



#STANDFORCANADA

CITIZENSHIP TEACHING GUIDE

Elementary (Grades 1-6)

DEVELOPED IN PARTNERSHIP WITH



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada



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Introduction

What does it mean to be Canadian? How do we define ourselves on the global stage? These are questions that are not simple for anyone to answer, and it can seem like a large concept to tackle with elementary students, however when we think of Canada there are certain aspects of our lives that we know shape our communities. These lessons help your students to understand their rights and responsibilities as Canadian citizens, and encourage them to think about what they appreciate about our country such as individual freedoms, valuing multiculturalism, volunteerism, helping those in need, welcoming new citizens, taking care of the environment, and protecting Canada's heritage and culture.

Organization of Lessons

Each lesson is designed with consideration for grade and ability level, and the lessons are flexible in order to suit the needs of your students. Consideration has also been given in regards to what materials you may have available to you. Suggestions for Junior and Primary grades are outlined, as well as opportunities to integrate technology and read-aloud books.

Each lesson contains the following:

- Key Concept: What the lesson focusses on
- Key Terms: New words your students may need defined
- Learning Goals: What you want students to understand by the end of the lesson
- Materials: Anything that is required to complete the lesson in-full
- Overview: A summary of the steps
- Steps: How to facilitate the lesson

Curriculum Connections

These lessons are easily connected to many areas of curriculum with a focus primarily on Social Studies, Visual Arts, Drama, and Language. Engaging students in these lessons is a wonderful way to encourage them to make connections to their local and national communities, and let them learn from one another's experiences. The knowledge they gain through these interactive activities will give them an appreciation for the role they can play in enriching Canada as participating citizens.

Introductory Lesson: Introducing Canadian Rights and Responsibilities

Grades 1 to 6

Key Concept

This lesson will teach students the meaning of the term Citizen and what it means to have Rights and Responsibilities as a Canadian.

Key Terms

Citizen, Right, Responsibility, Heritage

Learning Goals

- Students understand what a citizen is
- Students know the difference between a Right and a Responsibility

Overview

Being a Canadian citizen involves maintaining and upholding rules and responsibilities so that we can live peacefully. Our core values as Canadians focus on respect. We work hard to ensure that Canadians respect themselves, each other, the environment, and the heritage of the nation. This lesson will teach students what it means to be a Canadian Citizen, and about their rights and responsibilities. Students will learn the difference between a right and a responsibility, and how these apply to them as young Canadians.

Suggested Read-Aloud Books

- *From Far and Wide: A Canadian Citizenship Scrapbook* by Jo Bannatyne-Cugnet
- *Do Unto Otters: A Book About Manners* by Laurie Keller

Activity 1

Ask students “What does the word Citizen mean?”

Tell them to turn to an elbow-partner (someone sitting near them) and discuss. Return to full group discussion and share answers, writing a few on the board if desired.

Repeat with the question “What is a *Canadian* citizen?” Ask students to create a definition with their elbow-partner, and have a few

Materials Needed

- Printed or copied Key Terms (provided)
- Printed or copied Rights and Responsibilities (provided)
- Blank Sheets of paper (primary only)
- Crayons, pencil crayons or markers (primary only)
- Chart paper
- Marker
- Tape, magnets or reusable adhesive putty

students share with the class. Next, reveal the definition below on a piece of chart paper.

Canadian Citizen: Someone who is born in Canada, or who moves to Canada and receives a certificate of citizenship.

Ask Students what Heritage means and allow them to discuss with an elbow partner. Return to full-group discussion and share answers, then reveal the definition below on a piece of chart paper.

Heritage: Objects, buildings, talents, or traditions that are passed down and shared with a new generation of people

Tell students that it is their Right to receive an education. Ask them what they think this means. After a few student suggestions, reveal the definition below for *Right* on a piece of chart paper.

Right: Something that every person deserves, and that cannot be taken away from them.

Ask students to take a few seconds to think of other things that are their Right as a Canadian citizen with an elbow-partner.

Tell students that it is their *Responsibility* to obey the law. Ask them what they think this means. After a few student suggestions, reveal the definition for *Responsibility* on another piece of chart paper.

Responsibility: Something that is expected of you, and that benefits everyone.

Ask students to take a few seconds to think of other things that are their Responsibility as a Canadian citizen and have them share with a partner or the class.

Activity 2

Split the class in half. One side is Team One and the other is Team Two. Print or copy the Key Terms provided, and give out copies to each team. Allow each team to read and study the definitions for a few minutes. Take away all definitions before beginning the game.

Begin the game by having someone from Team One go somewhere that they cannot hear the teacher. The teacher will then give Team One a key term from this lesson (Citizen, Right, Responsibility, or Heritage). Students on Team One must describe the word to their teammate without saying the actual word, and the student must guess the word correctly. After the teacher-determined amount of time (likely 30 seconds) if the student has not guessed correctly then Team Two has the chance to make a guess and steal the point. If neither team guesses correctly, the word is revealed. Repeat these steps, alternating between teams.

Activity 3

Junior:

Print out (or copy out) the Rights and Responsibilities provided. Cut into slips to ensure each right or responsibility is on a separate slip of paper, and mix them up. Ask students to get into pairs or small groups, and then pass out slips to individuals or teams of two. They must read the paper, and then decide if it belongs on the Right or Responsibility chart paper. Allow a few minutes for students to mingle and encourage them to assist one another. Give students tape, magnets, or reusable adhesive putty so that slips placed incorrectly can be moved later.

Primary:

Label one side of the room RIGHT and the other side RESPONSIBILITY. The teacher stands in the middle of the room and reads examples at random from the Rights and Responsibilities List provided. The students have to decide if what the teacher said was a right or a responsibility, and they travel to that side of the room. The teacher then reveals if it is a right or a responsibility. If many students get one incorrect, check for understanding by repeating it again later in the game to see if they now go to the correct side.

Consolidation

Junior:

Give students a minute to view the papers. Referring back to the definitions, discuss as a class which sentences are Rights and which are Responsibilities. Invite students who spot errors to come up and move the slip of paper, explaining how they know where it belongs. Discuss ones that you think were tricky, and ask the students how they know it is a right or responsibility.

Primary:

Give students blank paper and ask them to draw an example of a Right or Responsibility that they learned in this lesson.

Ensure that the definitions for Citizen, Right, and Responsibility are posted in your classroom so students can refer to them in future lessons. Visuals with the definitions, such as illustrations or printed photos, are encouraged.

Key Terms

Canadian Citizen: Someone who is born in Canada, or who moves to Canada and receives a certificate of citizenship.

Right: Something that every person deserves, and that cannot be taken away from them.

Responsibility: Something that is expected of you, and that benefits everyone.

Heritage: Objects, buildings, talents or traditions that are passed down and shared with a new generation of people

Rights

*Primary-level version

- . To go to school

- . To equality

- . To be free and feel safe

- . To move and live in any province or territory in Canada

- . To practice your religion

- . To have Aboriginal treaties respected

- . To have your own thoughts and opinions

- . To practice your culture

Responsibilities

*Primary-level version

- . To help people in your community
-

- . To obey the law
-

- . To protect Canada's heritage
-

- . To take care of the environment
-

- . To be responsible
-

- . To respect the rights and freedoms of others

Rights

*Junior-level version

- To go to school

- To equality

- To freedom and safety

- To move and live in any province or territory in Canada

- To vote in elections

- To freedom of conscience and religion

- To have Aboriginal treaties respected and upheld

- To freedom of thought, belief, opinion, and expression

- To practice your culture

Responsibilities

*Junior-level version

- To help others in your community

- To obey the law

- To vote in elections when you are 18 or older

- To protect Canada's heritage, such as cultural and architectural heritage

- To protect Canada's environment by avoiding waste and pollution

- To take responsibility for oneself and one's family

- To respect the rights and freedoms of others

Lesson 1: Citizen Responsibilities

Grades 1 to 6

Key Concept

How does one define being a Canadian? Citizenship is not an easy concept for everyone to grasp. The purpose of this activity is to provide a better understanding of what it means to be a citizen through exploring the responsibilities of citizens. The students will be asked to demonstrate, through a skit or puppet show, the core responsibilities of being a Canadian citizen.

Key Terms

Responsibility, Scene, Jury

Learning Goals

- Students can explain what Canadian responsibilities mean to them in their lives
- Students can give examples of how to uphold Canadian responsibilities

Overview

Students will begin by exploring a list of Canadian Responsibilities. Next, students will perform a skit or a puppet show to demonstrate a responsibility in action.

Minds On

Primary:

Give each student a piece of paper with one of the responsibilities written at the top (e.g. Helping Others in the Community). Ask students to draw what that responsibility means to them, and include a sentence if possible. Have a sharing circle and discuss the responsibilities together.

Junior:

Post the Responsibilities and definitions around the room. Have students get into small groups and have each group stand at one of the stations. At each station, students discuss why the responsibility is important to being an outstanding citizen and what it means to them in their lives. Give students about two minutes, then have the students rotate clockwise,

Materials Needed

- Markers, paper, felt material and other craft supplies for puppet making (Primary Only)
- Popsicle sticks (Primary Only)
- Crayons or pencil crayons (Primary Only)
- Pencils and paper
- Canadian Responsibilities List (provided)
- Canadian Responsibilities Scenes (provided)

repeating this at each station. Reconvene as a class and have students share what they discussed.

Responsibility in Action

Primary:

1. Students split into small groups and the teacher assigns each group a Responsibility. Teachers can use the scenes provided, or have students create their own scenes.
2. Ask students to demonstrate the scene in a puppet show, allowing each group to choose an appropriate ending that demonstrates the characters being good citizens.
3. Students can create their puppets using classroom craft supplies such as Popsicle sticks, paper, markers, felt material, etc.
4. After creating the puppets, allow time for the students to practice their scenes, then have each group present their scenes to the class.
5. After the scene, ask the student audience to volunteer two Stars (things they liked about the scene) and one Wish (what could be improved for next time).

Responsibility in Action, continued...

Junior:

1. In their small groups, have each team pick a Responsibility Scene from the list, or create their own.
2. In the form of a skit, students demonstrate what this responsibility looks like in action. Ensure that groups creating their own scenes have themes that relate back to a Responsibility from the list. Encourage students to use a pencil and paper to write out their ideas.
3. The students start acting out the scene, then it will come to a point where the characters need to make a choice.
4. A student from the group “presses pause” and poses a question to the class. The class has to decide how the scene should end, choosing an ending that demonstrates the characters being good citizens. The cast must then improvise to perform this ending.
5. After the scene, ask the student audience to volunteer two Stars (things they liked about the scene) and one Wish (what could be improved for next time).

Canadian Responsibilities

Obeying the law — All Canadians are expected to obey the law. This means following the rules and doing the right thing even when it is difficult.

Taking Responsibility for Oneself and One’s Family — Taking care of one’s family and working hard in keeping with one’s abilities are important Canadian values. As young citizens, you can help your family and friends by offering your help and support at home, at school, and in the community. Working hard makes us feel proud and respected, and helps the country run smoothly.

Helping Others in the Community — Millions of volunteers give their time to help others, without being paid. Helping people in need, helping at school or community groups, volunteering at a food bank or other charity, or assisting newcomers to Canada, are all great ways to help the community. Volunteering teaches us new skills and helps us to make new friends.

Protecting and Enjoying our Heritage and Environment — Every citizen can help Canada by avoiding waste and pollution. All citizens are expected to respect and protect the natural environment. Citizens are also expected to protect our cultural and architectural heritage.

OPTIONAL (Junior Level Only):

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

Serving on a jury — When called to do so, Canadians are legally required to serve on a jury. This means that you listen to evidence and help the courts decide if a person is guilty or not guilty of a crime. Juries are important because they are unbiased, which means they are fair and should treat people equally. Only people who are over the age of 18 are asked to serve on a jury.

Canadian Responsibility Scenes

#1 – Obeying the Law

Scene: Ryan and his friends are playing in their neighbourhood. One of his friends pulls out a permanent marker and suggests it would be funny to write bad words on the play structure at the park. He takes off the cap and starts walking towards the play structure.

PAUSE

Question for the audience: What do you think Ryan should do?

REWIND

Students change the scene to what a good citizen should do.

#2 – Helping Others in the Community

Scene: The bell rings signalling the school day is over and the students start heading to their buses. Emma notices that a new student in her class, who recently came to Canada from Syria, looks upset and confused. She realizes that he does not remember which bus he takes to get home.

PAUSE

Question for the audience: What do you think Emma should do?

REWIND

Students change the scene to what a good citizen should do.

#3 – Taking Responsibility for Oneself and One’s Family

Scene: Talia’s father has a lot of chores to do before he leaves for work. He asks Talia to help her little brother with his homework. Talia does not think this will be much fun, and tells her father she doesn’t want to help.

PAUSE

Question for the audience: What should Talia do?

REWIND

Students change the scene to what a good citizen should do.

#4 - Protecting and Enjoying Our Heritage and Environment

Scene: A group of friends are eating snacks at a park. When they are finished, they have a lot of garbage. They don’t see a garbage can, so they leave their trash on the ground.

PAUSE

Question to the audience: What should the group of friends do?

REWIND

Students change the scene to what a good citizen should do.

*OPTIONAL (Junior Level Only):***#5 – Voting in Elections**

Scene: It is Election Day in Canada. Ali and his uncle are talking to Ali's elderly neighbour. The neighbour tells him he is not going to vote, because his voting location seems too far away.

PAUSE

Question for audience: What could Ali do to help his neighbour?

REWIND

Students change the scene to what a good citizen should do.

Lesson 2: The Importance of Being a Good Citizen

Grades 1 to 6

Key Concept

Everyone should aim to be a good citizen, but for newly arrived immigrants, what does this mean? What are the qualities and actions of a good citizen? What are some challenges that newcomers to Canada may face? This activity's purpose is to raise awareness about the importance of being a good Canadian citizen by encouraging newcomers to invest themselves in Canadian society, and for other young Canadians to support them. It reminds students that good citizens are kind, respectful, inclusive, and helpful.

Key Terms

Citizen, Responsibility, Newcomer, Advertisement

Learning Goals

- Students know qualities associated with a good citizen
- Students can name actions of a good citizen
- Students understand the value of being an involved citizen

Overview

Class discusses what the qualities of a good citizen are. Students then expand on this idea by using a list of actions that demonstrate being a good citizen, and giving examples of where they see these in their lives. Next, students design an advertisement that underlines the importance of being a good Canadian citizen.

Minds On

Get the students thinking about what qualities we often see in people who are acting as good citizens. Possible read-aloud books include:

- *Franklin's Neighbourhood* by Paulette Bourgeois
- *Kindness is Cooler Mrs. Ruler* by Margery Cuyler
- *What Does it Mean to Be Kind?* by Rana DiOrio
- *Ordinary Mary's Extraordinary Deed* by Emily Pearson

Materials Needed

- Whiteboard/chalkboard
- Chart paper
- Markers
- Pencil crayons/crayons/paint
- Paper and pencils
- Sticky notes

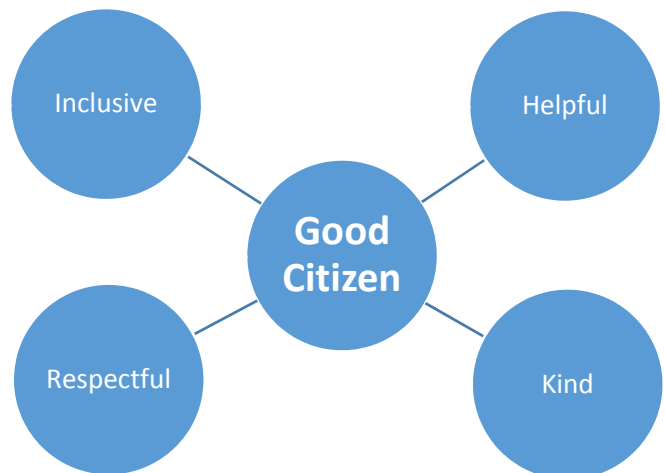
What Makes a Good Citizen?

Draw a Mind Map on the board, with the words Good Citizen in the middle. Ask students what qualities they think they would see in someone who is a good citizen. Add their answers to the mind map.

For example:

After creating the Mind Map, discuss how these traits and qualities can be seen in our actions.

Next, post the actions of a good citizen (below).



Feel free to consult the students and add other actions based on the Mind Map of qualities that you have created together, or other units you have been discussing in class, such as honoring Aboriginal rights and traditions. Read the actions aloud.

Actions of a Good Citizen

- Volunteering
- Helping those in need
- Following the rules and laws
- Welcoming new citizens
- Taking care of the environment

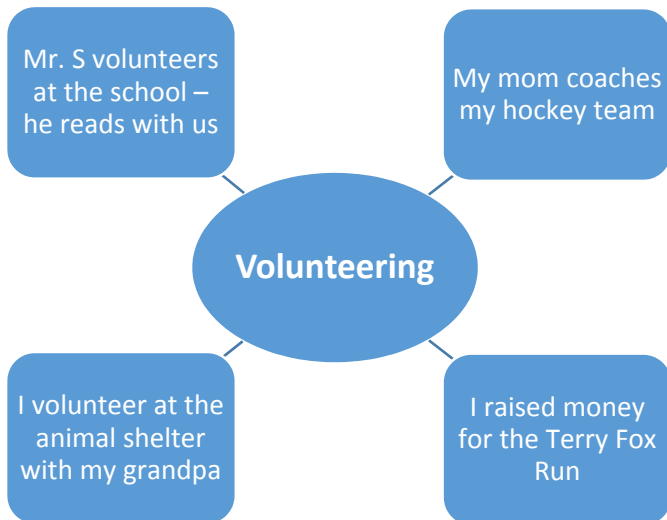
Next, students will think of examples of how they or the people in their lives demonstrate these actions.

Primary:

Post the Responsibilities around the room on chart paper with the word written in the middle. Point to each of them and read it aloud. Have students travel around the room writing words or drawing illustrations on the papers to show what they know about the actions of a good citizen. Reconvene as a group and discuss the results.

Junior:

Separate students into groups. Each group takes one of the Actions (e.g. Volunteering), and makes a Mind Map on chart paper with examples they see in their lives. Including illustrations is encouraged.



Students post their Mind Maps around the room. Using a Carousel method, have the students stay in their groups and rotate them through the Mind Map stations. Give the students time to read the other maps and encourage them to add more examples to the maps of their peers at each station. Reconvene as a group and discuss the results.

Demonstrating Knowledge

Independently or in pairs, students demonstrate their understanding through an advertisement that includes an illustration, drawing, or painting, and a slogan or catchphrase showing how people can participate as good citizens in Canadian society. Model an example to the class first.

Primary example: Drawing of students cleaning up their community park.

Junior example: Drawing of students running in the Terry Fox Run and a slogan such as “Be a good sport and volunteer at the Terry Fox Run!”

Create a checklist with students that they can refer to in order to ensure that they are including all of your necessary requirements on their advertisement (i.e. neat, colourful and free from spelling errors).

Consolidation

Have all students post their posters around the room. To present, have half the class stand beside their piece while other half browses and asks questions about the posters. After a few minutes, have them switch roles.

For juniors, pass out sticky notes and encourage them to write what they like most about the posters and stick the note beside it.

Lesson 3: Celebrating Everyday Citizens

Grades 1 to 6

Key Concept

Canada is filled with outstanding citizens who help to make our country wonderful. Sometimes, in our busy lives, we forget to take a moment and recognize these people for their contributions and to thank them for the time and effort they put into enriching the lives of Canadians. This activity aims to recognize citizens who set a good example for all other members of society, and gives students the chance to celebrate those who make a difference in Canada.

Key Terms

Outstanding, Certificate

Learning Goals

- Students know characteristics of outstanding citizens
- Students see value in acknowledging outstanding citizens

Overview

Each student receives a blank page to create their Outstanding Citizen Certificate. The goal is to find someone worthy of being honoured as an outstanding citizen. After creating the certificate, the student must explain why they chose that particular person. The teacher can invite students to explore off of the beaten path to find exceptional people and not just a close relative.

Steps

In this lesson you will use the Actions of a Good Citizen below.

Actions of a Good Citizen

- **Volunteering**
- **Helping those in need**
- **Following the rules and laws**
- **Welcoming new citizens**
- **Taking care of the environment**

Materials Needed

- Sticky notes
- White paper
- Crayons, pencil crayons, markers
- Pencils
- Black marker
- Certificate of Appreciation (provided)

Post these actions for the class to see. Give students sticky notes and ask them to write the names of people in their lives who do these actions and stick the note beside the action. After a few minutes, discuss the examples as a group. Talk about why we should be thankful for the work of these citizens by presenting *What If* scenarios (e.g. What if no adults offered to coach your sports team? What if nobody volunteered to run breakfast club at school?). For junior students, continue this activity by asking them to look outside of their local community and to think of outstanding citizens at the provincial/territorial and national level. Some examples are David Suzuki, Roméo Dallaire, Terry Fox, or Marc and Craig Kielburger.

Next, explain to students that these outstanding citizens deserve to be recognized for their hard work, and today they will create an Outstanding Citizen Certificate for them. Show students examples of certificates. Discuss where they have seen certificates before (e.g. school assemblies, sports awards, classroom awards).

Students will choose someone who they believe to be an outstanding citizen and create a personalized certificate for them. If you previously facilitated *Lesson 2: The Importance of Being a Good Citizen* encourage students to use the advertisements they made for inspiration as well.

Activity

Each student creates a Certificate of Appreciation for their outstanding citizen, referring to the examples the teacher has shown for inspiration. Encourage them to personalize the certificate.

Consolidation

Have students verbally, or in a few written sentences, explain why they chose this person as an outstanding citizen.

Extension Activity

With the assistance and approval of the school administration, arrange to have the students present these certificates to the local outstanding citizens they have chosen. Students can invite the citizens to the school for a presentation of the certificates. Students who created certificates for citizens who may not be able to attend can present the certificate in honour of that person.



**CERTIFICATE OF OUTSTANDING
CITIZENSHIP**

AWARDED TO

Thank you for _____

Awarded on _____, 20__

Presented by

Lesson 4: Welcome to Canada!

Grades 1 to 6

Key Concept

Students understand some of the difficulties faced by young newcomers to Canada, and learn how they can help.

Key Terms

Newcomer

Learning Goals

- Students understand difficulties that newcomers may face
- Students can describe ways they can assist newcomers with their transition into Canada

Overview

This lesson helps students to understand some of the difficulties faced by newcomers to Canada. It also helps students to think about what makes Canada a wonderful country, such as our appreciation and promotion of diversity, equality, and caring for one another.

Minds On

Get students thinking about what life may be like for children who are newcomers to Canada. Possible read-aloud books include:

From Far Away by Robert Munsch
When I Get Older: The Story Behind “Wavin’ Flag” by K’naan
My Two Blankets by Irena Kobald and Freya Blackwood

Challenges Newcomers Face

Divide the class in half and arrange them into two circles, one inside the other. Pose questions from the list below and give students one minute to answer and discuss with the person in front of them. Next, have the outside circle move to the left or the right, generating a new partner, and ask the next question. For an added challenge with junior students, have them read the list of questions beforehand and then add self-created questions based on their knowledge.

Materials Needed

- Lined Paper and Pencils (Junior)
- Blank Paper (Primary)
- Crayons, Markers, Pencil Crayons etc. (Primary)
- Computers and Cameras (if needed)

QUESTIONS

1. What are some reasons that people might decide to come to Canada?
2. Imagine you are new to Canada and you don’t speak the same language as everyone at school. What difficulties might you face?
3. How can you welcome new students in our classroom?
4. What can newcomers do to become involved in our school and community?
5. What are some things that a newcomer to Canada may not know about life in Canada that you could teach them about?

Demonstrating Knowledge

Junior:

Have the students get into groups of 2 or 3. Based on what they have learned, the students are asked to write a welcome letter to a hypothetical newcomer to Canada who is coming to their school or community. In the letter, the students should:

- Acknowledge the difficulties they may have transitioning into life in Canada, and include how they can help them.
- Describe ways that the new citizen can get involved in our school and community.
- Describe the student’s favourite things about being a Canadian. Ensure they focus on Canadian values, such as diversity, equality, respect for differences, and helping one another.

Primary:

Individually or in small groups, students will use what they have learned to draw pictures of how they could help newcomers to Canada. Ask them to include 1 to 2 sentences describing the picture. Aid students by giving them the sentence starter “I can help by...”

Extension Activity

In small groups, have students create Welcome to Canada videos containing similar material as their letters.

Lesson 5: Canada Quiz

Grades 4 to 8

Key Concept

How much do you know about your country? Test your students' knowledge with these fun and informative questions. Get students thinking about Canadian facts and how knowledge of these facts increases our appreciation of Canada.

Key Terms

Federal, Recent, Province, Territory

Learning Goals

- Students learn fun facts about Canada
- Students find value in knowing Canadian facts and history

Overview

This activity gives students an opportunity to test their knowledge of Canadian facts, and to learn some new facts as well. In teams, students will use their combined knowledge to answer the questions shown by the teacher. A scorekeeper can keep track of which team answers the most questions correctly.

Steps

Divide students into an even number of teams depending on how many students you have in your class, aiming to have about 5 people on each team. Each team prepares to answer the skill testing questions provided. The teacher may also wish to choose a student to act as the scorekeeper.

If possible, show the questions on a projector. If there is no access to a projector, read each question aloud or write them out ahead of time on large cards that you can hold up for the class to see.

Pose a question to Team One. If they answer it correctly, they get a point. After each question move on to the next team, and ask the next question in the list.

Materials Needed

- Quiz Questions (provided)
- Slips of paper
- Pencils

There are 21 questions total, and 8 additional bonus questions. The bonus questions require more advanced knowledge of terminology, levels of government, and mathematical knowledge. Preview these questions ahead of time to see if they are usable with your class.

The team with the most points wins!

At the end of the lesson, give out exit-slips (slips of paper) and ask students to write

1. A new fact they learned about Canada
2. Why they think it is important to know this fact.

Collect these slips of paper and review them as an assessment of understanding.

Technology Options

If your class has access to multiple technological devices, you could distribute the quiz using an interactive qui platform such as *Pear Deck* or *Kahoot*, or they can access the *How Canadian are You, Eh?* Quiz at the following link cic.gc.ca/english/games/how/index.asp

Some of the online questions are advanced and are best suited for intermediate grades.

Quiz Questions

- 1) In what province did Canadian hero Terry Fox spend most of his life?
 - a) Quebec
 - b) New Brunswick
 - c) Manitoba
 - d) British Columbia
- 2) How many provinces *and* territories are there in Canada?
 - a) 13
 - b) 10
 - c) 8
 - d) 15
- 3) Each year on November 11, Canadians celebrate Remembrance Day by pinning which type of flower to their jackets?
 - a) Daisies
 - b) Roses
 - c) Poppies
 - d) Carnations
- 4) What is the capital city of Nova Scotia?
 - a) St. John's
 - b) Charlottetown
 - c) Halifax
 - d) Fredericton
- 5) The Canadian Flag contains what colours?
 - a) Red/White/Blue
 - b) Red/Black
 - c) Red/Blue/Green
 - d) Red/White
- 6) Which is Canada's newest *province*?
 - a) Nunavut
 - b) Alberta
 - c) Newfoundland and Labrador
 - d) Prince Edward Island
- 7) In descending order (biggest to smallest), name the three largest cities in Canada.
 - a) Toronto, Calgary, Vancouver
 - b) Toronto, Montreal, Vancouver
 - c) Calgary, Vancouver, Ottawa
 - d) Edmonton, Toronto, Vancouver
- 8) What is the name of the highest mountain in Canada?
 - a) Blackcomb Mountain
 - b) Rocky Mountains
 - c) Mount Logan
 - d) Yoho Mountain
- 9) What famous sea creature in the Okanagan Lake of British Columbia was called N'ha-a-itk by local Aboriginal peoples and is considered "Canada's Loch Ness Monster"?
 - a) Caddy
 - b) Manopogo
 - c) Ogopogo
 - d) Champ
- 10) Why is Remembrance Day held on November 11 of each year?
 - a) It was the day that the First World War officially started
 - b) It is the beginning of poppy season
 - c) It is Armistice Day, when the First World War ended
 - d) All of the above
- 11) Which of the following statements is true?
 - a) Every citizen must be bilingual
 - b) English is the only official language of Canada
 - c) English and French are both official languages of Canada
 - d) French is the only official language of Canada

- 12) On April 1st, 1999, _____ became Canada's newest territory.
- a) Ontario
 - b) Nunavut
 - c) Northwest Territories
 - d) Yukon
- 13) What is Canada's police service called?
- a) Mounted Royal Canadian Police
 - b) Royal Canadian Mounted Police
 - c) Canada's Elite Police Force
 - d) Federal Bureau of Investigation
- 14) What is the most recent *territory* in Canada called?
- a) Northwest Territories
 - b) Yukon
 - c) Nunavut
 - d) Ontario
- 15) Canada has a large population of the world's biggest land-based carnivore (meat-eating animal). It is the:
- a) Grizzly bear
 - b) Brown bear
 - c) Black bear
 - d) Polar bear
- 16) Canadian Joseph-Armand Bombardier is famous for inventing which of the following?
- a) The airplane
 - b) The hockey goalie mask
 - c) The snowmobile
 - d) The electric knife
- 17) What is the oldest national park in Canada?
- a) Glacier National Park
 - b) Banff National Park
 - c) Fundy National Park
 - d) Waterton Lakes National Park
- 18) How many *territories* does Canada have in total?
- a) 1
 - b) 2
 - c) 3
 - d) 4
- 19) Canada currently claims to own the North Pole.
- a) True
 - b) False
- 20) What is the capital city of Canada (the national capital)?
- a) Toronto
 - b) Ottawa
 - c) Halifax
 - d) Montreal
- 21) What leaf is on the Canadian flag?
- a) Mint leaf
 - b) Maple leaf
 - c) Bay leaf
 - d) Grape leaf

BONUS QUESTIONS (Increased Difficulty)

22) Famous Canadian Roberta Bondar is known for achieving which of the following goals in 1992?

- a) She was the first female prime minister
- b) She was the first Canadian woman to play in the NHL
- c) She was the first Canadian woman to travel into outer space
- d) She won a Governor General's Award

23) Canada is the world's second largest country by land mass.

- a) True
- b) False

24) What level of government in Canada is in charge of education and health care?

- a) Federal
- b) Provincial and territorial
- c) Municipal
- d) Local

25) The Trans-Canada Highway is the longest national highway in the world.

- a) True
- b) False

26) Which of the following allows you to vote in an election in Canada?

- a) You are a Canadian citizen
- b) You are 18 years of age or older
- c) You are a registered voter
- d) All of the above

27) Canada's most densely populated province is:

- a) Ontario
- b) Quebec
- c) Saskatchewan
- d) Prince Edward Island

28) What is Canada's motto?

- a) A Mari Usque Ad Mare - From sea to sea
- b) Fortis et Liber - Strong and free
- c) Splendor Sine Occasu - Splendour without diminishment
- d) Quaerite Prime Regnum Dei - Seek ye first the Kingdom of God

29) Canada has what percentage of the world's forests?

- a) 3%
- b) 10%
- c) 80%
- d) 30%

Quiz Answers

- 1) In what province did Canadian hero Terry Fox spend most of his life?
d) British Columbia
- 2) How many provinces *and* territories are there in Canada?
a) 13
- 3) Each year on November 11, Canadians celebrate Remembrance Day by pinning which type of flower to their jackets?
c) Poppies
- 4) What is the capital city of Nova Scotia?
c) Halifax
- 5) The Canadian Flag contains what colours?
d) Red/White
- 6) Which is Canada's newest *province*?
c) Newfoundland and Labrador
- 7) In descending order (biggest to smallest), name the three largest cities in Canada.
b) Toronto, Montreal, Vancouver
- 8) What is the name of the highest mountain in Canada?
c) Mount Logan
- 9) What famous sea creature in the Okanagan Lake of British Columbia was called N'ha-a-itk by local Aboriginal peoples and is considered "Canada's Loch Ness Monster"?
c) Ogopogo
- 10) Why is Remembrance Day held on November 11 of each year?
c) It is Armistice Day, when the First World War ended
- 11) Which of the following statements is true?
c) English and French are both official language of Canada
- 12) On April 1st, 1999, _____ became Canada's newest territory.
b) Nunavut
- 13) What is Canada's police service called?
b) Royal Canadian Mounted Police
- 14) What is the most recent *territory* in Canada called?
c) Nunavut
- 15) Canada has a large population of the world's biggest land-based carnivore (meat-eating animal). It is the:
d) Polar bear
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- 17) What is the oldest national park in Canada?
b) Banff National Park
- 18) How many *territories* does Canada have in total?
c) 3
- 19) Canada currently claims to own the North Pole.
b) False
- 20) What is the capital city of Canada (the national capital)?
b) Ottawa
- 21) What leaf is on the Canadian flag?
b) Maple leaf

BONUS QUESTIONS (Increased Difficulty)

- 22) Famous Canadian Roberta Bondar is known for achieving which of the following goals in 1992?**
c) She was the first Canadian woman to travel into outer space
- 23) Canada is the world's second largest country by land mass.**
a) True
- 24) What level of government in Canada is in charge of education and health care?**
b) Provincial and territorial
- 25) The Trans-Canada Highway is the longest national highway in the world.**
a) True
- 26) Which of the following allows you to vote in an election in Canada?**
d) All of the above
- 27) Canada's most densely populated province is:**
d) Prince Edward Island
- 28) What is Canada's motto?**
a) A Mari Usque Ad Mare - From sea to sea
- 29) Canada has what percentage of the world's forests?**
b) 10%