the policy, such as the Canadian Multicultural Advisory Committee.

It is important to note that while the focus here is on multiculturalism at the federal level, this is not to suggest that significant developments in this area have not occurred or been pursued at the provincial level. Many provinces have introduced legislation and established programs and agencies in support of their policy multiculturalism objectives.

Source: Jay Makarenko, "Multiculturalism Policy in Canada". Retrieved October 8, 2010 from <http://www.mapleleafweb.com/features/multiculturalism-policy-canada>





### STUDENT B

Read *Values of Canadian Multiculturalism* section from the article *Multiculturalism Policy in Canada*. Take notes on key information and retell main points to your classmates.

#### Values of Canadian Multiculturalism

In understanding official multiculturalism in a broader context, it is necessary to first examine its basic values, and namely, what sort of society is multiculturalism attempting to promote? In this context, it's useful to examine key clauses of the *Canadian Multiculturalism Act*; and in particular the official statement on multiculturalism policy found in section 3.

First, the *Act* asserts that all Canadians are entitled to “preserve, enhance, and share their cultural heritage.” Central to this notion is the rejection of other common approaches to ethnic and cultural policies. On the one hand, this tenet rejects earlier Canadian policies of assimilation, where the goal was to encourage minorities to discard their cultural heritage and adopt mainstream Canadian values and practices. Under the official policy of multiculturalism, however, citizens are encouraged to retain their cultural heritage while being recognized as part of Canadian society. Not only does this policy of multiculturalism reject early practices of assimilation, it also distinguishes itself from the “melting pot” approach typically found in the United States. Central to this strategy is the idea that the cultural values and practices of immigrants is best combined with those of mainstream society to form a new and single national culture. Under multiculturalism, however, ethnic groups in Canadian society are encouraged to maintain their ethnic distinctiveness, rather than assimilated into an ever-changing national culture.

Second, the *Act* asserts that individuals and communities are to be assured full and equitable participation in all aspects of Canadian society and that any barriers to that participation will be eliminated. Central here is the idea of inclusion within the broader Canadian society. It should not be the case that an ethnic group is excluded from participating in key social, political, and economic institutions simply because they have chosen to maintain their traditional cultural customs and practices.

Third, the *Act* commits the Government of Canada to “promote the understanding and creativity that arise from the interaction between individuals and communities of different origins.” The idea here is that while different ethnic groups are able to preserve and enhance their cultural identities, they are nevertheless to be encouraged to interact with one another. In other words, Canada's population should evolve into a series of cultural islands, but should have mechanisms of interaction to promote mutual understanding and creativity.

Finally, the *Act* places multiculturalism within the context of Canada's dominant and traditional ethnic divide, between the English and French traditions. For example, the *Act* states that the Government of Canada is to “advance multiculturalism throughout Canada in harmony with the national commitment to the official languages of Canada.” This proviso is significant in that multiculturalism is not meant to replace bilingualism and the special recognition of the French language.

Source: Jay Makarenko, “Multiculturalism Policy in Canada”. Retrieved October 8, 2010 from <http://www.mapleleafweb.com/features/multiculturalism-policy-canada>





### STUDENT C

Read *Multiculturalism as a Legislative Institution* and *Multiculturalism as a Judicial Institution* sections from the article *Multiculturalism Policy in Canada*. Take notes on key information and retell main points to your classmates.

#### **Multiculturalism as a Legislative Institution**

Also critical to understanding Canadian multiculturalism policy is its institutional structure. To begin, multiculturalism is a legislative institution in Canadian politics. In other words, it is not simply a statement of ideals, but actually has force and effect on federal laws and programs. This legislative influence stems from a number of sources, first of which is the *Canadian Multiculturalism Act* itself. Canada was the first country in the world to pass a multiculturalism law; under the *Act*, multiculturalism is recognized as a fundamental characteristic of Canadian society, and is recognized for playing a key role in the decision-making process of the federal government.

Another key source of influence stems from federal (and provincial) human rights and employment equity legislation. The federal *Canadian Human Rights Act*, for example, prohibits discrimination in areas of federal jurisdiction, including both public and private institutions at the federal level. Moreover, the *Act* extends to discriminatory practices based on race, national or ethnic origin, colour, or religion.

A third key source of legislative influence is the *Canadian Charter of Rights and Freedoms*. As discussed in the previous section, the *Charter* provides constitutional of a number of key rights and freedoms relevant to multiculturalism policy. Section 15 of the *Charter* provides constitutional protection against discrimination by any level of Canadian government, while Section 2 provides for a number of key freedoms, such as freedom of religion, assembly, and conscience. In addition, a section was added to the *Charter* which required it to be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians. All laws passed by any level of government are required to be consistent with the *Charter's* rights and freedoms.

#### **Multiculturalism as a Judicial Institution**

Not only does multiculturalism in Canada have a legislative component, it also has judicial institutions that govern it. While there is no “multiculturalism court” per se, key legislative institutions of multiculturalism do have judicial structures. The *Canadian Human Rights Act*, for example, is enforced by the federal Human Rights Commission and Tribunal. This bodies have the authority to arbitrate and mediate claims of discrimination covered by the *Act*. In addition, the rights to equality and freedom under the *Charter* are interpreted and enforced by the Canadian judiciary \_ in particular, the Supreme Court of Canada. Under the *Charter*, the courts may strike down or change government laws and practices if they find them to be contrary to citizens’ constitutional rights.

This judicial element is significant in that it allows for individual citizens and groups to make claims against private and public institutions and other individuals in support of their multicultural interests. Ethnic groups are not dependent upon the goodwill of governments, or their employers, or their community to respect their cultural heritage and practices. Instead, they may apply to the courts to force these entities to follow key multiculturalism tenets, such as non-discrimination and the freedom to practice one’s culture.

Source: Jay Makarenko, “Multiculturalism Policy in Canada”. Retrieved October 8, 2010 from <http://www.mapleleafweb.com/features/multiculturalism-policy-canada>





Who We Are

# Instructor Notes

CLB  
1-8



# Instructor Notes for Sample Activities

The activities in this document relate to the following sections of the *LINC 1–5 Curriculum Guidelines*:

## CLB 1–2

Canada – Geography, pp. 212–213, pp. 218–219

Canada – History, pp. 216–217, pp. 222–223

## CLB 3–4

Canada – Geography, pp. 224–225, pp. 230–231

Canada – Native Peoples, pp. 234–235

Canadian Culture – Cultural Diversity, pp. 264–265

## CLB 5+

Canada – Famous Canadians, pp. 236–237

Canada – Immigration History, pp. 238–239

Canadian Culture – National Unity, pp. 268–269

Canadian Culture – What is Canadian?, pp. 272–273

### Activity

#### Activity 1: Major languages in Canada CLB 1–2

This is a reading comprehension activity that introduces the topic of languages in Canada. Please note that the statistical information provided is based on a 2006 Statistics Canada total population figure of 31,241,030. You may wish to research updated population statistics.

#### Part A

You can read the information in the chart and have learners repeat. You can ask questions about the information in the chart.

#### Part B

Learners copy information from the chart to complete the sentences. Elicit the meaning of *bilingual*. Explain that the federal government must provide services throughout Canada in English and French.

#### Answers:

English is the first language of 18 million people. French is the first language of 7 million people. 6 million people have a different first language. Their first language is not English or French.

Canada has two official languages. They are English and French. The Government of Canada uses English and French. Canada is a bilingual country.



## Activity

### Activity 2: Other languages in Canada CLB 1–2

This is a listening comprehension activity with a focus on understanding large numbers. It provides an opportunity for learners to listen and copy words. For pronunciation practice, you can say the names of the languages and have learners repeat them before listening.

You may want to have CLB 1 learners write the first letter of the name of the language they hear in the chart as they are listening. They can fill in the rest of the word once you have gone over the answers.

Answers:

First language	Number of people
Chinese	1,000,000
Italian	460,000
Punjabi	370,000
Spanish	350,000
Arabic	260,000
Tagalog	240,000

### Track 3 Transcript

1. Chinese is the first language of 1,000,000 people in Canada.
2. Italian is the first language of 460,000 people in Canada.
3. Punjabi is the first language of 370,000 people in Canada.
4. Spanish is the first language of 350,000 people in Canada.
5. Arabic is the first language of 260,000 people in Canada.
6. Tagalog is the first language of 240,000 people in Canada.

## Activity

### Activity 3: Languages Canadians speak CLB 1–2

#### Part A.

This is a reading activity. It also allows learners to make personal applications of the information about languages, and to demonstrate their comprehension of statements about languages spoken by Canadians.

Answers:

1. No	2. No	3. No	4. No	5–9. Answers will vary
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#### Part B

This part of the activity provides writing practice. Learners copy the sentences that are true for them.

#### Part C

Learners complete the sentences with information about the languages they speak.



## Activity

### Activity 4: Language survey CLB 1–2

This is a speaking activity that can be done in small groups or as a whole class.

#### Part A

Learners ask each other questions and record responses on the chart.

#### Part B

Learners can copy words from the chart to complete the sentences. They can write sentences about themselves.

Extend the activity: As a whole class, learners can choose one or more of the categories in the chart and compile the results. They can make and post a chart or graph to display the results.

## Activity

### Activity 5: Aboriginal Peoples CLB 3–4

#### Part A

These discussion questions introduce learners to the topic by inviting them to think about what they already know about Aboriginal peoples in Canada and in other parts of the world.

#### Part B

This is a vocabulary preview activity.

#### Answers:

1-e	2-a	3-c	4-b	5-d
-----	-----	-----	-----	-----

#### Part C

This is a listening activity with a focus on pronunciation. It gives learners an opportunity to become familiar with the names they will hear in Part D.

#### 🔊 Track 4 Transcript:

1. Huron–Wendat	2. Cree	3. Dene	4. Iroquois
5. Sioux	6. Inuit	7. Coast Salish	

#### Part D.

This listening text is an adapted version of the text on p. 14 of *Discover Canada*. During the first listening, the focus is on the names of regions.

#### Answers:

Native group	Region
Huron–Wendat	Great Lakes
Cree	Northwest
Dene	Northwest
Iroquois	Great Lakes, Eastern Canada
Sioux	Prairies
Inuit	Arctic
Coast Salish	West Coast

#### Part E.

Learners listen again, this time for details about Aboriginal peoples' traditional way of life.

#### Answers:

1.T	2.T	3.F	4.F	5.T
-----	-----	-----	-----	-----

Extend the activity: You can use the transcript as a reading text and have learners practise reading comprehension. They can compare the text with the one on p. 14 of *Discover Canada*.

Learners can also read about Aboriginal peoples in an online exhibit ([www.civilization.ca](http://www.civilization.ca)). They can locate the regions mentioned in the listening text on a map of Canada, then choose one of the groups of Aboriginal peoples and make a brief presentation about that group's way of life. They can also read about where and how Aboriginal peoples live in Canada today.



## Track 5 Transcript:

When Europeans arrived in Canada, Aboriginal peoples lived in all parts of Canada. The Aboriginal peoples lived off the land. This means that they depended on nature for survival. Some hunted and gathered plants and berries, some fished, and others farmed. The Huron–Wendat lived in the Great Lakes region. They were hunter-gatherers. The Cree and Dene lived in the Northwest. They were also hunter-gatherers. The Iroquois lived in the Great Lakes region in eastern Canada. They were hunters and farmers. The Sioux lived on the prairies. They were nomadic. They followed the buffalo herd. The Inuit lived off Arctic wildlife. They hunted polar bears, caribou, whales and seals. The Coast Salish lived on the West Coast of Canada. They hunted and fished. They dried and smoked fish to preserve it.

Source: *Discover Canada: The Rights and Responsibilities of Citizenship*, p. 14. Minister of Public Works and Government Services, 2009. Adapted and reproduced with the permission of Minister of Public Works and Government Services Canada, 2010.

### Activity

#### Activity 6: Where Canadians Live CLB 3–4

This is a listening comprehension activity with a focus on understanding numbers.

##### Part A

Pre-teach vocabulary as needed, or assist learners in using the context to figure out the meanings of new words.

## Track 6 Transcript with answers:

It was not long ago that 80 per cent of Canada's population lived in rural areas. Now most Canadians live in cities. Cities are growing, mainly because of immigration. Half of Canada's population lives in just four large urban regions. Canada's population density is still one of the lowest in the world, at 3.5 people per square kilometre. However, the population density of Canada's cities is much higher. For example, the city of Toronto has a population density of almost 4,000 people per square kilometre. Montreal's is even higher, at 4,500. What is urban Canada? When we think of major cities, Toronto, Montreal and Vancouver probably come to mind. But there are smaller cities that serve as major urban centres of activity for large areas around them.

##### Part B

Ask learners which cities have populations of more than one million. If their city of residence is not included in the chart, ask them what its population is by way of comparison. Learners can use the data in the table to practise reading large numbers. Explain where pausing occurs and remind them to use *and* after hundreds.

##### Part C

This activity introduces learners to bar graphs. They use the information in the table to fill in the missing information on the bar graph. The numbers on the graph are in thousands.

##### Answers:

From left to right: Toronto, Vancouver, Edmonton, Winnipeg

#### Activity 7: Population in Canada – rounding numbers CLB 3–4

### Activity

##### Part A

Learners read a brief explanation about rounding numbers. You may need to supplement this with a more detailed explanation according to learners' needs and interest.

##### Part B

Learners can use the table in Part A, or another table such as the one in **Activity 6: Where Canadians live**, Part B. Learners can also refer to the bar graph in **Activity 6: Where Canadians live**, Part C, where the usefulness of rounding numbers will be clearer.



## Part C

This is a listening component of the activity. Learners listen to sentences in which numbers have been rounded. They choose the correct answers.

Answers:

1-b	2-c	3-b	4-a	5-c
-----	-----	-----	-----	-----

## 🔊 Track 7 Transcript

1. Canada's population is around 34 million.
2. In 2006, over 6 million people living in Canada were not born in Canada.
3. Between 2001 and 2006, more than a million newcomers settled in Canada.
4. Almost 4 million Canadians speak French most often at work.
5. About a million people in Canada identify themselves as Aboriginal.

## Part D

In this activity, learners read information in an online source and make a table.

Extend this activity: The following can be done as an online research activity. This activity involves reading information in an online source and writing about it.

Ask learners to choose one of following cities: Calgary, Edmonton, Montreal, Ottawa–Gatineau, Toronto or Vancouver. They will view the animated map called 35 years of population change for that city on the Statistics Canada website (<http://www.statcan.gc.ca>). Learners can take notes or retell information. Then, have learners write a short paragraph about the population of the city they selected.

To locate the animated maps from the Statistics Canada home page, click on “Students and Teachers.” On the right you will see “Quick Links” – select “Census of Canada resources.” Listed under “Census topics” is the topic “Population: where we live.” Click on “Animations.” You will see the cities listed under “Animated maps.”

## Activity

### Activity 8: Aboriginal peoples in Canada CLB 5+

This is a listening comprehension activity that provides an opportunity to practise note-taking skills and study skills. The excerpt is from *Discover Canada*, pp. 10–11. The brevity of the excerpt allows learners to focus on information targeted by the citizenship test sample study questions on the government website (<http://www.cic.gc.ca> > citizenship test > sample study questions) and consider how they will review it.

## Part A

The purpose of the discussion questions is to introduce the topic by encouraging learners to think about what they already know about it. If you plan to extend this activity with a research component, have learners make a *What I know/what I want to know* chart about the topic.

## Part B

Before listening, you may wish to discuss the note-taking strategy of using abbreviations, as this would be useful in completing this activity in the space provided. See *LINC 5–7 Classroom Activities*, Vol. 1, pp. 37–39.

After using the graphic organizer to take notes, learners can discuss its usefulness as a note-taking format. They can discuss alternative note-taking formats, and can search the Internet for more information about this.

## Part C

Learners can practise asking and answering questions orally or in writing.

If needed, familiarize learners with the multiple-choice format that is currently used in the citizenship test. Look at the sample multiple choice questions on the government website. As a class, design a multiple-choice question based on the information in the text. Discuss strategies for answering multiple-choice questions. As a follow-up, learners can try to write an example of a multiple-choice question.

## Part D

Ask learners to select topics for research, or assign them. Have learners find examples of news stories covering current issues related to the topics raised in the “Aboriginal peoples” section on p. 10 of *Discover Canada*, such as residential schools and land claims. Learners can also refer to the questions they had in Part A and decide to research one of them.



## Track 8 Transcript:

The ancestors of Aboriginal peoples are believed to have migrated from Asia many thousands of years ago. They were well established here long before explorers from Europe first came to North America. Diverse, vibrant First Nations cultures were rooted in religious beliefs about their relationship to the Creator, the natural environment, and each other.

Today, the term Aboriginal peoples refers to three distinct groups:

Indian refers to all Aboriginal people who are not Inuit or Métis. In the 1970s, the term First Nations began to be used. Today, about half of First Nations people live on reserve land in about 600 communities while the other half live off-reserve, mainly in urban centres.

The Inuit, which means “the people” in the Inuktitut language, live in small, scattered communities across the Arctic. Their knowledge of the land, sea, and wildlife enabled them to adapt to one of the harshest environments on earth.

The Métis are a distinct people of mixed Aboriginal and European ancestry, the majority of whom live in the Prairie provinces. They come from both French- and English-speaking backgrounds and speak their own dialect, Michif.

About 65 per cent of Aboriginal people are First Nations, while 30 per cent are Métis, and 4 per cent Inuit.

Source: *Discover Canada: The Rights and Responsibilities of Citizenship*, p. 10-11. Minister of Public Works and Government Services, 2009. Adapted and reproduced with the permission of Minister of Public Works and Government Services Canada, 2010.

### Activity

#### Activity 9: Multiculturalism in Canada CLB 5+

This is a reading comprehension activity appropriate for high-proficiency learners (CLB 7 and up). The article can be accessed at:

<http://www.mapleleafweb.com/features/multiculturalism-policy-canada>

#### Part A

The purpose of the discussion is to activate learners’ knowledge of multiculturalism and raise their interest in preparation for reading. Learners can discuss questions as whole class or in small groups.

#### Part B

The following words appear in the article. Learners can use dictionaries to check their answers.

1.	C
2.	G
3.	B
4.	E
5.	J
6.	D
7.	A
8.	H
9.	F
10.	I

#### Part C

Ask learners to use the phrases in context related to the theme of multiculturalism. Learners can also discuss examples to illustrate each phrase. As a follow up to the reading comprehension questions, learners can locate the phrases in the article and analyze the sentences including them.



## Part D

This is a jigsaw reading activity, where learners work in groups of three. Each learner reads an assigned section of the article, takes notes and retells its key points to his/her group members.

First, have Learners A, Learners B and Learners C work in separate groups. Each group reads the assigned portion of the article and decides on key information that needs to be shared with other learners who read other sections. Learners discuss and agree on main points and write them down.

Then, learners re-group and work in groups of three with Learners A, B and C. Each learner takes a turn to summarize the section of the article he/she has read. Other learners in the group can ask clarifying questions.

Learners can also read the whole article or the background information about changing Canadian immigration patterns and ethnic diversity. As a follow-up, learners can write a summary of the sections they read.

## Part D

Have learners discuss answers to the following questions:

1. What are the objectives of official multiculturalism and what values does it promote?
2. What legislation and institutions at the federal level support the objectives of the multiculturalism policy?
3. Give examples of programs and agencies in your community that fulfill the mandate of the multiculturalism policy.

If learners are not familiar with programs or agencies promoting multiculturalism, they can access the list of current initiatives on the CIC website at: <http://www.cic.gc.ca/english/multiculturalism/index.asp>

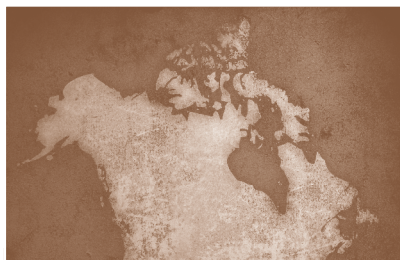
Learners can also research and describe/discuss the statistical data on sources of immigration to Canada, ethnic origins or religious affiliations of Canadians.





## CHAPTER 3

# Canada's History



This chapter provides ideas for teaching about Canada's past. Knowing the stories of the people and events that made Canada what it is today leads to a clearer understanding of modern citizenship concepts. History can also show us how past challenges helped shape both future developments and the Canadian identity.

For additional ideas for introducing and exploring concepts related to Canada's history, please see the chapter entitled, "Who We Are" in this resource.

### ***Discover Canada: The Rights and Responsibilities of Citizenship:***

- Canada's History, pp. 14–23
- Modern Canada, pp. 24–25



# Content Ideas

*The following is a list of subtopics and content ideas that learners may need or want to learn about. You can select the items appropriate for the CLB level of the learners in your class.*

- **Early history**

- Aboriginal peoples and their way of life
- European exploration, e.g., the Vikings, John Cabot, Jacques Cartier, James Cook
- Samuel de Champlain and the establishment of the colony of New France; the fur trade, the Hudson's Bay Company, coureurs de bois; relations between Aboriginal peoples and Europeans

- **British North America**

- The Seven Years' War (1756–63) between Britain and France, deportation of the Acadians, the Battle of the Plains of Abraham in 1759, Quebec Act of 1774
- Arrival of the United Empire Loyalists after the American Revolution of 1776
- The War of 1812 between British North America and the United States
- Rebellions of 1837–1838
- The Underground Railroad

- **Confederation and the new country of Canada**

- Events leading up to Confederation, British North America Act (1867)
- Expansion of the country, the Red River Uprising of 1869, treaties with First Nations and the establishment of reserves
- Sir John A. Macdonald's National Policy, the building of the Canadian Pacific Railway, settlement of the West, urbanization
- The Northwest Rebellion of 1885, Louis Riel

- **First half of 20<sup>th</sup> century**

- Canada's contribution in World War 1 (1914–1918, Ypres and Vimy Ridge); conscription crisis
- Women in public life, e.g., suffrage movement, The Famous Five and the Persons Case (1929)
- The prosperity of the 1920s, the Great Depression (1930s)
- The establishment of residential schools for Aboriginal children
- Canada's participation in the Second World War, e.g., D-Day, liberation of the Netherlands; internment of Japanese Canadians

- **Post-World War II**

- Post-war growth and prosperity, the 1960s
- Developments in Quebec, e.g., the Quiet Revolution (1960s), Quebec nationalism, the Parti Québécois (1968)
- Canada's growing involvement in world affairs, e.g., the United Nations, the Cold War, The Korean War, peacekeeping
- Constitutional developments from repatriation (1982) to the Charlottetown Accord (1992)

- **Recent past**

- Free trade agreements, e.g., NAFTA (1991)
- Various political challenges, e.g., security concerns after September 11, 2001; Canada's military involvement in Afghanistan; regionalism

- **Local history**

- Historical figures, sites and developments in local regions



# Sample Content Outcomes

*The following are ideas for content outcomes related to Canada's history. You can use them for planning a lesson or developing activities.*

## **CLB 1-2**

- Identify words related to key events in Canada's history
- Understand how Canada became a country
- Identify names of historical figures
- Make simple statements about pictures that depict people or events of historical significance

## **CLB 3-4**

- Identify and describe major events in Canada's history and give reasons for their significance
- Make statements about historical figures, describing their accomplishments and historical significance
- List historical events in chronological order, identifying turning points
- Describe a period or event in Canada's history in which two or more groups cooperated or were in conflict with each other

## **CLB 5 +**

- Give a presentation about a person or an event that sheds light on a key issue or development in Canada's history, explaining what made the person or event significant
- Research an aspect of Canadian society, such as living or working conditions, or the social status of women, in two different centuries and explain what changed and what remained the same
- Describe connections, including cause and effect relationships, between people, events and developments of historical significance
- Describe connections between past and current events and developments in a historical narrative
- Research and describe an example of discrimination or another form of injustice in Canada's history, e.g., the deportation of the Acadians or the mistreatment of Aboriginal children in residential schools



# Sample Language

The following are sample vocabulary items, grammar structures and language functions learners can use in the context of Canada's history.

## CLB 1-2

- Simple past tense of regular verbs in simple sentences about historical events
- Prepositions and expressions of time, e.g., *in, on, 10 years ago* in simple sentences about historical events
- Nouns to describe people, places and events in Canada's history, e.g., *First Nations, explorer, settler, prime minister, province, territory, Confederation*
- Cardinal and ordinal numbers to express years, dates and periods of time

## CLB 3-4

- Nouns and noun phrases related to historical events and developments in simple and compound sentences, e.g., *colony, Confederation, fur trade, Lower Canada, responsible government, battle front*
- Adjectives and the order of adjectives to describe historical events and developments, e.g., *present-day, anti-slavery, active wartime service, an important historical event*
- Simple past tense of irregular verbs, e.g., *taught, became, fought* to describe historical events in simple and compound sentences
- Spelling and pronunciation of *-ed* endings in simple past tense of regular verbs
- Sequence markers to show chronological order of events, e.g., *after that, later*
- Words and phrases expressing time and duration, e.g., *for 10 years, from 1867 to 1905, during World War I*
- Comparative and superlative forms of adjectives, e.g., *longer than, the most influential* to make statements comparing the historical significance of people and events

## CLB 5 +

- Words and expressions to describe continuity and change between two different periods of history, e.g., *developed gradually, evolved into, dropped, changed dramatically*
- Simple past and past perfect tenses to show sequences of past events, e.g., *Aboriginal people had been living in North America for thousands of years before the Europeans arrived.*
- Words and expressions to show cause and effect, e.g., *led to, since, because of, therefore, due to*
- Unreal past conditional tense to express counterfactuals/speculation about the past in complex sentences, e.g., *If the railway had not been promised, British Columbia would most likely not have joined Confederation.*
- Discourse connectors, e.g., *however, meanwhile, on the other hand, although* to express relationships between historical events in compound and complex sentences



# Sample Language Tasks

CLB  
1-2

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's history. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Confederation

Read a text about Confederation and answer T/F questions.

Possible activities:

- 📖 Read a short paragraph about Confederation.
- 📖 Copy words from the text to complete sentences.
- 🗣️ Pronunciation: Mark the syllable stress of key words.

✍️ CLB 1/2-II: Copy words.

📖 CLB 2-IV: Get information from very short texts.

### Timeline of Provinces and Territories

Listen to statements about provinces and territories joining Canada and label a map.

Possible activities:

- List key events in personal history. Make a timeline.
- 📖 🗣️ Listen to the names of provinces and the dates they joined Confederation, and match the provinces with dates. Mark the dates on a timeline.
- 📖 🗣️ Listen to names of territories and the dates they joined Confederation. Fill in the blanks on a timeline.
- 📖 🗣️ Listen to statements about when provinces and territories joined Canada. Write the dates in the correct location on a map.

🗣️ CLB 1/2-IV: Identify specific literal details: ...time reference, places, key words ...

✍️ CLB 1/2-II: Copy words.

🗣️ CLB 2-IV: Provide expanded basic personal information appropriate to the context.

### The Story of Laura Secord

Read a text about Laura Secord and answer comprehension questions.  
(Classroom Activities LINC 2, pp. 75–77)

Possible activities:

- Read a short text about a Canadian of historical significance. Match statements with pictures.
- Copy words from the text to complete sentences.
- Watch a Historica Minutes video about Laura Secord. Put statements in the correct order.

✍️ CLB 1/2-II: Copy words.

📖 CLB 2-IV: Get information from very short texts.

🗣️ CLB 1/2-IV: Identify specific literal details: ...time reference, places, key words ...

### Local History

Write a guided text about a class trip to a local museum or historical site.

Possible activities:

- View an online exhibition of historical artifacts. Circle vocabulary on a worksheet.
- Visit a local museum. Match vocabulary on a worksheet with items on display or parts of a monument.
- As a class, write a short text about the trip.

✍️ CLB 2-IV Describe personal situation by completing short text.

📖 CLB 1-IV: Use common...signs and symbols.



# Sample Language Tasks

CLB  
3-4

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's history. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Confederation

Read a text about Confederation and list provinces and territories in the order in which they joined Confederation.

Possible activities:

- 📖 View online maps that show Canada's expansion. Label a map of Canada.
- 📖 Read a text about Confederation and correct false statements. Complete a timeline.
- 📖 Locate sentences in the text which are synonymous to those on a worksheet.
- Retell the sequence of events presented in a text about Confederation.

📖 CLB 3/4–IV: Get the gist, key information and important detail of simple, explicit 2- to 3-paragraph texts.  
🗣️ CLB 3–IV: Describe briefly a person, object, situation...

### Canada's First Prime Minister

Listen to a text about Canada's first prime minister and complete a cloze activity.

Possible activities:

- 📖 Pre-listening: Discuss what learners know about the topic.
- 📖 🗣️ Listen and complete a cloze of the listening text.
- 📖 Answer *wh*-comprehension questions about the text.
- Listen to brief biographies of Canadian prime ministers and match written descriptions to their names.
- Read about Canadian prime ministers and report to the class.

🗣️ CLB 3/4–IV: Get the gist, key information and important factual details.  
🗣️ CLB 3–IV Describe briefly a person, object, situation...

### Underground Railroad

Read about Canadians who were involved in the Underground Railroad and answer T/F questions.

Possible activities:

- Listen to a Historica Minutes video about the Underground Railroad. Answer comprehension questions.
- Read about a famous Canadian who was involved in the Underground Railroad, e.g., Harriet Tubman. Answer T/F comprehension questions.
- Write a brief journal entry from the perspective of a participant in the Underground Railroad.


📖 CLB 4–IV Get the gist, key information and important detail of simple, explicit two- to three-paragraph texts.  
🗣️ CLB 3/4–IV: Get the gist, key information and important factual details.  
🗣️ CLB 3–IV: Describe a person, object, place, situation, event.





# Sample Language Tasks

CLB  
5+

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's history. Tasks with a  symbol are accompanied by sample classroom activities in the Sample Activities section.

## TASKS



## TARGETED CLB COMPETENCIES

### Louis Riel

Research a Canadian historical figure and write a newspaper-style story to publish in a class newsletter.

Possible activities:



- Read a text about a Canadian of historical significance. Answer comprehension questions.
- Read information in *Face to Face: The Canadian Personalities Hall* on the Canadian Museum of Civilization website and complete a scavenger hunt activity.
- Research a Canadian historical figure and take notes. Write a newspaper-style story.



 CLB 5–IV: Get gist, key information, and important details of moderately complex descriptive or narrative text.  
 CLB 6–II Take notes from an oral presentation or a page of written information.

### Canada in the Second World War

Read about an event or development in the history of Canada and highlight key information. Complete a chart.

Possible activities:

-  Read a text about Canada's contribution to the Second World War and highlight key information in the text.
-  Write questions about details in the text.
- Vocabulary building: Define collocations identified in the text.
- Watch a Historica Minutes video about Canada's involvement in the Second World War. Retell the story.



 CLB 5–IV: Get gist, key information, and important details of moderately complex descriptive or narrative text.  
 CLB 5–IV: Demonstrate understanding of factual details and some implied meanings in descriptive or narrative texts.

### Quebec Sovereignty – Debate

Prepare for and participate in a debate or class discussion on a controversial issue in Canadian history.

Possible activities:



- Vocabulary building: Identify and define key terms associated with the debate topic.
- Research the issue and take notes.
- Meet in small groups to strategize and anticipate points that could be made by learners on the opposing side.
- Identify skills involved in debating, e.g., turn taking, summarizing and interrupting.



 CLB 5–IV: Give opinions, agree, and disagree in group discussions of 3–5 people.  
 CLB 5–IV: Express necessity, worry or concern in group discussions.

### The Canadian Pacific Railway

Listen to a text about an aspect of the history of transportation in Canada and take notes.

Possible activities:

-   Listen to a text about the Canadian Pacific Railway and take notes. Answer multiple-choice comprehension questions.
- Write a 2- to 3-paragraph summary of an article on the significance of transportation, or on a particular mode of transportation, in Canada's history.

 CLB 6–II Take notes from an oral presentation or a page of written information.  
 CLB 6–IV: Describe and compare people, places, events, etc.



## Sample Extension Ideas

*The following are suggestions for strategies learners can use to explore the topic of Canada's history. They range from classroom activities to independent learning strategies.*

- Watch and discuss video clips or National Film Board movies ([www.nfb.ca](http://www.nfb.ca)) that provide background information about events and developments in Canada's history; identify key players and events; discuss significance.
- Watch relevant Historica Minutes clips ([www.historica.ca/minutes](http://www.historica.ca/minutes)) about significant historical events and developments. Research to learn more.
- Go to an exhibit at a local gallery or museum (or view an online exhibit), or visit a monument of historical significance in the community. Report to the class.
- Invite to the class a guest speaker who has lived through a significant historical event and can talk about his/her experiences, e.g., a war veteran.
- View online exhibits on the Museum of Civilization website ([www.civilization.ca](http://www.civilization.ca)).
- Find out which portraits of prime ministers are on Canadian bank notes. Use the Bank of Canada website (see [www.bankofcanada.ca](http://www.bankofcanada.ca) > Bank Notes > Bank note series, 1935 to present).

## Sample Study and Test Preparation Strategies

*The following are suggestions for strategies learners can use to study the topic of Canada's history and prepare for the citizenship test. They can be used in the classroom or independently by learners.*

- The information in "Canada's History" in *Discover Canada* (pp. 14–25) is presented in chronological order. List the sub-section headings and scan each section for key dates. Make a timeline of key events. Take notes on key words associated with each event.
- Review the section, including pictures, scanning for names of key historical figures. Note their relationships to each other and to key historical events and developments.
- Scan the section for geographical locations mentioned (e.g., the area dominated by the Hudson's Bay Company during the fur trade era). Consult an atlas (in print or online) and locate the places. Mark them on a map of Canada.
- Using two or more timelines of Canada's history, compare and analyze the events that appear on each.
- Choose a theme, such as the history of immigration, and scan the "Canada's History" and "Modern Canada" sections for information related to it. Take notes.
- Read pages 24–25 of "Modern Canada" in *Discover Canada*. Take notes. Add key dates to the timeline.
- Review sample study questions in *Discover Canada*, p. 52-53 or on the government website to see what information they target (see <http://www.cic.gc.ca>; go to *citizenship test > sample study questions*). Prepare study questions about key details in the section. Answer the questions or quiz your partner.





# Resources

The following are sample resources you can use to develop activities related to the topic of Canada's history. You may need to adapt them so they are suitable for the learners in your class.

## Books

- *A Beginning Look at Canada, Third edition.* Anne-Marie Kaskens. Pearson Longman, 2010.  
  
"Part 3 – The History" consists of 12 units covering various topics in Canada's history. A teacher's manual is available online at no cost. CLB 2–4.
- *LINC Classroom Activities, LINC 2.* Algonquin College, 2009.  
  
Canada: "The Aboriginal Peoples," "Early Canadian History," "The Story of Laura Secord," "The Canadian Fifty-Dollar Bill." This resource is available online at <http://atwork.settlement.org> > LINC Documents.
- *Canada's Road to Independence.* Don Wells, editor. Weigl Education Publishers Limited, 2005.  
  
This book consists of a series of two-page texts on a variety of topics related to Canada's history. It examines the development of Canada's independence, including Confederation, its involvement in World War I and II, patriation of the Constitution and the Charlottetown Accord. It also includes a timeline, a quiz with different types of questions, and suggested resources for further research. CLB 5+
- *Being Canadian, Third edition.* Judy Cameron and Tracy Derwing. Pearson Longman, 2010.  
  
This book includes reading texts and accompanying activities in chapters entitled "Canada's First Peoples," "Our English and French Heritage," "Confederation," and "Tying the Nation Together." CLB 3–7.
- *LINC Classroom Activities, LINC 4.* Algonquin College, 2009.  
  
Canada: "Library of Parliament," and Canadian Culture: "The Greatest Canadian Hero." This resource is available online at <http://atwork.settlement.org> > LINC Documents.
- *The Grab Bag of Canada.* Elizabeth Ganong and Dan Ingram. Canadian Resources for ESL, 2001.  
  
Topics include "Discovering our history," "Slavery in Canada," "From East to West," and "Sir John A. Macdonald."
- *Gateway to Canada.* Virginia L. Sauve and Monique Sauve. Oxford University Press, 1997.  
  
This book includes reading texts and accompanying activities in chapters entitled "Canada: Early Beginnings," and "Challenges for Canadians." CLB 5+
- *My Country, Our History: Canada from 1914 to the Present.* Allan D. Hux, Jose A. Brandao and Moira Wong. Pippin Publishing, 2006  
  
This textbook includes six chapters on Canadian history from World War I to the present. Each chapter consists of texts and accompanying questions. CLB 5+



- *My Country, Our History: Canada from 1914 to the Present – Teacher’s Resource Book*. Elizabeth Coelho and Moira Wong. Pippin Publishing, 2006.

The Teacher’s Resource Book has suggestions for how to use the textbook, teaching notes and activities with worksheets.

- *Creating Canada: A History – 1914 to the Present*. Jill Colyer, Jack Cecillon, Graham Draper, and Margaret Hoogeveen. McGraw-Hill Ryerson, 2010.

This textbook, written for the grade 10 academic history classroom, can be adapted for use in CLB 5+ classrooms. See the online learning centre: <http://www.creatingcanada.ca>

- *LINC 5-7 Classroom Activities*

This resource includes a sample activity which is set in the context of studying for the citizenship text. LINC 6/7 – “Note-taking Formats” includes a text about the aboriginal peoples of Canada (Vol. 1, Chapter 1 – Academic Skills p. 42-43). It could be used as the basis for other activities which develop note-taking skills. This resource is available online at <http://atwork.settlement.org> > LINC Documents.

## Online resources

- *History by the Minute*: [www.histori.ca](http://www.histori.ca)

These videos can be viewed online. Also on this web site: access to the Canadian Encyclopedia, teacher lesson plans and other resources.

- *Virtual Museum of Canada*: <http://www.virtualmuseum.ca>
- *Canadian Museum of Civilization*: <http://civilization.ca>

Online exhibitions such as “Face to Face: The Canadian Personalities Hall.”

- *Learning English with the CBC*: <http://www.cbc.ca/ottawa/esl/index.html>

These online listening activities are based on video clips from the CBC Archives, with pre- and post-listening activities provided. “D-Day Beaches: Canada and the End of War” (Lesson 4) is appropriate for CLB 3-4. “Louis Riel and his Role in Canadian History” (Lesson 8) and “Women in the Workforce: The influence of the Second World War” (Lesson 10) are appropriate for CLB 5+. Click on Try the lessons.

- *CBC Digital Archives*: <http://archives.cbc.ca>

Learners can browse the video and audio clips on topics such as “Learning about Africville,” “The Constitutional Debates,” “St. Lawrence Seaway Timeline,” “WWII: The War Effort at Home,” “Interning Japanese Canadians: A Blight on Canadian History,” “Newfoundland Joins Canada,” “What Was the Cold War About?” and “What Was the October Crisis?” Suggestions for guiding questions and pre- and post-listening are provided. Click on For Students and Teachers (under Learn) for suggestions and tips for classroom use.

- *Human Rights in Canada: A Historical Perspective*: <http://www.chrc-ccdp.ca>



- *Canada in the making:* [http://www1.canadiana.org/citm/index\\_e.html](http://www1.canadiana.org/citm/index_e.html)

This website integrates narrative text with links to primary source texts.

- *About Canada:* <http://canada.gc.ca>

Click on Resource Centre>Resources for Teachers> History.

- *Canadians and their Government: A Resource Guide:* <http://www.pch.gc.ca/special/gouv-gov/index-eng.cfm>

See Building Canada: A Work in Progress.

- *Mystery Quests:* <http://www.mysteryquests.ca>

Learners are presented with challenges and then given tasks with procedures to follow to solve mysteries in Canadian history.

## Software

- *Explore Canada*

This software has six history modules: “Early History,” “Exploration,” “Colonial Period,” “Confederation,” “Canada Grows,” and “Canada Today.” Each module provides text at two levels of difficulty. Level 1 is a brief text with audio, and Level 2 is a longer text with no audio. Also included are a click-on glossary, a list of facts about the topic, and an accompanying cloze exercise. CLB 3–5.

- *My Canada*

This software provides texts at three levels of difficulty, the first with audio, for each topic, as well as a wide variety of interactive comprehension activities, some including video clips. The topics in the History section are “Early Canada,” “Colonization,” “British Rule,” “Confederation,” “Opening the West,” and “Canada after 1945.” CLB 3–8.







Canada's History

# Sample Activities

CLB  
1-8

## Activity 1: Confederation

CLB  
1-2

### Part A. Read the text.

Confederation is the name for the birth of Canada. Canada's birthday was on July 1, 1867. This is why Canada Day is on July 1.

Canada's first prime minister was Sir John A. Macdonald. Canada had four provinces in 1867: New Brunswick, Nova Scotia, Ontario and Quebec. Six more provinces and three territories joined Confederation later.

### Part B. Fill in the blanks.

1. Confederation is the name for the birth of \_\_\_\_\_.
2. Canada Day is on \_\_\_\_\_ 1.
3. Sir John A. Macdonald was Canada's \_\_\_\_\_ prime minister.
4. Canada had \_\_\_\_\_ provinces in 1867.
5. Canada has \_\_\_\_\_ provinces.
6. Canada has \_\_\_\_\_ territories.
7. Canada is \_\_\_\_\_ years old.



## Activity 2: Canada's timeline

CLB  
1-2

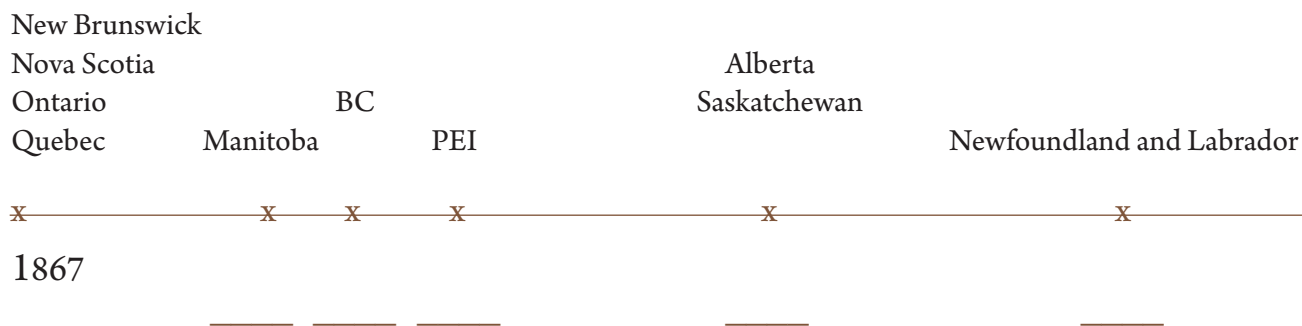
🔊 Part A. Listen. Circle the years you hear.

1780   1870   1871   1872   1873   1898   1905   1918   1949   1999

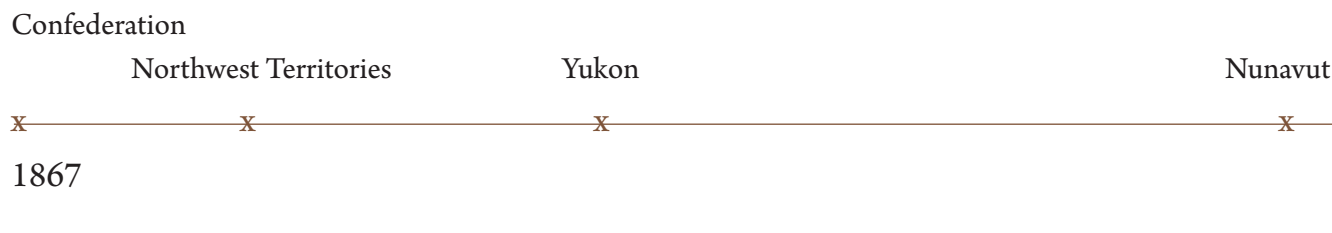
🔊 Part B. Listen again. Write the correct year next to each province.

1.    Manitoba \_\_\_\_\_
2.    British Columbia \_\_\_\_\_
3.    Prince Edward Island \_\_\_\_\_
4.    Alberta \_\_\_\_\_
5.    Saskatchewan \_\_\_\_\_
6.    Newfoundland and Labrador \_\_\_\_\_

Part C. Read the timeline of Canada's provinces. Write the years on the lines under the timeline.



🔊 Part D. Listen to the timeline of Canada's territories. Write the correct years on the lines under the timeline.



### Activity 3: Timeline map

CLB  
1-2

Part A: Read the names of the provinces and territories on the map.



👂 Part B. Listen. Write the year when the province or territory joined Canada on the correct line on the map.

Part C. Complete the sentences.

1. Manitoba joined Canada in \_\_\_\_\_.
2. Prince Edward Island joined Canada in \_\_\_\_\_.
3. \_\_\_\_\_ and \_\_\_\_\_ joined Canada in 1905.
4. \_\_\_\_\_ and Labrador joined Canada in \_\_\_\_\_.
5. \_\_\_\_\_ became a territory in 1999.





## Activity 4: Confederation

CLB  
3-4

Part A. Read this text about the history of Confederation.

- 1 The birth of Canada, on July 1, 1867, is known as Confederation. The people who established Canada are known as the Fathers of Confederation. They had meetings in Prince Edward Island and Quebec in 1864, and in London, England in 1866–1867. They made plans to form a new country, and in 1867 the Dominion of Canada was established.
- 2 The four original provinces in Canada were New Brunswick, Nova Scotia, Ontario and Quebec. In 1870, Manitoba joined Confederation, and the Northwest Territories was created in the same year. British Columbia joined Canada in 1871, and Prince Edward Island joined in 1873. The Yukon Territory was established in 1898. Saskatchewan and Alberta joined Confederation in 1905.
- 3 It took many years for Canada to become the country it is today. The last province to join Confederation was Newfoundland and Labrador in 1949. In 1999, the territory of Nunavut was created by dividing the Northwest Territories.
- 4 The Confederation Bridge is perhaps the most famous landmark in Canada named after Confederation. The 13-kilometre bridge joins the provinces of New Brunswick and Prince Edward Island. Its location in the “birthplace of Confederation” is one of the reasons it is a powerful symbol of Canadian unity.



Source: George P. Roberts, Library and Archives Canada (C-000733)

Fathers of Confederation



Confederation Bridge

Part B. Scan the text and circle all the dates. Then, read the text again and complete the timeline below.

Confederation

Nunavut



## Activity 4: Confederation – cont’d

CLB  
3-4

Part C. Compare the information in these sentences to information in the text, and circle the information that is different. Rewrite each statement so that it is correct.

1. The Fathers of Confederation held two important meetings in the 1860s.

---

2. The first province to join Confederation after 1867 was British Columbia.

---

3. It was more than 100 years before Newfoundland and Labrador joined Canada.

---

4. The Yukon Territory was divided and Nunavut was established in 1999.

---

5. The Confederation Bridge joins Prince Edward Island and Nova Scotia.

---

Part D. Find the sentences in the text that have the same meaning as the sentences below. Write the synonyms for the words in *italics* on the lines.

1. The birth of Canada is *called* Confederation. (paragraph 1)

---

2. The Fathers of Confederation met at *conferences* between 1864 and 1867. (paragraph 1)

---

3. The Fathers of Confederation made plans to *create* a new country. (paragraph 1)

---

4. New Brunswick, Nova Scotia, Ontario and Quebec were the *first* four provinces of Canada. (paragraph 2)

---

5. The Confederation Bridge is a well-known *place of interest* named after Confederation. (paragraph 4)

---

6. The Confederation Bridge *connects* two of Canada's provinces. (paragraph 4)

---



## Activity 5: Canada's first prime minister

CLB  
3-4

Part A. Discuss the questions with a partner.

1. How many of Canada's prime ministers can you name?
2. In the early 1800s, present-day Ontario was called Upper Canada and Quebec was called Lower Canada. Do you know why?
3. What do you think it means to have a colourful personality?



🔊 Part B. Listen. Fill in the missing words.

In \_\_\_\_\_, Sir John Alexander Macdonald, a Father of Confederation, became Canada's first \_\_\_\_\_ minister. Born in \_\_\_\_\_ on January 11, 1815, he came to Upper Canada as a \_\_\_\_\_. He was a \_\_\_\_\_ in Kingston, Ontario, a gifted \_\_\_\_\_ and a colourful personality. Parliament has recognized \_\_\_\_\_ as Sir John A. Macdonald Day. His portrait is on the \$\_\_\_\_\_ bill.

Source: *Discover Canada: The Rights and Responsibilities of Citizenship*, p. 19. Minister of Public Works and Government Services, 2009. Adapted and reproduced with the permission of Minister of Public Works and Government Services Canada, 2010.

Part C. Answer the comprehension questions.

1. When was Canada's first prime minister born? \_\_\_\_\_
2. Where was he born? \_\_\_\_\_
3. When did he come to Canada? \_\_\_\_\_
4. Where did he practise law? \_\_\_\_\_
5. When is Sir John A. Macdonald Day? \_\_\_\_\_
6. Which bill is his portrait on? \_\_\_\_\_



## Activity 6: Fathers of Confederation

👂 Part A. Below are the names of six men who were instrumental in the formation of Canada as a country. Listen to the pronunciation of each name and repeat.

1. George Brown
2. George-Etienne Cartier
3. Joseph Howe
4. Thomas D'Arcy McGee
5. Samuel Leonard Tilley
6. Charles Tupper

👂 Part B. Listen to short biographies of the men. Match their names with the statements below.

- |       |   |
|-------|---|
| _____ | 1. He was a Father of Confederation from New Brunswick.                             |
| _____ | 2. This politician owned the Globe newspaper and was in favour of Confederation.    |
| _____ | 3. He was the leading Father of Confederation from Nova Scotia.                     |
| _____ | 4. This politician was the key architect of Confederation from Quebec.              |
| _____ | 5. He was a gifted speaker from the Province of Canada who supported Confederation. |
| _____ | 6. This politician from Nova Scotia strongly opposed Confederation.                 |

👂 Part C. Listen again. Take notes on key information and supporting details. In small groups, retell the biographies.

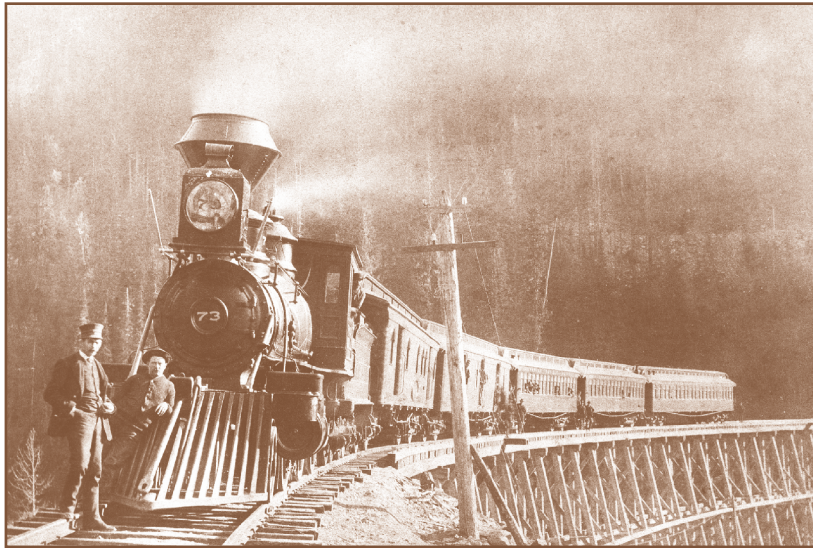


## Activity 7: The Canadian Pacific Railway

CLB  
5+

Part A. In small groups, discuss these questions.

1. What forms of transportation do you associate with Canada?
2. Look at a map of Canada in 1867. What role do you think transportation played in provinces' and territories' decisions to join Canada?
3. Discuss what you know about the building of the Canadian Pacific Railway.



Source: Canadian Pacific Railway Archives (A17566)

Part B. You will hear the following words in an introduction to a talk about the Canadian Pacific Railway. Explain what they mean.

accessible

feat

impact

practical

profound

remote

transcontinental

vast

🔊 Part C. Listen to the introduction to the talk about the Canadian Pacific Railway. Discuss these questions with a partner.

1. How many parts will the talk have?
2. What will each part of the talk be about?

🔊 Part D. Listen to the introduction to the talk again. This time, take notes on the details that are relevant to each part of the talk mentioned. Compare your notes with a partner's notes and discuss the details each of you included.





## Activity 7: The Canadian Pacific Railway – cont’d

CLB  
5+

Part E. Answer the comprehension questions.

1. The Canadian Pacific Railway is:
  - a. one of the most remarkable engineering feats in Canadian history.
  - b. the first railway to cross Canada.
  - c. a symbol of Canadian unity.
  - d. all of the above.
2. Which of the following modes of transportation is not mentioned in the talk as significant to Canada’s history?
  - a. the canoe
  - b. the horse
  - c. roads and highways
  - d. air travel
3. The first railway line in Canada was built:
  - a. in 1836.
  - b. in 1856.
  - c. in 1871.
  - d. in 1885.
4. Which province joined Confederation partly because of promises that were made about railways?
  - a. Newfoundland
  - b. British Columbia
  - c. Prince Edward Island
  - d. all of the above
5. Chinese workers on the Canadian Pacific Railway often:
  - a. did the same jobs as other workers and were paid less than other workers.
  - b. did the most dangerous jobs and were paid less than other workers.
  - c. did the most dangerous jobs and were paid the same as other workers.
  - d. did the most dangerous jobs and were paid more than other workers.
6. The government began collecting the head tax, an entry fee for each Chinese person immigrating to Canada:
  - a. in the 1850s and 1860s.
  - b. when British Columbia joined Confederation.
  - c. during construction of the Canadian Pacific Railway.
  - d. after the Canadian Pacific Railway was completed.
7. The building of the Canadian Pacific Railway had a huge impact on:
  - a. the settlement of Western Canada.
  - b. the way of life of Aboriginal peoples in the prairies.
  - c. both a and b.
  - d. neither a nor b.

Part F. Search the Internet for information about an aspect of the building of the Canadian Pacific Railway mentioned in the talk. Take notes. Write a paragraph summarizing the information you found.



## Activity 8: Women's suffrage – group presentation

CLB  
5+

Part A. Read and discuss in small groups.

In Canada in 1867, it was not possible for a woman to become a politician, nor was it possible for a woman to vote in elections. This changed slowly, first at the provincial level in some provinces and then at the federal level.

1. Who has the right to vote in the country you come from?
2. Are there any groups that are excluded from voting in your home country? If yes, why are they excluded? Are any efforts being made to include them?
3. In what year were women given the right to vote in your country? In other countries around the world?

Part B. As a group, you will prepare and give a presentation about women's suffrage. Follow the steps below.

### Step 1 – Narrow the topic

Decide which aspects of the topic your group will research and present on. Prepare and discuss the list of sample subtopics. Assign subtopics/parts of the presentation to group members and record them in the table.

### Step 2 – Conduct preliminary research

Begin to research your subtopic by looking at a few online resources, to see if there is enough information and whether or not the subtopic interests you. Take a few brief notes on important information. You may consider changing your subtopic, but your group members must agree when you meet for step 3.

### Step 3 – Create an outline of the presentation

Meet as a group to report on your preliminary research. Discuss any changes to the subtopics members may wish to make, and confirm the final subtopics. As a group, discuss and create an outline of the presentation:

- Determine the scope of the presentation
- Decide on the order in which each of you will present
- Allocate time for each presenter

### Step 4 – Research your subtopic

Conduct research for your segment of the presentation. Take notes in point form. Prepare visuals, such as slides, timelines or pictures.

### Step 6 – Prepare speaker's notes; rehearse

Write speaker's notes for your presentation by summarizing the main points from your research notes, using titles and key words. Rehearse your part of the presentation.

### Step 7 – Present to your group

Present your part of the presentation to the rest of your group. Listen to your classmates present and provide feedback on the following:

- Information presented
- Effectiveness of visuals
- Presenter's pronunciation and effective use of voice (speed, clarity, and tone)



## Activity 8: Women's suffrage – group presentation, cont'd

CLB  
5+

### Possible subtopics

- Women's voting rights in Canada before 1867
- Women's voting rights in Canada after 1867
- Activists who advocated for women's right to vote; what they did to make it happen
- When provinces allowed women to vote
- Other people who did not have voting rights in Canada after 1867; when they were given the right to vote
- The history of women's voting rights in Canada and other countries
- Women's suffrage rights in other countries, past and the present

Name	Subtopic

### Some suggested resources

- Keyword search: women's suffrage; women's voting rights + world; women's voting rights movement + Canada
- [http://canadianhistory.suite101.com/article.cfm/womens\\_voting\\_rights\\_movement](http://canadianhistory.suite101.com/article.cfm/womens_voting_rights_movement)
- Women's voting rights around the world: <http://www.ipu.org/wmn-e/suffrage.htm>
- Online exhibit entitled Explore a History of the Vote in Canada. Canadian Museum of Civilization: [www.civilization.ca](http://www.civilization.ca). Click on the 1917 Bluebirds at the Ballot Box picture.
- Historica Minutes video called Emily Murphy: [www.historica.ca](http://www.historica.ca)
- The Famous Five: Heroes for Today: <http://www.abheritage.ca/famous5/>
- CBC Archives: <http://archives.cbc.ca>
- Human Rights in Canada: A Historical Perspective. Canadian Human Rights Commission: <http://www.chrc-ccdp.ca/en/browseSubjects/votingRights.asp>





## Activity 9: Canada in the Second World War

CLB  
5+

Part A. Discuss the questions below.

1. When and where did the Second World War take place?
2. Was the country you come from involved in the Second World War? If so, what was the nature of its involvement?
3. What do you know about Canada's involvement in the Second World War?

Part B. Follow these instructions about the text below. The text is an excerpt from a longer passage in *Discover Canada*, p. 23.

1. Skim the text. What is it about? Give it a title.
2. Scan the text for, and circle, dates, numbers, and abbreviations. Compare with a partner. Read the text again and note what each one refers to, or what its significance is.
3. Read the text carefully. What is the topic of each of its parts?
4. Underline one or two details in each paragraph that you think are important to remember. Write a question about each detail. With a partner, take turns asking and answering each other's questions.

More than one million Canadians and Newfoundlanders (Newfoundland was a separate British entity) served in the Second World War, out of a population of 11.5 million. This was a high proportion, and of these 44,000 were killed.

The Canadians suffered losses in the unsuccessful defence of Hong Kong (1941) from attack by Imperial Japan, and in a failed raid on Nazi-controlled Dieppe on the coast of France (1942).

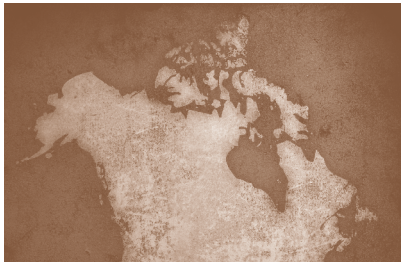
The Royal Canadian Air Force (RCAF) took part in the Battle of Britain and provided a high proportion of Commonwealth aircrew in bombers and fighter planes over Europe. Moreover, Canada contributed more to the Allied air effort than any other Commonwealth country, with over 130,000 Allied air crew trained in Canada under the British Commonwealth Air Training Plan.

The Royal Canadian Navy (RCN) saw its finest hour in the Battle of the Atlantic, protecting convoys of merchant ships against German submarines. Canada's Merchant Navy helped to feed, clothe, and resupply Britain. At the end of the Second World War, Canada had the third-largest navy in the world.

Source: *Discover Canada: The Rights and Responsibilities of Citizenship*, p. 23. Minister of Public Works and Government Services, 2009. Adapted and reproduced with the permission of Minister of Public Works and Government Services Canada, 2010.







Canada's History

# Instructor Notes

CLB  
1-8

# Instructor Notes for Sample Activities

The activities in this document relate to the following sections of the *LINC 1-5 Curriculum Guidelines*:

## CLB 1–2

**Canada – History, pp. 216-217, pp. 222-223**

## CLB 3–4

**Canada – History, pp. 228-229**

**Canada – Native Peoples, pp. 234-235**

## CLB 5+

**Canada – Famous Canadians, pp.236-237**

**Canada – Immigration History, pp.238-239**

### Activity

#### Activity 1: Confederation CLB 1–2

The purpose of this activity is to introduce learners to some basic information about Confederation and Canada's development as a country. Before reading, you can elicit what learners already know about how Canada became a country.

You can ask learners to talk about when their home countries were established as countries. You can use a map to show how the boundaries of Canada have changed since 1867.

You can have learners circle the verbs in the text, and determine whether they are in the present or past tense.

#### Part B

##### Answers:

1. Confederation is the name for the birth of Canada.
2. Canada Day is on July 1.
3. Sir John A. Macdonald was Canada's first prime minister.
4. Canada had four provinces in 1867.
5. Canada has ten provinces.
6. Canada has three territories.
7. Canada is 143 years old. (Note: after July 1, 2010 to June 30, 2011).

Extend the activity: You can make a chart listing Canada and learners' home countries. Learners can then order them from oldest to youngest, or largest to smallest.

### Activity

#### Activity 2: Canada's timeline CLB 1–2

This is a listening comprehension activity.

In Part A, learners listen and circle the dates they hear. In Part B, they listen again and write the year in which the province joined Canada beside the name of the province. In Part C, they write the dates on the timeline.

#### Part A

##### Answers:

1780    1870    1871    1872    1873    1898    1905    1918    1949    1999



## Part B

Answers:

1. Manitoba – 1870
2. British Columbia – 1871
3. Prince Edward Island – 1873
4. Alberta – 1905
5. Saskatchewan – 1905
6. Newfoundland and Labrador – 1949

### Track 9 Transcript:

1. Manitoba – 1870
2. British Columbia – 1871
3. Prince Edward Island – 1873
4. Alberta – 1905
5. Saskatchewan – 1905
6. Newfoundland and Labrador – 1949

For CLB 2 learners, you can read these sentences aloud instead of using the audio provided.

The instructor reads:

1. Manitoba joined Canada in 1870.
2. British Columbia joined Canada in 1871.
3. Prince Edward Island joined Canada in 1873.
4. Alberta joined Canada in 1905.
5. Saskatchewan joined Canada in 1905.
6. Newfoundland and Labrador joined Canada in 1949.

## Part D

In Part D, learners listen and write the years in which the territories joined Confederation on the timeline.

Answers (write under timeline):

1. Northwest Territories – 1870
2. Yukon – 1898
3. Nunavut – 1999

### Track 10 Transcript:

1. Northwest Territories – 1870
2. Yukon – 1898
3. Nunavut – 1999



For CLB 2 learners, you may wish to read the following sentences aloud instead of using the audio provided.

The instructor reads:

1. The Northwest Territories joined Canada in 1870.
2. The Yukon joined Canada in 1898.
3. Nunavut became a territory in 1999.

### Activity

#### Activity 3: Timeline map CLB 1–2

This listening activity provides an opportunity to review the geography of Canada and the names of the provinces and territories, as well as when each one joined Confederation.

For higher-level learners, or to review the names of provinces and territories, you can use a blank map of Canada. Provide learners with the opportunity to label their maps before they start the listening activity in Part B.

#### Track 11 Transcript:

1. New Brunswick, Nova Scotia, Ontario and Quebec joined together in 1867.
2. Manitoba joined Canada in 1870.
3. The Northwest Territories joined Canada in 1870.
4. British Columbia joined Canada in 1871.
5. Prince Edward Island joined Canada in 1873.
6. Yukon joined Canada in 1898.
7. Alberta joined Canada in 1905.
8. Saskatchewan joined Canada in 1905.
9. Newfoundland and Labrador joined Canada in 1949.
10. Nunavut became a territory in 1999.

Extend the activity: Learners can colour provinces on the map to reflect the changes in Canada's development. You can include information about the influence of the railway in motivating the western provinces to join Canada. Learners can look at an animated map on the CPR website. ([www.cpr.ca](http://www.cpr.ca))

In Part C, learners complete the sentences with information from Part B.

#### Answers:

1. 1870
2. 1873
3. Alberta, Saskatchewan
4. Newfoundland, 1949
5. Nunavut



## Activity

### Activity 4: Confederation CLB 3–4

This is a reading comprehension activity with four distinctive parts.

#### Part A

Identify new words from the text that you may need to pre-teach. You can also ask learners to underline words or phrases they don't understand. The text includes a few examples of the passive voice, which may be new to learners. They can underline the examples and discuss why the passive voice rather than the active voice is used.

#### Part B

Have learners label the timeline with the province and territory names chronologically from left to right. They can use an X to mark the date on the timeline. You may wish to demonstrate on the board. See the example of a timeline in the activity **Confederation CLB 1–2**.

#### Part C

This part of the activity provides an opportunity to check comprehension.

#### Possible answers:

1. The Fathers of Confederation held two important meetings in 1864.

OR

The Fathers of Confederation held three important meetings in the 1860s.

2. The first province to join Confederation after 1867 was Manitoba.

3. It was less than 100 years before Newfoundland and Labrador joined Canada.

OR

3. It was more than 80 years before Newfoundland and Labrador joined Canada.

4. The Northwest Territories was divided and Nunavut was established in 1999.

5. The Confederation Bridge joins Prince Edward Island and New Brunswick.

#### Part D

This is a vocabulary-building activity. After they have finished the activity, learners could make a list of other words from the text and their synonyms. This can be done as a whole class.

This activity also provides the opportunity to learn about paraphrasing. If appropriate, you could choose a couple of sentences from the text and demonstrate what is involved in paraphrasing them.

#### Answers:

1. known as

2. meetings

3. form

4. original

5. landmark

6. joins

Extend the activity: Learners can research why the provinces and territories joined when they did. What promises and guarantees did they get from the government that made them want to join? One source of this information is the Library and Archives Canada website ([www.collectionscanada.gc.ca](http://www.collectionscanada.gc.ca)). In the “Confederation for Kids” online exhibit, learners can click on a province name for a brief explanation. More detailed explanations are provided in the “Canadian Confederation” exhibit.

Learners can also access territorial evolution maps on the Atlas of Canada website (<http://atlas.nrcan.gc.ca>) and discover when Canada started to look the way it does today.



## Activity

### Activity 5: Canada's first prime minister CLB 3–4

This is a listening comprehension activity. It's based on an excerpt from p. 19 of *Discover Canada*, and provides practice in listening for details.

#### Part C

##### Answers:

1. He was born on January 11, 1815.
2. He was born in Scotland.
3. He came to Canada as a child.
4. He practiced law in Kingston, Ontario.
5. Sir John A. Macdonald Day is on January 11.
6. His portrait is on the \$10 bill.

#### Track 12 Transcript:

In 1867, Sir John Alexander Macdonald, a Father of Confederation, became Canada's first Prime Minister. Born in Scotland on January 11, 1815, he came to Upper Canada as a child. He was a lawyer in Kingston, Ontario, a gifted politician and a colourful personality. Parliament has recognized January 11 as Sir John A. Macdonald Day. His portrait is on the \$10 bill.

Source: *Discover Canada: The Rights and Responsibilities of Citizenship*, p. 19. Minister of Public Works and Government Services, 2009. Adapted and reproduced with the permission of Minister of Public Works and Government Services Canada, 2010.

##### Extend the activity:

Learners can read about Sir John A. Macdonald's main accomplishments as well as his colourful personality. They can find this information on the Library and Archives Canada website (<http://www.collectionscanada.gc.ca/primeministers/index-e.html> >Profiles>John Alexander Macdonald>Quick Facts).

Sir John A. Macdonald is not the only Canadian prime minister to have had a colourful personality. Other examples include William Lyon Mackenzie King, John Diefenbaker and Pierre Elliott Trudeau. There are biographies available in online sources such as the Canadian Encyclopedia that can be adapted for this level.

## Activity

### Activity 6: Fathers of Confederation CLB 5+

This is a listening comprehension activity. You could precede it by having learners read the paragraph about Canada's first prime minister, Sir John A. MacDonald, in *Discover Canada*, p. 19. You could also use the audio clip for **Activity 5: Canada's first prime minister** (Track #12).

#### Part A

This is a listening activity with a focus on pronunciation. It gives learners an opportunity to become familiar with the names they will hear in Part B.

#### Track 13 Transcript:

- |                        |                           |                   |
|------------------------|---------------------------|-------------------|
| 1. George Brown        | 2. George-Etienne Cartier | 3. Joseph Howe    |
| 4. Thomas D'Arcy McGee | 5. Samuel Leonard Tilley  | 6. Charles Tupper |

#### Part B

This part provides practice in listening comprehension. It consists of six short biographies about politicians at the time of Confederation. Its purpose is to help learners develop the skill of listening for particular key details. You can pre-teach new vocabulary as needed. Have learners listen to the recording twice, then write the correct name beside each statement.





### Answers:

1. Samuel Leonard Tilley (b)
2. George Brown (d)
3. Charles Tupper (f)
4. George-Etienne Cartier (a)
5. Thomas D'Arcy McGee (c)
6. Joseph Howe (e)

Extend the activity: You can have learners listen again. Ask additional comprehension questions, focusing on a key detail in each biography. You can use the sample questions below or prepare your own.

1. What did he do after Confederation?
2. What was Canada's title in 1867?
3. How old was he when he died?
4. What conferences did he attend in 1864?
5. Why did he oppose Confederation?
6. What did he do in 1896?

Learners can read about these and other Fathers of Confederation on the Library and Archives Canada website ([www.collectionscanada.gc.ca](http://www.collectionscanada.gc.ca)) in the "Canadian Confederation" or "Confederation for Kids" online exhibits. The latter is more accessible.

### Track 14 Transcript:

a. George-Etienne Cartier led Quebec into Confederation. He was a lawyer and railway promoter from Montreal. As a politician in the Province of Canada (present-day Quebec and Ontario), he worked closely with John A. Macdonald. After Confederation, he helped negotiate the entry of the Northwest Territories, Manitoba and British Columbia into Canada.

b. Samuel Leonard Tilley was an elected official and Father of Confederation from New Brunswick. He supported Confederation passionately. He suggested Canada's title, The Dominion of Canada, and also Canada's motto, "a mari usque ad mare," which is Latin for "from sea to sea."

c. Thomas D'Arcy McGee was a Father of Confederation from the Province of Canada. Born in Ireland in 1825, he was a journalist and an excellent public speaker. He delivered many speeches in support of Confederation and was elected to the first parliament of Canada in 1867. Sadly, he was assassinated less than a year later.

d. George Brown was a politician in Upper Canada (present-day Ontario) and owner of the Globe newspaper. He was an early supporter of the Confederation movement. He was John A. Macdonald's political enemy, but they worked together to unite Canada. In 1864, he played an important role at the Charlottetown and Quebec conferences.

e. Joseph Howe was a skilled journalist and politician in Halifax, Nova Scotia. He was strongly opposed to Confederation because he was worried that the people of Nova Scotia did not want to join. Despite his opposition, his province was one of the original four in Confederation. In 1869, he joined the federal government.

f. Charles Tupper was Nova Scotia's leading Father of Confederation. He was born in Nova Scotia and was premier of the province from 1864 until 1867. He believed that joining Canada would be good for Nova Scotia's economy. In 1867, he left his job as premier and became part of the federal government. He became the sixth prime minister of Canada in 1896.



## Activity

### Activity 7: The Canadian Pacific Railway CLB 5+

This activity provides listening practice and an opportunity to develop note-taking skills.

#### Part A

Learners can generate some ideas about the role of transportation in Canada's development, and share what they know about the Canadian Pacific Railway. Have learners discuss the questions in small groups and then take up their answers as a class.

#### Part B

Elicit the meanings of the words. Learners can look them up in a dictionary. These words were selected from the text of the talk; you may wish to select other words to suit the needs of the learners in your class.

#### Part C

The questions in this part target understanding of the gist and some key ideas of the talk. Learners should read the questions before listening to the talk for the first time. They can discuss their answers with a partner.

#### Parts D and E

Learners listen again and take notes. They can compare their notes with those of a partner before answering the comprehension questions in Part E. Play the recording again and have learners answer the comprehension questions; take them up as a class.

#### Answers:

1. d                      2. b                      3. a                      4. d                      5. b                      6. d                      7. c

Extend the activity:

You can use the transcript as a reading text and have learners practise reading comprehension.

As suggested in Part F, learners can select a topic mentioned in the talk and research it further. Research can be done in a computer lab if available. Learners can also conduct research as an independent learning assignment and bring the results to the class. You may want to pre-teach strategies for taking notes from written texts as well as using web pages, e.g., conducting different types of searches, using URLs. For more information on these extension ideas, see the *LINC Curriculum Guidelines* 5–7, p. 315 (Internet Search), p. 317 (Note taking), and p. 318 (Presentations).

Learners can access an online atlas to research maps that show transportation patterns in Canada as well as population density.

#### Track 15 Transcript:

OK, let's get started. Today we're going to talk about one of the greatest engineering feats in Canadian history, and a symbol of Canadian unity for many: the completion of Canada's first transcontinental railway, the Canadian Pacific Railway, in 1885. I'll refer to the Canadian Pacific Railway as the CPR from now on.

My talk will be divided into three parts. I'll begin by talking about the role of transportation generally, and railways in particular, during this period of Canada's history. Then we'll look at some of the issues related to the building of the CPR. Finally we'll discuss the impact of the building of the CPR. But first, let me tell you a little bit more about what I'll cover in each part of the talk.

I think we can all agree that transportation is of great importance to a nation as vast as Canada. Actually, Canada's history is closely tied to the history and development of transportation. Consider that the first settlers could only get to areas that were accessible by water and boats; canoes were the primary mode of transportation on the nation's lakes and rivers. Later, canals were constructed. Then came railway lines – settlement in much of Canada followed the construction of railways. Roads and highways gave people access to regions of Canada that had not been served by railways. And today, air transport makes it possible for Canadians to travel to any area of the country, regardless of how remote it may be. For example, think of the isolated communities scattered throughout northern Canada.



I said that we'd take a closer look at railways. Railways have always been particularly important in Canada. The first railway line in Canada was built in 1836, between two rivers just outside of Montreal. So it connected river traffic. Many more were built in the 1850s and 60s – actually, too many. Railways were difficult to finance and were often built for political reasons even when they weren't economically practical. A lot of them had financial problems and much of their debt ended up being shouldered by local governments.

Now as you may know, railways were partly responsible for some of the provinces joining Confederation. This was certainly the case with British Columbia, but Prince Edward Island – and, much later, even Newfoundland – joined Canada partly because of promises that were made about railways.

British Columbia joined Canada in 1871 after the federal government promised to build a railway to the West Coast. And that railway was, of course, the CPR. It was completed on November 7, 1885, the day the “Last Spike” was driven at Craigellachie in Eagle Pass, British Columbia.

When we look at the building of the CPR, we'll give special attention to the contribution of Chinese workers. For example, we'll talk about how they were often given the most dangerous jobs and yet were paid less than other workers. We'll also look at the “head tax” that came in after the railway was completed. The head tax was a fee that each Chinese person immigrating to Canada had to pay. No other ethnic group had to pay a tax to enter Canada.

And finally we'll discuss the impact of the building of the CPR. As I said before, the completion of the railway was a remarkable achievement, one of the great engineering feats of the day. And it had an enormous impact. For one thing, it had a profound effect on the settlement of the prairies. New cities, like Winnipeg and Vancouver, owed their lives to the railway. In fact, the railway made it possible for thousands of people, many of them immigrants, to settle in the West. Of course, this in turn had a huge impact on Aboriginal peoples. And it wasn't positive. Life for Aboriginal peoples was changed forever as more and more of their lands were taken from them. They were unable to travel freely across the land, and they could not continue fishing and hunting as they had in the past. So we'll consider the impact of the building of the CPR from different angles.

Any questions so far? Okay, then. Let's take a more in-depth look at the role of transportation in Canadian history...

As a follow-up, ask learners to further research the information included in the listening text such as the timeline for building the CPR, Chinese railway workers and the head tax, or the settlement of the Prairies. Learners can present their findings to the class in oral presentations.

### Activity

#### **Activity 8: Women's suffrage – group presentation CLB 5+**

The purpose of this activity is for learners to organize, research and present a group project on the topic of women's suffrage.

Have learners work in groups of three or four. Groups need to discuss and make decisions together at each stage of the activity, deciding how they will narrow the topic and which aspects of it they will research. The project will take time – probably several classes. You may want to point out to learners that the activity gives them the opportunity to practice a range of important workplace, study and social interaction skills.

Learners can research information about women's suffrage around the world or in countries they are interested in. Each group can have different learners presenting about different countries; you can suggest that one group research and present information about the suffrage movement in Canada. The learner handout breaks the process down into six steps. Steps 4 and 5 may need to be assigned as independent work, to be done outside the classroom.

As a follow-up to this activity, groups can present to the entire class or to another class. Have learners engage as members of the audience and prepare questions for presenters. You could also develop a peer assessment tool in the form of a checklist, where learners would check off aspects of a presentation they want to provide feedback on. For general guidelines on teaching presentation skills, see *LINC 5–7 Curriculum Guidelines*, Unit 15: Presentations, pp. 221–228.



## Activity

### Activity 9: Canada's involvement in the Second World War CLB 5+

This is a reading comprehension activity.

#### Part A

Learners discuss what they already know about the Second World War.

#### Part B

Learners read an excerpt from a longer passage in *Discover Canada*. This text provides an introduction to some of Canada's main contributions in the Second World War. Encourage learners to focus on general comprehension rather than on understanding specific details.

For those preparing for the citizenship test, this activity can help them explore strategies they can use when studying using *Discover Canada*. This activity gives an opportunity to practise identifying key information by looking for main ideas and identifying important details, and to prepare questions for review. Learners can discuss ways of organizing their questions and answers for review purposes, for example using cue cards or making charts.

After completing Part B, have learners look at the excerpt in its context on p. 23 of *Discover Canada*. They can discuss the other textual and visual information on the page.

If you want to have learners examine the language in the text more closely, you can have them identify collocations in the text and group them in categories (verb + noun, adjective + noun). Alternatively, they can complete a word chart such as the one provided below.

abstract noun	verb
service	
	to populate
	to defend
attack	
	to fail
control	
	to protect
	to help
food	
clothes, clothing	

You can also ask learners to identify words and phrases used in the text to express comparison and proportion.

Extend the activity:

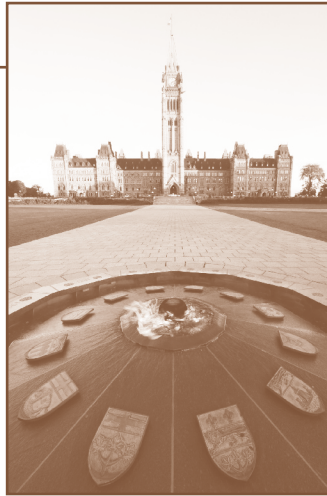
Learners can identify what other questions they may have about the Second World War, particularly with regards to Part A, which contains questions whose answers were not provided in the text. You can direct them to resources such as:

- Faces of War, an online exhibit on the Library and Archives Canada website ([www.collectionscanada.gc.ca](http://www.collectionscanada.gc.ca))
- Remembrances: Canada and the Second World War, an online exhibit at [www.virtualmuseum.ca](http://www.virtualmuseum.ca)
- Historica Minutes videos such as Dieppe and Battle of Ortona on [www.histori.ca](http://www.histori.ca)



## CHAPTER 4

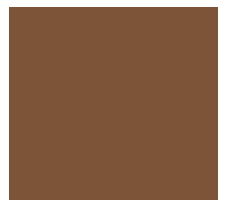
# Canada's Government



This chapter provides ideas for teaching about Canada's system of government, the responsibilities of the three levels of government, and the justice system. Canada's parliamentary system of government, its structure, institutions and traditions are essential citizenship concepts. Citizenship confers democratic rights, such as the right to vote in federal and other elections. With these rights comes the responsibility to learn how government works, so that citizens can become informed and active participants in Canadian society.

### ***Discover Canada: The Rights and Responsibilities of Citizenship:***

- How Canadians Govern Themselves, pp. 28-29
- Federal Elections, pp. 33-35



# Content Ideas

*The following is a list of subtopics and content ideas that learners may need or want to learn about. You can select the items appropriate for the CLB level of the learners in your class.*

- **Provisions of the Canadian Constitution**

- Federal state

- Three levels of government and the division of responsibilities and powers

- Parliamentary democracy; the principle of responsible government

- Constitutional monarchy

- Sovereign as head of state and one of the three parts of Parliament; role of sovereign's representatives at federal and provincial levels (governor general, lieutenant-governors)

- **Canada's federal government: its three branches and their organization**

- Legislative: the Senate and the House of Commons

- Governing party and opposition: roles of the Speaker of the House and the official Opposition
    - Members of Parliament and their roles
    - The House in session: parliamentary committees and debates
    - Senators and the Senate's role in the legislative process
    - Process of passing a bill

- Executive: prime minister and cabinet

- Roles of the prime minister and cabinet ministers
    - Privy Council Office and Treasury Board

- Judiciary: Supreme Court of Canada, Federal Court of Canada, Tax Court of Canada

- **Provincial and territorial governments: structure and roles**

- Legislature and its members, premier and provincial cabinet

- Responsibilities of provincial/territorial government and roles of its members

- **Municipal governments**

- Organization and responsibilities of municipal or local government

- Election process at the municipal level

- **First Nations self-government**

- **The justice system in Canada**

- Courts at three levels of government: Supreme Court of Canada, federal and provincial courts; courts of appeal

- The rule of law; how Canadian law works (types of law: public and civil; punishment)

- Police: RCMP, provincial police forces (Ontario and Québec) and municipal police

- Getting legal help

- **Engaged citizenship**



# Sample Content Outcomes

*The following are ideas for content outcomes related to Canada's government. You can use them for planning a lesson or developing activities.*

## **CLB 1-2**

- Make simple statements about parts of Parliament (i.e., the Queen, the House of Commons, the Senate)
- Understand roles of government officials
- Understand government responsibilities at the federal, provincial/territorial and municipal levels
- Identify names of government representatives and their positions
- Make simple statements about the justice system

## **CLB 3-4**

- Understand the structure of Canada's Parliament and the roles of its three parts
- Make statements about the responsibilities of the federal government
- Compare the powers of federal, provincial and municipal governments
- Provide examples of what the rule of law means
- Make statements about the governor's general role and responsibilities
- Explain how a bill becomes law

## **CLB 5 +**

- Compare Canada's government system to those of other countries; describe similarities and differences
- Express different viewpoints on the role of the monarchy in Canada's political system
- Research and present information about the constitutional acts and amendments that have defined or changed Canada's basic constitutional rules and norms
- Research and present information on opportunities for civic engagement, such as participation in local civic and political organizations like school councils or unions
- Explain how Canada's judicial system is organized; explain the rule of law
- Research examples of direct democracy in action (i.e., referendum and plebiscite); present examples of national referenda in Canada and their outcomes





# ■ Sample Language

*The following are sample vocabulary items, grammar structures and language functions learners can use when learning about Canada's government.*

## CLB 1-2

- Nouns and adjectives to name parts and levels of government, e.g., *province, provincial, prime minister, cabinet*
- Abbreviations related to government functions and positions, e.g., *MP, PM, MPP, GG*
- Nouns to name government responsibilities at different levels, e.g., *immigration, health care, education, garbage services*
- Simple present tense in third person singular in simple sentences about roles of members of government, e.g., *The Governor General represents the Queen.*
- Spelling of proper names for elected or appointed officials
- Nouns for roles and parts of the justice system, e.g., *law, court, judge, lawyer, police*

## CLB 3-4

- Nouns and adjectives for parts of government and their functions, e.g., *cabinet, House of Commons, minister, executive, judiciary*
- Simple present tense in simple and compound sentences about responsibilities of parts of government, e.g., *The Queen rules while the Prime Minister and Cabinet govern.*
- Sequence markers in simple and compound sentences about the legislative process, e.g., *First, the Cabinet presents a proposed law. Finally, the Governor General approves the new law.*
- Expressions for giving examples, definitions and explanations, e.g., *... means ..., such as...*
- Nouns for parts of the justice system, including types of courts, e.g. *appeal court, trial court, family court*

## CLB 5 +


- Formal words and expressions used in complex sentences outlining the roles and responsibilities of government departments or officials, e.g., *fulfill a mandate, have exclusive authority over, exercise the right*
- Word families for vocabulary related to government structure and processes, e.g., *legislate, legislature, legislative; govern, government, governor; judge, judge, judicial*
- Passive voice in various tenses, e.g., *is presented, was approved, has been debated* to talk about legislative or judicial process
- Logical connectors of contrast and comparison, e.g., *while, on the other hand, however* to compare government systems or parts of government and their roles
- Defining and non-defining clauses in descriptions of the roles and responsibilities of government members, e.g., *The Speaker of the House is the person to whom MPs direct their questions.*





# Sample Language Tasks

CLB  
1-2

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's government. Tasks with a  symbol are accompanied by sample classroom activities in the Sample Activities section.





## TASKS



## TARGETED CLB COMPETENCIES

### Canada's Levels of Government

Make a poster listing levels of government and their officials.

Possible activities:

-  Complete simple statements about different levels of government.
-  Make a list of government officials for different levels of government.
-   Listen to a short text about a specific level of government and circle correct words.





 CLB 1/2–IV: Identify specific literal details: ... places, key words ...  
 CLB 1/2–II: Copy words.

### Government Responsibilities

Complete a table with information about responsibilities of governments at different levels.

Possible activities:

- Match pictures with words for government responsibilities.
- Listen to a short text and complete sentences about government responsibilities.
- Complete a short guided text with information about responsibilities at different levels of government.
- Sort pictures of services into categories according to level of government. Make oral statements about each level of government.




 CLB 1/2–IV: Identify specific literal details: ... short expressions ...  
 CLB 1/2–II: Copy words.  
 CLB 2–IV: Describe ... situation by completing short guided texts ...  
 CLB 2–IV: Give a basic description.

### The Governor General

Read a short text about the Governor General and answer comprehension questions.

Possible activities:


- Listen to simple statements about the Governor General and circle pictures that illustrate the statements.
- Read a text about the Governor General. Copy information from the text to complete sentences.
- Make simple statements about pictures of the Governor General at work.

 CLB 2–IV: Get information from very basic short texts.  
 CLB 2–IV: Give a basic description.  
 CLB 1/2–IV: Identify specific literal details: ... places, key words ...



# Sample Language Tasks

CLB  
3-4

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's government. Tasks with a  symbol are accompanied by sample classroom activities in the Sample Activities section.





## TASKS


## TARGETED CLB COMPETENCIES


### Canada's Parliament

Listen to descriptions of Canadian government positions and complete a table.

Possible activities:

-  Vocabulary building: Match names of government positions with statements about them.
-  Brainstorm different systems of government; compare.
-   Complete word formation and cloze exercise; practise pronunciation of multi-syllable words.

 CLB 4–IV: Demonstrate comprehension of mostly factual details and some inferred meaning in a story ...


 CLB 3–IV: Describe briefly ... an object  
....


### Levels of Government and their Responsibilities

Read a text about the specific level of government and respond to questions about its responsibilities.


Possible activities:

- Jigsaw: Read information about one level of government and its responsibilities; retell in small groups.
- Read problem scenarios and discuss which level of government is responsible for addressing the problem.
- Write a guided letter to an elected official at the appropriate level of government to request help.

 CLB 4–IV: Get the gist, key information and important detail of simple, explicit 2- to 3-paragraph text.

 CLB 3–IV: Describe briefly ... an object  
....

 CLB 4–IV: Relate a story ...


 CLB 4–III: Convey simple business messages as written notes..


### Canada's Judiciary

Listen to a description of the structure of the federal judiciary and complete a chart.

Possible activities:

- Read situations and discuss whether or not a law has been violated.
- Match names of courts with matters they deal with.
- Jigsaw: Read a text about one type of court in Canada's judiciary. Retell the main ideas and some details in small groups.
- Listen to an interview with a person who served on a jury and answer comprehension questions.


 CLB 3–IV: Describe briefly ... a person  
....

 CLB 4–IV: Demonstrate comprehension of mostly factual details and some inferred meaning in a story ...



# Sample Language Tasks

CLB  
5+

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's government. Tasks with a  symbol are accompanied by sample classroom activities in the Sample Activities section.



## TASKS


## TARGETED CLB COMPETENCIES


### How a Bill Becomes Law


Listen to a description of the legislative process and complete a flow chart.

Possible activities:

- Discuss and compare the law-making process in different systems of government.
- Research online information about how a bill becomes law and create a flow chart to illustrate the process.
-   Listen to a talk about Canada's federal legislative process and take notes to answer comprehension questions.

 CLB 5–IV: Demonstrate understanding of factual details and some implied meanings in descriptive or narrative texts.

 CLB 5–IV: Describe a scene or a picture.


 CLB 5–II: Reduce a page of information to a list of seven to 10 important points.


### A Letter to an Elected Representative


Write a letter to an elected representative requesting help or raising an issue in the community.

Possible activities:

- Match a government official with proper forms of address and titles.
- Role-play introducing different officials using appropriate forms of address.
- Locate letters to the editor in a newspaper about issues to be resolved. Discuss which level of government is responsible for each issue.
- Match a community or political issue with a level of government responsible for it.

 CLB 5–IV: Identify factual details and some inferred meanings in moderately complex business/service texts ...

 CLB 6–III: Convey business messages as written notes to pass on routine information, make requests ...


 CLB 6–IV: Write 1–2 paragraphs to: relate a familiar sequence of events, ... provide a detailed description ...


### Parliamentary Debate


Hold a debate on an issue related to a current political event or decision. Support or oppose a stand; express opinions.

Possible activities:

- Brainstorm current issues or political decisions leading to parliamentary debate.
- Listen to clips of parliamentary debate and summarize the main points presented.
- Prepare and give a short speech on a debated issue.
- Practise expressions for agreeing and disagreeing.

 CLB 6/7–II: Take notes from an oral presentation.

 CLB 6–IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligations, ... certainty.

 CLB 6–IV: Describe and compare people, places, etc.



## Sample Extension Ideas

*The following are suggestions for strategies learners can use to explore the topic of Canada's government. They range from classroom activities to independent learning strategies.*

- Access a list of government offices in the blue pages; make a list of responsibilities of each level of government.
- Watch and discuss video clips of parliamentary proceedings; discuss roles of specific participants.
- Invite an elected representative to the class to speak about their work.
- Watch or read the coverage of national and provincial news; assess political bias.
- Visit a town council or a provincial or federal legislature in session; watch a parliamentary or local council debate.
- Identify ways of getting legal help in the local community.
- Research the Parliament of Canada website (<http://www.parl.gc.ca>) for statistical information about the federal and provincial legislatures.
- Research the Department of Justice website (<http://www.justice.gc.ca>) for charts illustrating Canada's court system.

## Sample Study and Test Preparation Strategies

*The following are suggestions for strategies learners can use to study the topic of Canada's government and prepare for the citizenship test. They can be used in the classroom or independently by learners.*

- Read "How Canadians Govern Themselves" in *Discover Canada* on pp. 28–29. Create a table with notes from this section, where one column lists the headings and the other column includes important details. Compare notes with a partner.
- Scan "How Canadians Govern Themselves" for vocabulary items that relate to Canada's political system. Organize them by category (e.g., federal government, parliament, monarchy) and write a brief description of each.
- Make a list of government positions (e.g., governor general, prime minister, senator) and research details about their roles and responsibilities, length of term in office, qualifications, etc.
- Read the chart illustrating the federal legislative process on p. 29 in *Discover Canada*; research each step of the process, and take notes.
- Review sample study questions in *Discover Canada*, p. 52-53 or on the government website to see what information they target (<http://www.cic.gc.ca>; go to *citizenship test > sample study questions*). Prepare your own questions about key details in the section. Answer these questions or quiz your partner.
- Read "Other Levels of Government in Canada" on p. 33 of *Discover Canada* and take notes. Create your own chart with three columns for levels of government. List government responsibilities in each column.
- Prepare a table with titles/positions and names of current government officials; use pp. 34–35 in *Discover Canada*.



# Sample Resources

The following are sample resources you can use to develop activities related to the topic of Canada's government. You may need to adapt them so they are suitable for the learners in your class.

## Books

- *A Beginning Look at Canada, Third edition.* Anne-Marie Kaskens. Pearson Longman, 2010.  
  
“Part 4 – The Government” includes an introductory section and units covering many aspects of the federal, provincial and municipal government. A teacher’s manual is available online at no cost. CLB 2–4
- *Active Citizen: You Can Make a Difference.* Angelo Bolotta, Marc Keristead, Jill Colyer, Cathy Costello and Shane Pisani. Oxford University Press, 2006.  
  
This textbook, designed for high school students, can be adapted for adult ESL learners. Chapters include “How Do Governments in Canada Work?” “Canada’s Legal System,” “Municipal Government and You.,” and “Hear My Voice: Public Issues and Civil Action.”
- *Being Canadian, Third edition.* Judy Cameron and Tracey Derwing. Pearson Longman, 2010.  
  
Chapter 8, “How is Canada Governed?” includes reading texts and accompanying activities about the Canadian government. CLB 3–7
- *Canada From Eh to Zed Book One: Things.* David DeRocco and John F. Chabot. Canadian Resources for ESL., 1995.  
  
Units include “House of Commons” and “Prime Minister.” CLB 5-6
- *Canada’s System of Government.* Don Wells, editor. Weigl Educational Publishers Limited, 2005.  
  
This 48-page book consists of a series of two-page texts on a variety of topics related to the system of government in Canada such as its executive, legislative and judiciary branches, democracy, and levels of government. It also includes a timeline, a quiz with a variety of types of questions, and suggested resources for further research. CLB 5+
- *Citizens and Government in Canada.* Heather C. Hudak, editor. Weigl Educational Publishers Limited, 2009.  
  
This 32-page book consists of a series of two-page texts on a variety of topics related to government in Canada. It also includes a timeline, a quiz with a variety of types of questions, and suggested resources for further research. CLB 5+
- *Gateway to Canada.* Virginia L. Sauve and Monique Sauve. Oxford University Press, 1997.  
  
This book includes reading texts and accompanying activities in chapters entitled “Government in Canada,” and “The Elements of Government.” CLB 5+
- *The Grab Bag of Canada.* Elizabeth Ganong and Dan Ingram. Canadian Resources for ESL, 2001.  
  
Topics include “It’s our choice,” “From bill to law,” and “Multiples of people.” CLB 3-4
- *What is Citizenship?* Heather Kissock, editor. Weigl Educational Publishers Limited, 2009.  
  
This 32-page book consists of a series of two-page texts on a variety of topics, with an emphasis on varying levels of participation in government. It also includes a timeline, a quiz with a variety of types of questions, and suggested resources for further research. CLB 5+



- *LINC 5-7 Classroom Activities*. Toronto Catholic District School Board, 2009.

The section “Accessing Information Online: Service Canada Website” includes an online research and speaking activity. (Vol. 2, Chapter 5 – Managing Information pp. 121-122). CLB 5+

## Online resources

- *About Canada*: <http://canada.gc.ca/home.html>

This is an online resource with information on a variety of topics about Canada. The Government section includes information about Parliament, Cabinet and Ministry, and government structure as well as links to related websites. Go to Resource Centre > About Canada > Government

- *Canadians and their Government: A Resource Guide*: <http://www.pch.gc.ca/pgm/pec-csp/rsrce-eng.cfm>

This guide is contained in a binder and contains additional posters, booklets and a video. Information about ordering it is on the website. It is also posted online. See: “Who’s in charge here? The Roles and Responsibilities of Governments and Institutions,” “Info Boxes – Running Canada,” “The Top Jobs,” “Setting the Rules: How we make and enforce laws,” and “Aboriginal self-government at a glance.”

- *How Canadians Govern Themselves*: <http://www2.parl.gc.ca/Sites/LOP/AboutParliament/Forsey/index-e.asp>

This resource is also available in print and can be ordered. It comes with *Canadians and their Government: A Resource Guide*.

- *Our country, Our Parliament*: <http://www2.parl.gc.ca/Sites/LOP/Education/ESL/index-e.asp>

This resource was designed with ESL learners in mind. An online teacher’s guide is available and class sets can be ordered free of charge.

- *Parliament of Canada*: <http://www.parl.gc.ca>

This site provides an interactive map of Canada. Learners can click on provinces, regions or cities and find highlights and quick facts about places across the country.

- *The Governor General or Canada*: <http://www.gg.ca>

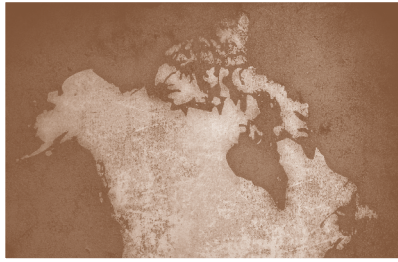
This is the official website of the Governor General. It includes information on governor general’s role and responsibilities, and presents profiles of the present and former governors general.

## Software

- *My Canada*

This software provides texts at three levels of difficulty, the first with audio, for each topic, as well as a wide variety of interactive comprehension activities, some including video clips. The topics in the Government section are “The Canadian Government,” “The Federal Government,” “Forming a Government,” “How a Bill Becomes Law,” and “The Governor General.” CLB 3–8





Canada's Government

# Sample Activities

CLB  
1-8

## Activity 1: Levels of government in Canada

CLB  
1-2

👂 Part A. Listen. Circle the words you hear.

Canada has **two/three** levels of government.

The federal government is the government for all of Canada. It is in **Toronto/Ottawa**, Canada's capital city. The leader of this government is called the **premier/prime minister**.

There are **nine/ten** provincial governments in Canada. Each **province/city** has its provincial government. It is in a **provincial/national** capital. The leader of this government is called the **premier/prime minister**.

There are also **many/ten** municipal governments. Each town or city has a **provincial/municipal** government. Its leader is usually called the **premier/mayor**. The municipal government is also called the local government.

Part B. Complete the sentences.

1. I live in \_\_\_\_\_ .  
(town/city)
3. I live in \_\_\_\_\_ .  
(province)
4. The premier of \_\_\_\_\_ is \_\_\_\_\_ .  
(province)
5. The prime minister of Canada is \_\_\_\_\_ .





## Activity 2: Three levels of government

CLB  
1-2

Part A. Complete the chart.

<i>Where?</i>	<i>What?</i>	<i>Who?</i>
Canada	federal government	
	provincial government	premier
town or city		mayor

Part B. Make sentences about the information in the chart.

1. The Government of **Canada** is called the \_\_\_\_\_  
\_\_\_\_\_. Its leader is called the **prime minister**.

2. The government of a \_\_\_\_\_ is called the  
\_\_\_\_\_.  
Its leader is called the premier.

3. The government of a \_\_\_\_\_ is called the  
municipal \_\_\_\_\_.  
Its leader is called the \_\_\_\_\_.



## Activity 3: Canada's Parliament – vocabulary

CLB  
3-4

Part A. Discuss the questions below.

1. What is the system of government in the country you come from? How does it work?
2. What other systems of government do you know of? Give examples.
3. What does democracy mean? What is parliamentary democracy?

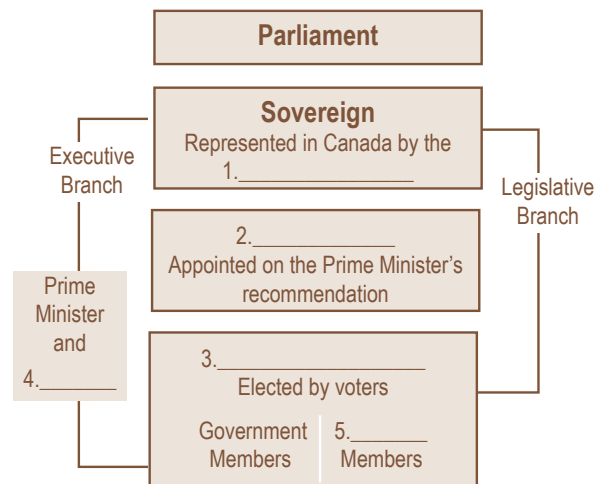
Part B. Use the words below to complete the sentences. Use plural forms where necessary.

Governor General	House of Commons	Senate
cabinet minister	senator	Member of Parliament
monarchy	government	Opposition

1. Canada's political system is called a constitutional \_\_\_\_\_.
2. The \_\_\_\_\_ represents the monarch in Canada.
3. The members of the \_\_\_\_\_ are appointed and are called \_\_\_\_\_.
4. The \_\_\_\_\_ in the \_\_\_\_\_ are elected by the people of Canada.
5. The political party that wins the election forms the \_\_\_\_\_.
6. The Prime Minister chooses \_\_\_\_\_ to help and give advice.
7. The MPs who are not in the governing party form the official \_\_\_\_\_.

Part C. Use the information from Part B to label the diagram of Canada's Parliament.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Source: *Discover Canada: The Rights and Responsibilities of Citizenship*, p. 29. Minister of Public Works and Government Services, 2009. Adapted and reproduced with the permission of Minister of Public Works and Government Services Canada, 2010.



## Activity 4: Canada's government – vocabulary and pronunciation

CLB  
3-4

Part A. Complete the table below. Use a dictionary to check your answers.

	NOUN	ADJECTIVE
e.g.,	nation	national
1.	constitution	
2.	federation	
3.		provincial
4.	municipality	
5.		democratic
6.	politics	
7.		parliamentary

 Part B. Listen to the words. Repeat each word and write how many syllables it has.

**e.g., nation**

**2 syllables**

constitution \_\_\_\_\_ syllables

federation \_\_\_\_\_ syllables

province \_\_\_\_\_ syllables

municipality \_\_\_\_\_ syllables

democracy \_\_\_\_\_ syllables

politics \_\_\_\_\_ syllables

parliament \_\_\_\_\_ syllables

 Part C. Listen again. Mark the stressed syllable in each word.



## Activity 5: How a bill becomes law – vocabulary

CLB  
5+

Part A. You will hear the following words in a talk about passing a bill. Match the words with their definitions.

- |                |   |
|----------------|---|
| 1. legislative | A. distribute   |
| 2. bill        | B. present  |
| 3. circulate   | C. official consent or approval                               |
| 4. policy      | D. a draft of a proposed law                                  |
| 5. put forward | E. of legislation (the process of making laws) or legislature |
| 6. debate      | F. a revision or improvement in a legal document              |
| 7. amendment   | G. a course of action adopted by a government or party        |
| 8. assent      | H. discuss formally in a legislative assembly                 |

Part B. For each verb, write the corresponding noun. Use a dictionary to check your answers. Then, complete the sentences using the correct forms of words from the list.

VERB	NOUN	VERB	NOUN
legislate	_____	approve	_____
circulate	_____	draft	_____
amend	_____	recommend	_____
debate	_____	proclaim	_____

1. A local government has the power to \_\_\_\_\_ matters related to public spaces and parking in a town or city.
2. The Canadian Constitution has many constitutional acts and \_\_\_\_\_.
3. The first \_\_\_\_\_ of a bill is prepared by the appropriate cabinet committee.
4. A bill needs the \_\_\_\_\_ of the House of Commons to be sent to the Senate.
5. Parliamentary \_\_\_\_\_ is an important part of the legislative process.
6. Sometimes, a new law comes into force when it is \_\_\_\_\_ by the governor general.



## Activity 6: How a bill becomes law – listening

CLB  
5+

🔊 Part A. Listen to a talk about the federal legislative process. Take notes of details on the flow chart.

### The federal legislative process

<b>Cabinet</b>	<i>Your Notes:</i>	
<b>Parliament</b>	Stage 1: First Reading	<i>Your Notes:</i>
	Stage 2: Second Reading	<ul style="list-style-type: none"> <li>▪ Committee work: <i>Your Notes:</i></li> <li>▪ Report: <i>Your Notes:</i></li> </ul>
	Stage 3: Third Reading	<i>Your Notes:</i>
<b>Senate</b>	<i>Your Notes:</i>	
<b>Royal Assent</b>	<i>Your Notes:</i>	

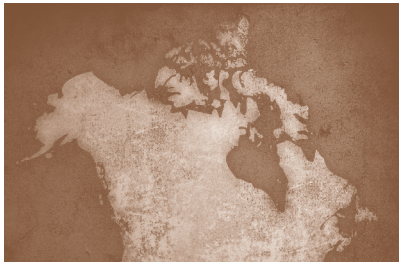
🔊 Part B. Listen again. Using your notes, answer the questions.

1. Who usually proposes a bill?
2. What is the difference between a public bill and a private bill?
3. Who can introduce a bill in the House of Commons?
4. When are amendments to the bill made?
5. At which stages and by whom is the bill debated?
6. When is the law in force?

Part C. Write a description of the federal legislative process using information in the flowchart. Exchange with a classmate for peer editing.







Canada's Government

# Instructor Notes

CLB  
1-8

# Instructor Notes for Sample Activities

The activities in this document relate to the following sections of the *LINC 1-5 Curriculum Guidelines*:

## CLB 1–2

**Canada – Government, pp. 214–215, 220–221**

## CLB 3–4

**Canada – Government, pp. 226–227, 232–233**

## CLB 5+

**Canadian Culture – Social Issues, pp. 270–271**

### Activity

#### **Activity 1: Levels of government in Canada CLB 1–2**

The purpose of this activity is to practise listening comprehension of statements about levels of government in Canada.

#### Part A

This activity should be preceded by vocabulary-building practice focused on words to name government levels and names of government heads at those levels. You can create a diagram or table to illustrate the concept of different levels of governments.

Play the recording two or three times. Take the sentences up one by one; you can also ask learners to read sentences with the correct words.

You could also present this recording in sections (learners listening to each level of government separately).

#### **Track 16 Transcript with answers:**

Canada has **three** levels of government.

The federal government is the government for all of Canada. It is in **Ottawa**, Canada's capital city. The leader of this government is called the **prime minister**.

There are **ten** provincial governments in Canada. Each **province** has its provincial government. It is in a **provincial** capital. The leader of this government is called the **premier**.

There are also **many** municipal governments. Each town or city has a **municipal** government. Its leader is usually called the **mayor**. The municipal government is also called the local government.

#### Part B

Ask learners to complete sentences with proper names. Monitor spelling and use of capitals as needed.





## Activity 2: Three levels of government CLB 1–2

### Activity

The purpose of this activity is to review information about the three levels of government.

#### Part A

You can use this activity as a follow-up to the listening activity on page 124. This activity may be more appropriate for CLB 1 learners. Learners can create a poster with information in the chart; they can also add the names of government officials for each level.

Answers:

Where?	What?	Who?	Name?
Canada	federal government	prime minister	
province	provincial government	premier	
town or city	municipal (local) government	mayor	

#### Part B

Ask learners to use the chart from Part A to complete the sentences. Learners can work in pairs or individually. Take the sentences up as a class.

You can extend this activity with CLB 2 learners by having learners ask questions about the missing information. Provide the questions by writing them on the board and ask learners to take turns asking questions and providing answers.

Answers:

1. The government of **Canada** is called the **federal government**. Its leader is called the **prime minister**.
2. The government of a **province** is called the **provincial government**. Its leader is called the premier.
3. The government of a **town or city** is called the municipal government. Its leader is called the mayor.

As a follow-up with a focus on spelling, you can do a dictation of the words the learners inserted in the sentences.

### Activity

## Activity 3: Canada's Parliament – vocabulary CLB 3–4

The purpose of this activity is to review information about Canada's Parliament as well as the names of parts of Parliament and its officials.

#### Part A

These discussion questions introduce the topic of government systems. Ask learners to discuss the questions in small groups or as a class. For question 2, you can provide the names of some of common government systems, e.g., absolute monarchy, military regime, communist regime, dictatorship, one-party system, nationalized economy, democracy. Elicit from learners how these types of governments differ and what role they play in the everyday lives of citizens. Discuss how this applies to Canada. For Question 3, you can define democracy as a system where decision-making is based on what is best for the majority. You can also give examples of representative democracy, where a group of people elect another person to represent their views, and direct democracy, where all citizens debate and vote on issues. Elicit examples of both, e.g., Parliament and referenda, respectively.

#### Part B

You can precede this activity with a text about the system of government in Canada or a simplified chart that illustrates its parts. As an example, see the *Discover Canada* chart on p. 33. Review the meanings of the words or have learners look them up in a dictionary.

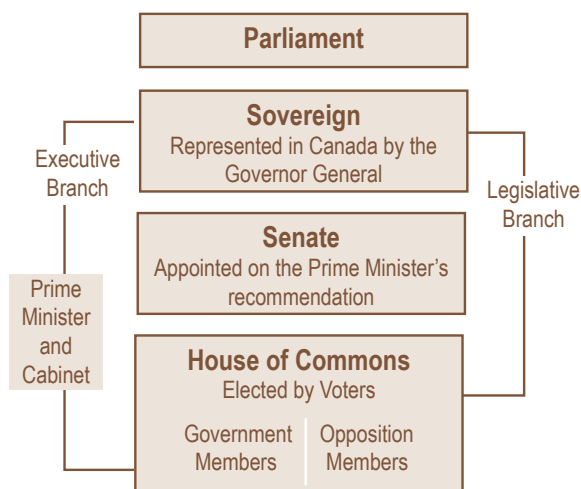


## Answers:

1. Canada's political system is called a constitutional **monarchy**.
2. The **governor general** represents the monarch in Canada.
3. The members of the **Senate** are appointed and are called **senators**.
4. The **members of Parliament** in the **House of Commons** are elected by the people of Canada.
5. The political party that wins the election forms the **government**.
6. The prime minister chooses **cabinet ministers** to help and give advice.
7. The MPs who are not in the governing party form the official **Opposition**.

## Part C

Learners can work in pairs or individually. As a follow-up, have learners take turns asking and answering questions about the parts of Parliament and specific positions and officials.



Source: *Discover Canada: The Rights and Responsibilities of Citizenship*, p. 29. Minister of Public Works and Government Services, 2009. Adapted and reproduced with the permission of Minister of Public Works and Government Services Canada, 2010.

## Activity

### Activity 4: Canada's government – vocabulary and pronunciation CLB 3–4

This is a word formation and pronunciation practice activity based on words relating to levels of government and the government system in Canada.

## Part A

This part of the activity provides practice in using monolingual English dictionaries. Learners can work individually or in pairs. Demonstrate or elicit how to look up a word and find additional information about it, such as plural form, part of speech, whether it is count or non-count, -s ending spelling, and how to find related words. You can also preview suffixes typical for adjectives and provide examples. Have learners make sentences with the words from the chart.

## Answers:

	NOUN	ADJECTIVE
e.g.,	nation	national
1.	constitution	<b>constitutional</b>
2.	federation	<b>federal</b>
3.	<b>province</b>	provincial
4.	municipality	<b>municipal</b>
5.	<b>democracy</b>	democratic
6.	politics	<b>political</b>
7.	<b>parliament</b>	parliamentary



## Part B and C

Ask learners to look up the pronunciation of each of the words in the chart. Elicit how the stressed syllables are marked and ask learners to pronounce a few of the words.

To hear how many syllables are in each word, have learners clap or tap at each syllable. Explain how some vowels are not stressed (*schwa*) and how they are marked in a dictionary. Demonstrate and ask learners to find words with *schwa* in a dictionary.

Play the recording and have learners repeat each word. Play it again and ask learners to check their answers. They can also check their answers and practise the pronunciation of the words with a classmate.

### Answers:

e.g., nation	2 syllables, 1 <sup>st</sup> syllable stressed
constitution	4 syllables, 3 <sup>rd</sup> syllable stressed
federation	4 syllables, 3 <sup>rd</sup> syllable stressed
province	2 syllables, 1 <sup>st</sup> syllable stressed
municipality	6 syllables, 4 <sup>th</sup> syllable stressed
democracy	4 syllables, 2 <sup>nd</sup> syllable stressed
politics	3 syllables, 1 <sup>st</sup> syllable stressed
parliament	3 syllables, 1 <sup>st</sup> syllable stressed

### Track 17 Transcript

e.g., nation
constitution
federation
province
municipality
democracy
politics
parliament

As an extension to this activity, you can ask learners to compare words in the noun and adjective columns and note how the syllable stress shifts, e.g., province (first syllable stressed) vs. provincial (second syllable stressed). Learners can work in pairs and practise locating syllable stress in the words from Part A.

### Activity

#### Activity 5: How a bill becomes law – vocabulary CLB 5+

This is a pre-listening, vocabulary-building activity.

## Part A

Have learners match the words with their definitions. Learners can use monolingual English dictionaries.

### Answers:

1-E	2-D	3-A	4-G	5-B	6-H	7-F	8-C
-----	-----	-----	-----	-----	-----	-----	-----



## Part B

Answers:

VERB	NOUN	VERB	NOUN
legislate	legislation, legislature	approve	approval
circulate	circulation	draft	draft
amend	amendment	recommend	recommendation
debate	debate	proclaim	proclamation

1. A local government has the power to **legislate** matters related to public spaces and parking in a town or city.
2. The Canadian Constitution has many constitutional acts and **amendments**.
3. The first **draft** of a bill is prepared by the appropriate cabinet committee.
4. A bill needs the **approval** of the House of Commons to be sent to the Senate.
5. Parliamentary **debate** is an important part of legislative process. (**approval** is another option)
6. Sometimes, a bill becomes law in force when it is **proclaimed** by the governor general.

You can extend this activity by adding a third column for adjectives in the word formation chart, and asking learners to complete it where possible.

### Activity

#### Activity 5: How a bill becomes law – listening CLB 5+

The purpose of this activity is to provide practice in listening comprehension while learners listen to the description of a process. This activity is appropriate for higher proficiency learners, CLB 6 and up.

Prepare learners by eliciting or reviewing how a process is described (e.g., using steps and sequencing words, using passive voice). Preview the diagram and explain what *reading* in parliament means. Elicit or review parts of Canada's Parliament. You can also review note-taking techniques, such as using short versions of words or abbreviations, using point form, omitting grammatical words and writing down only content words.

Play the recording two or more times. Ask learners to compare their notes with a classmate.

## Part B

Play the recording again and take up the answers as a class.

Answers:

1. The cabinet.
2. A public bill concerns all citizens or specific groups of people; a private bill concerns one person or company.
3. A single MP or a cabinet minister.
4. Mostly at the second stage, when the bill is reviewed by a committee.
5. At stages 2 and 3, by the House of Commons; then by the Senate.
6. When the Governor General gives royal assent; when the GG proclaims it; or on the day stated in the new law.



Making laws is one of the most important functions of the legislative part of the government. The process usually starts when the Cabinet proposes a bill – a new or changed law. The bill can be private (concerning one person or company) or public, when it affects all citizens or a specific group of Canadians. Public bills can concern public policy or a national matter such as taxation, health care or employment policy.

The first step in passing a bill is to introduce it in the House of Commons. This is usually done by a member of the Cabinet, but sometimes a bill is introduced by a single Member of Parliament (MP), and in this case it's called a private member's bill. Once the bill is drafted in both official languages and approved by the minister responsible, it goes through First Reading in the House of Commons, sometimes in the Senate. Then it gets printed and circulated. There is no debate at this stage.

The second reading of the bill usually happens after a few weeks. This time, the minister who put forward the bill explains the reasons for the proposed law; members of parliament debate and vote on the principle of the bill. Then, they send the bill to the appropriate committee for study. The committee reviews the bill. They can invite experts and witnesses to provide information and help. The committee can make changes to the bill. These changes are called amendments. Once the bill has been studied thoroughly and it has been improved, the committee reports the bill to the House of Commons. Here, members vote for or against the amendments.

The third stage of passing the bill, called Third Reading, is when the House reviews the improved bill and considers the changes proposed by the committee. The recommendations made by the committee are debated and can be adopted or not. Then, the House of Commons votes on the bill again and either rejects or accepts it.

Once the bill has been read three times in the House of Commons, it goes to the Senate, where it undergoes a similar process consisting of three readings and voting. If the bill is not accepted as is and the Senate proposes changes, it goes back to the House of Commons for approval. Most of the time, however, the Senate accepts bills that have been approved by the House.

After passing in both houses (the House of Commons and the Senate), the bill is presented to the Governor General for royal assent. The Governor General usually gives royal assent in a special ceremony in the Senate chambers. The bill is the law now, and is in force upon royal assent, when it is proclaimed by the Governor General, or on a day specified in the act.







## CHAPTER 5

# Elections in Canada



**T**his chapter provides ideas for teaching about elections in Canada, including the Canadian electoral system, election campaigns, political parties and voting procedures. Voting in elections is one of the most important and exciting rights of Canadian citizenship. Participation in the political process and making informed choices are key responsibilities of citizenship.

***Discover Canada: The Rights and Responsibilities of Citizenship:***

- Federal Elections, pp. 30–33

# Content Ideas

*The following is a list of subtopics and content ideas that learners may need or want to learn about. You can select the items appropriate for the CLB level of the learners in your class.*

- **Federal Elections: Overview**

- The electoral process in Canada: calling an election, electoral districts (ridings), political parties and platforms, candidates and campaigns; the “first past the post” or single member plurality system
  - The role of Elections Canada and the National Register of Electors; eligibility criteria for voters and candidates
  - The history of voting enfranchisement in Canada, e.g., when women, Aboriginal peoples, or Asian–Canadians were granted the right to vote in federal and provincial elections

- **Election campaigns**

- Political parties and riding associations; nomination of candidates; campaign financing
  - Election issues and campaign platforms
  - Campaign literature, all-candidates meetings and events, debates and media coverage
  - Choosing a candidate: becoming informed
  - Issues concerning voter turnout

- **Voting procedures**

- Registering to vote before election day or at the polling station on election day
  - Special ballots and advance polls; accommodation and accessibility at the polls
  - Guarantee of a secret ballot
  - Marking the ballot
  - Workers’ right to time off to vote if necessary

- **Election results**

- Forming a government after an election; the official opposition party
  - Majority and minority governments; non-confidence motions

- **Active citizenship**

- Voting as a right and a responsibility of citizenship
  - Participating in the political process by joining a political party, becoming a candidate, volunteering during a campaign
  - Voting in provincial and municipal elections and by-elections
  - Expressing opinions, preferences and needs by communicating with elected representatives
  - Keeping informed about current events and issues that affect Canada and Canadians





# Sample Content Outcomes

*The following are ideas for content outcomes related to the topic of elections in Canada. You can use them for planning a lesson or developing activities.*

## **CLB 1-2**

- Locate federal ridings on a map
- Identify words related to electoral process and voting procedures
- Make simple statements about election results
- Provide examples of identification accepted at polling stations

## **CLB 3-4**

- Describe the election process in federal elections in Canada
- Make statements about the platforms of different political parties
- Explain ways in which citizens can register to vote
- Describe what happens at a polling station on election day
- Make statements about prominent political leaders

## **CLB 5 +**

- Give a presentation about the platform or policies of a major federal political party
- Discuss the role and influence of the media in election campaigns
- Create a diagram to illustrate the electoral process, from calling an election to forming a government
- Express different viewpoints on the reasons for declining voter turnout at elections, and suggest solutions
- Research and present a profile of a prominent party leader; explain his/her influence or accomplishments



# Sample Language

*The following are sample vocabulary items, grammar structures and language functions learners can use when learning about elections and the electoral process in Canada.*

## CLB 1-2

- Proper nouns to name candidates and political parties
- Capitalization when writing names, e.g., *Stephen Harper, the Green Party*
- Nouns to talk about election campaigns and results, e.g., *candidate, party, riding, election signs, debate, meetings, winner*
- Nouns to talk about voting procedures, e.g., *polling station, ballot, voting screen, ballot box, officer*
- Modals to talk about voter eligibility and voting procedures, e.g., *You must be 18 or older on voting day. You can show your voter information card to the officer.*
- Imperative verbs to talk about voting procedures, e.g., *show, don't show, tell, don't tell, fold, unfold, choose, mark, give, put*

## CLB 3-4

- Words and phrases related to election campaigns, e.g., *nominate, nomination, represent, representative, discuss, discussion, riding, candidate, campaign, platform, issue, opinion poll*
- Nouns and verbs to talk about voting procedures, e.g., *voting list, polling station, deputy returning officer, Elections Canada, secret ballot, advance poll, mark the ballot, register*
- *Wh*-questions to ask about identification or ways to register to vote, e.g., *What kind of identification do I need? Where do I go to vote in the advance poll?*
- Sequence markers to describe voting procedures, e.g., *First, show your identification to the information officer. Then, go to the correct polling station.*
- Time clauses in simple present sentences about electoral processes, e.g., *After an election is called, voters can only register in person.*

## CLB 5 +

- Modal verbs of necessity, obligation, prohibition and permission to talk about election process, e.g., *Candidates must submit detailed expense reports.*
- Expressions related to campaigns and voting, e.g., *to run for election, to cast a ballot, to spoil a ballot, grassroots, groundswell, smear campaign, mudslinging*
- Passive voice in simple present to describe voting procedures, e.g., *Proper identification must be shown. A line is drawn through your name on the voter's list. Ballots that are not marked with an x are disqualified.*
- Passive voice in various tenses, e.g., *were known, had been elected, had been defeated, were being debated* to talk about the history of political parties in Canada



# Sample Language Tasks

CLB  
1-2

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of elections. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## SAMPLE TASKS

## TARGETED CLB COMPETENCIES

### Voter Information Card

Read a voter information card and locate important information such as addresses, phone numbers, dates and times.

Possible activities:

- Copy information on a voter information card onto a calendar or day timer.
- 📖 🎧 Listen and follow simple instructions to mark specific information on a voter information card.
- Match simple *wh*-questions with information on a voter information card.

📖 CLB 1/2–III: Get information from very basic short texts.

✍ CLB 1/2–II: Copy words.

🔍 CLB 1/2–IV: Identify specific literal details.

### Voting on Election Day

Listen to simple statements about voting procedures at the polling station and put pictures in the correct order.

Possible activities:

- Vocabulary building: Label pictures of people and items at a polling station.
- Pair work: Using props, give and follow simple instructions to unfold, mark, refold, and put a ballot in a ballot box.
- Read a simple text about election day at a polling station and mark statements true or false.
- 📖 Write a class list of full names in alphabetical order, as they would appear on a ballot.

🔍 CLB 1/2–II: Identify specific literal details.

🎧 CLB 2–II: Give a number of common . . . instructions.

🔍 CLB 2–II: Follow a range of common . . . instructions.

📖 CLB 2–IV: Get information from very basic short texts.

### Identification at the Polling Station

Read a short text about types of identification accepted at the polling station and circle pictures.

Possible activities:

- 📖 Match a type of identification with a specific example.
- Copy examples of proper ID into a table under the correct headings.
- Interview classmates about the types of identification they have and record answers on a worksheet.

📖 CLB 2–IV: Get information from very basic short texts.

🎧 CLB 2–IV: Give a basic description.

✍ CLB 1/2–II: Copy words.



# Sample Language Tasks

CLB  
3-4

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of elections. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## SAMPLE TASKS

## TARGETED CLB COMPETENCIES

### Members of Parliament

Copy names of Members of Parliament, ridings and political parties in a table.

Possible activities:

- Match logos and abbreviations of political parties with full names.
- Find information about MPs and ridings in area directories (e.g., the blue pages, or online). Ask and answer questions about MPs' names and contact information.
- Locate familiar or local ridings on a map of Canada.

📖 CLB 3/4-II: Copy information to complete task or to learn information.

🗣️ CLB 3-I: Ask for explanation.

📖 CLB 3/4-III: Find information in directories.

📖 CLB 3/4-IV: Use complex reference texts, maps.

### National Register of Electors

Listen to a dialogue about voter registration and answer comprehension questions.

Possible activities:

- 📖 Read a text about acceptable identification to show at the polling station and answer T/F questions.
- Read texts about ways that citizens can have their names added to the voters' list after an election has been called. Present the information on a poster.
- 📖 🗣️ Listen to a dialogue about a voter information card and answer T/F questions.

🗣️ CLB 4-IV: Demonstrate comprehension of mostly factual details and some inferred meaning in a story ....

🗣️ CLB 3-IV: Describe briefly ... a situation ....

📖 CLB 4-IV: Get the gist, key information and important detail of simple, explicit 2- to 3-paragraph text.

### Election Day

Election day simulation: Role-play interactions between voters and staff at a polling station on election day.

Possible activities:

- Read a text about the officials who work for Elections Canada and at polling stations, their roles and responsibilities.
- Pronunciation: Practise rising and falling intonation in *wh-* and *yes/no* questions.
- Information gap: Ask for and provide information to complete a voters' list.

🗣️ CLB 4-I: Ask for, offer, accept, or decline assistance.

🗣️ CLB 3-I: Identify expressions used to ask for, offer, and accept assistance.

📖 CLB 4-IV: Get the gist, key information and important detail of simple, explicit 2- to 3-paragraph text.



# Sample Language Tasks

CLB  
5+

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of elections. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## SAMPLE TASKS

## TARGETED CLB COMPETENCIES

### Voter Turnout

Interpret a graph or chart showing statistical data on voter turnout at elections and write a paragraph about trends and possible causes.

Possible activities:

- Research voter turnout trends in federal, provincial, municipal or local elections and present comparative data using visuals.
- Debate the merits of Internet voting or electoral reform.
- Listen to a news report about declining voter turnout and take notes about possible causes and suggested solutions. Compare notes and note-taking techniques in small groups.

📖 CLB 5–IV: Understand moderately complex flow charts, ...maps, and basic graphs.

📖 CLB 5–IV: Access/locate/compare two or three pieces of information in ... an electronic reference source.

🔍 CLB 5–IV: Demonstrate understanding of factual details and some implied meanings in descriptive or narrative texts.

### Voting in Elections

Read texts about procedures for registering to vote and for accommodating special circumstances and needs. Give instructions and make suggestions to voters about specific situations.

Possible activities:

- Brainstorm issues or problems a voter may have, and discuss possible solutions or accommodations.
- Role-play interactions between election officials and voters with special circumstances, e.g., disability, lack of proper identification or permanent address.
- Research and present information about voting procedures on Elections Canada website.
- 📖 Vocabulary building: Complete sentences with words related to voting, play a vocabulary game.

📖 CLB 5–IV: Find information in extensive directories.

🗣️ CLB 7–III: Make extended suggestion on how to solve an immediate problem.

🗣️ CLB 7–II: Give clear instructions and directions related to moderately complex tasks.

📖 CLB 5–IV: Access/locate/compare two or three pieces of information in ... an electronic reference source.

### Politics and the Media

Read articles and listen to reports from different sources about the same political leader or event. Write a detailed comparison of the media coverage.

Possible activities:

- Read letters to the editor in different newspapers and compare the topics discussed.
- Listen to video clips of current or past political debates or events from CBC's online archives. Discuss the various sides of the debate and give a summary of suggestions or proposals.

📝 CLB 6/7–II: Take notes from an oral presentation.

✍️ CLB 7/8–IV: Write two or three paragraphs to ... provide a detailed comparison.

🗣️ CLB 7–IV: Give a summary of the main points of a presentation by someone else.



## Sample Extension Ideas

*The following are suggestions for strategies learners can use to explore the topic of elections. They range from classroom activities to independent learning strategies.*

- View animated instructions for voting procedures and correct a list of steps (see <http://www.nald.ca/library/learning/elect06/interactive/interactive.html>).
- Listen to information on the Elections Canada automated telephone line (1 800 463-6868) and take notes about registration procedures.
- Research a profile of a candidate in an election (federal, provincial, territorial or local).
- Read letters to the editor in Canadian newspapers to identify current concerns and issues.
- Research the names of registered political parties in Canada and describe their platforms.
- Discuss the pros and cons of Canada's current electoral system and proposed changes, e.g., proportional representation, lowering the age requirement.
- Find and compare information about candidacy rules and voting procedures in federal, provincial, territorial and local elections.

## Sample Study and Test Preparation Strategies

*The following are suggestions for strategies learners can use to study the topic of elections and prepare for the citizenship test. They can be used in the classroom or independently by learners.*

- Read "Federal Elections" in *Discover Canada* (pp. 30–33). Make notes on each subsection in point form under headings using *wh*-questions, e.g., *When?* (*When are federal elections held?*); *Who?* (*Who can call an election? Who can vote in an election?*). Compare your notes with a partner.
- Read "Federal Elections" in *Discover Canada* (pp. 30–33). Use a highlighter to indicate information found on a voter information card.
- Read "Federal Elections" in *Discover Canada* (pp. 30–33). Make a flow chart for personal use.
- Make a list of specialized vocabulary for elections and voting.
- Make study cards matching titles of officials or representatives and the role they play in federal elections.
- Research sample study questions in *Discover Canada* (pp. 52–53) or on the government website to see the specific information about elections that may be targeted (<http://www.cic.gc.ca>; go to *citizenship test > sample study questions*). Work with a partner to answer the sample questions.
- Read about the similarities and differences in elections at the three levels of government. Take notes about specific details in a table.



# Sample Resources

The following are sample resources you can use to develop activities related to elections in Canada. You may need to adapt them so they are suitable for the CLB level of the learners in your class.

## Books

- *A Beginning Look at Canada, Third edition.* Anne-Marie Kaskens. Pearson Longman, 2010.  
“Part 4 – The Government” includes units entitled “Canada is a Democracy,” “Who Can Vote?” “Ridings,” and “Political Parties.” A teacher’s manual is available online at no cost. CLB 2–4
- *Being Canadian, Third edition.* Judy Cameron and Tracey Derwing. Pearson Longman, 2010.  
“Chapter 9 – Elections” includes reading texts and accompanying activities about federal elections and the voting process. Included is a “Test Yourself” section with multiple choice, true/false and short answer questions. CLB 3–7
- *The Grab Bag of Canada.* Elizabeth Ganong and Dan Ingram. Canadian Resources for ESL, 2001.  
Topics include “It’s our choice,” and “Voting choices.” CLB 3–4
- *Gateway to Canada.* Virginia L. Sauve and Monique Sauve. Oxford University Press, 1997.  
This book includes reading texts and accompanying activities in chapters entitled “Government in Canada,” and “Elections in Canada.” CLB 5+

## Online resources

- *Movement for Canadian Literacy Elections 2006 series:* <http://library.nald.ca/learning/browse/author?name=Movement+for+Canadian+Literacy>  
This series includes Election 2006: Interactive On-line Tools, a Literacy Action Kit, and a Learner Voting Guide. The 2008 publication Election Study Kit is also available in downloadable PDF format: <http://www.nald.ca/library/learning/elect08/studykit08/studykit08.pdf> Included are suggestions for activities that will help learners make informed decisions about an election as they develop their vocabulary and concepts about elections and democracy. CLB 2–4
- *Canada at the Polls:* <http://www.electionscanada.ca>  
This resource is available at no charge in print and downloadable format from the Elections Canada website. It has information about elections as well as detailed, step-by-step instructions for election simulations. Click on Publications to see a complete list of publications available on the website, along with information on Elections Canada, voter eligibility and the national voter registry, and answers to frequently asked questions.
- *I Can Vote! A user-friendly guide to voting in Canada:* <http://www.electionscanada.ca>  
Developed to make the electoral process accessible to all Canadians, particularly literacy and LINC learners, this illustrated booklet uses simple language and clear illustration to explain step-by-step the process of voting in Canada. It is also available in downloadable PDF format. Click on Young Voters > Learning Resources > General Resources > I Can Vote!



- *Maple Leaf Web*: <http://www.mapleleafweb.com>

Maple Leaf Web is a non-profit, non-partisan Canadian political education website that aims to provide educators, students and the attentive public with a credible source for political education and information. It publishes original articles and features on Canadian political events and institutions and provides links to a range of external resources.  
CLB 5+

## Software

- *Exploring Canada's Electoral System*. Available from <http://www.elections.ca>

This is an interactive CD-ROM from Elections Canada. Learners can see and explore a polling station, a campaign hall, a returning office, and Elections Canada's headquarters. They can complete a project by reading the Notebooks and playing the video clips. In the Elections Challenge Game, a game for 1 to 3 players, they can test their new knowledge of how members of Parliament get elected, how a ballot is used, and who organizes federal elections.







Elections in Canada


# Sample Activities

CLB  
1-8

## Activity 1: Voter information card

CLB  
1-2

Part A. This is one side of a voter information card. Some words are in English. Some words are in French. Listen and point to the English words on the card.

<p>FEDERAL GENERAL ELECTION Monday, Month XX, 20XX</p> <p><b>VOTER INFORMATION CARD</b></p> <p><b>If your name and address appear on this card, you are registered to vote.</b></p> <p><i>Please take this card when you go to vote.</i></p> <p>If this card is not addressed to you or contains errors, please call the toll-free number on the back.</p> <p>To vote you must:</p> <ul style="list-style-type: none"> <li>• be a Canadian citizen</li> <li>• be at least 18 years old on election day</li> </ul> <p><i>This card CANNOT be used as proof of identity or address.</i></p>	<p>ÉLECTION GÉNÉRALE FÉDÉRALE Le lundi XX mois 20XX</p> <p><b>CARTE D'INFORMATION DE L'ÉLECTEUR</b></p> <p><b>Si vos nom et adresse figurent sur cette carte, vous êtes inscrit pour voter.</b></p> <p><i>Veuillez apporter cette carte lorsque vous irez voter.</i></p> <p>Si cette carte ne vous est pas destinée ou si elle contient des erreurs, téléphonez au numéro sans frais indiqué au verso.</p> <p>Pour voter, vous devez être :</p> <ul style="list-style-type: none"> <li>• citoyen canadien</li> <li>• âgé d'au moins 18 ans le jour de l'élection</li> </ul> <p><i>Cette carte NE PEUT PAS servir de preuve d'identité ou d'adresse.</i></p>	<p>www.elections.ca</p>  <p><b>IMPORTANT</b></p> <p><b>When you vote, you MUST prove your identity and address. Au moment de voter, vous DEVEZ prouver votre identité et votre adresse.</b></p> <p>YOUR NAME YOUR ADDRESS</p> <p>VOTRE NOM VOTRE ADRESSE</p>
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Source: Elections Canada. [www.elections.ca](http://www.elections.ca)

🎧 Part B. Listen and follow the instructions to mark the card. Then, check your card with a partner.



## Activity 2: Identification for voting

CLB  
1-2

Part A. Ask four classmates the questions below. Write their names and their answers.

Name	Do you have a driver's licence?	Do you have a health card with a photo, name and address?

Part B. Read about the type of identification you must show at a polling station.

Show one piece of government identification with your photo, name and address.

- Driver's licence
- Provincial health card with photo, name and address
- Provincial/Territorial Identification Card for:
  - Newfoundland and Labrador
  - Prince Edward Island
  - Nova Scotia
  - New Brunswick
  - Manitoba
  - Alberta
  - British Columbia
  - Northwest Territories
  - Nunavut

Part C. Look at the pictures. Circle the pieces of identification that are on the list. Cross out the pieces of identification that are not on the list.



Activity 3: The ballot

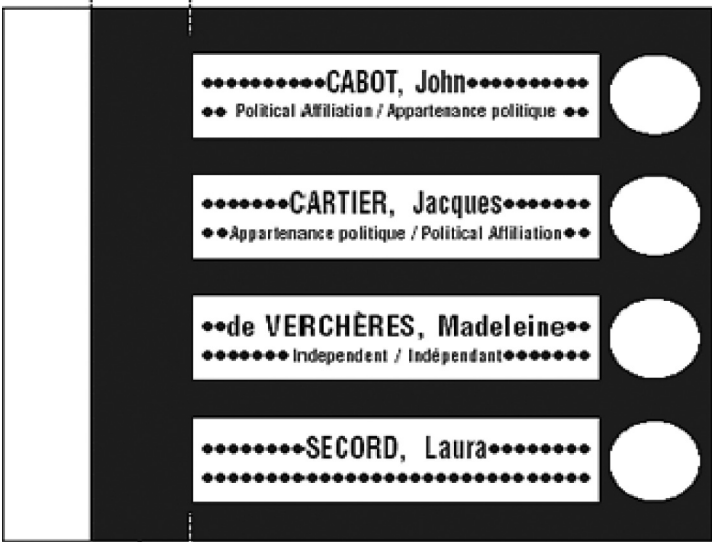
Part A. Read about the ballot.

This is a sample ballot. The candidates' names are in alphabetical order.

The family name is first, in all capital letters. The first name is after the family name.

The first letter of the first name is a capital letter.

The name of the political party is under the candidate's name. It is in both English and French.



Part B. Write the names of your classmates in alphabetical order. Use capital letters where necessary.




## Activity 4: Voter information card – listening

CLB  
3-4

🔊 Listen to a conversation between Anh and Brian, two neighbours who meet while picking up their mail. Circle T for true statements and F for false statements.

- |    |  |   |   |
|----|--|---|---|
| 1. | Brian doesn't have any mail today.                             | T | F |
| 2. | Brian plans to put his voter information card in a safe place. | T | F |
| 3. | Anh received a voter information card in the mail.             | T | F |
| 4. | Brian isn't sure whether or not Anh can vote without a card.   | T | F |
| 5. | Brian's card has a telephone number on it.                     | T | F |
| 6. | Anh writes down the phone number for Brian.                    | T | F |
| 7. | Anh is going to call Elections Canada.                         | T | F |



# Activity 5: Voter identification

Read the information about how to prove your identity and address when you vote. Then, read the statements below. Circle T for true statements and F for false statements.

To vote, you must prove your identity and address. You have three options. This is option 1.

## Option 1

Show one original piece of identification with your photo, name and address. It must be issued by a government agency.

### Examples

- Driver’s licence
- Ontario health card
  - Note: Not all electors in Ontario will have cards with photo, name and address
- Provincial/territorial identification card for the provinces/territories of
  - Newfoundland and Labrador
  - Prince Edward Island
  - Nova Scotia
  - New Brunswick
  - Manitoba
  - Alberta
  - British Columbia
  - Northwest Territories
  - Nunavut

Source: Elections Canada – Voter Identification at the Polls: <http://www.elections.ca>.

For a complete list of acceptable identification, please see the web page.


- |   |   |   |
|---|---|---|
| 1. To vote, you must have two pieces of identification with your photo, name and address. | T | F |
| 2. You must prove your address and your phone number when you vote.                       | T | F |
| 3. You can’t show a photocopy of an identification card.                                  | T | F |
| 4. All provinces and territories have their own identification cards.                     | T | F |
| 5. Not every Ontario health card has a name, photo and address on it.                     | T | F |



## Activity 6: Voter information card

CLB  
3-4

Part A. This is one side of a sample voter information card. Read the information on the card and answer the questions.

<p>FEDERAL GENERAL ELECTION Monday, Month XX, 20XX</p> <p><b>VOTER INFORMATION CARD</b></p> <p><b>If your name and address appear on this card, you are registered to vote.</b></p> <p><i>Please take this card when you go to vote.</i></p> <p>If this card is not addressed to you or contains errors, please call the toll-free number on the back.</p> <p>To vote you must:</p> <ul style="list-style-type: none"><li>• be a Canadian citizen</li><li>• be at least 18 years old on election day</li></ul> <p>This card CANNOT be used as proof of identity or address.</p>	<p>ÉLECTION GÉNÉRALE FÉDÉRALE Le lundi XX mois 20XX</p> <p><b>CARTE D'INFORMATION DE L'ÉLECTEUR</b></p> <p><b>Si vos nom et adresse figurent sur cette carte, vous êtes inscrit pour voter.</b></p> <p><i>Veuillez apporter cette carte lorsque vous irez voter.</i></p> <p>Si cette carte ne vous est pas destinée ou si elle contient des erreurs, téléphonez au numéro sans frais indiqué au verso.</p> <p>Pour voter, vous devez être :</p> <ul style="list-style-type: none"><li>• citoyen canadien</li><li>• âgé d'au moins 18 ans le jour de l'élection</li></ul> <p>Cette carte NE PEUT PAS servir de preuve d'identité ou d'adresse.</p>	<p>www.elections.ca</p> <p> <b>Élections Canada</b></p> <p><b>IMPORTANT</b></p> <p>When you vote, you <b>MUST</b> prove your identity and address. Au moment de voter, vous <b>DEVEZ</b> prouver votre identité et votre adresse.</p> <p>YOUR NAME YOUR ADDRESS</p> <p>VOTRE NOM VOTRE ADRESSE</p>	<p>CANADA POSTES POST CANADA</p> <p>Postage paid Lettermail Port payé Poste-lettres</p> <p>1082000</p>
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Source: Elections Canada. [www.elections.ca](http://www.elections.ca)

1. What kind of election is this card for?

2. What personal information about the voter does each voter information card include?

3. What do you need to prove when you vote?

4. How do you know that you are registered to vote?

5. Who is eligible to vote?

6. What should you do if there is an error in your address?




## Activity 6: Voter information card - cont'd


CLB  
3-4

Part B. This is the other side of the voter information card. Read the information on the card and answer the questions.

Your electoral district / Votre circonscription :	
<b>Election Day</b> <b>Monday, [Month] XX</b>	<b>Jour de l'élection</b> <b>Le lundi XX [Month]</b>
You may vote from 9:30 a.m. to 9:30 p.m. at the following address:	Poll no./Bureau n° <b>XXX</b>
<b>Name</b> Address City	<b>Nom</b> Adresse Ville
<b>Advance Voting Days</b> <b>[Month] XX, XX and XX</b>	<b>Jours du vote par anticipation</b> <b>XX, XX et XX [Month]</b>
The advance poll will be open from 12:00 noon to 8:00 p.m. at the following address:	Poll no./Bureau n° <b>XXX</b>
<b>Name</b> Address City	<b>Nom</b> Adresse Ville
<b>Other ways to vote</b>	<b>D'autres façons de voter</b>
You may vote by mail or in person at your local Elections Canada office if you apply to do so no later than <b>6:00 p.m. on Tuesday, [Month] XX</b> . Download the form from <a href="http://www.elections.ca">www.elections.ca</a> or TELEPHONE IMMEDIATELY. ➡	Vous pouvez voter par la poste ou en personne à votre bureau local d'Élections Canada si vous en faites la demande au plus tard à <b>18 h, le mardi XX [Month]</b> . Téléchargez le formulaire à partir du site <a href="http://www.elections.ca">www.elections.ca</a> ou TÉLÉPHONEZ DÈS MAINTENANT. ➡

**www.elections.ca**

If you need a language or sign language interpreter, or other special assistance, call before **6:00 p.m. on Thursday, [Month] XX**.  
 Si vous avez besoin d'un interprète gestuel ou linguistique, ou d'un autre service particulier, téléphonez avant **18 h, le jeudi XX [Month]**.

 **TTY / ATS 1-800-361-8935**  
for persons who are deaf or hard of hearing  
pour les personnes sourdes ou malentendantes

**Your local Elections Canada office:**  
**Le bureau local d'Élections Canada :**

**X-XXX-XXX-XXXX**

**Toll-free number / Numéro sans frais**

**Elections Canada**  
xxxxxxxxxxxxx  
xxxxxxxxxxxxx

**Élections Canada**  
xxxxxxxxxxxxx  
xxxxxxxxxxxxx

Open seven days a week.  
Bureau ouvert sept jours sur sept.

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

1. What time can you vote on Election day?

---

2. What time can you vote on Advance Voting Days?

---

3. Can you vote by mail?

---

4. What can you do if you need an interpreter?

---

5. How many days a week is the local Elections Canada office open?

---

6. What is the Elections Canada website?

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## Activity 7: Elections – vocabulary

CLB  
5+

Part A. Complete the election vocabulary word families in the table below. Sometimes there is more than one word for the category (e.g., identifiable/identified), and sometimes there is no word form for a category.

NOUN forms	VERB forms	ADJECTIVE forms	ADVERB forms
		electoral	
			democratically
	nominate		
franchise			
		registered	
	represent		
victory			
	defeat		
	propose		
			constitutionally
		conservative	
	argue		
system			
		opposed	
			eligibly
		identifiable/identified	

Part B. Fill in the blanks in the sentences with the correct forms of the words from the table in Part A .

- The party with the second largest number of votes becomes the official \_\_\_\_\_ in the House of Commons.
- Canadian citizens who are 18 years of age or older on election day are \_\_\_\_\_ to vote.
- The National \_\_\_\_\_ of Voters is a database containing the names and addresses of citizens who can vote.
- Members of Parliament are \_\_\_\_\_ elected to represent their constituents in the House of Commons.
- You must show proof of your \_\_\_\_\_ and your address at the polling station.
- Election candidates are \_\_\_\_\_ by the members of their riding association.
- Discussing politics often leads to heated \_\_\_\_\_ between friends and family members.
- The \_\_\_\_\_ of women in federal elections was the result of courageous efforts by women such as Nellie McClung.
- Being able to vote in elections is a \_\_\_\_\_ right of citizens.
- \_\_\_\_\_ is often defined as government for the people, of the people and by the people.



## Activity 8: Elections vocabulary review game

CLB  
5+

Read the following instructions for a game that will help you review words and phrases associated with elections in Canada.

### How to play the game

1. The game is played by 4 players, with 2 on each team. The object of the game is for each team to score points by guessing the words and phrases on “clue cards” prepared by the other team.
2. Form a team with one other student. You will be either Team A or Team B.
3. Team A will get one clue card worksheet, and Team B will get a different one. Follow the instructions below to prepare your team’s clue cards.

#### How to prepare clue cards

In each box on your team’s worksheet, you will see a word or phrase in brackets. Working as a team, write two clues for each word or phrase.

A clue can be a very short definition, a synonym or antonym, or something associated with the word. It can be a short sentence or a phrase with a blank in it. You cannot use the word itself in the clue. The first clue card on each worksheet has been done for you.

Write the clues above the word or phrase. The other team will be reading your clue cards, so make sure you print your clues as clearly as possible.

When you have finished writing the clues, cut along the lines to form cards. Arrange the cards in a stack face down.

4. Sit with another team (Team A and Team B) to form a group of 4.
5. Exchange sets of clue cards with the other team. Do not mix the two sets of clue cards together. Team A will use the cards that Team B has prepared, and Team B will use the cards that Team A prepared.
6. Sit facing the other member of your team with the cards face down between you. Your opponents should sit across from you with their cards face down between them.
7. Now you are ready to start playing the game. One player on Team A begins by taking a card and reading the first clue to the other member of his/her team. Do not say the word or phrase at the bottom of the card. Wait for your partner to guess it. If your partner is not successful in guessing the word or phrase, read the second clue. Record your score. Now it is Team B’s turn. Keep playing the game until you use all the cards. The winner is the team with the most points.

#### Scoring

Guess the correct word or phrase after the first clue – **2** points

Guess the correct word or phrase after the second clue – **1** point



# Activity 8: Elections vocabulary review game - cont'd

CLB  
5+

Clue Card Worksheet – Team A

1. part of Parliament 2. lower chamber (House of Commons)	1. 2. (candidate)	1. 2. (Elections Canada)
1. 2. (majority government)	1. 2. (campaign)	1. 2. (secret ballot)
1. 2. (Parliament Hill)	1. 2. (re-elect)	1. 2. (polling station)
1. 2. (voters' list)	1. 2. (canvassing)	1. 2. (independent candidate)

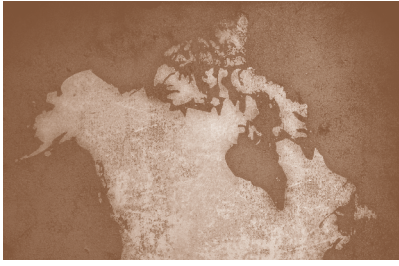
Activity 8: Elections vocabulary review game - cont'd

Clue Card Worksheet – Team B

CLB  
5+

<div>1. You see them on front lawns</div> <div>2. Vote for _____</div> <div>(campaign signs)</div>	<div>1.</div> <div>2.</div> <div>(campaign platform)</div>	<div>1.</div> <div>2.</div> <div>(minority government)</div>
<div>1.</div> <div>2.</div> <div>(first past the post)</div>	<div>1.</div> <div>2.</div> <div>(voter turnout)</div>	<div>1.</div> <div>2.</div> <div>(by-election)</div>
<div>1.</div> <div>2.</div> <div>(ballot box)</div>	<div>1.</div> <div>2.</div> <div>(advance poll)</div>	<div>1.</div> <div>2.</div> <div>(political party)</div>
<div>1.</div> <div>2.</div> <div>(nomination)</div>	<div>1.</div> <div>2.</div> <div>(debate)</div>	<div>1.</div> <div>2.</div> <div>(Member of Parliament)</div>





Elections in Canada

# Instructor Notes

CLB  
1-8

# Instructor Notes for Sample Activities

The activities in this document relate to the following sections of the *LINC 1-5 Curriculum Guidelines*:

## **CLB 1-2**

**Canada - Government pp. 214-215, pp. 220-221**

## **CLB 3-4**

**Canada - Government, pp. 226-227, pp. 232-233**

## **CLB 5+**

**Canada - Government, pp. 232-233**

### Activity

#### **Activity 1: Voter information card CLB 1–2**

The purpose of this activity is to acquaint learners with a voter information card and its elements. It also introduces some terms related to elections.

##### **Part A**

Explain/review basic vocabulary related to elections (*to vote, election, voter information card*). Say words from the card and ask learners to locate these words on the card and point to them. Sample words: *Canada, name, election*.

Alternatively, you could use an LCD projector to project a card for the whole class to view together (see the resources for the Elections Canada website to view the card). You could also have learners repeat words aloud. As an extension, learners could take turns saying and pointing to the words of their choice.

##### **Part B**

This part of the activity provides practice in following instructions. It uses words related to voting procedures or completing forms (e.g., *circle, cross out*). Pre-teach/demonstrate these words before beginning the activity. Once learners complete the task, have them compare their cards; then, go around and check their cards. If you have Internet access, you can take up this activity using the LCD projector and an online version of the card.

#### Track 19 Transcript

1. Circle Canada Post.
2. Underline the month.
3. Cross out Elections Canada.
4. Circle important information.
5. Cross out the year.
6. Circle a maple leaf.



## Activity

### Activity 2: Identification for voting CLB 1–2

The purpose of this activity is to inform learners about the identification needed for voting and to have them practise asking questions.

#### Part A

Have learners survey their classmates, asking the provided questions. You can extend this activity by having learners write short dialogues in pairs. They can practise them and present them to the rest of the class.

#### Parts B and C

In these parts of the activity, learners identify the pieces of ID that are included on the provided list. You can use realia to demonstrate types of ID and when or where they can be used.

## Activity

### Activity 3: The ballot CLB 1–2

The purpose of this activity is to introduce learners to ballots used in elections, and teach or review alphabetical order used in lists of names.

In Part A, learners read about the ballot and look at a sample ballot.

To prepare for Part B, write examples of people's names (including first and last) and demonstrate the order in which they can appear on a list. Ask learners to write their full names and rewrite them in this order (last name, first name). Correct learners' punctuation and use of capitals if needed. Help learners organize their names in alphabetical order; you can do so by asking learners to suggest names for each letter of the alphabet, e.g., first some names starting with A, then B, etc.

With the help of the class, write a list of the learners' names on the board. Have learners copy some or all of the names on their blank ballots in alphabetical order. They should follow the format shown on the sample ballot, using capital letters for family names, commas after each family name, and capital letters for the first letters of the given names.

## Activity

### Activity 4: Voter information card – listening CLB 3–4

This is a listening comprehension practice activity in which learners listen for specific details related to registering to vote in an election.

Explain the situation and have learners brainstorm the kinds of conversations neighbours might have in such situations. Play the recording once. Have learners read the statements. Play the recording again. As they listen, learners circle T or F. Learners can compare their answers in pairs before you take them up as a class. They may want to listen to the conversation again.

Answers:

1-F	2-T	3-F	4-T	5-T	6-F	7-T
-----	-----	-----	-----	-----	-----	-----



A: Hi Brian. Anything interesting in the mail today?

B: Hey, Anh. Just bills and junk mail, as usual. Wait – here's my voter information card. I'll put it somewhere safe – I'll need it on voting day.

A: I didn't get my card yet. What will happen if I don't get it before the election? Will I be able to vote without a card?

B: I think so, but I'm not sure. There is a phone number on my card for Elections Canada. You could call and find out.

A: That's a good idea. Can you write down that number for me, please?

B: Sure. Let's see – it's 1-800-463-6868. Here you go.

A: Thanks. I'm going to call as soon as I get back to my place.

### Activity

#### Activity 5: Voter identification CLB 3–4

This is a reading comprehension activity. Learners get information about acceptable types of identification from a formatted text, which is a bulleted list from the Elections Canada website. Learners read the text and answer T/F comprehension questions.

This text is one of three options. You can use Options 2 and 3 on the website as an extension activity.

Answers:

1-F	2-F	3-T	4-F	5-T
-----	-----	-----	-----	-----





## Activity

### Activity 6: Voter information card CLB 3–4

This is a reading comprehension activity based on the voter information card.

#### Part A and B

Learners answer comprehension questions about the details on the voter information card. Learners can work individually or in pairs; take the questions up as a class.

#### Answers Part A

1. Federal election.
2. The voter's name and address.
3. You need to prove your identity and address.
4. Your name and address appear on the voter information card.
5. A person who is a Canadian citizen and at least 18 years old.
6. You should call the toll-free number on the back of this card.

#### Answers Part B

1. You can vote from 9:30 am to 9:30 pm.
2. From 12 noon to 8:00 pm.
3. Yes.
4. You can call before 6:00 pm on Thursday before Election Day.
5. Seven days a week.
6. [www.elections.ca](http://www.elections.ca)

## Activity

### Activity 7: Elections – vocabulary CLB 5+

The purpose of this activity is to review concrete and abstract vocabulary related to voting and the election process.

The activity can be done individually or in pairs. Encourage learners to use monolingual dictionaries to check their answers. As an extension to this activity, learners can make their own sentences with words from the table.



## Part A

### Answers

NOUN forms	VERB forms	ADJECTIVE forms	ADVERB forms
elector/election/electorate	elect	electoral	electorally
democracy	democratize	democratic	democratically
nomination	nominate	nominated	x
franchise/enfranchisement	enfranchise	enfranchised	x
registration	register	registered	x
representation/representative	represent	representative/represented	x
victory/victor	x	victorious	victoriously
defeat	defeat	defeated	defeatedly
proposal/proposition	propose	proposed	x
constitution	constitution	constitutional	constitutionally
conservative/conservation	conserve	conservative	conservatively
argument	argue	arguable	arguably
system	systematize	systematic	systematically
opposition	oppose	opposed	x
eligibility	x	eligible	eligibly
identity/identification	identify	identifiable/identified	x

## Part B

### Answers

1. The party with the second largest number of votes becomes the official Opposition in the House of Commons.
2. Canadian citizens who are 18 years of age or older on election day are eligible to vote.
3. The National Registry of Voters is a database containing the names and addresses of citizens who can vote.
4. Members of Parliament are democratically elected to represent their constituents in the House of Commons.
5. You must show proof of your identity and your address at the polling station.
6. Election candidates are nominated by the members of their riding association.
7. Discussing politics often leads to heated arguments between friends and family members.
8. The enfranchisement of women in federal elections was the result of courageous efforts by women such as Nellie McClung.
9. Being able to vote in elections is a constitutional right of all eligible citizens.
10. Democracy is often defined as government of the people, for the people and by the people.



## Activity

### Activity 8: Elections vocabulary review – game CLB 5+

This is a vocabulary game for four players. The group of four should begin by dividing themselves into two teams of two players each: Team A and Team B. Hand out the instructions and one clue card worksheet (either the Team A or the Team B version) to each team. Have them read and discuss the instructions. Review the instructions as a class before proceeding.

As described in the instructions on the handout, team members work together to write two very brief clues for each of the words on their worksheet. Circulate to check that learners are following the rules about writing clues. Tell them to print clues legibly on the worksheet, because they will be exchanging clue cards with the team they play the game with.

When teams have finished writing their clues, they cut out the 12 cards and put them face down in a deck. Ask learners to sit in groups of four, making sure there is a Team A and Team B in each group.

If you have an odd number of learners, you can have a student without a partner join a group of four to act as moderator. This person can ask for repetition if the clues are read unclearly or too softly, or listen for any illegal clues, such as the use of the word (or part of the phrase) in a clue. The moderator can keep score and set time limits for guessing.

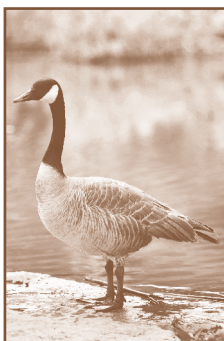
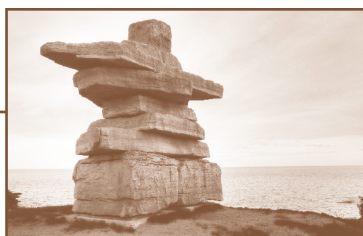
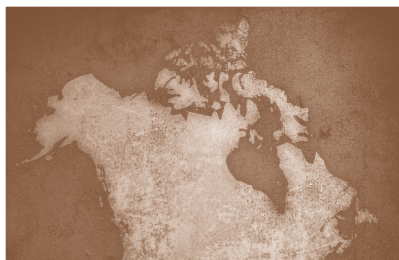
The game could also be played in pairs, rather than fours, where each player would be responsible for completing one clue card sheet on his/her own. They would then read their own clues aloud for their partner to guess.





## CHAPTER 6

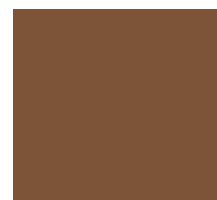
# Canadian Symbols



This chapter provides ideas for teaching about Canadian symbols. Learning about Canada and preparing to become a citizen includes learning about official symbols, the nation's capital, important public holidays, and national honours. It also includes recognizing and understanding Canadian icons, the contributions of notable Canadians, and significant Canadian achievements. Together, these objects, events and people represent the values and ideals that Canadians believe in and help to explain what it means to be Canadian.

### ***Discover Canada: The Rights and Responsibilities of Citizenship:***

- Canadian Symbols, pp. 38-41
- Modern Canada, pp. 25-27



# Content Ideas

*The following is a list of subtopics and content ideas that learners may need or want to learn about. You can select the items appropriate for the CLB level of the learners in your class.*

- **Official symbols of Canada**

- The national flag

- Coat of arms and motto

- The national anthem, “O Canada”

- The crown as a symbol of government; royal anthem, “God Save the Queen”

- National honours (e.g., Order of Canada)

- **The nation's capital, Ottawa**

- Origins of name; history

- Parliament Buildings, heritage spaces and places of interest

- Canada's national museums

- **National emblems, symbols and icons**

- Canada's national colours, the beaver, the maple leaf, the maple tree, canoe and what they represent

- Images of Canadian landscape and wildlife, art of Canada's Aboriginal peoples: their meanings and the stories behind them

- Institutions and structures that link Canadian communities (CBC, the Mounties, Hockey Night in Canada, the TransCanada Highway, Confederation Bridge)

- Canadian place names (e.g., Canada, Ottawa, Vancouver, Newfoundland): their origins and the stories they tell

- National sports: hockey and lacrosse

- **Prominent Canadians**

- Canadians who have influenced or inspired the nation (e.g., Tommy Douglas, Terry Fox, Emily Stowe) and the values and attributes with which Canadians identify

- **Public holidays and other important dates: their meanings and origins**

- National holidays

- Provincial and territorial holidays

- Days commemorating historical events and figures, e.g., Vimy Day, Sir John A. MacDonald Day



# Sample Content Outcomes

*The following are ideas for content outcomes related to Canada's symbols. You can use them for planning a lesson or developing activities.*

## **CLB 1-2**

- Identify names of Canadian symbols and significant landmarks of Canada's capital
- Make simple statements about Canadian public holidays
- Make simple statements about symbols on Canadian coins and bills
- Identify prominent Canadians and their contributions

## **CLB 3-4**

- Explain the meaning of the lyrics of the national anthem, and the design of the Canadian flag
- Make statements about the origin and significance of national symbols
- Describe a famous Canadian institution or structure
- Explain the symbolism of an image of Canadian landscape or wildlife
- Make statements about prominent Canadians and their achievements

## **CLB 5+**

- Give a presentation about the history and origins of selected Canadian symbols; explain their meaning and significance
- Discuss how national symbols and icons of Canada contribute to the nation's sense of identity
- Research and present connections between Canadian visual art and cultural identity
- Express different viewpoints on the role of national symbols, their significance and the values they represent
- Research and present information about significant sites in the nation's capital
- Research and present a profile of a notable Canadian individual or organization; describe their influence or accomplishments
- Give a presentation about national honours, their recipients and accomplishments/contributions they were given for



# ■ Sample Language

*The following are sample vocabulary items, grammar structures and language functions learners can use when learning about Canada's symbols.*

## CLB 1-2

- Nouns and adjectives (colour, shape, size) to describe national symbols, e.g., *red maple leaf, red-and-white flag*
- Prepositions and expressions of place e.g., *in, near, next to, north of, far from* in simple statements about the locations of heritage places
- Names of months, days of the week, and dates in simple statements about national and provincial public holidays
- Ordinals with days of the week in statements about public holidays, e.g., *the first Monday of September*
- Nouns to describe what significant Canadians do or have done, e.g., *Terry Fox was an athlete. Norman Bethune was a doctor.*

## CLB 3-4

- Nouns and adjectives to describe colour, shape, size, and other features in simple sentences about national symbols and their meanings
- The order of adjectives of various categories to describe symbols, objects, landmarks or people
- Verbs and phrases expressing meaning and significance, e.g., *symbolize, stand for, be a symbol of* in statements about the symbolism of Canadian icons
- Passive voice in simple present tense, e.g., *is located, are known, is represented by* in simple and compound sentences about Canadian symbols and national landmarks
- Simple past tense, present perfect tense in simple and compound sentences about Canadian heroes and their accomplishments, e.g., *He ran a marathon. He has become a world-famous environmentalist.*

## CLB 5 +

- Abstract vocabulary related to the meanings of national emblems and official symbols of Canada, e.g., *significance, national honours, coats of arms, sovereign* in compound and complex sentences
- Identifying and non-identifying adjective clauses to describe notable Canadians and their accomplishments, e.g., *He was the first athlete who raised people's awareness of cancer.*
- Passive voice in various tenses, e.g., *is known, was chosen, has been celebrated* to talk about public holidays, national symbols and icons, or heritage places
- Logical connectors of cause/reason to explain the meanings of Canadian symbols, e.g., *because, therefore, that is why, hence*
- Past tenses to describe a notable Canadian's accomplishments, e.g., *has developed, has been advocating for, was elected*





# Sample Language Tasks

CLB  
1-2

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's symbols. The 📖 symbol accompanies sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Canada's National Symbols

Make a poster showing Canada's national symbols.

Possible activities:

- Vocabulary building: Match pictures with national symbols.
- Use pictures to make statements about Canada's symbols.
- Create a poster using pictures and labels.

🗣️ CLB 2–IV: Give a basic description.

✍️ CLB 1/2–II: Copy words.

### Canada's National Holidays

Create a table with information about national public holidays.

Possible activities:

- 📖 🗣️ Listen and complete sentences about Canadian holidays.
- 📖 Information gap: Ask and answer questions about dates of specific holidays.
- 📖 Read text about a national holiday and answer comprehension questions.
- 📖 🗣️ Pronunciation practice: Mark stressed syllables in names of Canadian holidays.

🗣️ CLB 1/2–IV: Identify specific literal details:  
... time reference ...

✍️ CLB 1/2–II: Copy words.

📖 CLB 2–IV: Get information from very basic short texts.

🗣️ CLB 2–IV: Give a basic description.

### O Canada, the National Anthem

Listen to *O Canada* and complete the lyrics with missing words.

Possible activities:

- Interview a classmate about when and where the national anthem is sung; use the provided worksheet.
- Pair work: Listen to *O Canada* and arrange the strips with lyrics in the correct order.
- Read the lyrics and make a list of words about Canada.

🗣️ CLB 1/2–IV: Identify specific literal details.

📖 CLB 2–IV: Get information from very basic short texts.

### Ottawa, the Nation's Capital

Identify details in a text about Ottawa.

Possible activities:

- Vocabulary building: Match pictures representing places in Ottawa with words.
- Listen to simple statements about Ottawa, the Parliament Buildings and other heritage places. Answer comprehension questions.
- Read a text about Ottawa. Copy information from the text to complete a table.
- Make simple statements about Ottawa.

📖 CLB 2–IV: Get information from very basic short texts.

🗣️ CLB 2–IV: Give a basic description.



# Sample Language Tasks

CLB  
3-4

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's symbols. The 📖 symbol accompanies sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Canada's National Symbols

Read descriptions of Canadian symbols and complete a table with specific details.

Possible activities:

- 📖 Vocabulary building: Match names and pictures of Canada's national symbols; explain what they represent.
- Listen to descriptions of Canadian symbols and answer comprehension questions about specific details.
- 📖 Information gap: Complete descriptions of symbols with missing information.
- Post-listening: Write sentences about Canada's symbols and their meaning.

👂 CLB 4-IV: Demonstrate comprehension of mostly factual details and some inferred meaning in a story ...  
🗣️ CLB 3-IV: Describe briefly ... an object ....

### Prominent Canadians

Listen to descriptions of notable Canadians and identify their contributions.

Possible activities:

- 📖 Pre-listening: Discuss what makes a national hero.
- 📖 👂 Listen to profiles of prominent Canadians and match their names with achievements.
- Jigsaw: Read one of several short biographies of prominent Canadians and copy the most important information. Retell the biography in small groups.

✍️ CLB 4-II: Copy short texts to record information for personal use, or to complete tasks, or to learn information.  
🗣️ CLB 3-IV: Describe briefly ... a person ....  
👂 CLB 4-IV: Demonstrate comprehension of mostly factual details and some inferred meaning in a story ...

### Canadian Icons and Symbols

Write a short description of an iconic Canadian image (e.g., landscape, wildlife or art).

Possible activities:

- Read information (in print or online) about popular Canadian icons.
- Write a description of a selected icon/symbol.
- Create a class image gallery and post online or display in the classroom.

✍️ CLB 3-IV: Describe a person, object, place, situation, event.  
📖 CLB 4-IV: Get the gist, key information and important detail of simple, explicit 2-3 paragraph text.



# Sample Language Tasks

CLB  
5+

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's symbols. The 📖 symbol accompanies sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Canada's Official Symbols

Listen to descriptions of Canada's official symbols and answer comprehension questions.

Possible activities:

- 📖 Hold a discussion about national symbols and their significance.
- 📖 Pre-listening: Vocabulary building.
- 📖 🎧 Listen to descriptions of Canada's official symbols. Answer T/F comprehension questions.
- Research information about a selected official symbol of Canada and take notes. Prepare an outline.
- Give a short presentation about the researched symbol.

🎧 CLB 5–IV: Demonstrate understanding of factual details and some implied meanings in descriptive or narrative texts.  
🖼️ CLB 5–IV: Describe a scene or a picture.  
✂️ CLB 5–II: Reduce a page of information to a list of seven to 10 important points.

### Canadian Holidays

Give a short presentation about a Canadian holiday using researched information.

Possible activities:

- 📖 Discuss differences between public holidays and special days; provide examples. Identify national and provincial holidays.
- Conduct research and make a list of national public holidays and their dates.
- 📖 Prepare a short presentation about a Canadian holiday of choice using online or print information. Give a presentation to the class.

📖 CLB 5–IV: Access/locate/compare two or three pieces of information in ... an electronic reference source.  
🖼️ CLB 6–IV: Describe and compare people, places, etc.

### Notable Canadians

Write a biography of a notable Canadian using researched information (in print or online).

Possible activities:

- Discuss various note-taking formats and outline style.
- Research information to include in a biography; take notes and draft an outline.
- Paragraph writing practice: Complete descriptive paragraphs with missing topic and concluding sentences.
- Write a biography of a prominent Canadian of choice using research notes and outline.

✂️ CLB 6/7–II: Take notes from an oral presentation.  
✂️ CLB 6–IV: Write one or two paragraphs to ... provide a detailed description ... of people ...



## ■ Sample Extension Ideas

*The following are suggestions for strategies learners can use to explore the topic of Canada's symbols. They range from classroom activities to independent learning strategies.*

- Search for/identify everyday objects that bear symbols of Canada.
- Watch and discuss video clips that depict various national symbols; identify features and meaning.
- Watch relevant Historica Minutes clips ([www.historica.ca/minutes](http://www.historica.ca/minutes)) about prominent Canadians who influenced the nation.
- Research online or print information about Canada's official symbols and public holidays (<http://www.pch.gc.ca/eng>; go to *Topics*).
- Make a list of the dates of this year's public holidays and commemorative days.
- Watch a video/documentary about Ottawa, the nation's capital, and its places of interest.
- Take a virtual tour of the Houses of Parliament.

## ■ Sample Study and Test Preparation Strategies

*The following are suggestions for strategies learners can use to study the topic of Canada's symbols and prepare for the citizenship test. They can be used in the classroom or independently by learners.*

- Read "Canadian Symbols" in *Discover Canada* (pp. 38–39). Create a table with notes from this section, where one column lists the headings and the other column includes important details. Compare notes with a partner.
- Scan the section for dates that relate to Canada's symbols. Organize them chronologically and write a brief description of what took place on each date.
- Make a list of official symbols and research the details about them that interest you.
- Make a list of historical figures and important people whose names appear in the section. Take notes on their functions or contributions, e.g., names in "The Victoria Cross" sub-section.
- Review sample study questions in *Discover Canada*, p. 52-53 or on the government website to see what information they target (<http://www.cic.gc.ca>; go to *citizenship test > sample study questions*). Prepare your own study questions about key details in the section. Answer these questions or quiz a classmate.
- Read the captions under the pictures in the section and highlight the important facts or names; conduct research to find out more detailed information about them, e.g., *Canadian Flag, 1965* – research how it became the national flag, what the process was, and what happened in 1965.



# Sample Resources

*The following are sample resources you can use to develop activities related to Canadian symbols. You may need to adapt them so they are suitable for the CLB level of the learners in your class.*

## Books

- *A Beginning Look at Canada, Third edition.* Anne-Marie Kaskens. Pearson Longman, 2010.  
Units related to the topic of Canadian symbols include “Celebrating Our History: Victoria Day” and “Celebrating Our History: Canada Day,” as well as units in “Part 4 – The Government.” A teacher’s manual is available online at no cost. CLB 2–4
- *Being Canadian, Third edition.* Judy Cameron and Tracy Derwing. Pearson Longman, 2010.  
“Chapter 12 – What Is Typically Canadian?” includes reading texts and accompanying activities about Canadian symbols as well as issues associated with Canadian identity. CLB 3–7
- *Calendar Activities – Canadian Edition.* Denise Cooper and Anne-Marie Kaskens. Canadian Resources for ESL, 2001.  
This resource includes reproducible activities for months, calendars and dates.
- *Gateway to Canada.* Virginia L. Sauve and Monique Sauve. Oxford University Press, 1997.  
This book includes reading texts and accompanying activities relevant to the topic of Canadian symbols in the chapters in the section entitled “Significant Canadians.” CLB 5+
- *I love holidays! Canadian Celebrations.* Donna Langevin, Thane Ladner and Nicole Vermond. Canadian Resources for ESL, 1998.  
These reproducible activities are appropriate for CLB 2–3.
- *LINC Classroom Activities, LINC 3.* Algonquin College, 2009.  
Canada: “Canada in a Suitcase,” “What Is This?” and “Have You Ever Been to Whitehorse?” This resource is available online at <http://atwork.settlement.org> > LINC Documents.
- *The Canadian Identity.* Don Wells, editor. Weigl Educational Publishers Limited, 2005.  
This 48-page book is appropriate for CLB 5+ learners. It consists of a series of two-page texts on a variety of topics related to Canadian identity, and includes information on national symbols such as the flag, the maple leaf and the Canada goose. It also includes a timeline, a quiz with a variety of types of questions, and suggested resources for further research.
- *The Grab Bag of Canada.* Elizabeth Ganong and Dan Ingram. Canadian Resources for ESL, 2001.  
Topics include “Basketball: a Canadian start,” “Our flag,” “Picture Canada,” “Name the holiday,” and “Describe a holiday.” CLB 3–4
- *When’s the next holiday? Canadian Celebrations: Books One and Two.* Joseph Pino Macchia, Donna Langevin, Thane Ladner, Sandy Offenheim and Nicole Vermond. Canadian Resources for ESL, 1996.



These reproducible activities are suitable for CLB 4–6.

## Online resources

- *Canadian Heritage Website:* <http://pch.gc.ca>

This site provides information on Canada's national anthem, national symbols, flag, public holidays and much more. Select a topic from Topics, or download the publication *The Symbols of Canada*. You can also download Canada's national anthem in MP3 format (instrumental version and with lyrics).

- *Canadian Symbols:* <http://www.cic.gc.ca/english/games/teachers-corner/canadian-symbols.asp>

This section of the Teacher's Corner on the Citizenship and Immigration Canada web site includes three activities that can be adapted for adult learners.

- *Canadian Symbols at Parliament:* <http://www2.parl.gc.ca/Sites/LOP/Education/CanSymbols/index-e.asp>

Click on Symbols Gallery to view collections of photos grouped according to category.

- *History by the Minute:* [www.histori.ca](http://www.histori.ca)

These videos can be viewed online. There are six videos listed under the heading "Canadian Symbols." Also on this website: access to the Canadian Encyclopedia, teacher lesson plans and other resources.

- *Symbols, Facts and Lists:* [http://www.craigmarlatt.com/canada/symbols\\_facts&lists/symbols.html](http://www.craigmarlatt.com/canada/symbols_facts&lists/symbols.html)

This section of the Canadainfo website includes texts on "Official Symbols," "Anthems and Other Patriotic Songs," "Inventions," and "Holidays."

## Software

- *My Canada*

This software provides texts at three levels of difficulty, the first with audio, for each topic, as well as a wide variety of interactive comprehension activities, some including video clips. Topics include "Food" and "Sports" in the Culture section. A variety of comprehension activities are provided, some including video clips. CLB 3–8





## Canadian Symbols

# Sample Activities

CLB  
1-8

## Activity 1: Canadian holidays – listening

CLB  
1-2

👂 Part A. Listen to sentences about Canadian holidays. Circle True (T) or False (F) for each holiday.

- |    |                                    |   |   |
|----|------------------------------------|---|---|
| 1. | Canada Day is on July 1.           | T | F |
| 2. | New Year's Day is on December 31.  | T | F |
| 3. | Boxing Day is in November.         | T | F |
| 4. | Victoria Day is in June.           | T | F |
| 5. | Thanksgiving is in November.       | T | F |
| 6. | Labour Day is in September.        | T | F |
| 7. | Christmas is on December 25.       | T | F |
| 8. | Remembrance Day is on November 12. | T | F |

Part B. Answer the questions below.

1. When is Victoria Day?

---

2. Is Canada Day after Victoria Day?

---

3. When is Thanksgiving?

---

4. Is Remembrance Day before Labour Day?

---

5. When is Boxing Day?

---





## Activity 2: Canadian holidays – pronunciation

CLB  
1-2

 Part A. Listen and repeat.

Victoria Day

Canada Day

Labour Day

Thanksgiving

Remembrance Day

Christmas

Boxing Day

 Part B. Listen again. Write the names of the Canadian holidays in the correct column.

Stress on first syllable	Stress on second syllable
<b>C<u>a</u>nada Day</b>	<b>Vict<u>o</u>ria Day</b>



### Activity 3: Canadian holidays – information gap

CLB  
1-2

Look at this year's calendar and work with a partner.



#### Student A

1. Ask your partner the questions below. Write the date on the line.

For example:     *A: When is New Year's Day?*

*B: It is on January 1.*

- When is Victoria Day? \_\_\_\_\_
- When is Thanksgiving? \_\_\_\_\_
- When is Remembrance Day? \_\_\_\_\_

2. Look at this year's calendar. Answer your partner's questions.

#### Student B

1. Look at this year's calendar. Answer your partner's questions.

2. Ask your partner the questions below. Write the date on the line.

For example:     *A: When is New Year's Day?*

*B: It is on January 1.*

- When is Canada Day? \_\_\_\_\_
- When is Labour Day? \_\_\_\_\_
- When is Boxing Day? \_\_\_\_\_



## Activity 4: Canada Day – reading

CLB  
1-2

Part A. Read about Canada Day and answer the questions.

Canada Day is on July 1. It is Canada's birthday. On Canada Day, people go to picnics and street festivals. They also go to parks to watch fireworks in the evening. Many Canadians have Canadian flags on their homes.

1. When is Canada Day?

2. Why do Canadians celebrate Canada Day?

3. Where do people go on Canada Day?

4. What do people watch in the evening?

5. What do many Canadians have on their homes?

Part B. Complete the text.

Canada Day is on \_\_\_\_\_. It is Canada's \_\_\_\_\_. On Canada Day people go to \_\_\_\_\_ and street \_\_\_\_\_. They also go to parks to watch \_\_\_\_\_ in the evening. Many Canadians have Canadian \_\_\_\_\_ on their homes.



## Activity 5: Canadian symbols – image gallery

CLB  
3-4

Part A. In small groups, discuss the questions below.

1. When and why do people use symbols? Give examples from everyday life.
2. Give examples of the national symbols or typical images associated with the country you come from. What do they represent?
3. What symbols or images do you associate with Canada? What do they represent?

Part B. Work with a partner. Look at the pictures and write what you think they stand for. Compare with the class.



← e.g., represents outdoors and wilderness, lakes, the First Nations and their way of life, explorers



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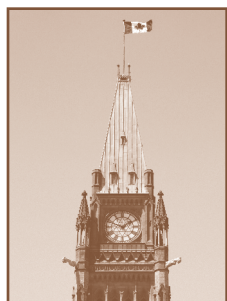
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Part C. Work with a partner. Search the Internet for images from Canada and create an image gallery that represents Canada. Present your gallery online or post it in the classroom, and orally describe what each image represents. Possible keyword search term: *Canada + images*



## Activity 6: Canadian symbols –information gap

CLB  
3-4

Student A

Part 1. Work with another Student A and write questions about the missing information in the text below.

Part 2. Re-group and work with Student B. Ask your partner about the missing information in the text below (for example: *What is one of Canada's symbols?*). Then, answer your partner's questions. Compare each other's texts and check the inserted information.

1) \_\_\_\_\_ is one of Canada's symbols. Centuries ago, it was a symbol of  
*What?*

the Hudson's Bay Company. This company traded 2) \_\_\_\_\_ to  
*What?*

Europe. When they were looking for beaver, they explored Canada's vast and unknown

land. In 3) \_\_\_\_\_ the beaver also became a symbol of the St. Jean  
*When?*

Baptiste Society, a French Canadian patriotic organization. Today, the beaver is on the

4) \_\_\_\_\_ coin, and on the coats of arms of Alberta and Saskatchewan. It  
*Which or What?*

also appears 5) \_\_\_\_\_ .  
*Where?*

The 1) **maple** leaf is another Canadian symbol. It is probably the most common symbol

that everyone around the world associates with 2) **Canada**. Maple trees have been

growing in Canada 3) **for centuries** and have been an important part of the Canadian

landscape. 4) **French Canadians** used maple leaves as their symbols in the 1700s. Then,

maple leaves appeared on Canadian uniforms and insignia. 5) Since **1965**, the maple leaf

has been featured on the Canadian flag.



## Activity 6: Canadian symbols – information gap, cont’d

CLB  
3-4

Student B

Part 1. Work with another Student A and write questions about the missing information in the text below.

Part 2. Re-group and work with Student B. Ask your partner about the missing information in the text below (for example: *What is one of Canada’s symbols?*). Then, answer your partner’s questions. Compare each other’s texts and check the inserted information.

1) **The beaver** is one of Canada’s symbols. Centuries ago, it was a symbol of the Hudson’s Bay Company. This company traded 2) **beaver fur** to Europe. When they were looking for beaver, they explored Canada’s vast and unknown land. In 3) **1834** the beaver also became a symbol of the St. Jean Baptiste Society, a French Canadian patriotic organization. Today, the beaver is on the 4) **five-cent** coin, and on the coats of arms of Alberta and Saskatchewan. It also appears 5) **on many Canadian stamps**.

The 1) \_\_\_\_\_ leaf is another Canadian symbol. It is probably  
*What kind?*

the most common symbol that everyone around the world associates

with 2) \_\_\_\_\_. Maple trees have been growing in Canada  
*What?*

3) \_\_\_\_\_ and have been an important part of the Canadian  
*How long?*

landscape. 4) \_\_\_\_\_ used maple leaves as their symbols  
*Who?*

in the 1700s. Then, maple leaves appeared on Canadian uniforms and insignia.

5) \_\_\_\_\_ the maple leaf has been featured on the Canadian flag.  
*How long?*




## Activity 7: Prominent Canadians – listening

CLB  
3-4

Part A. Discuss the questions below.

1. Who is considered a hero or a significant figure in the country you come from? Why?
2. What prominent Canadians do you know of? What have they done that makes them important?
3. What makes a person a hero to a nation/country? Give examples.

 Part B. Listen to short descriptions of four prominent Canadians. Match their names with their professions or roles. Listen again and write down three details about each person's achievements and accomplishments.

1. Tommy Douglas      2. David Suzuki      3. Emily Murphy      4. Lester Pearson

	Name	Who he/she was	What he/she did
A.		women's rights activist	
B.		"father of medicare"	
C.		Canada's Prime Minister	
D.		broadcaster and environmentalist	

Part C. The following people are other notable Canadians. Using the Internet, locate and read an article about each; take notes of the most important information. Present the profile of your choice to the class.

Kenojuak Ashevak	Bill Reid	Jean-Paul Riopelle	Chantal Petitclerc	Lawrence Martin
------------------	-----------	--------------------	--------------------	-----------------



## Activity 8: National symbols – discussion

CLB  
5+

Discuss the questions below.

1. What are some national symbols of the country you come from? Describe them and explain what they represent.
2. What attributes are necessary for an object to become a national symbol? Why are national symbols important?
3. What symbols of Canada can you name? What do you think they symbolize?

## Activity 9: Canada's official symbols – listening

Part A. You will hear the following words in a talk about Canada's official symbols. Match the words with their definitions.

- |                            |   |
|----------------------------|---|
| 1. constitutional monarchy | A. a sentence, phrase, or word expressing the spirit or purpose of a person or organization, etc., often inscribed on a badge or banner |
| 2. reign                   | B. a form of national government in which the head of state is a monarch whose power is limited by the constitution (parliament)        |
| 3. sovereign               | C. express, personify, or exemplify   |
| 4. jubilee                 | D. an elected body of people vested with the responsibility and power to make laws for a state or nation                                |
| 5. legislature             | E. the celebration of an anniversary  |
| 6. to embody               | F. the period during which a monarch rules  |
| 7. insignia                | G. a monarch; a queen or a king   |
| 8. motto                   | H. a distinguishing mark of office or honor   |

🔊 Part B. Listen to an excerpt from *Discover Canada* about some of Canada's national symbols and answer the True/False questions below.

- |  |     |
|--|-----|
| 1. Canada became a constitutional monarchy in 1867 during Queen Elizabeth's reign.           | T F |
| 2. The Crown is a symbol of Parliament, the legislatures and the armed forces, among others. | T F |
| 3. National Flag of Canada Day is on February 5.   | T F |
| 4. Maple leaves were adopted as a symbol by French Canadians in the 1700s.                   | T F |
| 5. <i>A Mari Usque Ad Mare</i> means "surrounded by sea."                                    | T F |
| 6. You can see Canada's coat of arms on government documents.                                | T F |

Part C. Search the Internet for information about one of Canada's official symbols. Prepare a short presentation and present it to the class.





## Activity 10: Canadian holidays – research and presentation

CLB  
5+

Part A. Discuss the questions below.

1. What are the national holidays in the country you come from? What do they commemorate or celebrate?
2. How are national holidays observed in the country you come from?
3. In your opinion, is it important to observe national holidays? Why?

Part B. Read the following list of Canada's public holidays and organize them in the order in which they occur on a calendar. Can you add other holidays that are celebrated in the province you live in?

Canada Day

Victoria Day

Labour Day

Christmas Day

New Year's Day

Boxing Day

Remembrance Day

Good Friday

Thanksgiving Day

Part C. Search the Internet for information about a Canadian national holiday or special day of your choice and give a short presentation about it to the class. Include the information on the cue card below in your presentation.



1. Name of the holiday; when the holiday is observed; the origin of its name

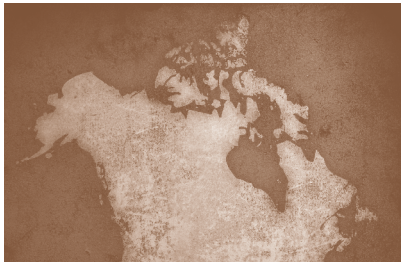
2. What the holiday celebrates/commemorates

3. Brief origin/history: when and where it was first celebrated, why it was celebrated

4. How it is celebrated/observed







Canadian Symbols

# Instructor Notes

CLB  
1-8

# Instructor Notes for Sample Activities

The activities in this document relate to the following sections of the *LINC 1–5 Curriculum Guidelines*:

## CLB 1–2

**Canada - Government pp. 214-215, pp. 220-221**

**Canadian Culture – Celebrations, pp. 244-245, pp. 250-251**

## CLB 3–4

**Canada - Government, pp. 226-227, pp. 232-233**

**Canadian Culture – Celebrations, pp. 256-257, pp. 262-263**

## CLB 5+

**Canada - Famous Canadians, pp.236-237**

**Canadian Culture – What is Canadian?, pp. 272-273**

### Activity

#### **Activity 1: Canadian holidays – listening CLB 1–2**

The purpose of this activity is to practise listening comprehension of statements about Canadian public holidays.

### Part A

This activity should be preceded by a review of the names of months and dates. You can also review prepositions in time expressions: in May vs. on December 25. Using a calendar, introduce names of public holidays; explain what “public holiday” means. You can contrast these holidays with some other common holidays or festive days that learners may know of, such as Mother’s Day or Halloween.

Play the recording once and have learners read the sentences. Then, play the recording again as many times as needed and ask learners to circle the correct letter.

You can check each sentence one by one; you can also ask learners to read only those sentences that are true. They can make negative statements for the sentences that are not true, e.g., Boxing Day is not in November. This activity could be used for assessment purposes.

#### **Track 21 Transcript**

1.	Canada Day is on July 1.
2.	New Year’s Day is on January 1.
3.	Boxing Day is in December.
4.	Victoria Day is in May.
5.	Thanksgiving is in October.
6.	Labour Day is in September .
7.	Christmas is on December 25.
8.	Remembrance Day is on November 11.

#### **Answers:**

1.	Canada Day is on July 1.	T
2.	New Year’s Day is on December 31.	F
3.	Boxing Day is in November .	F
4.	Victoria Day is in June .	F
5.	Thanksgiving is in November .	F
6.	Labour Day is in September .	T
7.	Christmas is on December 25.	T
8.	Remembrance Day is on November 12 .	F



## Part B

Ask learners to read the questions and use their answers in Part A to answer these questions. Learners can also work in pairs and take turns asking each other the questions. Have learners answer the questions orally first; then, they can write their answers in the blanks. Learners can also write the answers in full sentences on a separate piece of paper.

Extend the activity: You can ask learners to organize the holidays in chronological order. Learners can work individually or in pairs. You can also ask learners to create a wall poster with a chronological list of all public holidays.

### Answers:

1.	New Year's Day
2.	Victoria Day
3.	Canada Day
4.	Labour Day
5.	Thanksgiving
6.	Remembrance Day
7.	Christmas
8.	Boxing Day

### Activity



### Activity 2: Canadian holidays – pronunciation CLB 1–2

The purpose of this activity is to practise the pronunciation of the names of Canadian public holidays with a focus on syllable stress.

## Part A

Introduce names of national public holidays in Canada, and explain what a public holiday is if needed. Play the recording once. You can repeat the names after the recording, focusing on the ones that the learners in your class may find challenging to pronounce. Play the recording again and have learners repeat each name after the recording. Repeat this as many times as needed. Then, learners can practise the pronunciation of the names of holidays in pairs while you go around and monitor their performance.

### Track 22 Transcript

Victoria Day
Canada Day
Labour Day
Thanksgiving
Remembrance Day
Christmas
Boxing Day

## Part B

Explain and demonstrate what syllable stress is using familiar words e.g., Canada, holiday, September. Ask learners to mark syllables by clapping (e.g., three times for Canada). Demonstrate which syllable is stressed and explain that it is longer and pronounced more strongly than other syllable(s). Explain how the stressed syllable can be marked (use X or • above the vowel in the stressed syllable, or underline it).

Explain the procedure for the activity and have learners listen to the recording. You can pause it after each name to give learners enough time to write down the name of the holiday and to mark the stressed syllable. Ask learners to check their work in pairs and then take it up as a whole class. Have learners practise pronunciation, focusing on syllable stress. Work individually with learners who need it.



Answers:

Stress on first syllable	Stress on second syllable
Canada Day	Victoria Day
Labour Day	Thanksgiving
Christmas	Remembrance Day
Boxing Day	

### Activity

#### Activity 3: Canadian holidays – information gap CLB 1–2

The purpose of this activity is to practise using a calendar as well as asking and answering when questions about Canadian public holidays.

Bring in a set of current calendars (enough for learners working in pairs). Review the language needed for using a calendar, e.g., the organization, names of months, days of weeks, reading dates using ordinals (e.g., July the first). Photocopy and distribute role cards. Demonstrate or elicit asking questions about the date. Have learners work in pairs and take turns asking and answering questions using role cards. You can extend this activity by having learners ask questions about other important days, e.g., When is your birthday? When is Mother's Day? etc.

As a class, learners can create a poster listing all public holidays (names and dates) and other important dates.

### Activity

#### Activity 4: Canada Day – reading CLB 1–2

This is a reading activity based on a short text; it provides practice in comprehending details.

##### Part A

Have learners read the text silently and then read it aloud. Explain/review vocabulary if needed (e.g., picnic, festival, fireworks, flag). Then, have learners answer comprehension questions. These can be short answers (details only) or full sentences. Learners can also underline answers in the text. You can ask yes/no questions about the information in the text.

Answers (details only):

1.	July 1
2.	Because it is Canada's birthday
3.	To picnics and street festivals
4.	Fireworks
5.	Canadian flags

You can extend this activity by reviewing and practising asking questions: review *wh-* question words (*when, why, where, what*) and have learners ask other questions using those words. You can also ask learners to write yes/no questions about the text (a question for each sentence).



## Part B

This is a writing activity based on the reading above.

### Answers:

Canada Day is on July 1. It is Canada's birthday. On Canada Day people go to picnics and street festivals. They also go to parks to watch fireworks in the evening. Many Canadians have Canadian flags on their homes.

### Activity

#### Activity 5: Canadian symbols – image gallery CLB 3–4

The purpose of this activity is to introduce national symbols and common images of Canada.

##### Part A

Have learners discuss questions in small groups or in pairs; take them up as a class.

##### Part B

Discuss with the whole class the symbolism of the canoe. Explain how the images they look at can stand for complex ideas that can symbolize Canada and help define our country as a place where people share certain values, experiences or cultural heritage. They can also help define what it means to be Canadian.

Learners can work in small groups or pairs. They can first explain the origin of the image/icon and then describe what it stands for. Then, learners can present their image to the class.

##### Part C

This can be a class project where each learner contributes an image/symbol of choice. This project can be done online as an image gallery or posted on the wall in the classroom.

### Activity

#### Activity 6: Canadian symbols – information gap CLB 3–4

This activity provides learners with speaking practice; it can also be used to review grammar by asking questions using the context of Canada's symbols. It is done in two sets of pairs.

Part 1: Review wh-question formation. Divide learners into Students A and Students B, and distribute handouts. Ask Students A to work in pairs and prepare questions that they would ask in order to get the information required to complete their part of the text. Students B do the same. Take up the questions as a class and post/write on them on the board.

Part 2: Have learners regroup and work in pairs of Student A and Student B. They take turns asking questions and providing answers. You can walk around and monitor or correct as needed.

You can extend this activity by asking learners to write more questions about the text and quiz each other.

### Answers:

1) The beaver is one of Canada's symbols. Centuries ago, it was a symbol of the Hudson's Bay Company. This company traded 2) beaver fur to Europe. When they were looking for beaver, they explored Canada's vast and unknown land. In 3) 1834 the beaver also became a symbol of the St. Jean Baptiste Society, a French Canadian patriotic organization. Today, the beaver is on the 4) five-cent coin, and on the coats of arms of Alberta and Saskatchewan. It also appears 5) on many Canadian stamps.

The 1) maple leaf is another Canadian symbol. It is probably the most common symbol that everyone around the world associates with 2) Canada. Maple trees have been growing in Canada 3) for centuries and have been an important part of the Canadian landscape. 4) French Canadians used maple leaves as their symbols in the 1700s. Then, maple leaves appeared on Canadian uniforms and insignia. 5) Since 1965 the maple leaf has been featured on the Canadian flag.



## Activity

### 🔊 Activity 7: Prominent Canadians – listening CLB 3–4

This is a listening comprehension activity with pre-listening and post-listening elements.

#### Part A

The purpose of the discussion questions is to introduce the topic and generate some ideas about what being a national hero or prominent figure in a country could involve. Have learners discuss the questions in small groups and then take up the answers as a class.

#### Part B

This listening material consists of four short stories about prominent Canadians. The purpose of this part is to develop general comprehension (main idea and key details). Pre-teach new vocabulary as needed. Have learners listen to the recording twice and write the correct number or name in the table.

#### Answers:

A.	Emily Murphy
B.	Tommy Douglas
C.	Lester Pearson
D.	David Suzuki

As a second step, have learners listen to each story again and take notes on three details of that person's accomplishments or achievements. Learners can compare and discuss their answers in pairs or small groups.

Extend the activity: You can extend this activity by asking additional comprehension questions focusing on key details in each story. For example:

*Where did Emily Stowe live? What did she do that was unusual for a woman in the early 20<sup>th</sup> century?*

*What political party was Tommy Douglas the leader of?*

*When did Lester Pearson receive the Nobel Peace Prize?*

*What TV show has David Suzuki produced for many years?*

As a follow-up, have learners retell the stories of the prominent Canadians or write five to eight sentences about the person of their choice.

### 🔊 Track 23 Transcript

Emily Murphy is known as one of the "Famous Five," a group of five women who fought for women's rights. She was born and raised in Ontario, but lived most of her life in rural Alberta, where she moved after she got married in 1887. She had strong leadership skills and a keen interest in the protection of women and children. She started organizations for rural women and worked with other activists to obtain the vote for women. She frequently fought for other women in courts, which was very unusual in the early 20<sup>th</sup> century. In 1911, she pressured the Alberta government to guarantee a wife's right to one-third of her husband's property. Emily Murphy and four other members of the "Famous Five" also won the case in which women were legally recognized as "persons." This gave all women the right to be senators, judges or hold other important functions.

Tommy Douglas is often called the "father of Canadian medicare." His political career started in Saskatchewan in the 1930s. He was a leader of the first socialist party that formed the provincial government and started a social welfare movement. During his term as premier of Saskatchewan, he arranged for the province to have a medicare system – the first in Canada. Many doctors and medical professionals were against the idea and tried to stop it, but in 1962, Saskatchewan's government introduced it. This gave way to Canada's universally accessible medical care system. In the 1960s, Tommy Douglas moved on to national politics and became leader of the New Democratic Party, the party that tried to change the tone of the Canadian government to provide a better situation for the poor.





Lester Pearson was a prominent Canadian diplomat and politician. He is internationally renowned for his role in UN peace-keeping. He started his political career with the Liberal party and was elected to Parliament. He became Canada's foreign minister. He was a founder of NATO (North Atlantic Treaty Organization) and advocated for economic and social cooperation between NATO member countries. He was also elected president of the United Nations General Assembly. One of the biggest successes of his career came during the Suez Crisis in 1956. He proposed and helped create the UN Emergency Force, which keeps peace in places at war until a political agreement is reached. For this he received the Nobel Peace Prize in 1957. Later, he became leader of the Liberal party and prime minister of Canada. His government strengthened social welfare laws and introduced a nation-wide medical care and pension plan. During his term, in 1965, the distinctive Canadian flag was designed and introduced.

David Suzuki has been popular in Canada and around the world for many years. He is a renowned scientist with a passion for educating people about nature. He has also had a successful broadcasting career. He's hosted *The Nature of Things* on CBC for many years and produced a variety of documentaries about the wilderness, endangered species and the most fascinating places around the world. It's been his mission to raise public awareness of environmental issues, climate change, and eco-systems. He's also contributed to better policies affecting nature and the environment. David Suzuki has won many national and international awards and honours, including the Order of Canada.

### Activity

#### Activity 8: National symbols – discussion CLB 5+

The purpose of this activity is to introduce and explore the topic of national symbols – official and common images associated with Canada and learners' countries of origin. The discussion questions explore the issue of the meaning of national symbols, their attributes and how they relate to a nation's identity.

Learners can work in small groups or as a class. This activity can be accompanied by a research or writing activity allowing learners to explore answers to these questions.

### Activity

#### Activity 9: Canada's official symbols – listening CLB 5+

This is a listening comprehension activity based on an excerpt from *Discover Canada*, p. 38.

##### Part A

This is a pre-listening component that introduces/reviews vocabulary from the recording. Learners can work individually or in pairs.

Answers:

1-B	2-F	3-G	4-E	5-D	6-C	7-H	8-A
-----	-----	-----	-----	-----	-----	-----	-----

##### Part B

Play the recording twice or more if needed. Have learners compare their answers in pairs and then take them up as a class. You can also prepare open-ended questions about the specific details in the text.

#### Track 24 Transcript

Canada has many important symbols – objects, events, and people that have special meaning. Together, they help explain what it means to be Canadian and express our national identity.

##### **The Canadian Crown**

The Crown has been a symbol of the state in Canada for 400 years. Canada has been a constitutional monarchy in its own right since Confederation in 1867 during Queen Victoria's reign. Queen Elizabeth II has been Queen of Canada since 1952, marked her Golden Jubilee (50 years as Sovereign) in 2002, and celebrates her Diamond Jubilee (60 years as Sovereign) in 2012. The Crown is a symbol of government, including Parliament, the legislatures, courts, police services and the armed forces.



### **The National Flag**

The National Flag was first raised on February 15, 1965. The red-white-red pattern comes from the flag of the Royal Military College, Kingston, founded in 1876. National Flag of Canada Day is February 15. The provinces and territories also have flags that embody their distinct traditions.

### **The maple leaf**

The maple leaf is Canada's most known and respected symbol. Maple leaves were adopted as a symbol by French Canadians in the 1700s, have appeared on Canadian uniforms and insignia since the 1850s, and are carved into the headstones of our fallen soldiers buried overseas and in Canada.

### **Coat of arms and motto**

As an expression of national pride after the First World War, Canada adopted an official coat of arms and a national motto, *A Mari Usque Ad Mare*, which in Latin means "from sea to sea." The arms contain symbols of England, France, Scotland and Ireland as well as red maple leaves. Today the arms can be seen on dollar bills, government documents and public buildings.

Source: *Discover Canada: The Rights and Responsibilities of Citizenship*, p. 38. Minister of Public Works and Government Services, 2009. Adapted and reproduced with the permission of Minister of Public Works and Government Services Canada, 2010.

### Answers:

1.	Canada became a constitutional monarchy in 1867 during Queen Elizabeth's reign.	F
2.	The Crown is a symbol of Parliament, the legislatures and the armed forces, among others.	T
3.	National Flag of Canada Day is on February 5.	F
4.	Maple leaves were adopted as a symbol by French Canadians in the 1700s.	T
5.	<i>A Mari Usque Ad Mare</i> means "surrounded by sea."	F
6.	You can see Canada's coat of arms on government documents.	T

As a follow-up, learners can read the excerpt from *Discover Canada* and prepare questions to quiz their partner.

### Part C

Have learners research information about an official symbol of their choice. They can use the Heritage Canada website (<http://www.pch.gc.ca/eng>; go to Topics). Learners can prepare a PowerPoint presentation with specific details and images to view.

### Activity

### **Activity 10: Canadian holidays – research and presentation CLB 5+**

In this activity, learners research and present information about a selected Canadian holiday or special day.

### Part A

Learners can share answers to the provided questions in small groups or pairs. Take them up as a class.

### Part B

Ask learners in groups to organize the list chronologically without using any resource; if needed, have learners access the list of holidays and special days in *Discover Canada* (p. 41), either in print or online. Learners can also look up this information on the Canadian Heritage website at [www.pch.gc.ca](http://www.pch.gc.ca)



### Answers:

New Year's Day
Good Friday
Victoria Day
Canada Day
Labour Day
Thanksgiving
Remembrance Day
Christmas
Boxing Day

### Part C

This activity works best if done in a computer lab. Learners can also conduct research as an independent learning assignment and bring the results to class. You may want to pre-teach strategies for taking notes from written texts as well as using web pages, e.g., conducting different types of searches or using URLs. For more information on these extension ideas, see the *LINC Curriculum Guidelines 5–7*, p. 315 (*Internet Search*), p. 317 (*Note Taking*), and p. 318 (*Presentations*).







## CHAPTER 7

# Canada's Regions and Economy



This chapter provides ideas for teaching about Canada's regions, provinces and territories as well as its economy. For many newcomers, learning about this vast land and its many and varied features is part of the process of becoming Canadian and helps foster a deeper sense of citizenship and a feeling of being at home here.

### ***Discover Canada: The Rights and Responsibilities of Citizenship:***

- Canada's Economy, pp.42-43
  - Canada's Regions, pp.44-51
- 

# Content Ideas

*The following is a list of subtopics and content ideas that learners may need or want to learn about. You can select the items appropriate for the CLB level of the learners in your class.*

- **The Regions of Canada**

**The Atlantic provinces** (Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick)

**Central Canada** (Quebec, Ontario)

**Prairie provinces** (Manitoba, Saskatchewan, Alberta)

**The West Coast** (British Columbia)

**The North** (Nunavut, Northwest Territories, Yukon Territory)

- Geographical and topographical features
- Climate and time zones
- How culture varies from region to region
- Environmental issues

- **Canada's provinces and territories**

Abbreviations and symbols

Capitals and important cities

Population

Natural resources and industries

Popular tourist destinations; places of interest

Important facts and information

Seasons and weather

- **Canada's economy**

Main types of industries

Canada as a trading partner

Canada in NAFTA, G8 and G20

Canada's economic indicators and standard of living

Trends and changes in regional economies

Conservation and protection of the environment; sustainable development



# Sample Content Outcomes

*The following are ideas for content outcomes related to Canada's regions and economy. You can use them for planning a lesson or developing activities.*

## **CLB 1-2**

- Identify words related to the geographical features of provinces and territories
- Locate provincial capital cities on a map
- Make simple statements about weather in the province of residence
- Make simple statements about natural resources in Canada

## **CLB 3-4**

- Locate Canada's regions, provinces and territories on a map
- Make statements about the geographical features, climate and population of the province of residence
- List and compare natural resources and industries in various provinces/territories
- Describe tourist attractions in the province of residence
- Interpret statistical information on the province's economy presented in a table

## **CLB 5 +**

- Give a presentation about a province/territory; describe its geographical features, climate, natural resources and industries, environmental issues
- Research and compare the population and culture of two provinces
- Research and discuss the impact of free trade on Canada's economy; express own opinions
- Create a brochure describing major tourist attractions in own province
- Interpret statistical information about the economy of a province presented in a chart; write a paragraph to describe it
- Research and compare the economic situation in two provinces; create a comparison table



# ■ Sample Language

*The following are sample vocabulary items, grammar structures and language functions learners can use when learning about Canada's regions and economy.*

## CLB 1-2

- Prepositions and expressions of place, e.g., *in, near, next to, east of, far from* in simple sentences about the geographical location of cities, lakes, rivers, etc.
- Nouns and adjectives to describe the topographical features of provinces, e.g., *mountains, lake, river; deep, flat, high*
- Nouns and verbs to describe natural resources and industries in Canada

## CLB 3-4

- Definite articles with proper names, e.g., *the Atlantic Ocean, the Prairie provinces* in simple sentences about Canada's geography
- Prepositions and expressions of location, e.g., *the most easterly, westbound, north of 60*
- Words and phrases expressing amounts or numbers, e.g., *two-thirds of the population, majority, most of*
- Comparative and superlative forms of adjectives, e.g., *bigger than, the smallest* to make statements comparing provinces
- Words related to climate and weather, e.g., *moderate climate, rainfall* in simple and compound sentences describing Canada or its provinces or territories

## CLB 5 +

- Vocabulary related to Canada's geographical and topographical features, climate and natural resources, e.g., *a river system, bedrock, permafrost, off-shore oil and gas exploration* in compound and complex sentences
- Paired conjunctions, e.g., *as big as, not only ... but also, neither...nor* to make comparisons between provinces or regions of Canada
- Passive voice in simple present, e.g., *is located, is surrounded, is populated* to describe geographical features
- Logical connectors to compare and contrast population, natural resources or industries in provinces, e.g., *however, in contrast, meanwhile, on the other hand*
- Different tenses to describe changes in the population, environment or economic situation in Canada or its provinces/territories, e.g., *has grown, is growing, has been diminishing, has been on a rise, fell dramatically*





# Sample Language Tasks

CLB  
1-2

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's regions and economy. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Capital Cities

Label a map with Canada's capital and the capital cities of Canada's provinces and territories.

Possible activities:

- Vocabulary building: Match capital cities with provinces and territories.
- Ask and answer questions about capital cities.
- Use an online tool to practise locating capital cities on a map.
- Fill in the blanks on a map of Canada with the names of the provincial, territorial and national capitals.

🗣️ CLB 2–IV: Give a basic description.  
✍️ CLB 1/2–II: Copy words.  
📖 CLB 2–III: Use simplified maps and diagrams.

### Geographical Features

Follow instructions to label geographical features on a map of Canada.  
(Classroom Activities LINC 1, pp. 85–90)

Possible activities:

- Vocabulary building: Brainstorm a list of provinces and territories. Locate on a map.
- Match pictures with words describing geographical features.
- Use pictures to make statements about geographical features.
- Make a poster or collage of the geographical features of a province or territory. Include simple written statements on the poster.

👂 CLB 1/2–II: Follow simple instructions and positive and negative commands and requests.  
✍️ CLB 1/2–II: Copy words.  
📖 CLB 2–III: Use simplified maps and diagrams.

### Natural Resources

Identify natural resources on a map of Canada.

Possible activities:

- 📖 Vocabulary building: Match pictures representing natural resource industries with words.
- 📖 🗣️ Listen to words and simple statements about natural resources. Match with pictures and locate on a map of Canada.
- 📖 Put words in the correct order to make simple statements about natural resources in Canada.
- Make a map showing natural resource industries in Canada.

🗣️ CLB 2–IV: Give a basic description.  
📖 CLB 2–III: Use simplified maps and diagrams.  
👂 CLB 1–IV: Identify specific literal details: ... key words and short expressions.  
✍️ CLB 2–III: Copy words.



# Sample Language Tasks

CLB  
3-4

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's regions and economy. Tasks with a 📖 symbol are accompanied by sample classroom activities in the Sample Activities section.

## TASKS

## TARGETED CLB COMPETENCIES

### Canada's Landscapes

Listen to statements about Canada's topographic features and label a map.

Possible activities:

- Vocabulary building: Match names and pictures of topographic features.
- 📖 Complete sentences with names of landforms.
- 📖 Listen to descriptions of places in Canada. Mark them on the map.
- Post-listening: Write sentences about landforms and topographic features and their location in Canada using the map.
- Take turns asking questions about, and describing pictures of, Canadian topographic features.

🗣️ CLB 3–IV: Describe briefly ... an object, situation ...

👂 CLB 3–IV: Get the gist, key information and important factual details in a ... description of a ... scene ...

### Canada's Provinces and Territories

Read information about Canada's provinces, territories, their capitals, and related statistical data. Copy information into a table.

Possible activities:

- Identify regions, provinces and territories, and their capitals on a map of Canada.
- 📖 🗣️ Pronunciation: Say the names of provinces and territories and their capitals.
- 📖 Information gap: Ask questions about the missing information to complete a table.
- Create a table with information about Canada's provinces and territories (e.g., capitals, abbreviations, date entered Confederation, area, population, official languages); present to the class.

🗣️ CLB 3–I: Ask for explanation.

🗣️ CLB 3–I: Indicate problems in communication.

✍️ CLB 4–II: Copy short texts to record information for personal use, or to complete tasks, or to learn information.

📖 CLB 4–III: Find information in formatted texts.

### Local Tourist Attractions

Write a short letter to a friend or relative describing tourist attractions in the province of residence.

Possible activities:

- Read tourist information materials (print or online) about local places of interest.
- Give a short oral description of a selected tourist attraction.
- Listen to short infomercials about provinces. Complete a comprehension chart. (*Classroom Activities LINC 3*, pp.139–146).

✍️ CLB 3–IV: Describe a person, object, place, situation, event.


📖 CLB 4–III: Get information from short ... brochures ... and flyers.

👂 CLB 3/4–IV: Get the gist, key information and important factual details



# Sample Language Tasks

CLB  
5+

The following are examples of classroom tasks and related CLB competencies that you can use to help learners achieve some of the content outcomes related to the topic of Canada's regions and economy. Tasks with a  symbol are accompanied by sample classroom activities in the Sample Activities section.

## TASKS


## TARGETED CLB COMPETENCIES


### Canada's Regions, Provinces and Territories

Research and prepare a presentation about a region, province or territory of Canada in small groups. Each learner presents one topic for the class (e.g., geography, population, natural resources, economy, tourist attractions).

Possible activities:

- Research information online and take notes.
- Write an outline for own part of a presentation.
- Listen to a presentation and take notes. Summarize key information.

 CLB 6–IV: Describe and compare people, places, etc.


 CLB 5–II: Reduce a page of information to a list of seven to 10 important points.

### Canada's Provinces

Listen to a talk comparing two provinces and answer questions. (*Classroom Activities LINC 5–7, Vol. 2, pp. 142–143*).

Possible activities:



- Answer T/F comprehension questions about the gist and factual details.
- Listen for specific expressions signaling parts of a presentation.
- Discuss open-ended questions.


 CLB 5–IV: Demonstrate understanding of factual details and some implied meanings in descriptive or narrative texts.

### Canada's Industries

Read a table with statistical data on Canadian industries and write a paragraph to interpret the data.

Possible activities:




-  Read a table with statistical data on employment in Canadian industries and answer comprehension questions.
-  Make statements about changes and trends in employment illustrated by the data.
- Create a graph to illustrate trends in selected industries, using MS PowerPoint or Excel. Describe the graph to the class.


 CLB 5–IV: Demonstrate comprehension of standard maps, basic diagrams, basic graphs.


### The North

Take notes on a talk about the North and write a point-form summary.

Possible activities:

-  Pre-listening: Define new words.
-   Listen to a talk and take notes in a selected format.
- Research and present additional information to complement the talk.
- Discuss issues related to the industrialization and development of the North or the economic situation of the peoples of the North.

 CLB 6/7–II: Take notes from an oral presentation.

 CLB 5–IV: Demonstrate understanding of factual details and some implied meanings in descriptive or narrative texts.



## Sample Extension Ideas

*The following are suggestions for strategies learners can use to explore the topic of Canada's regions and economy. They range from classroom activities to independent learning strategies.*

- Organize a class field trip to a local museum or art gallery with an exhibit featuring a geographical or geological area in Canada.
- Invite a guest speaker who has lived in another province or region of Canada to talk about that area, e.g., a learner from a higher-level class at the same site.
- Watch and discuss video clips of various regions of the country or sectors of the economy.
- Access pamphlets or websites with tourist information about various provinces; copy information for own use or to create a class newsletter.
- Invite a guest speaker from a local tourist board/office to speak about affordable travel in different parts of Canada/in the province.
- Conduct research about popular tourist destinations or places of interest in the community.
- Conduct research (online or in person) about industries in the community.
- Invite an industry representative as a guest speaker to talk about their industry and its influence on the economy of the area.
- Watch a movie/show/documentary that is set in a specific region or province; describe characteristics of the region.
- Watch/listen to news items related to the Canadian economy; report back to the class.

## Sample Study and Test Preparation Strategies

*The following are suggestions for strategies learners can use to study the topic of Canada's regions and economy, and to prepare for the citizenship test. They can be used in the classroom or independently by learners.*

- Read "Canada's Regions" in *Discover Canada*, pp. 48–51. Create a table with region names, natural resources and main industries. Add details in point form under the appropriate heading.
- Use an unlabelled map of Canada. Create a colour-coded key for natural resources and industries. Colour the corresponding regions on the map.
- Prepare study cards with the names of provinces, territories and provincial capitals.
- Watch a video highlighting the geographic regions of Canada. Take notes or draw symbols or pictures on a blank map of Canada.
- Research Canadian facts and statistics related to geographic features, climate and resources. Make a list of Canadian "superlatives," e.g., the largest lake, the highest mountain, the oldest oil well, the richest ore deposit. Locate them on a map of Canada.
- Use interactive websites to review your knowledge of Canadian geography. You can try <http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En>.



# Sample Resources

The following are sample resources you can use to develop activities related to the topic of Canada's regions and economy. You may need to adapt them so they are suitable for the learners in your class.

## Books

- *A Beginning Look at Canada, Third edition.* Anne-Marie Kaskens. Pearson Longman, 2010.  
“Part 1 - The Land” is broken down into three sections: “Provinces and Territories,” “The Land,” and “Regions.” In “Part 2 - The People,” see “Unit 4 - Populations of Canada's Provinces and Territories” and “Unit 10 - Canadians and Job Industries.” A teacher's manual is available online at no cost. CLB 2–4
- *Being Canadian, Third edition.* Judy Cameron and Tracy Derwing. Pearson Longman, 2010.  
“Chapter 1 - What does Canada look like?” includes reading texts and accompanying activities which introduce learners to Canada's physical geography and climate. CLB 3–7
- *Canadian Snapshots: Raising Issues.* Gail Kingwell, Francis J. Bonkowski and Louise Stephenson. Pearson Longman, 2005.  
See “Unit 5 – The Best Place to Live,” and “Unit 9 – Water, Water Everywhere, But Dare We Take a Drink.” The companion website provides additional reading and writing practice.
- *Creating Meaning: Reading and Writing for the Canadian Classroom.* Kathy Block and Hannah Hofer Friesen. Oxford University Press, 2010.  
This resource emphasizes the development of reading, writing and critical thinking skills. Chapters related to the topic of Canada's regions and economy include “Discovering Canada” and “Living Oceans at Risk.” CLB 5+
- *Gateway to Canada.* Virginia L. Sauve and Monique Sauve. Oxford University Press, 1997.  
This book includes six chapters on provinces and regions with readings and comprehension activities, and a chapter entitled “Government and Economy,” with sections entitled “The Canadian Economy,” and “Canadians at Work.” CLB 5+
- *LINC Classroom Activities, LINC 1.* Algonquin College, 2009.  
Canada: “A Map of Canada,” “Oceans, Lakes, Mountains, Prairies,” “Writing about Two Countries,” and “My New Country.” This resource is available online at <http://atwork.settlement.org> > LINC Documents.
- *LINC Classroom Activities, LINC 2.* Algonquin College, 2009.  
Canada: “Quick Facts About Canada” is a listening activity. This resource is available online at <http://atwork.settlement.org> > LINC Documents.
- *LINC Classroom Activities, LINC 3.* Algonquin College, 2009.  
Canada: “Interpreting Canadian Weather Tables,” “Canadian Trivia Game – Canadian Geography,” “Beautiful Canada,” and a listening activity called “Four Provinces.” This resource is available online at <http://atwork.settlement.org> > LINC Documents.



- *LINC 5-7 Classroom Activities*. Toronto Catholic District School Board, 2009.

LINC 5 – The section “Writing Paragraphs” includes some activities which involve texts about natural resources and places in Canada (Vol. 1, Chapter 1 – Academic Skills pp. 13, 14-15, 19).

LINC 6 – “Note Taking While Listening” includes a text in which two provinces are compared (Vol. 1, Chapter 1 – Academic Skills pp. 35-36), as does “Making Comparisons”, a listening activity to develop Presentation skills (Vol. 2, Chapter 5 – Managing Information pp. 142-143).

LINC 7 – “Vocabulary-building Strategies” is an activity which includes a text about the Athabasca Oil Sands (Vol. 2, Chapter 5 – Managing Information pp. 168-170).

This resource is available online at <http://atwork.settlement.org> > LINC Documents.

- *My Country, Our History: Canada from 1914 to the Present*. Allan D. Hux, Jose A. Brandao and Moira Wong. Pippin Publishing, 2006.

“Chapter 1 – What is Canada?” includes a reading text and maps and visuals, as well as bar graphs with information about regions and economy, and accompanying questions. CLB 5+

- *My Country, Our History: Canada from 1914 to the Present – Teacher’s Resource Book*. Elizabeth Coelho and Moira Wong. Pippin Publishing, 2006.

The Teacher’s Resource Book has suggestions for how to use the textbook, teaching notes and activities with worksheets.

- *The Grab Bag of Canada*. Elizabeth Ganong and Dan Ingram. Canadian Resources for ESL, 2001.

Topics include “What’s the weather?” “Where in the country,” “Cities bingo,” and “Provincial puzzle.” CLB 3–4

## Online Resources

- *Canada Map Puzzle*: <http://www.yourchildlearns.com/mappuzzle/canada-puzzle.html>

This site offers three puzzles which allow learners to become familiar with the location of the provinces and capital cities.

- *Canada’s Official Tourism Website*: <http://caen.canada.travel/placestogo-en>

This site provides an interactive map of Canada. Learners can click on provinces, regions or cities and find highlights and quick facts about places across the country.

- *Canadainfo*: <http://www.craigmarlatt.com/canada/>

This site provides interactive maps of Canada’s provinces and territories as well as related information and fact sheets. Click on Provinces & Territories or Geography & Maps.

- *Canadian Tourism Commission’s media site*: <http://Mediacentre.canada.travel/canada-facts>

This site provides an interactive map of Canada. Learners can click on a province and are presented with a reading text as well as videos and a few facts of interest presented in question and answer format.



- *Canada and its Trading Partners:* <http://www.statcan.gc.ca/kits-trousses/trade-commerce/trade-commerce1-eng.htm>

This web page is a lesson plan to help students identify the relationship between Canada and its trading partners. Learners use data sources on the Statistics Canada web site. This is one of many lesson plans and resources on the Statistics Canada web site.

- *Learning English with the CBC:* <http://www.cbc.ca/ottawa/esl/index.html>

These online listening activities are based on video clips from the CBC Archives, with pre- and post-listening activities provided. “Environment vs. Jobs: Inside the Debate” (Lesson 6) is appropriate for CLB 5+. Click on Try the lessons.

## Software

- *Explore Canada*

The Geography section of this software allows learners to explore Canada’s regions, provinces and territories, and 11 of Canada’s national parks. Each module provides text at two levels of difficulty. Level 1 is a brief text with audio, and Level 2 is a longer text with no audio. Also included is a click-on glossary, a list of facts about the topic, and an accompanying fill in the blank exercise to allow learners to check their comprehension. CLB 3–5

- *My Canada*

This software provides texts at three levels of difficulty, the first with audio, for each topic, as well as a wide variety of interactive comprehension activities, some including video clips. The topics in the Geography section are “Introduction to Regions,” “Canadian climate,” “Canadian Industry,” “Canada’s Trading Partners,” and “Environmental Issues.” CLB 3–8

## Video

- *Over Canada: An Aerial Adventure*

This movie presents a bird’s eye view of Canada, province by province. There are sample video clips, as well as information for teachers, on the web site. Go to the Over Canada website (<http://overcanada.com>) for information about ordering the DVD and video. It is available in most public libraries.









## Canada's Regions and Economy

# Sample Activities

CLB  
1-8

## Activity 1: Natural resources – vocabulary building

CLB  
1-2

Part A. Look at the pictures. Copy the word under the correct picture.

grapes

lobster

lumber

oil

water

wheat

🔊 Part B. Listen. Write the sentence number next to the picture.

\_\_\_ a



\_\_\_ b



\_\_\_ c



\_\_\_ d



\_\_\_ e



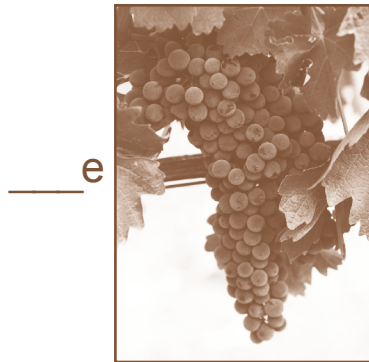
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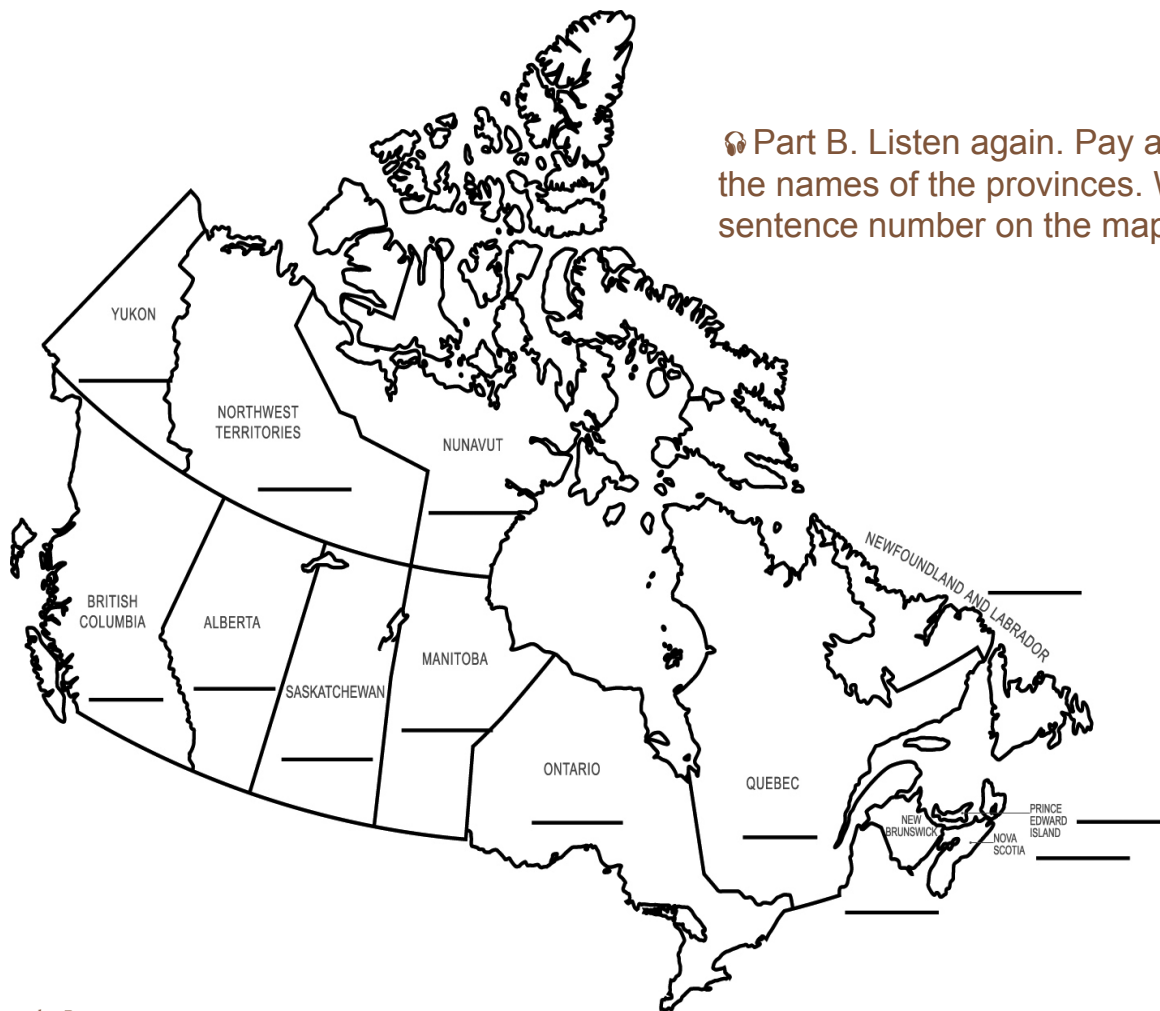
## Activity 2: Natural resources - listening

CLB  
1-2

🔊 Part A. Listen. Write the number of the sentence you hear beside the picture.



🔊 Part B. Listen again. Pay attention to the names of the provinces. Write the sentence number on the map.



## Activity 2: Natural resources – listening cont'd

CLB  
1-2

Part C. Fill in the blank with the name of the province.

1. The oil pumps are in \_\_\_\_\_.
2. The wheat field is in \_\_\_\_\_.
3. The water dam is in \_\_\_\_\_.
4. The lumber is from \_\_\_\_\_.
5. The grapes are from \_\_\_\_\_.

## Activity 3: Natural resources – making sentences

Use the words to make sentences. Use capital letters and periods where necessary.

1. lumber in is the truck the

---

2. trap on lobster the is the

---

3. are the grapes vine the on

---

4. in wheat the is field the

---

5. oil the pump the is in



## Activity 4: Canada's provinces and capitals – pronunciation

CLB  
3-4

🔊 Part A. Listen and repeat.

Canada	Ottawa
Newfoundland and Labrador	St. John's
Prince Edward Island	Charlottetown
Nova Scotia	Halifax
New Brunswick	Fredericton
Quebec	Quebec City
Ontario	Toronto
Manitoba	Winnipeg
Saskatchewan	Regina
Alberta	Edmonton
British Columbia	Victoria
Nunavut	Iqaluit
Northwest Territories	Yellowknife
Yukon Territory	Whitehorse

🔊 Part B. Listen and repeat.

1. The capital city of Canada is Ottawa.
2. St. John's is in Newfoundland, not New Brunswick.
3. Yellowknife is in the Northwest Territories.
4. Toronto is the capital of Ontario.
5. Saskatchewan is between Alberta and Manitoba.
6. Victoria is the capital of British Columbia.

Part C. Write your own sentences with the names from the table. Exchange the sentences with a classmate. Take turns reading each other's sentences to practise pronunciation.



## Activity 5: Canada's regions – information gap

CLB  
3-4

Student A:

Look at the table. What information is missing? Ask your partner questions to complete the table (for example: What is the capital of Ontario?). Then, answer your partner's questions. Compare each other's tables and check the added information.

After you finish, write five new questions and quiz your partner on the information in the table.

REGION	PROVINCE/TERRITORY	POPULATION*	CAPITAL CITY
	Newfoundland and Labrador		St. John's
	Prince Edward Island	140,985	Charlottetown
	Nova Scotia	938,183	
		749,468	Fredericton
Central Canada	Quebec		Quebec City
	Ontario	13,069,182	Toronto
Prairie Provinces	Manitoba		Winnipeg
	Saskatchewan	1,030,129	
	Alberta	3,687,662	Edmonton
West Coast	British Columbia	4,455,207	
North	Nunavut	32,183	
		43,439	Yellowknife
	Yukon Territory	33,653	

Source: Statistics Canada, *Canada at a Glance* 12-581-XWE 2010000 2010. Released March 12, 2010.

\* Population in 2009.



## Activity 5: Canada's regions - information gap, cont'd

CLB  
3-4

Student B:

Look at the table. What information is missing? Ask your partner questions to complete the table (for example: What is the capital of Ontario?). Then, answer your partner's questions. Compare each other's tables and check the added information.

After you finish, write five new questions and quiz your partner on the information in the table.

REGION	PROVINCE/TERRITORY	POPULATION*	CAPITAL CITY
Atlantic Region		508,925	St. John's
	Prince Edward Island		Charlottetown
	Nova Scotia	938,183	Halifax
	New Brunswick		Fredericton
Central Canada	Quebec	7,828,879	
	Ontario		Toronto
	Manitoba	1,221,964	
	Saskatchewan	1,030,129	Regina
	Alberta	3,687,662	
	British Columbia	4,455,207	Victoria
North		32,183	Iqaluit
	Northwest Territories		Yellowknife
	Yukon Territory	33,653	Whitehorse

Source: Statistics Canada, *Canada at a Glance* 12-581-XWE 2010000 2010. Released March 12, 2010.

\* Population in 2009.





## Activity 6: Canada's landscapes – vocabulary practice

CLB  
3-4

Part A. Read the words in the box and find their definitions in a dictionary. Complete the sentences below with the words. Use plural forms where necessary. Make your own sentences with the remaining words.

bay	plain	Canadian Shield
coast	mountainous	valley
island	waterfall	tundra
peninsula	freshwater	glacier

1. The North is a unique region with \_\_\_\_\_, which is land where trees do not grow.
2. The \_\_\_\_\_ is made of ancient rock, rich in many minerals.
3. The three Prairie provinces are on a huge open and fertile \_\_\_\_\_.
4. Niagara Falls, one of the most famous \_\_\_\_\_ in the world, is located on the border of Canada and the USA.
5. Scientists are warning that global warming has caused many \_\_\_\_\_ in Alberta to melt.
6. The Cordillera is a high mountain range along the west \_\_\_\_\_ of Canada.
7. It is very difficult to grow crops in \_\_\_\_\_ regions.
8. Lighthouses are usually built on \_\_\_\_\_ that go far into the sea so sailors can easily see them.

Part B. Find the following places on a map of Canada (or check their location online). Write an abbreviation of the province/territory in which each place is located.

- |                             |       |                       |       |
|-----------------------------|-------|-----------------------|-------|
| 1. Lake Superior            | _____ | 5. Mackenzie River    | _____ |
| 2. The St. Lawrence Lowland | _____ | 6. Baffin Island      | _____ |
| 3. The Okanagan Valley      | _____ | 7. Cape Breton Island | _____ |
| 4. Athabasca Glacier        | _____ | 8. Ungava Peninsula   | _____ |





## Activity 7: Canada's landscapes – listening

CLB  
3-4

🔊 Part A. Listen to the descriptions of the following places in Canada. Write the name of each place beside the correct number.

Baffin Island

The Central St. Lawrence Lowlands

Niagara Falls

The Okanagan Valley

The Gaspé Peninsula

Great Bear Lake

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

🔊 Part B. Listen again. Write the number of the description in the correct location on the map.



## Activity 8: Canada's economy – reading tables

CLB  
5+

Part A. Discuss the questions below.

1. In general, industries are classified as producing goods or offering services. Give examples from Canada for each category.
2. Look at a map of Canada. Discuss what goods-producing industries are located in various provinces and territories.
3. What are some industries in your province that employ a large number of people?

Part B. Read the table below and answer the True/False questions that follow.

EMPLOYMENT, BY INDUSTRY	1999	2004	2009
thousands			
<b>ALL INDUSTRIES</b>	<b>14,406.7</b>	<b>15,947.0</b>	<b>16,848.9</b>
<b>Goods-producing industries</b>	<b>3,742.5</b>	<b>3,989.8</b>	<b>3,736.4</b>
Agriculture	406.0	326.0	320.5
Forestry, fishing, mining, oil and gas	263.8	286.6	316.2
Utilities	114.3	133.3	147.8
Construction	766.9	951.7	1,161.4
Manufacturing	2,191.5	2,292.1	1,791.6
<b>Service-producing industries</b>	<b>10,664.3</b>	<b>11,957.2</b>	<b>13,112.5</b>
Trade	2,218.2	2,507.1	2,639.8
Transportation and warehousing	737.0	799.4	820.3
Finance, insurance, real estate and leasing	859.9	960.6	1,099.0
Professional, scientific and technical services	900.7	1,018.3	1,201.6
Business, building and other support services	504.7	630.2	656.5
Educational services	970.7	1,035.7	1,192.7
Health care and social assistance	1,436.0	1,733.4	1,955.0
Information, culture and recreation	630.5	738.0	776.7
Accommodation and food services	913.6	1,012.4	1,055.9
Public administration	776.3	825.5	926.6
Other services	716.5	696.6	788.3

Source: Statistics Canada, *Canada at a Glance* 12-581-XWE 2010000 2010. Released March 12, 2010.



## Activity 8: Canada's economy – reading tables, cont'd

CLB  
5+

- |   |     |
|---|-----|
| 1. Overall employment in Canada has declined since 1999.  | T F |
| 2. More people were employed in goods-producing industries in 1999 than in 2009.                  | T F |
| 3. Employment in manufacturing has dropped remarkably since 2004.                                 | T F |
| 4. The fastest-growing industry in terms of employment is trade.                                  | T F |
| 5. The industries with the lowest employment in 2009 were forestry, fishing, mining, oil and gas. | T F |
| 6. It was much easier to find a job as an insurance agent in 1999 than in 2009.                   | T F |
| 7. The number of people working in services was increasing steadily between 1999 and 2009.        | T F |
| 8. Employment in all goods-producing industries grew between 1999 and 2004.                       | T F |

Part C. Read the table again and write a paragraph about the data it presents. Include information about how employment in specific industries changed. Use verbs (*grow, decline, drop, remain steady*) and adverbs (*dramatically, slowly, remarkably, steadily*) to describe changes and trends.

*E.g.: The data presented in the table demonstrates how employment in various industries changed between 1999 and 2009. ...*

## Activity 9: Canada's North – listening

Part A. You will hear the following words in a talk about Canada's North. Explain what they mean.

wildlife

coniferous

twilight

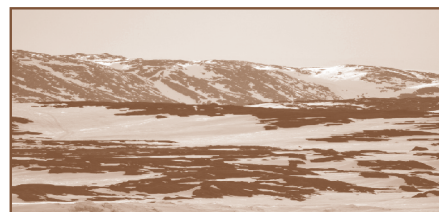
boundary

thaw

transitional

precipitation

barren



# Activity 9: Canada’s North – listening cont’d

CLB  
5+

🔊 Part B. Listen to a talk about Canada’s North and answer the questions below.

1. What key information about the North did the talk include?
2. What two regions do biologists distinguish in the North? How are they different?
3. What are summers like in the North? Winters?
4. What is the aurora borealis?
5. Name five species of wildlife in the North.
6. Explain what the following terms mean: permafrost, tundra, tree line, boreal forest.

🔊 Part C. Listen to the talk again and take notes. Use the table below to help you organize your notes. Write a point-form summary of the talk.

	KEY INFORMATION	SUPPORTING DETAILS
Intro		
	boreal forest:  tundra:	
Climate		
Wildlife		





## Canada's Regions and Economy

# Instructor Notes

CLB  
1-8

# Instructor Notes for Sample Activities

The activities in this document relate to the following sections of the *LINC 1–5 Curriculum Guidelines*:

## CLB 1–2

**Canada – Geography, pp. 212–213, pp. 218–219**

## CLB 3–4

**Canada – Geography, pp. 224–225, pp. 230–231**

## CLB 5+

**Canada – Geography, pp. 230–231**

### Activity

## Activity 1: Natural resources – vocabulary building CLB 1–2

### Part A

The purpose of this activity is to introduce learners to vocabulary related to some of the main natural resource industries in Canada.

If you have access to an overhead projector or computer, you may want to display this page for the whole class. Cover the vocabulary items in the boxes as learners look at the pictures and say the words they know. You can write the words on the board and learners can copy them. Then uncover the vocabulary boxes and ask learners to match the words with the pictures. Learners can copy the words beside the corresponding pictures.

Alternatively, you can cut out copies of the vocabulary boxes and the pictures and distribute them to learners. Learners can work in pairs to match the words with the pictures.

You can ask more advanced learners to brainstorm what natural resources they know of before looking at the pictures. You may want to introduce more advanced vocabulary, such as *forestry* and *agriculture*, to describe natural resource industries.

### Part B

In this CLB 1 activity, learners listen to the words and number the pictures. You can use this activity to review or introduce singular and plural count nouns and non-count nouns, as well as the verb *be*. This activity also introduces other vocabulary and the prepositions of location *in* and *on*.

### Answers:

a. 6	b. 5	c. 1	d. 3	e. 2	f. 4
------	------	------	------	------	------



### Track 25 Transcript

1. The lobster is on the lobster trap.
2. The wheat is in the field.
3. The water is in the dam.
4. The oil is in the pump.
5. The grapes are on the vine.
6. The lumber is in the truck.



Note: With CLB 1 learners, you may begin by listening to simpler sentences, such as the ones suggested below, before (or instead of) using the audio provided on the CD. If you use both sets of sentences, have learners draw an extra line beside each picture before listening. Learners listen to the sentences and match them with the pictures.

### Listening for CLB 1 – The instructor reads:

1. It's lumber.
2. It's wheat.
3. It's water.
4. It's oil.
5. It's a lobster.
6. They're grapes.

Answers:

a. 1	b. 6	c. 5	d. 3	e. 2	f. 4
------	------	------	------	------	------

### Activity

### Activity 2: Natural resources – listening CLB 1–2

In Part A of this listening activity, learners match the sentences they hear with the pictures. In Part B, they listen to the same sentences, this time listening for the name of the province or region mentioned in the sentence.

Note that these are examples, and that many of the natural resource industries are found in more than one region of Canada.

If you would like to add an additional step to this activity, use a blank map of Canada. Learners can label the map with the names of the provinces and territories before listening.

Answers:

a. 5	b. 3	c. 4	d. 2	e. 1	f. 6
------	------	------	------	------	------

### Track 26 Transcript

1. The grapes are from Ontario.
2. The oil pumps are in Alberta.
3. The lobster is from Atlantic Canada.
4. The water dam is in Quebec.
5. The lumber is in British Columbia.
6. The wheat field is in Saskatchewan.

Extend the activity: You can use the following sentences as an additional or alternate listening activity with more advanced learners.

### Listening for CLB 2 – The instructor reads:

1. Alberta is rich in oil resources.
2. Saskatchewan grows about 60 per cent of the wheat in western Canada.
3. Quebec has great water resources. It produces the most hydroelectricity in Canada.
4. Niagara in southern Ontario is a prime grape-growing region.
5. Lobster is Atlantic Canada's most valuable seafood export.
6. Forestry is an important natural resource industry in British Columbia.

Answers:

a. 6	b. 5	c. 3	d. 1	e. 4	f. 2
------	------	------	------	------	------



## Part C

This activity provides writing practice. Learners write the names of provinces they heard in Part B in the blanks. You can write the names of the provinces on the board for learners' reference. Monitor spelling and capitalization as needed. You can take up the activity by asking learners to spell the names of the provinces they wrote.

### Answers:

1.. The oil pumps are in <u>Alberta</u> .
2. The wheat field is in <u>Saskatchewan</u> .
3. The water dam is in <u>Quebec</u> .
4. The lumber is from <u>British Columbia</u> .
5. The grapes are from <u>Ontario</u> .

Extend the activity: You can make a list as a class of the natural resource industries in your region. Learners can make simple sentences about these industries.

Extend the activity: You can ask learners what additional natural resource industries they know of, and what pictures they would choose to represent them. You can group the industries in categories (for example, agriculture, or manufacturing). You can discuss where in Canada these industries are found.

## Activity

### Activity 3: Natural resources – making sentences CLB 1–2

In this activity, learners unscramble the words to form simple sentences using the verb *be*.

### Answers:

1.	The lumber is in the truck.
2.	The lobster is on the trap.
3.	The grapes are on the vine.
4.	The wheat is in the field.
5.	The oil is in the pump.

Extend the activity: You can ask learners to write sentences about natural resources in Canada. Ask them to give examples of products that are made from natural resources in Canada (for example, *We use grapes to make wine.*). Learners can discuss what products they use in their everyday lives.

### Extension activity: Making a map

Learners can work in pairs or small groups to make maps showing some of Canada's natural resource industries. They can find pictures and paste them in different places on the map. They can also write words beside the pictures. They can label the provinces and territories on the map. When they are finished, they can take turns making statements about their posters. Alternatively, they can take turns asking and answering questions about their posters.

Learners can display their maps around the class. One learner can stay with the map they made and make statements about it, or answer questions as the other learners make their way around the class, visiting each map. You may want to have a class discussion at the end, asking learners to point out components that are common to all maps, as well as differences.

Alternatively, pairs of small groups of learners can make maps of individual provinces or territories, or of regions, showing the natural resource industries local to those areas.





Extend the activity: Canada's economy includes two other main types of industries: manufacturing industries and service industries. Learners can brainstorm examples of products that are manufactured in Canada and/or examples of service industry jobs. The class could be divided into three groups and each group could be responsible for one of the types of industries. They could then make a map or poster.

Extend the activity: Distribute copies of *Discover Canada* and have learners look at the pictures on pp. 42–43. You can help learners find and read the captions.

## Activity

### Activity 4: Canada's provinces and capitals – pronunciation CLB 3–4

The purpose of this activity is to practise the pronunciation of Canada's provinces and capital cities.

#### Part A

You can have more advanced learners refer to a map to make their own list, or you can write the list as a class. Learners listen to each place name and repeat.

You can extend this part of the activity by having learners ask and answer questions about the information in the table with a partner (e.g., *What is the capital of Canada? It's Ottawa.*).

#### Track 27 Transcript

Canada	Ottawa
Newfoundland and Labrador	St. John's
Prince Edward Island	Charlottetown
Nova Scotia	Halifax
New Brunswick	Fredericton
Quebec	Quebec City
Ontario	Toronto
Manitoba	Winnipeg
Saskatchewan	Regina
Alberta	Edmonton
British Columbia	Victoria
Nunavut	Iqaluit
Northwest Territories	Yellowknife
Yukon Territory	Whitehorse

Part B provides further listening comprehension practice.

#### Track 28 Transcript

1. The capital city of Canada is Ottawa.
2. St. John's is in Newfoundland, not New Brunswick.
3. Yellowknife is in the Northwest Territories.
4. Toronto is the capital of Ontario.
5. Saskatchewan is between Alberta and Manitoba.
6. Victoria is the capital of British Columbia.



## Activity

### Activity 5: Canada's regions – information gap CLB 3–4

The purpose of this activity is to review names of Canada's regions, provinces and territories, and their capital cities through asking and answering questions. It also provides practice in reading large numbers.

Before this activity, review *wh*- question words (*which, what, where*, etc.) and the formation of questions. You can elicit a few questions about the information in the table as examples. Explain and model pronouncing large numbers, if necessary (see the box below). Have learners work in pairs and take turns asking and answering each other's questions. Monitor learners' performance by circulating around the classroom, or take up the questions as a whole class by reviewing all questions and answers. Have learners write their own questions about the information in the table so they can quiz each other or another pair of learners.

**Extend the activity:** Ask learners to write various *wh*-questions about Canada's regions, provinces and territories and play a trivia game where learners' groups compete against each other.

#### Pronouncing large numbers

When large numbers are spoken (in English), they can be difficult to understand. That's why it's important to pronounce them in smaller "chunks," with short pauses between each chunk. This way of saying large numbers reflects the way they are written.

For example:

6,186,950: six million -pause- one hundred and eighty-six thousand -pause- nine hundred and fifty

54,345: fifty-four thousand -pause- three hundred and forty-five

98 347 000: ninety-eight million -pause- three hundred and forty-seven thousand

To signal the end of the number, a falling intonation is used. This means that your voice drops at the end of the last "chunk."

Source: Classroom Activities LINC 5–7, Vol. 2, p.39.

#### Answers:

REGION	PROVINCE/TERRITORY	POPULATION	CAPITAL CITY
Atlantic Region	Newfoundland and Labrador	508,925	St. John's
	Prince Edward Island	140,985	Charlottetown
	Nova Scotia	938,183	Halifax
	New Brunswick	749,468	Fredericton
Central Canada	Quebec	7,828,879	Quebec City
	Ontario	13,069,182	Toronto
Prairies	Manitoba	1,221,964	Winnipeg
	Saskatchewan	1,030,129	Regina
	Alberta	3,687,662	Edmonton
West Coast	British Columbia	4,455,207	Victoria
North	Nunavut	32,183	Iqaluit
	Northwest Territories	43,439	Yellowknife
	Yukon Territory	33,653	Whitehorse

## Activity

### Activity 6: Canada's landscapes – vocabulary practice CLB 3–4

The purpose of this activity is to introduce vocabulary related to landscape, physical features and popular or important geographical locations in Canada. You can preface this activity with exercises or a discussion of pertinent pages from a picture dictionary.

Provide monolingual dictionaries. Learners can work individually or in pairs. Ask learners to provide examples of targeted geographical features in Canada or other countries. There are more words than sentences in the box. Have learners write their own sentences with the words they didn't use in this exercise.

Identify any vocabulary you need to pre-teach before learners complete the sentences.



### Answers:

1.	The North is a unique region with <u>tundra</u> , which is land where trees do not grow.
2.	The <u>Canadian Shield</u> is made of ancient rock, rich in many minerals.
3.	The three Prairie provinces are on a huge open and fertile <u>plain</u> .
4.	Niagara Falls, one of the most famous <u>waterfalls</u> in the world, is located on the border of Canada and the USA.
5.	Scientists are warning that global warming has caused many <u>glaciers</u> in Alberta to melt.
6.	The Cordillera is a high mountain range along the west <u>coast</u> of Canada.
7.	It is very difficult to grow crops in <u>mountainous</u> regions.
8.	Lighthouses are usually built on <u>peninsulas</u> that go far into the sea so sailors can easily see them.

### Part B.

Learners mark locations on the map on page 21. You can also use atlases of Canada, a wall map, or an online map of Canada. Review abbreviations.

Extend the activity: Assign geographical locations to learners working in pairs; have each pair search the Internet for information about the assigned place. Ask learners to copy information about its location (region, province) and locate it on the class map.

### Answers:

1. Lake Superior	ON	5. Mackenzie River	NT
2. The St. Lawrence Lowlands	QC	6. Baffin Island	NU
3. The Okanagan Valley	BC	7. Cape Breton Island	NS
4. Athabasca Glacier	AB	8. Ungava Peninsula	QC

### Activity

### Activity 7: Canada's landscapes – listening CLB 3–4

This is a listening comprehension activity that provides practice in listening to short descriptive texts.

### Part A

Before listening, go over the pronunciation of the place names as a class. Learners can listen to the names and repeat them.

### Part B

Play the text two or three times, if needed.

### Answers:

1.	The Okanagan Valley	4.	The Gaspé Peninsula
2.	The Central St. Lawrence Lowlands	5.	Niagara Falls
3.	Baffin Island	6.	Great Bear Lake

Extend the activity: You can ask comprehension questions about the specific details in each description. Or, you can have learners take notes while listening and then retell what they heard about each place.



## Track 29 Transcript:

1. The Okanagan Valley is in southern British Columbia. It's famous for its fruit orchards as well as its vineyards. The largest city in the Okanagan is Kelowna.
2. The Central St. Lawrence Lowlands includes the area between Ottawa and along the St. Lawrence river to Quebec City. It is densely populated and contains most of the population of Quebec. It has deep fertile soil and is 70 per cent farmland. It also contains many of Canada's manufacturing industries.
3. Baffin Island is in the territory of Nunavut. It's the largest island in Canada and the fifth largest island in the world. It's named after an English explorer, William Baffin. It has a population of about 11,000.
4. The Gaspé Peninsula is located in eastern Quebec, north of New Brunswick. It's a coastal region, surrounded by the Atlantic Ocean and the St. Lawrence river, with a mountainous interior.
5. Niagara Falls is the 10<sup>th</sup> largest waterfall in the world. It's on the Canada-United States border, between the province of Ontario and the state of New York. The falls are known for their beauty and as a source of hydroelectric power.
6. Great Bear Lake is in the Northwest Territories. It's the largest lake entirely in Canada. It's a freshwater lake situated on the Arctic Circle. It empties into the Mackenzie River, which is the longest river in Canada.

### Activity

#### **Activity 8: Canada's economy – reading tables CLB 5+**

This activity provides practice in reading tables and interpreting presented information.

##### **Part A**

Have learners discuss questions as a whole class or in small groups.

##### **Part B**

Learners can work individually or in pairs.

#### **Answers:**

1.	Overall employment in Canada has declined since 1999.	F
2.	More people were employed in goods-producing industries in 1999 than in 2009.	T
3.	Employment in manufacturing has dropped remarkably since 2004.	T
4.	The fastest-growing industry in terms of employment is trade.	F
5.	The industries with the lowest employment in 2009 were forestry, fishing, mining, oil and gas.	F
6.	It was much easier to find a job as an insurance agent in 1999 than in 2009.	F
7.	The number of people working in services was increasing steadily between 1999 and 2009.	T
8.	Employment in all goods-producing industries grew between 1999 and 2004.	T

### Activity

#### **Activity 9: Canada's North – listening CLB 5+**

This is a listening comprehension activity where learners listen to a formal talk about Canada's North.

##### **Part A**

Explain/ elicit the meanings of the words; discuss the pictures below, e.g., ask learners to name what each picture represents; ask learners what they already know about the North, especially its climate and landscape.



## Part B

Play the talk twice and have learners answer the questions. They can take notes while listening.

## Part C

Discuss note-taking strategies, e.g., using abbreviations, mapping ideas, using different formats. Have learners share their own strategies. Explain the outline format and demonstrate examples (see *Classroom Activities LINC 5–7*, Vol. 1, pp. 35, 37–39, 41). Play the talk again once or twice, and have learners complete the table. Then, learners can compare the recorded information with their partner's. Take the information up as a whole class.

Extend the activity: You can use the transcript as a reading text and have learners practise reading comprehension.

## Track 30 Transcript

In strictly geographical terms, the North refers to the immense area of Canada's land that lies beyond the 60<sup>th</sup> parallel of latitude – that's why it's often called "North of 60." It includes the three territories: the Yukon, the Northwest Territories and Nunavut. Together, they are about one-third of Canada's total land area, although only a small percentage of Canada's population lives there.

Biologists divide the North into two distinct regions called "biomes": boreal forest and tundra. The boreal forest is a broad band of coniferous forest that stretches across Canada from Newfoundland to Alaska. The tundra, which stretches from the boreal forest northward to the Arctic Ocean, is rocky and barren land because of the extreme cold and poor soil. It has beautiful landscapes – plains, mountains, hills, valleys, rivers, lakes and sea coasts. The tundra and the boreal forest meet along the treeline, a transitional zone many kilometers wide. The treeline separates the Subarctic and the Arctic. It also separates the traditional lands of two peoples aboriginal to this area: the Dene and the Inuit.

The North is a region of great climatic contrasts. In midsummer it is never dark, while in midwinter the only daylight is twilight, a combined sunset and sunrise. In the very far north, the sun does not appear above the horizon for many weeks. Summers can be pleasantly warm, with temperatures even above 20°C, but they are short and damp. Winters are long, dark and very cold, with temperatures dropping to -40°C. Both rainfall and snowfall are light – the precipitation is as low as in the driest parts of the Canadian prairies. That's why the Arctic may be described as a semidesert.

In the subarctic and arctic regions, frost has penetrated below the maximum depth of summer thaw, and a layer of frozen ground remains permanently beneath the surface. It is called permafrost.

In summer, the top layer of soil, called the active layer, thaws but because of permafrost, it doesn't drain away. It holds water from rain and melting snow like a sponge. Therefore, the land is permanently wet and swampy all summer.

In late winter, the northern lights, also known as aurora borealis, often light up the skies of the North. They look like red, green and blue lights dancing together, moving up and down. The northern lights are caused by particles from the sun and atoms in our atmosphere colliding in cold temperatures. This beautiful natural phenomenon has inspired many stories and legends.

The combination of climate and topography in the northern biomes has produced unique plant and animal populations. This huge area is home to varied wildlife: whales, walrus, narwhal, seals, moose, musk oxen, caribou and flocks of birds that migrate from the south to breed there every summer. The species that thrive in the North are tough in order to survive, but they are vulnerable, too. The region is very fragile, and its environment and the people who depend on it are at risk.







## Audio Guide

Track 1	Production Information and Copyright			
Track 2	Chapter 1, Rights and Responsibilities of Citizenship	Activity 5	Right or responsibility?	Part D
Track 3	Chapter 2, Who We Are	Activity 2	Other languages in Canada	
Track 4	Chapter 2, Who We Are	Activity 5	Aboriginal peoples	Part C
Track 5	Chapter 2, Who We Are	Activity 5	Aboriginal peoples	Parts D and E
Track 6	Chapter 2, Who We Are	Activity 6	Where Canadians live	Part A
Track 7	Chapter 2, Who We Are	Activity 7	Population in Canada – rounding numbers	Part C
Track 8	Chapter 2, Who We Are	Activity 8	Aboriginal peoples in Canada	Part B
Track 9	Chapter 3, Canada's History	Activity 2	Canada's timeline	Parts A and B
Track 10	Chapter 3, Canada's History	Activity 2	Canada's timeline	Part D
Track 11	Chapter 3, Canada's History	Activity 3	Timeline map	Part B
Track 12	Chapter 3, Canada's History	Activity 5	Canada's First Prime Minister	Part B
Track 13	Chapter 3, Canada's History	Activity 6	Fathers of Confederation	Part A
Track 14	Chapter 3, Canada's History	Activity 6	Fathers of Confederation	Parts B and C
Track 15	Chapter 3, Canada's History	Activity 7	The Canadian Pacific Railway	Parts C and D
Track 16	Chapter 4, Canada's Government	Activity 1	Levels of government in Canada	Part A
Track 17	Chapter 4, Canada's Government	Activity 4	Canada's government – vocabulary and pronunciation	Parts B and C
Track 18	Chapter 4, Canada's Government	Activity 6	How a bill becomes law - listening	Parts A and B
Track 19	Chapter 5, Elections	Activity 1	Voter information card	Part B
Track 20	Chapter 5, Elections	Activity 4	Voter information card - listening	
Track 21	Chapter 6, Canada's Symbols	Activity 1	Canadian holidays - listening	Part A
Track 22	Chapter 6, Canada's Symbols	Activity 2	Canadian holidays - pronunciation	Parts A and B
Track 23	Chapter 6, Canada's Symbols	Activity 7	Prominent Canadians - listening	Part B
Track 24	Chapter 6, Canada's Symbols	Activity 9	Canada's official symbols - listening	Part B
Track 25	Chapter 7, Canada's Regions and Economy	Activity 1	Natural resources – vocabulary building	Part B
Track 26	Chapter 7, Canada's Regions and Economy	Activity 2	Natural resources - listening	Parts A and B
Track 27	Chapter 7, Canada's Regions and Economy	Activity 4	Canada's provinces and capitals - pronunciation	Part A
Track 28	Chapter 7, Canada's Regions and Economy	Activity 4	Canada's provinces and capitals - pronunciation	Part B
Track 29	Chapter 7, Canada's Regions and Economy	Activity 7	Canada's landscapes - listening	Parts A and B
Track 30	Chapter 7, Canada's Regions and Economy	Activity 9	Canada's North - listening	Parts B and C