



Workbook Preview



Grade 5 – Social Studies Unit

Canadian Issues and Governance



Big Idea 1: Canada's policies and treatment of minority peoples have negative and positive legacies.

Big Idea 2: Natural resources continue to shape the economy and identity of different regions of Canada.

Big Idea 3: Immigration and multiculturalism continue to shape Canadian society and identity.

Big Idea 4: Canadian institutions and government reflect the challenge of our regional diversity.

	Curriculum Expectations	Pages
5.1	Preview of 120 pages from this product that contains 348 pages total.	15
5.2		35-40
5.3		41-84, 88-90
5.4		91-138
5.5	Head tax, the Komagata Maru incident, residential schools, and internments	139-164
5.6	Human rights and responses to discrimination in Canadian society	165-192, 200-202
5.7	levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding	206-231
5.8	participation and representation in Canada's system of government	193-199
	resources and economic development in different regions of Canada	
	First Peoples land ownership and use	

NAME: _____

CANADIAN ISSUES & GOVERNANCE



Newspaper Article: Canadian Multiculturalism

Canada Becomes a Multicultural Country

Canada is known as a country where many different cultures live together peacefully. This idea is called multiculturalism. In a multicultural society, people are free to keep their traditions, customs, foods, and celebrations while living in Canada. In 1971, Prime Minister Pierre Trudeau introduced a policy that supported multiculturalism in Canada. The government wanted to protect diversity and recognize the rights of Indigenous peoples and different cultural groups. Canada also continued to support its two official languages: English and French. The policy encouraged Canadians to learn about and respect other cultures. In 1973, the Ministry of Multiculturalism was created to help reduce discrimination and promote understanding between different groups of people. Over time, Canada became one of the most diverse countries in the world. Millions of people from many countries moved to Canada and helped shape its identity.



People might have different traditions, clothing, customs, and languages that make Canada so colorful and exciting. Historically, Canada has been a place of

“Multiculturalism is about people respect one another while celebrating their unique cultures.”

Today, multiculturalism remains an important part of Canadian identity because it encourages inclusion, equality, and respect for all people.

Fill in the Blanks

Fill in the blanks using words from the word bank.

Word Bank

Multiculturalism	Canada	Cultures	Diversity
English	French	Respect	Immigrants

Canada is known as a country where many different _____ live together peacefully. This idea is called _____.

In 1971, Prime Minister Pierre Trudeau introduced a policy that officially supported multiculturalism. The government wanted to protect _____ and recognize the rights of Indigenous peoples and different cultural groups.

Canada chose to have two official languages: _____ and _____. As people from many countries moved to Canada, these _____ helped shape Canada's identity by bringing traditions, foods, and languages. Today, multiculturalism encourages _____ for all people.

Word Search

Find the words in the words

☐ Canada	☐ Diversity
☐ Cultures	☐ Respect
☐ English	☐ French
☐ Immigrant	☐ Language
☐ Inclusion	☐ Equality
☐ Celebrate	☐ Identity
☐ Traditions	☐ Peacefully

T Z S A R I N C L I
R N H Q V K I N G I F E G D
A I Q F U W C A N A D E N J E
D C X G B R L F A C D I S G V N
I P E A C E F U L L Y M P L E T
T B H L T L H E X P J M E I Q I
I D I V E R S I T Y U I C S U T
O F V I A B R Z H R A G T H A Y
N C U L T U R E S B C R X Q L D
S E Z Z L L X A K B S A M Q I H
H C F R E N C H T Y D N L O T J
L A N G U A G E U E N T S A Y S

Blog Post: Immigration – Push/Pull Factors

The Power of "Push" and "Pull" in Canada's History

Date: May 16, 2026

Author: Sophia Benneth

4-minute read

Have you ever wondered what drives someone to pack up their entire life and move to a completely new country? To understand immigration, historians look at two powerful forces: push factors and pull factors.

During the late 1800s and early 1900s, Canada became a beacon of hope for millions of people fleeing desperate situations at home. Push factors are the harsh realities that forced people to leave their homelands—think of devastating wars, extreme poverty, hunger, overcrowding, and a total lack of job opportunities.

Conversely, pull factors are the positive promises that attract individuals to a new nation. For early immigrants, Canadian pull factors were incredibly enticing: the promise of cheap farmland, abundant job opportunities, and true religious freedom.

These forces triggered a massive wave of immigration. Between 1896 and 1914, over 3 million immigrants arrived on Canadian shores. This included many Chinese immigrants who arrived during the Gold Rush and endured grueling conditions to help construct the Canadian Pacific Railway.

By bringing their unique foods, languages, and traditions, these resilient newcomers laid the foundation for the vibrant, multicultural Canada we know today.

Till next time,
Sophia Benneth

Comments:



Noah P. – May 16, 2026

I think immigration helped Canada grow because immigrants helped build farms, railways, and businesses. Many families came to Canada for jobs and land.

Like Reply 2h ago



Emma J. – May 16, 2026

I agree, but some immigrants faced unfair treatment and difficult jobs. For example, some Chinese railway workers were paid less than other workers.

Like Reply 5m ago

True or False

Is the statement true or false?

1) Push factors make people leave a country.	True	False
2) Pull factors make people want to move to a new place.	True	False
3) Canada offered cheap farmland and jobs to immigrants.	True	False
4) Wars and discrimination were push factors for immigrants.	True	False
5) Immigrants helped shape Canada.	True	False

Questions Answer the questions below using evidence from the text.

1. What were some pull factors for people moving to Canada?

2. What were some push factors for people leaving their countries?

Directions

Read the factor and choose whether it is a push or pull factor.

Factor	Push/Pull
1. You like the sports team in a new city.	
2. The crime rate is high in your country.	
3. The water is contaminated in your town.	
4. There are lots of good paying jobs in the new country.	
5. A war has broken out in your country.	
6. You are not allowed to practise your religion.	
7. You prefer a warmer climate, so you move south.	

Definitions

What do each of the term means?

	Definition
Pull Factor	
Immigration	
Emigration	

Matching

Draw a line from the pull factor to the description

Pull Factor	Description
Economic Opportunity	Immigrants are able to practice the religion they wish without government interference.
Available Land	Democratic government means equal rights for all citizens. No strict laws limiting day-to-day lives.
Political Freedom	Following your family
Religious Freedom	160 acres available for only \$600
Family Ties	Hard work often led to earning a lot of money

Questions

Answer the questions below

1. What might be a push factor for you to leave your school? List 3 below:

2. What might be a pull factor for you to join another school? List 3 below:

Research

Write down 3 push factors below

Below are 3 push factors that led to people leaving their country and immigrating to Canada. Find out why by researching online.

	Initials
Potato Famine	
American Revolution/Loyalists	
Poverty	

Clifford Sifton - Immigration

"Hi! My name is **Clifford Sifton**, and I was a Canadian lawyer, businessman, and politician. I served as the **Minister of the Interior** and the **Superintendent General of Indian Affairs**. One of my main goals was to encourage more immigrants to move to Western Canada.

I encouraged hardworking farmers and farm labourers to settle in the Prairie Provinces. I advertised that there was plenty of open land in the west. Through the **Homestead Act**, immigrants could receive **160 acres of free land** if they farmed a portion of it and built a house within three years.

I preferred immigrants from Northern Europe who had farming experience and were used to the prairie conditions. I believed these settlers would help develop the land and build strong farming communities. Between 1896 and 1905, immigration to Canada increased greatly, and many settlers moved west to farm the land and grow local economies.

As Superintendent General of Indian Affairs, I opened up western land for settlement. I supported Treaty 8 in 1899, which gave the government control of large areas in Alberta and Saskatchewan. These decisions negatively affected many Indigenous peoples and their communities.



Multiple Choice

Circle the correct answer

1) Sifton wanted more immigrants to move to...	Eastern Canada	Western Canada
2) Sifton preferred immigrants from...	Northern Europe	Southern Europe
3) The Homestead Act gave immigrants...	Free land	Free money
4) Sifton wanted settlers with...	Farming experience	Factory experience
5) Immigration to Canada increased...	A lot	A little

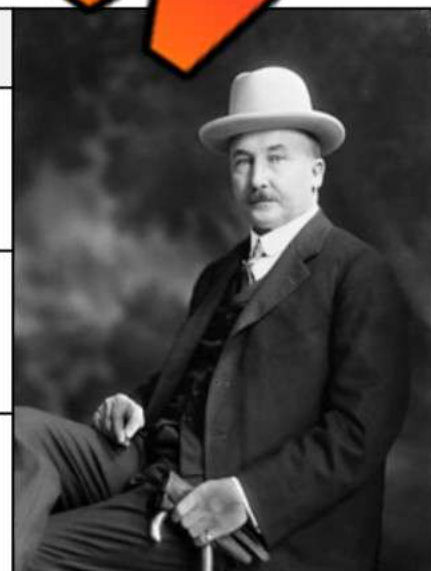
Order the following events in the correct order, from first to last.

1st	a) Immigrants settled west to build farms and communities.
2nd	b) Clifford Sifton encouraged immigrants to move to Canada.
3rd	c) Settlers farmed the land and grew crops.
4th	d) The government offered 160 acres of land.
5th	e) Many immigrants arrived in Canada between 1900 and 1905.

Describe

How would you describe Clifford Sifton. Choose 3 adjectives to describe him.

Adjective	Explanation



Reflection Questionnaire

Cut the reflection questionnaires below.

Name: _____

Circle the box of your choice.

1) Clifford Sifton helped increase immigration to Canada.	✓	✗
2) He promoted city jobs instead of farming.	✓	✗
3) Many immigrants came to Canada between 1896 and 1905.	✓	✗
4) Settlers helped develop farms and communities in the west.	✓	✗

Name: _____

Circle the box of your choice.

1) Clifford Sifton helped increase immigration to Canada.	✓	✗
2) He promoted city jobs instead of farming.	✓	✗
3) Many immigrants came to Canada between 1896 and 1905.	✓	✗
4) Settlers helped develop farms and communities in the west.	✓	✗

Name: _____

Circle the box of your choice.

1) Clifford Sifton helped increase immigration to Canada.	✓	✗
2) He promoted city jobs instead of farming.	✓	✗
3) Many immigrants came to Canada between 1896 and 1905.	✓	✗
4) Settlers helped develop farms and communities in the west.	✓	✗

Name: _____

Circle the box of your choice.

1) Clifford Sifton helped increase immigration to Canada.	✓	✗
2) He promoted city jobs instead of farming.	✓	✗
3) Many immigrants came to Canada between 1896 and 1905.	✓	✗
4) Settlers helped develop farms and communities in the west.	✓	✗

Immigration Act, 1910



What is the Immigration Act?

The Immigration Act of 1910 gave the Canadian government the power to decide who could immigrate to Canada. Some types of people were not allowed to enter, and government officials could also deport immigrants from the country.

Discrimination

The act is now seen as discriminatory because it treated people unfairly based on race. Asian immigrants had to pay a Head Tax, which later increased to \$500. The government also encouraged white American farmers to move to Canada. Many Black Americans were not allowed to immigrate.

Deportation

The act also allowed the government to deport immigrants for political, moral, or economic reasons. Poor immigrants who were not seen as helping the economy could also be sent back to their home countries.

Effects of the Immigration Act of 1910

After 1910, immigration from Asia decreased greatly. Later, immigration from Europe increased because Canada needed more workers and settlers as the economy grew.

True or False

Circle whether the statement is true or false.

1. The Immigration Act was discriminatory against Asian and Black people	True	False
2. The Act slowed down immigration from Asian people	True	False
3. The Act was fair and no one could be turned away without a good reason	True	False
4. You could be deported if you were poor	True	False
5. The Canadian government wanted Chinese labourers to immigrate to Canada	True	False

Questions Use information from the text to support your answer.

1. What was the Immigration Act? How did it change immigration in Canada?

2. Why was the Immigration Act discriminatory?

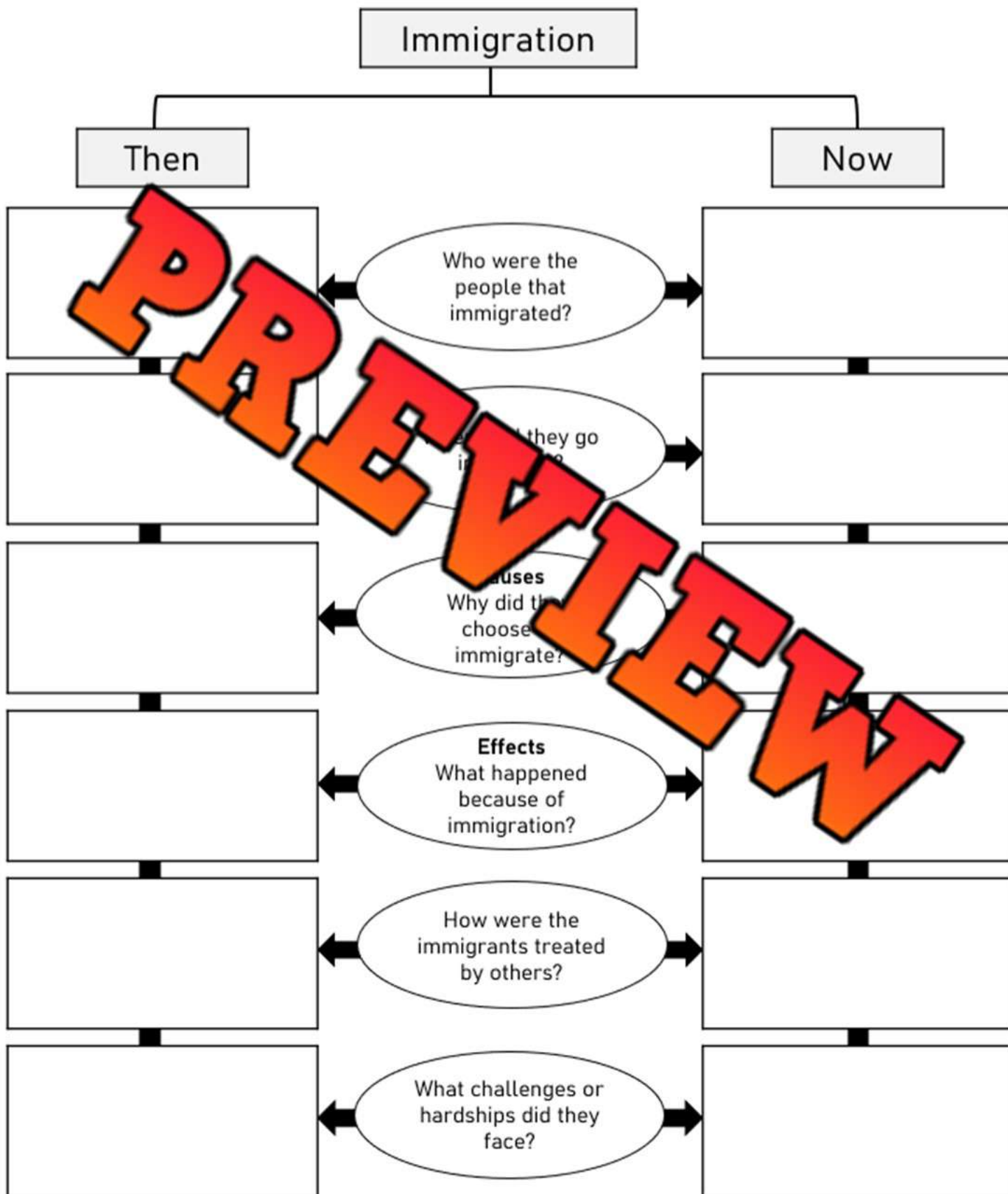
Fill in the Blanks

Circle the missing word.

1)	The Immigration Act controlled who could _____ to Canada.	immigrate	visit
2)	Unfair treatment is called _____.	discrimination	equality
3)	Some immigrants paid a _____ tax.	head	road
4)	Some immigrants were _____.	deported	welcomed
5)	The Act affected people coming to _____.	Canada	Asia

Direction

Compare immigration in the past (Then) and present (Now). Fill in each box by answering the guide questions in the centre.



Chinese Head Tax

Chinese Immigrants

Many Chinese people left China because of civil war, flooding, and food shortages. Many families were starving and wanted a safer and better life.

One important pull factor was Canada's need for workers to help build the railway across the country. The railway project created many jobs, which attracted thousands of Chinese immigrants.



Chinese Workers on the Railroad

Over 10,000 Chinese people came from China to work on the railway. They worked for only \$1.00 a day! This was a much lower wage than they would have to pay a worker from any other ethnic group.

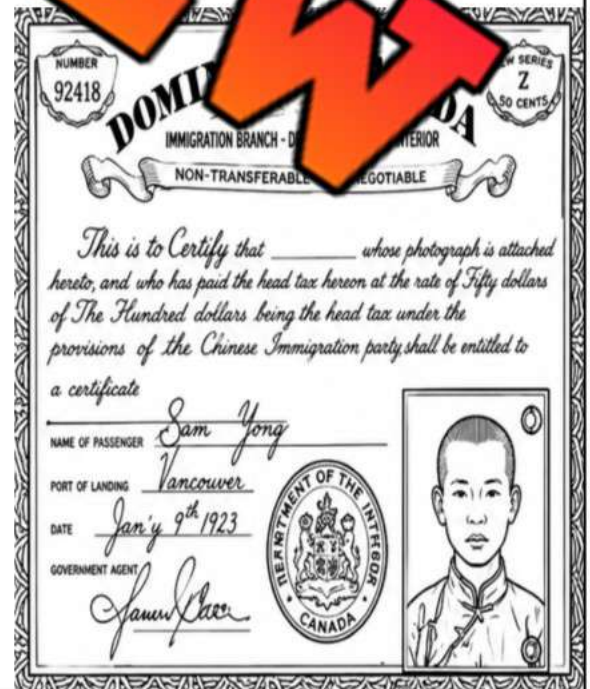
This allowed the government to get the railway done on a smaller budget. The Chinese workers were upset because they wanted the same pay. They asked the government to create a tax that Chinese immigrants would have to pay to enter the country. This was called the "Chinese Head Tax."

Chinese Head Tax

In 1885, the Chinese Immigration Act required Chinese immigrants to pay a \$50 Head Tax to enter Canada. Even with the tax, many Chinese people still came because they wanted better opportunities.

In 1900, the tax increased to \$100, and in 1903 it rose to \$500, which was a very large amount at the time. Many Canadians believed Chinese immigrants were taking jobs.

In 1923, the government banned most Chinese immigration to Canada. The law was removed in 1967, and immigrants are now treated equally regardless of where they come from.



True or False

Circle whether the statement is true or false.

1. Canadians were happy that there were so many Chinese Immigrants.	True	False
2. The railway was a pull factor because it created a lot of jobs.	True	False
3. Canadians were upset that the Chinese workers were taking their jobs.	True	False
4. The Chinese were paid \$1.00 a day.	True	False
5. The Chinese had to pay a head tax to enter the country.	True	False

Questions Answer the questions below using evidence from the text.

1. Do you think it was fair to pay the Chinese immigrants \$1.00 a day for the jobs they did?

2. Why was the Head Tax and Chinese Immigration an example of discrimination in Canada's history?

Identify

Circle the correct option.

1) Chinese immigrants left China because of...	Civil war
	Hockey games
	Warm weather

2) Chinese workers came to Canada to help build the...	Railway
	Airport
	Bridge

3) Chinese railway workers were paid...	\$1.00 a day
	\$10.00 a day
	\$20.00 a day

4) The tax Chinese immigrants had to pay was called the...	Chinese Head Tax
	Travel Tax
	Farmer Tax

Questions

Answer the questions below using evidence from the text

Canada needed a railroad that would stretch from coast to coast. The problem was that it was very expensive, and extremely dangerous due to the mountainous terrain. For those reasons, it was difficult to find workers.

From 1880 to 1885, it is estimated that between 600-2,200 Chinese workers lost their lives. Many died of scurvy, not enough food, fatigue, drowning, dynamite explosions, and rockslides. The Chinese workers had to live in tents while the white-English workers lived in railway cars.

1. Why did the Chinese workers become unwelcome in Canada?

2. John A. Macdonald promised that he would pay White English people to build the railway first, then Chinese, then First Nations. Why did he change his mind and hire Chinese?

3. Describe the living and working conditions for the Chinese workers.

"The Last Spike"



4. In the photo, "The Last Spike", it appears no Chinese were in the picture. Why do you think that is? Is it fair?

Canada – Changing Populations

	1867	1900	1940	1980	2020
Ontario	1 400 000	2 200 000	3 800 000	8 800 000	14 800 000
Quebec	1 200 000	1 600 000	3 300 000	6 500 000	8 500 000
Nova Scotia	400 000	450 000	600 000	850 000	1 000 000
New Brunswick	300 000	330 000	450 000	700 000	800 000
Manitoba	N/A	250 000	750 000	1 000 000	1 400 000
British Columbia	N/A	170 000	800 000	2 800 000	5 200 000
Prince Edward Island	N/A	75 000	100 000	100 000	160 000
Saskatchewan	N/A	N/A	900 000	2 000 000	3 200 000
Alberta	N/A	N/A	800 000	2 300 000	4 400 000
Newfoundland and Labrador	N/A	N/A	300 000	510 000	520 000
Northwest Territories	N/A	20 000	12 000	50 000	45 000
Yukon	N/A	27 000	4 000	18 000	42 000
Nunavut	N/A	N/A	N/A	N/A	40 000

True or False

Circle whether the statement is true or false.

1) Manitoba had a larger population than BC in 1900.	True	False
2) Manitoba had a larger population than BC in 1980.	True	False
3) British Columbia's population more than quadrupled from 1900 to 1940	True	False
4) Alberta had a larger population in 1980 than BC.	True	False
5) In 2020, BC was the second largest province.	True	False

Question _____ Answer _____
Answer the questions below using evidence from the text.

1) Which provinces grew quickly between 1900 and 1980? Why do you think these provinces grew?

2) Which provinces/territories did not grow from 1900 to 1980? Why do you think these provinces/territories didn't grow?

Word Search

Find the words in the wordsearch.

☐ Nunavut	☐ Manitoba
☐ British Columbia	☐ Yukon
☐ Ontario	☐ Alberta
☐ Change	☐ Quebec

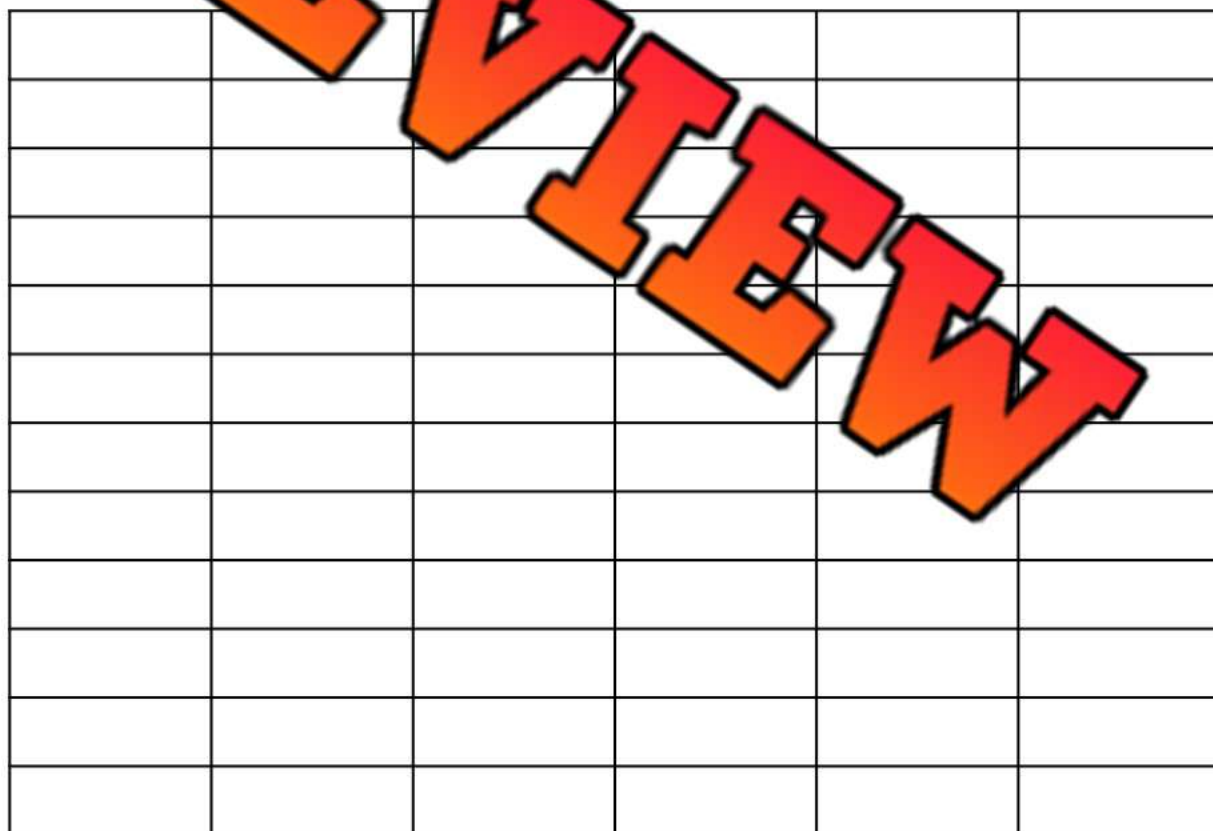
Y U K O N L J L Y O N T A R I O
 C Y Q U E B E C D M J Z O H J S
 H A Z F G B N U N A V U T E Z T
 A M A N I T O B A Y E I O V O V
 N N Z B D B F A U Z N G G T Q E
 G F V A L B E R T A U M S F E Z
 E B R I T I S H C O L U M B I A
 J C G W E R K Q E G U U H Y O Z

Line Graph

Create a line graph by following the instructions below

- 1) Choose one province to represent on the line graph
- 2) Fill in the data for that province in the table below
- 3) Create a scale that will allow you to fit each population number on the graph
- 4) Plot dots on the graph and then connect the dots
- 5) Label both the x and y axis
- 6) Write a title for your graph

Province	1867	1900	1940	1980	2020



1867

1900

1940

1980

2020

The Numbered Treaties



Indigenous and Europeans

Indigenous groups lived in what is now Canada for a long time before Canada was ever a country. As more European settlers moved to North America, they began to settle on the land. At first, the two groups (the Indigenous and the Europeans) got along well, but after awhile, conflict over land ownership became a problem.

Valuable

With its trade so prosperous, the Hudson's Bay company purchased the land called Rupert's Land, which made up most of the land west of where Ontario is now. After Canada became a country in 1867, they were looking to expand into Rupert's Land.

In 1869, Britain forced the Hudson's Bay company to sell Rupert's Land to the Government of Canada for 1.5 million dollars. A problem with this deal was that it did not include any negotiations with Indigenous groups living on the land (First Nations, Métis or Inuit).

Numbered Treaties

Following the sale of Rupert's Land, Indigenous groups demanded agreements be signed in the form of treaties with the government of Canada. Between 1871 and 1921, 11 treaties were signed.

A **treaty** is a formal agreement between two sides. The Canadian government wanted control of the land, while the Indigenous wanted reserves, annuities, and the right to continue hunting and fishing on government land. These 11 treaties are called the Numbered Treaties.

A **reserve** is a small area of land that only First People can live on. On these lands, the government helps offer services like education and infrastructure, however, they do not limit hunting and or fishing on these lands. An **annuity** is an annual payment made once a year. Each of the 11 treaties were separate negotiations, but the average annuity that is paid each year is approximately \$5.00 per person. A one-time payment of \$15 to indigenous families was made when the treaties were signed.



Multiple Choice

Circle the correct answer

1. Hudson's Bay Company sold Rupert's Land to which country.	Canada	Britain
2. How many Numbered Treaties are there?	8	11
3. Which year did the Hudson's Bay Company sell Rupert's Land	1967	1869
4. The average annuity paid per year is	\$15	\$5
5. The Numbered Treaties were	Unfair	Fair

Questions: Answer the questions below using evidence from the text

1) What are the Numbered Treaties?

2) Why do you think the Numbered Treaties are considered unfair?

Fill in the blanks

Read the sentence and fill in the blanks

1. First People gave up their land for smaller pieces of land called _____
2. A reserve is a small area of _____.
3. A one-time payment of _____ dollars was paid to the First People.
4. Only "_____ Indians" can live on a reserve.
5. First People can hunt and _____ on reserves without rules.

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Circle the correct answer.

1) Rupert's Land was sold in:	1867
	1869
2) A treaty is:	A type of land
	An agreement
3) The Numbered Treaties were signed between:	1871-1921
	1900-1950
4) Indigenous peoples wanted:	Hunting and fishing rights
	More taxes

Name: _____

Mark

Circle the correct answer.

1) Rupert's Land was sold in:	1867
	1869
2) A treaty is:	A type of land
	An agreement
3) The Numbered Treaties were signed between:	1871-1921
	1900-1950
4) Indigenous peoples wanted:	Hunting and fishing rights
	More taxes

Name: _____

Mark

Circle the correct answer.

1) Rupert's Land was sold in:	1867
	1869
2) A treaty is:	A type of land
	An agreement
3) The Numbered Treaties were signed between:	1871-1921
	1900-1950
4) Indigenous peoples wanted:	Hunting and fishing rights
	More taxes

Name: _____

Mark

Circle the correct answer.

1) Rupert's Land was sold in:	1867
	1869
2) A treaty is:	A type of land
	An agreement
3) The Numbered Treaties were signed between:	1871-1921
	1900-1950
4) Indigenous peoples wanted:	Hunting and fishing rights
	More taxes

First Nations Loss of Land

New France and Indigenous Nations

France had strong relationships with many Indigenous nations because they helped the French survive the cold winters and trade furs. Many French settlers married Indigenous women and respected Indigenous lands. However, the French also had enemies, such as the Haudenosaunee, because they supported the Wendat and Algonquin.

British and Indigenous Nations

The British became allies with the Haudenosaunee to gain control of the fur trade. After Britain defeated New France, they signed agreements with Indigenous nations to gain more land.

The Treaty of Niagara (1764)

Twenty-four First Nation groups accepted the Royal Proclamation and agreed to stop fighting Britain. Some continued resisting.

The Numbered Treaties (1871–1921)

Eleven treaties gave Canada access to First Nations lands in exchange for money and promises.



Think

Put a ✓ if the fact about First Nations loss of land is true and ✗ if it is not.

Scenarios	✓	✗
1) France traded furs with many Indigenous nations.		
2) The British became allies with the Haudenosaunee.		
3) The Treaty of Niagara was signed in 1764.		
4) Britain signed agreements to gain more land.		
5) The Numbered Treaties gave land back to First Nations.		

True or False Circle the correct answer.

1) The British had stronger relationships with the Indigenous than the French.	True	False
2) The British ended up taking most of the land away from the Indigenous	True	False
3) The French had no Indigenous enemies.	True	False
4) The British had no Indigenous allies.	True	False
5) The Indigenous people were paid well for their land.	True	False

Questions Answer the questions below using evidence from the text.

1) Did the French have a stronger relationship with the Indigenous people? Explain why you think that.

2) Did the British give a fair deal to the Indigenous people? Do you think the Indigenous people today feel they were treated properly?

3) How did the Numbered Treaties affect First Nations communities and their land?

Colour

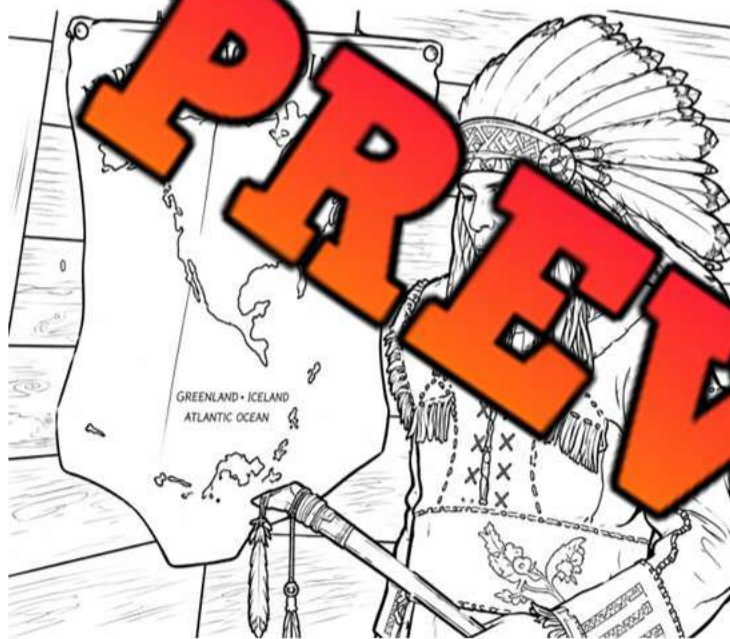
Colour the scene showing the signing of a treaty between Indigenous peoples and the government. As you colour, think about why treaties were made and how they affected First Nations. Be ready to share one idea you learned from the picture.



Indian Act

Background

The Indian Act was made in 1876 to let the Canadian government control First Nations' land, resources, and education. In return, First Nations got small pieces of land called reserves. On reserves, First Nations people could live their own way without rules on hunting, fishing, or paying taxes.



Status Indians

The Indian Act said only "Status Indians" could live on reserves. The Canadian government thought this would protect the reserves for First Nations members. "Status Indian" was under the control of the federal government of Canada.

Indian Act Laws

The Indian Act outlines some important laws.

- First Nations could live on a reserve and not pay tax.
- First Nations could hunt and fish without limits.
- First Nations children had to go to residential schools.
- First Nations couldn't practise their religious ceremonies.

White Paper

In 1969, Prime Minister Pierre Trudeau proposed the White Paper, which wanted First Nations people to lose their Indian Status and assimilate into Canadian society. Many First Nations communities strongly opposed the idea and wanted to keep their traditional way of life on reserves.

Multiple Choice

Circle the correct answer.

1. The Indian Act was enacted in?	1976	1876
2. A reserve is a small amount of	Land	Money
3. First Nations became wards of the...	Crown	State
4. "Indians" lost their Status if they joined	The Military	A Reserve
5. Status Indians lost their Status if they got a	Criminal Record	Degree

Questions 6-8 Answer the questions using the editorial cartoon below.



1) What was the purpose of the Indian Act of 1876?

2) Why do you think the First Nations people in the cartoon look sad?

3) What message is the cartoon trying to share about the Indian Act?

Impact of the Indian Act

Impact of the Indian Act

The Indian Act changed the way of life for all First Nation members. The Indian Act was created by the Canadian government to erase First Nation history, culture, and way of life from Canada. It is still in effect in the year 2022, although many changes have been made.

 Indian and Northern Affairs Canada 1420307 CERTIFICATE OF INDIAN STATUS - CERTIFICAT DE STATUT INDIEN This is to certify that - Le présent atteste que famille name(s)/nom(s) de famille DOE Given names/prénoms JOHN CARL Registry number/numéro de registre 456000000000 An Indian within the meaning of the Indian Act Chapter 27, Statutes of Canada (1985) Est un Indien au sens de la Loi sur les Indiens, Chapitre 27 des Lois du Canada (1985) An Indian within the meaning of the Indian Act Chapter 27, Statutes of Canada (1985) Est un Indien au sens de la Loi sur les Indiens, Chapitre 27 des Lois du Canada (1985)		Date of birth - Date de naissance Dec. 15, 1970 Registry group - Groupe d'inscr. PEIGAN Sex - Sexe M This card is valid until Apr. 26 - Apr. 26, 2002 Holder's signature - Signature du titulaire <i>John C. Doe</i> Issuing officer - Fonctionnaire / signataire du Registre directeur <i>John C. Doe</i> Apr. 28, 1997 Property of the Government of Canada. For assistance contact: INAC 1-800-587-9606 / 032-652-067 Telephone 1-800-587-9606 Issuing officer - Fonctionnaire déclaratoire ou Registre directeur Ottawa, Ontario K1A 0H6
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Read the list and see how the lives of these individuals were changed.

- ✓ Denied women status
- ✓ Introduced residential schools
- ✓ Created reserve land
- ✓ Restricted First Nations members from leaving their reserve without permission from an Indian Agent
- ✓ Took away Status Indian rights from those who had attended university
- ✓ Allowed the government to take land from reserves to build roads, railways, and other public works.
- ✓ Gave the government the right to move an entire reserve to another city or town
- ✓ Could take reserve land and lease it to non-First Nations people who would use it for farming or pasture
- ✓ Prohibited the sale of alcohol and ammunition to First Nations
- ✓ Prohibited pool hall owners from allowing First Nations entrance
- ✓ Forbade First Nations from speaking their native language
- ✓ Forbade First Nations from practicing their traditional religion
- ✓ Forbade First Nations from appearing in any public dance, show, exhibition, stampede, or pageant wearing traditional regalia
- ✓ Declared the potlatch and other cultural ceremonies illegal
- ✓ Denied First Nations the right to vote if they were Status Indians
- ✓ Created a permit system to control First Nations ability to sell products from farms

Questions

Answer the questions below

1) The potlatch is a gift-giving ceremony between First Nations. Why would Macdonald make potlatch ceremonies illegal? Why would he make it illegal for First Nations to wear their traditional clothing?

2) If a First Nation did not want to live by these rules, they could give up their Indian Status and become a Canadian citizen. Why would the government want to make life miserable for Status Indians?

Reaction

Which impacts do you think were the most harmful for First Nations?

True or False

Is the statement true or false?

1) First Nations could not enter a pool hall	True	False
2) Status Indians could not vote	True	False
3) The government could not take land away from reserves to build roads	True	False
4) The Indian Act outlined the creation of schools and reserves	True	False
5) Status Indians could buy alcohol and/or ammunition	True	False

**Fill in the
Blanks**

Complete the statements below by choosing the correct word from the word bank

Word Bank

reserves	vote	language	rights	culture
unfair	schools	products	movement	land
agent	alcohol	permission	government	ceremonies



The Indian Act changed the lives of First Nations people. It was created by the _____ to control First Nations communities. Many were moved onto _____ and lost _____ of their _____. Children were sent to residential _____ where they were separated from their families. First Nations people needed _____ to leave their reserve, often from an Indian _____ many _____ including the right to _____ law also restricted their _____ and limited where they could go. The Indian Act affected culture by banning _____ and stopping people from speaking their _____. It also limited traditional _____. Some rules controlled daily life, such as restrictions on selling _____ and laws about _____. Overall, many of these changes were _____ and had long-lasting effects.

Residential Schools

What Were Residential Schools?

The Indian Act gave the Canadian government control over Indigenous peoples, including their education. The government told Indigenous children to live a new way of life. They were told to abandon their values, beliefs, and traditions like other people.

Because of this, the government created **Residential Schools**. These schools were designed to teach Indigenous children English, Roman Catholic religion, and farming skills. Children did not have a choice in attending. Many were taken away from their families for months at a time.

The government believed it would be easier to change children than adults.

Residential Schools Information

- Over 150,000 Indigenous children attended residential schools in Canada.
- Residential schools were found in almost every province and territory.
- The schools operated from 1870 to 1996.
- Children between the ages of 4 and 16 attended the schools.
- In 1996, the last residential school closed.

In 2008, Prime Minister Stephen Harper apologized to survivors.

The residential school system took away our language, culture, and our families.

What Happened at the Schools?

Children were often forced to:

- Stop speaking their Indigenous language
- Speak only English or French
- Cut their hair and wear uniforms
- Stay away from their families
- Follow strict rules and do hard work



True or False

Circle whether the statement is true or false.

1) Residential schools assimilated Indigenous children.	True	False
2) Children could speak their Indigenous language freely.	True	False
3) Many children were taken from their families.	True	False
4) The last residential school closed in 1996.	True	False
5) The Canadian government has admitted that residential schools were wrong.	True	False

Caption
These

Write a caption for each picture explaining what is happening and how you think the children may have felt.



Reaction

Why is it important to learn about residential schools? How can Canadians show respect and support for Indigenous peoples and cultures?

Residential School – Thomas More Keesick

Thomas Moore Keesick

In 1897, a photo of Thomas Moore Keesick was published for the Department of Indian Affairs annual report for the year of 1896. It showed two pictures of Thomas that were taken years apart – before entering the Regina Indian Industrial School and while being a member of the school.

The report came with a photo says,

“Thomas Moore Keesick was introduced upon admission to the school of knowledge of the alphabet. He was eight years of age in 1891 and weighed 54 lbs. He was from the Muscowpetung Saulteau Indian Reservation. There has not been a ‘pow-wow’ or any kind of dance on this reserve for years. There has been paint of feathered-bedecked Indians seen here for years. The school is a clean and comfortably dressed and well fed.” – Indian Agent

Thomas Moore was known as student number 22. Unfortunately, four years after enrolling, student number 22 was sent home with tuberculosis, better known now as tuberculosis. Disease spread in these schools and many were given and when they were, the same spoon was shared among the children and young.

Examining the Photos

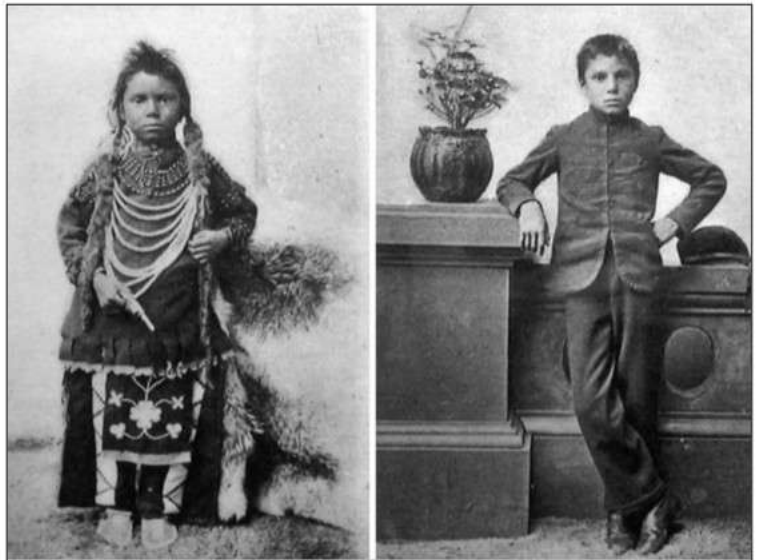
On the left, Thomas is portrayed as an uncivilized member of a First Nation. He is holding a gun and is covered in animal furs. This was to show that the First Nations rely on hunting and gathering, rather than European style agriculture.

On the right, Thomas is being shown with his hand on his hip, standing confidently, ready to succeed in a European-dominated world. He is young and civilized and has been successfully assimilated within the settlers of Canada.

Why Was the Photo Taken?

The photos of Thomas before and after were taken to demonstrate the successful assimilation of Indigenous children in residential schools. The photos were considered proof that the schools were needed for assimilation to take place.

They were taken to raise awareness of the need of funding for residential schools. These photos were shown to Canadian politicians who made decisions on where to spend tax money.



True or False

Circle whether the statement is true or false.

1) Thomas Moore benefitted from going to a residential school.	True	False
2) Thomas Moore died from getting tuberculosis in a residential school.	True	False
3) The government respected the way of life of Indigenous people.	True	False
4) The government wanted to assimilate Indigenous children.	True	False
5) Moore was happy to become more like a European.	True	False

Questions

Answer the questions below.

1) Why does it matter to assimilate Indigenous children?

2) Why were the photos of Thomas taken?

Word Scramble

Unscramble the words below.

SAMOHT		NOITALIMISSA	
SLOOHC		SUONEGIDNI	
NOITEACUD		TROPER	
NEDUTST		HGNITNU	
DESAESI		YRTSUDNI	
SOOTHP		LADRIENTISE	

Residential School – Brave Survivors

Quotes

Explain your reaction to the quotes below. How do these quotes make you feel?

Food in Residential Schools

"The Sisters didn't treat me good. They gave me rotten food to eat and punished me for not eating it – the meat and soup were rotten and tasted so bad they made the girls sick sometimes. I've been sick from eating it. I used to hide the meat in my pocket and throw it away. I told the Sisters to look at the meat as it was rotten, and they said it was not rotten and to eat it. The sisters did not eat the same kind of food as they gave the girls. I ate a meat and vegetable pudding at breakfast, it was given to us for our dinner, and even for supper, and we were not allowed to eat anything else till it was eaten. I was locked in a cold and dark room, fed bread and vegetable soup, sometimes with a strap, sometimes on the face, and sometimes [they] took my hair and beat me." – Mary Carpenter

"Even when we just smiled at one of the boys they punished us the same, 30 strokes with the strap on each hand. When we spoke our own language the Sisters made us take down our drawers and she strapped us on the backside with the strap. Sometimes we ate worms in the meat, just beans sometimes and sometimes just bread." – S. Pat

No Chance to Say Goodbye

"Well pack up, a few little things, no suitcases, my hunting bag is still kind of dirty, throw whatever stuff you had in it and off you go. And I didn't get to say goodbye to my dad or my brother Allan, didn't get to pet my dogs or nothing, you know, we're going."
– Frederick Ernest Koe

Numbers Instead of Names

"They told us to remember our number, instead of calling my name, they'd call my number, and if you don't remember your number, you, you know you get yelled at. And I, I think we did extra chores, so you had to really keep memorizing your number. Mine was 989."

- Wilbur Abrahams

"My name was Lydia. In the school I was, I didn't have a name, I had numbers. I had number 51, number 4, number 16, number 11, and then finally number one when I was just about coming to school. So, I wasn't, I didn't have a name, I had numbers. You were called 32. All our clothes were, had 32 on them. All our clothes and footwear, they had number 16, whatever number they gave me." - Lydia Ross

Separated From Siblings

"In all that time I was there I never had a chance to talk to my sisters. You know, we're segregated even in church. The girls had one side, the boys one side. You went to school, same thing. You never had a chance to, only at Christmas and Easter feasts I think is the only time that, we sat in the same dining room to eat together. And that's the only time, you know, my sisters and I had a chance to talk together." - Peter Ross

Residential Schools – Role Play

Background

What is the activity about?

One activity that can help students learn about residential schools in Canada is a role-playing game that simulates the experiences of indigenous children who were taken away from their families and forced to attend these schools.

Materials

What you will need to complete the activity

- Name tags or sticky notes
- Writing utensils
- Cards or slips of paper with scenarios or prompts for the role-play
- Optional: traditional indigenous clothing or accessories for students to wear during the game

Procedure

How you will complete the activity

- 1) Assign each student a name tag or sticky note with a new name on it. Explain that their original names have been taken away and they must use these new names during the game.
- 2) Put students into groups of 3 or 4.
- 3) Give each group a slip of paper or card with a scenario or prompt to role-play. Examples could include: "You are being forced to cut your hair short and are not allowed to speak your language," or "You have been separated from your sibling."
- 4) Have the students in the group act out their scenarios or prompts in a group setting, with some students playing the roles of school officials or teachers and others playing the roles of indigenous children.
- 5) After the role-play, lead a class discussion about how the students felt during the game and what they learned about the experiences of indigenous children in residential schools.
- 6) Conclude the activity by emphasizing the importance of recognizing the historical trauma that indigenous communities have experienced and the need to work towards reconciliation and healing.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Taken Away From Home	Situation: A student is being taken away from their family and sent to a residential school far from home. Objective: Act out or describe the moment of separation, focusing on how to say goodbye to family and managing the fear of traveling to an unfamiliar place.
Forced Manual Labor	Situation: A student is being made to perform hard manual labor, such as farming fields or cleaning buildings, instead of attending regular classes. Objective: Act out or describe completing a difficult physical task, focusing on the stamina needed and how to handle feeling exhausted.
Cultural Assimilation	Situation: A student is being forced to adopt a new culture that is not their own and is expected to adopt it completely as their own. Objective: Act out or describe navigating a classroom where your home traditions are replaced by new ones. Focus on how to quietly remember your true heritage.
Inadequate Food	Situation: A student is being given inadequate or spoiled food to eat at meal times. Objective: Act out or describe sitting at the dining table with poor food, focusing on how to stay mentally strong and support hungry peers.
Denied Medical Care	Situation: A student is being denied access to proper medical care or medicine when they are sick or injured. Objective: Act out or describe asking an authority figure for help when feeling unwell, focusing on how to look out for your own health and safety.

Scenario Cards

Cut out the topics below.

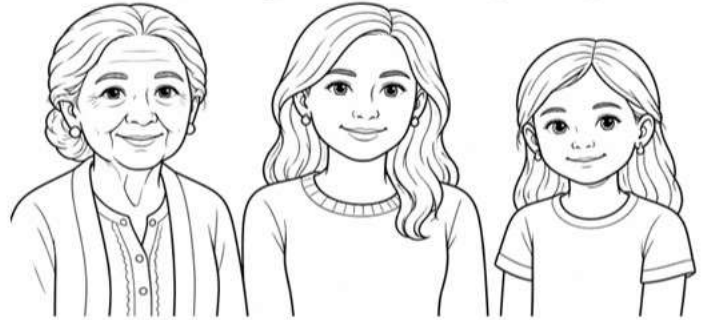
Scenario	Key Moments/Descriptions
Stripped of Belongings	Situation: Upon arrival, a student has all of their personal belongings, traditional clothing, and handmade gifts from home permanently taken away by school staff. Objective: Act out or describe the moment of surrendering your favorite personal item, focusing on how you will keep the memory of that item alive in your mind.
The New Name	Situation: A student is told that they are no longer allowed to use their traditional name and are assigned a completely new English name or identification number. Objective: Act out or describe a classroom roll call where the teacher calls your new name, focusing on the internal struggle of letting go of who you were and who you really are.
Strict Military Drills	Situation: Students wake up at the sound of a loud whistle and perform strict military-style marching drills and uniform inspections every morning. Objective: Act out or describe standing perfectly still in a straight line while a strict supervisor inspects, focusing on maintaining focus and calm.
Forbidden Family Visits	Situation: A student's parents travel a long distance to the school, but the headmaster turns them away, refusing to let the student see or speak to them. Objective: Act out or describe watching your parents leave through a window, focusing on how you and a friend comfort each other afterward.
Living in the Cold	Situation: During a harsh winter, the school's dormitory has broken windows and no heat, leaving the students shivering at night with only thin, rough blankets. Objective: Act out or describe a freezing night in the dorm, focusing on how the students cooperate by sharing blankets or huddling together to stay warm.

Residential Schools – Intergenerational Trauma

What is Intergenerational Trauma

We have learned about the terrible conditions that Indigenous children experienced in residential schools. The abuse these children experienced caused trauma that has affected the rest of their lives.

Grandmother → Mother → Daughter



Trauma is an emotional response to a terrible event. Immediately after the event, the person is in shock and denial of what happened. Longer term reactions include flashbacks, strain in relationships, and unpredictable emotions. These emotions and reactions are often triggered by things that happen in their day-to-day lives. It could be as simple as a word that reminds them of their time in the residential school.

Intergenerational trauma is passed down from the trauma survivor to their children. In 2020, there were approximately 100,000 living survivors of residential schools. For many survivors, the trauma changed their lives, making them depressed, angry, and violent. It led many survivors to drugs and alcohol to cope with the trauma.

Now, it is often the children and grandchildren of the survivors who are affected. These children grew up in violent households with angry parents. They saw alcohol and drug abuse. They have their own trauma that stemmed from residential schools, though they never stepped foot in one.

Healing Intergenerational Trauma

In order to move forward and heal intergenerational trauma, individuals need to work on their trauma, so they don't pass it down. For many Indigenous, the following can help.

- The Indigenous who want to live their traditional way of life need to have that option
- For the political leaders as well as citizens of Canada to understand the tragic experiences that children in residential schools experienced
- For laws and apologies to be made that restore Indigenous rights
- Achieve reconciliation by establishing a respectful framework for living together

True or False

Circle whether the statement is true or false.

1) Trauma is the emotional response to a terrible event.	True	False
2) Intergenerational trauma is when the emotions are passed down to children.	True	False
3) Working on your trauma can stop intergenerational trauma.	True	False
4) Residential schools are closed so the trauma is over.	True	False
5) We can help heal intergenerational trauma experienced by Indigenous people.	True	False

Questions

Answer the questions below.

1) What is intergenerational trauma? How are residential schools affecting Indigenous people? What is the impact of residential schools?

2) How can we help Indigenous people heal their trauma?

Direction

Put a ✓ if the situation shows trauma and an X if not.

1) A survivor feels fear and sadness from painful memories of residential schools.	
2) A child feels safe, loved, and supported by their family.	
3) A parent becomes angry easily because of past trauma and stress.	
4) A family works together and talks about their feelings to heal.	
5) A person uses alcohol or drugs to cope with emotional pain.	
6) Trauma from residential schools affects children and grandchildren.	
7) Communities support reconciliation and respect Indigenous rights.	

Inter-Generational Trauma



Surviving
European
Wars



Surviving
Slavery & Racial
Violence in the
American South



Surviving
famines and
oppression in
British India

Jane's great-great grandparents

Ashanti's great-great grandparents

Ashok's great-great grandparents



Traumas Passed
Through the Generations



Jane



Traumas Passed
Through the Generations



Ashanti



Traumas Passed
Through the Generations



Ashok

When you work on your trauma, you choose to not pass it on to the next generation.

Questions

Answer the questions below.

1) What trauma did Jane inherit from her great-great grandparents according to the chart?

2) How did the experiences of Ashok's great-great grandparents affect later generations in his family?

Directions

Read each situation carefully. Analyze how the grandparents' experiences in residential schools affected the family in the present. Write your answer in 2–3 sentences.

Scenario	How did the grandmother's experience affect Liam's family today?
Liam's grandmother attended a residential school when she was young. She was often punished for speaking her indigenous language. Now, Liam's grandmother rarely talks about her childhood and his grandfather becomes emotional whenever the topic comes up.	

Scenario	What signs of intergenerational trauma can be seen in Mia's family?
Mia's grandfather attended a residential school where students had to do chores and hard labour because the schools lacked funding. He often talks about feeling hungry and lonely as a child. Now, Mia notices that her grandfather becomes angry easily and has difficulty expressing his emotions to the family.	

Scenario	How did the grandmother's experience affect Liam's family today?
Lucas learned that his grandparents survived residential schools and experienced emotional pain from being separated from their families. Because of these experiences, Lucas's family sometimes struggles to communicate openly about feelings and problems at home.	

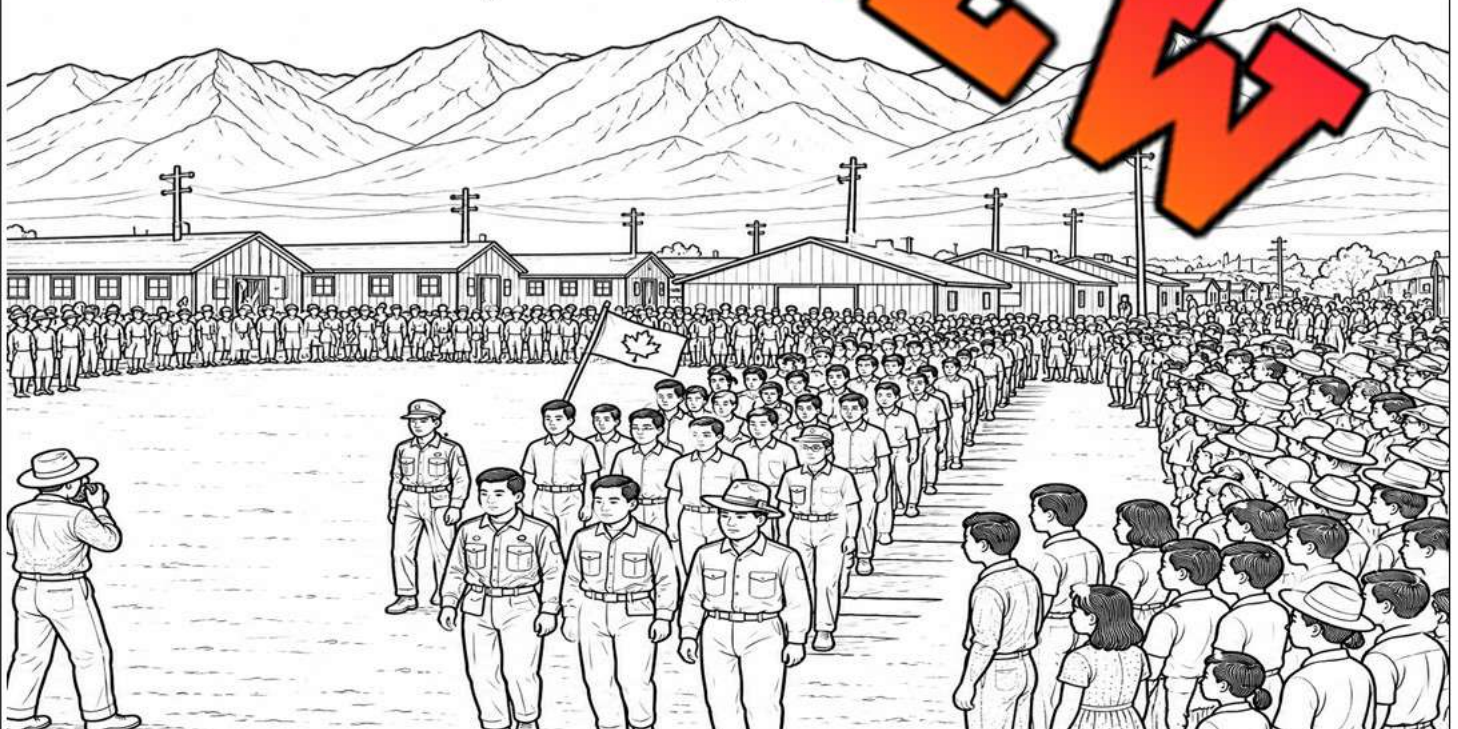
Japanese Internments

Japanese Internment camps were established in British Columbia during World War II from 1942–1945. Japanese Canadians living in B.C. were forced to leave their homes and live in camps during the war. Their homes and businesses were sold by the Canadian government to help pay for the camps.

The internment camps were a form of discrimination against Japanese Canadians. Before this, many Japanese people in Canada already faced unfair treatment. Laws limited their rights. After Japan attacked Pearl Harbor in 1941, the Canadian government feared invasion and forced around 8,000 Japanese people in B.C. to leave their homes and send them to internment camps.

Many people in the camps lived in poor conditions and felt like prisoners in their own country. Even after the war ended in 1945, Japanese Canadians were still not fully welcomed back to B.C. They were not allowed to move to Japan or to areas east of the Rocky Mountains.

In 1984, Prime Minister Pierre Trudeau spoke about the unjust treatment of Japanese Canadians and said that many Canadians regretted what happened.



True or False

Circle whether the statement is true or false

1. Japanese Canadians were forced into internment camps.	True	False
2. Their houses and businesses were kept for when they were released.	True	False
3. Many Japanese Canadians felt like prisoners in their own country.	True	False
4. Japanese Canadians were welcomed back to B.C. after the war.	True	False
5. Japanese Canadians were treated well in the camps	True	False

Questions: Provide evidence from the text to support your answer

1. Why were Japanese Canadians sent to the internment camps? Why was this unfair?

2. How were Japanese Canadians treated during and after the war?

Order the Events

Put the following events in order: Number 1 - 4

Order	Event
	Pierre Trudeau says he regrets what happened to the Japanese
	All Japanese people living in B.C. were put into internment camps
	Japan bombed Pearl Harbour
	The Anti-Asian riots destroyed Japanese businesses in B.C.

Doukhobours in Canada

The **Doukhobours** were a religious group from Russia who came to Canada because of their beliefs. They believed in pacifism, which means solving problems peacefully without war or weapons. Because they refused to fight for Russia, many were forced to leave the country.

Many Doukhobours settled in what is now Saskatchewan and built successful communities, farms and factories. However, problems with the Canadian government asked them to swear to Canada and follow government rules. Some refused and moved to British Columbia in 1906.

In B.C., many Doukhobours protested against government control and schools because they wanted to live freely based on their beliefs. Over time, some communities lost their children because the government believed the children were being taught to disobey. Some Doukhobour communities still exist today.



Questions Use evidence from the text to support your answer.

1) Why did the Doukhobours leave Russia and move to Canada?

2. Why did some Doukhobours protest against the Canadian government and schools?

True or False

Is the statement true or false?

1. The Doukhobours came from Russia.	True	False
2. The Doukhobours believed in peaceful living.	True	False
3. Many Doukhobours settled in Saskatchewan.	True	False
4. Some Doukhobours moved to British Columbia.	True	False
5. The Doukhobours supported war and weapons.	True	False

Define

How the terms are used in the text.

Doukhobours	
Pacifism	
Exiled	
Saskatchewan	
Protest	

Think

Put a ✓ if the statement shows facts about the Doukhobours, and an X if it does not.

Scenarios	✓	X
1) The Doukhobours believed in solving problems peacefully.		
2) Many Doukhobours built farms and communities in Canada.		
3) The Doukhobours wanted to fight in wars.		
4) Some Doukhobours protested government control and schools.		
5) Some Doukhobour communities still exist today.		

Reflect

Look at each picture carefully. Choose the emotion that best matches how the people in the picture may have felt. Then, explain your answer in 1–2 sentences.

Emotion



Excited



Worried



Shocked



Angry



Curious



Emotion:



Emotion:



Emotion:

Unit Test – Discrimination and Changing Identity

Multiple Choice

Circle the best answer. Only choose 1 answer!

1. An example of a pull factor that brought people to Canada was... a) Cheap land that was good for farming b) The potato famine in Ireland c) War in Europe d) Food shortages in Europe	2. The Chinese Head Tax went as high as... a) \$10 per immigrant b) \$100 per immigrant c) \$500 per immigrant d) \$50 per immigrant
3. Which group arrived in Canada before European settlers? a) English b) French c) Indigenous groups d) Metis	4. An agreement between the First Nations group and European settlers is called... a) Land Deed b) Treaty c) Land Claim d) Reserve
5. The Komagata Maru was an example of discrimination against which race? a) Indian immigrants b) Chinese immigrants c) Irish immigrants d) Japanese immigrants	6. Which province has the highest population density? a) Ontario b) Quebec c) PEI d) Nova Scotia
7. During World War 2, which community was put into internment camps? a) Indigenous b) Chinese c) Japanese d) Russian	8. An example of a push factor is... a) Poverty b) Wealth c) Land opportunities d) Family ties
9. The Indian Act... a) Created reserves b) Declared the potlatch illegal c) Denied First Nations the right to vote d) All of the above	10. A reserve is... a) Where 50% of First Nations live b) Land the government has given to the Indigenous c) Where the indigenous can keep their way of life d) All of the above

Define

What do the terms below mean?

Term	Definition – What does it mean?
Discrimination	
Immigration	
Multiculturalism	

Short Answer

Answer the questions below. Each question is worth 3 marks

1. What was the Chinese Head Tax? Why was it discriminatory?

2. What is Canada's identity? What is Canada known for?

3. Why did many people from Europe move to Canada in the early 1900s?

Citizenship

Who are Canadian Citizens?

Canadian citizens are people who are either born in Canada or have moved to Canada and been granted a certificate of citizenship. Being granted citizenship happens when you apply and meet the following criteria:

- Be a permanent resident of Canada for 3 years before applying
- Speak English or French
- Live in Canada for those 3 years
- Pass a Canadian citizenship test

If you meet all the criteria, you may be granted Canadian citizenship. This means you are now a Canadian!



Being a Canadian Citizen

So, what does it mean to be a Canadian citizen? Being a citizen in Canada means you:



- Vote
- Work in Canada
- Travel easily within Canada
- Get free healthcare
- And much more

You are also protected by Canadian laws and have many rights and freedoms under the **Charter of Rights and Freedoms**. These rights help keep all Canadians safe and equal.

Being Denied Canadian Citizenship

Canada is a welcoming country for immigrants, but people must follow certain rules to become Canadian citizens. The government also works to keep the country safe and looks for citizens who can contribute positively to Canada.

Questions

Answer the questions below using evidence from the text.

1) Why do you think applicants need to speak English or French?

2) If you are not a Canadian citizen but you live in Canada, what 3 things can't you do?

3) Why do you think it is a rule that immigrants need to pay income tax in Canada for three years?

Questioning

Write 2 questions you have about reading.

1)

2)

3)

True or False

Circle whether the statement is true or false.

1) If an American goes to a Canadian hospital, they won't have to pay.	True	False
2) People visiting Canada for more than 5 months can vote in our elections.	True	False
3) If someone has been to prison, they cannot become a Citizen of Canada.	True	False
4) An immigrant needs to pass a citizenship test to become Canadian.	True	False
5) People visiting Canada from another country can work in Canada.	True	False

Mock Citizenship Test

Multiple Choice

Circle the best answer



1) What are the three main political parties in Canada?

- A. Liberal, Conservative, and NDP
- B. Green, Bloc Québécois, and NDP
- C. Liberal, Conservative, and Green
- D. NDP, Conservative, and Green

2) In what year did Canada become a country?

- A. 1801
- B. 1867
- C. 1901
- D. 1917

3) What is Canada's head of state?

- A. The Prime Minister
- B. The Governor General
- C. The Premier
- D. The King/monarch

4) What is the national animal of Canada?

- A. Grizzly Bear
- B. Caribou
- C. Moose
- D. Beaver

5) How many provinces and territories are there in Canada? What is the capital city of Canada?

- A. 10 provinces and 3 territories
- B. 11 provinces and 2 territories
- C. 9 provinces and 4 territories
- D. 13 provinces and territories

- A. Toronto
- B. Ottawa
- C. Montreal
- D. Vancouver

7) Who are the Indigenous peoples of Canada?

- A. Inuit, Métis, and First Nations
- B. French and English
- C. Spanish and Portuguese
- D. Dutch and German

8) What is the name of the highest court in Canada?

- A. Supreme Court of Canada
- B. Federal Court of Canada
- C. Provincial Court of Canada
- D. Superior Court of Canada

9) What is the name of the highest mountain in Canada?

- A. Mount Everest
- B. Mount Denali
- C. Mount Kilimanjaro
- D. Mount Logan

10) Who is considered the "Father of Confederation"?

- A. John A. Macdonald
- B. Pierre Trudeau
- C. Wilfrid Laurier
- D. Robert Borden

Rights and Responsibilities

Rights and Responsibilities

Canadian citizens have rights and responsibilities that come along with being Canadian.

The major rights that Canadian citizens have are listed below:



Rights	Explanation
Equal and un-discriminated	Every citizen in Canada is protected in the same way as any other citizen. There can be no discrimination based on race, ethnic origin, colour, religion, age, gender or mental/physical ability.
Freedom of speech	Citizens in Canada can express their opinion even if it is unpopular. They can be told to stop. However, there are limits to this right. There can be no hate speech or reckless and irresponsible speech. This is a tough right to police as it can be difficult to know what is reasonable speech!
Freedom of religion	Canadians can practice any religion they want. They cannot be stopped from meeting with others of the same religion.
The right to vote	Every Canadian citizen has the right to vote when they are the age of 18.

The major responsibilities that Canadian citizens have are listed below:

Responsibility	Explanation
To respect the rights of others	We have the responsibility to not stop anyone else from having their rights met. For example, we could not stop someone from practicing their religion or speaking their opinion, even if we disagree.
To participate in the electoral process and political decision making	We should vote in elections to make sure the winner of the election is representing most of the people. By voting, people are taking part in the democratic process.
To improve their communities	It is our responsibility to make our communities better. We should volunteer from time to time and help each other. This can be done with our time and/or by donating to charities.

Questions

Answer the questions below using evidence from the text.



1) What are rights and responsibilities?

2) Is it a good thing that we have rights and responsibilities? What could happen if we didn't?

Think

Check ✓ the facts about Rights and Responsibilities.

☐	1) Canadian citizens have equal protection under the law.
☐	2) Citizens can vote when they are over 18 years old.
☐	3) Canadians are not allowed to practise their religion.
☐	4) Citizens should respect the rights of others.
☐	5) Canadians can help improve their communities.

True or False

Circle whether the statement is true or false.

1) Right to freedom of speech means we can say anything we want	True	False
2) Freedom of speech means we can say anything within reason.	True	False
3) Only Canadian citizens have the rights from the reading.	True	False
4) We have the right to vote and responsibility to vote as well.	True	False
5) Younger kids have less protection under the law than adults.	True	False

Did You Know?

A right is a freedom that is protected for Canadian citizens. A responsibility is a duty that citizens need to do. For example, Canadian citizens have the right to free speech and religion, but the responsibility to respect others' rights and freedoms. In general, for every right, there are responsibilities.

Directions

Read the following rights and responsibilities. Circle which one you think it

The _____ to a free education	Right	Responsibility
The _____ to be paid minimum wage or more	Right	Responsibility
The _____ to vote in elections	Right	Responsibility
The _____ to be in health care	Right	Responsibility
The _____ to _____	Right	Responsibility
The _____ to _____	Right	Responsibility

Your Turn

You have rights and responsibilities in school. You have the right to go for recess, but the responsibility to follow the rules during recess. What other rights and responsibilities do you have in school?

Right	
Responsibility	

Right	
Responsibility	

Right	
Responsibility	

Matching Game: Rights And Responsibilities

Objective

What are we learning about?

To help students understand the concept of rights and responsibilities and how they are connected in our community. By the end of the activity, students will be able to match specific rights with their corresponding responsibilities.

Materials

What do we need for the activity?

- Pre-prepared set of matching game cards with rights and responsibilities (provided).
- A small table or a clear space on the floor.



Instructions

How will we complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Matching Game cards (provided).
- 2) Have each group lay all the cards face down in a grid on a table or floor.
- 3) The students take turns flipping over two cards at a time, trying to find a matching right and its corresponding responsibility.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After completing the matching, each group will discuss how these rights and responsibilities are relevant to their lives.

Cards

Matching Game Cards

Right	Corresponding Responsibility
The right to a clean environment	Take care of nature and don't litter.
The right to education	Attend school regularly and do your homework.
The right to play	Play safely and include everyone.
The right to be heard	Listen to others when they are speaking.
The right to feel safe	Help create a safe space for everyone.

Cards

Matching Game Cards

Right	Corresponding Responsibility
The right to privacy	Respect others' personal space and belongings.
The right to health	Keep yourself healthy and clean.
The right to express yourself	Express your feelings with respect to others.
The right to make friends	Be kind and respectful to all your classmates.
The right to access clean water	Don't waste water and keep water sources clean.

Cards

Matching Game Cards

Right	Corresponding Responsibility
The right to nutritious food	Eat healthily and don't waste food.
The right to rest	Allow others to rest by not being noisy.
The right to be treated equally	Treat everyone with fairness and kindness.
The right to be protected from harm	Report any dangerous situations to an adult.
The right to join clubs or groups	Participate actively and respect group rules.

Charter of Rights and Freedoms

Background

The Canadian Charter of Rights and Freedoms was put in place as part of our Constitution in 1982. A **Right** is something that has been granted to citizens by law and a **Freedom** is something citizens can do without interference from anyone else. The charter contains many rights and freedoms that Canadian citizens are protected by:

- The **freedom** of religion, thought, and expression
- The **right** to participate in a democratic government (vote)
- The **freedom** to move around and live within Canada
- The **right** to be treated equally
- The **right** to be treated equally in French
- The **right** to be protected by law



Directions

Read the example and decide whether it is protected under our Charter

1)	You want to move from Ontario to Alberta	Yes	No
2)	A man should make more money than a woman	Yes	No
3)	You need to be spoken to in Spanish by a government official	Yes	No
4)	You want the police to help you find your stolen car	Yes	No
5)	You want others to join your religion, so you follow people and tell them about it		No
6)	You are 16 and want to vote	Yes	No
7)	You'd like to move to the USA	Yes	No
8)	You would like to run for Mayor of your City	Yes	No

Reflect

Do you think all other countries have the same rights and freedoms for its citizens? Explain your answer.

Role-Play: Rights In Action

Objective

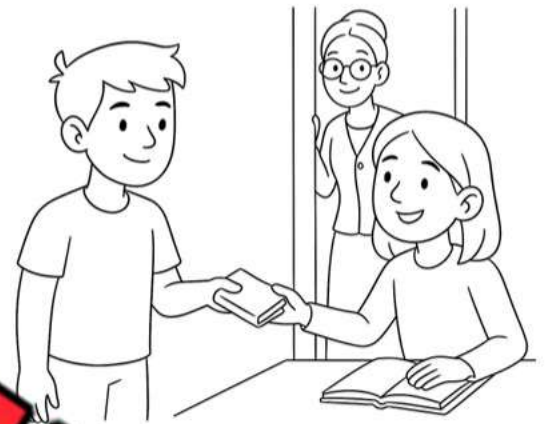
What are we learning about?

To help students understand and explore the rights and freedoms protected by Canada's Charter by working in groups to act out short, realistic situations that show how these rights impact people's everyday lives and choices.

Materials

What will we need for our activity?

- Scenario cards and situations (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How will we complete the activity?

- 1) Divide the class into small groups of 3 to 4 students.
- 2) Provide each group with a scenario card that outlines a situation related to the topic being studied.
- 3) Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
Voice	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
Actions	Use body movements, facial expressions, and actions that match your character's story.
Stay in Role	Stay in character. Don't break role until you're finished.
Teamwork	Be helpful. Take turns, and make sure everyone joins in.

Scenario Cards

Cut out the top row.

Scenario	Description
1 Equality and Non-Discrimination	Jamie, a new student from another country, faces teasing from a few classmates because of their differences. Sam and Mia decide to stand up for Jamie, reminding the class that everyone has the right to be treated equally, regardless of where they come from. They invite Jamie to join their group for a class project. The teacher supports this by leading a discussion on diversity and the importance of respecting all cultures. The class also creates posters that show how to make others feel welcome. This scenario focuses on equality and non-discrimination.
2 Right to Education	A group of students notices that their classmate, Alex, struggles with reading but is too embarrassed to ask for help. They decide to work together to support Alex by creating a study group. They meet after school to practise reading and help with homework. The teacher recognizes their efforts and talks about the right to education, explaining how everyone should have equal opportunities to learn. The group also sets goals to help Alex feel more confident in class. This story focuses on the right to education and helping each other succeed.

Scenario Cards

Cut out the topics below.

Scenario		Description
3	Freedom of Peaceful Assembly	A group of students wants to organize a peaceful demonstration in support of environmental protection. They plan to gather during lunch to share information and encourage others to join their cause. They make posters and practise their speeches. They ask permission from the principal, who helps them understand the importance of organizing responsibly and safely. The principal agrees and helps them set up a safe spot outside. This scenario illustrates the right to peaceful assembly and how students can advocate for causes they believe in with kindness and respect.
4	Right to Privacy	During a school assembly, Mia's diary accidentally gets shared with the class. Ben, who finds the diary, returns it to Mia without reading it, respecting her privacy. The teacher uses this situation to talk about the right to privacy and why it's important to respect others' personal information. Mia thanks Ben for respecting her privacy, and the class discusses ways to keep personal information safe. They even create a privacy agreement. This story underscores the importance of privacy and respecting personal boundaries.
5	Right to Safety and Security	Ethan feels unsafe walking home alone after school. His friends, Liam and Chloe, decide to walk with him to ensure he gets home safely. They also talk to their teacher, who discusses the importance of safety and the right to feel secure. The school organizes a buddy system for students who need someone to walk with. The teacher also arranges for a safety talk with the local police officer. Students also role-play what to do in unsafe situations. This scenario highlights the right to safety and the importance of looking out for each other.

Scenario Cards

Cut out the topics below.

Scenario	Description
6 Right to Participate in Cultural Life	In class, students are asked to share something about their culture. Ava feels shy because her cultural practices are different from most of her classmates. Noah encourages her to share, reminding everyone that they have the right to celebrate and share their cultural heritage. Ava brings in items from her _____ and explains their significance. The teacher supports this by organizing _____ where everyone can showcase their traditions and learn from each other. The class decorates the room and even invites family members. This story sizes _____ right to participate in cultural life and respect for diversity.
7 Right to a Healthy Environment	A group of students _____ the school yard is often littered with trash. They decide to start a cleanup _____ educate their classmates about the importance of keeping the environment clean. They make posters, give presentations, and organize a weekly _____ teacher supports their initiative and talks about the right to a healthy environment. _____ how everyone can contribute. The school community joins in _____ the cleanup. The students also suggest new recycling bins for the hallway. _____ cases on environmental responsibility and the right to a clean and healthy space.
8 Freedom of Thought, Belief, and Religion	Chloe practises a different religion from most of her classmates. When a holiday related to her faith approaches, her friends, led by Taylor, decide to learn more about it and show their support. Chloe explains the holiday and its traditions to the class. The teacher encourages this by organizing a lesson on different beliefs and the importance of respecting everyone's right to their own religion. The class participates in a small celebration to understand Chloe's traditions better. They even create a wall display of many different beliefs. This story highlights the freedom of thought, belief, and religion.

Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
Voice	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
Actions	Did not use any actions.	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
Stay in Role	Acted like themselves, not like the character.	Acted like the character, but not always.	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Helped a little bit.	Helped others and worked with the group.	Shared, listened, and helped make the group's work better.

Teacher Comments

	Mark
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Student Comments – What Could You Do Better?

Timeline: Rights and Freedoms in Canada

How Rights in Canada Have Changed

Over time, Canada has made many important changes to its laws. These changes help stop racism and make sure everyone is treated equally. New laws and movements have made life fairer for all Canadians.

1834



Slavery ends in Canada, giving freedom to all enslaved people. This important change ensures that no one can be owned by another person.

1867



Canada becomes a country, but many people, like women and Indigenous people, do not have equal rights. At that time, they did not vote, hold certain jobs, or be treated equally under the law.

1916



Women's Rights Act in Alberta, and Saskatchewan get the right to vote. This is a big step towards equality and helps women have a voice in government decisions.

1960



Indigenous people gain the right to vote in federal elections without losing their treaty rights and lands. This important change promotes more equality and unity.

1969



The Official Languages Act is passed. This law makes English and French the official languages of Canada, promoting bilingualism and respecting both language groups.

1977



The Canadian Human Rights Act is made. It says it is wrong to treat people unfairly for any reason, protecting everyone from discrimination and promoting equality.

1982



The Canadian Charter of Rights and Freedoms becomes part of Canada's Constitution. It promises basic rights and freedoms for everyone in Canada, like freedom of speech and equality.

1996



The last **residential school** closes. These schools took Indigenous children from their families and forced them to learn European culture, causing much harm and discrimination.

True or False

Is the statement true or false?

1) Women in Alberta were among the first to vote in Canada.	True	False
2) The Official Languages Act promotes both English and Spanish.	True	False
3) The Canadian Human Rights Act allows discrimination.	True	False
4) Residential schools were beneficial to Indigenous children.	True	False
5) The Charter of Rights and Freedoms promises freedom of speech.	True	False

Order

Put the following events in order. Number them 1 to 8.

Order	Event
	In 1867, people in the right to vote in federal elections.
	Canada becomes a country.
	The Official Languages Act is made.
	The Canadian Charter of Rights and Freedoms joins the Constitution.
	Slavery ends in Canada.
	The last residential school closes.
	Women in Manitoba, Alberta, and Saskatchewan get the right to vote.
	The Canadian Human Rights Act is made.

What Do You Think?

Which timeline event is most important in Canada's history? Why did it make the biggest difference for people's rights and freedoms?

Métis National Council

Indigenous Rights vs Métis Rights

In 1763, the Royal Proclamation was signed by King George III to claim the land in North America for Britain. When they claimed the land, they recognized that the Indigenous had rights to some of the land and that no European settlers could take land away from any Indigenous group. While the Indigenous (First Nations and Inuit) had their land rights recognized, the Métis were not included.

While members of First Nations and Inuit Communities were provided land (reserves) for hunting, fishing, and maintain their culture on. They didn't need a license to hunt. The Métis did not have these rights.

Since they felt they were being treated unfairly, they established the Métis National Council for federal and the Métis Nation of British Columbia for provincial issues. These councils were important in securing collective rights for the Métis in Canada.



Constitutional Changes

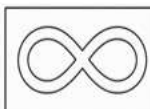
The Constitution Act was signed in 1982. It recognized Indigenous peoples as "the Inuit, and Métis peoples of Canada." This finally meant that the Métis were recognized as being one of Canada's Indigenous groups.

They had been struggling for their collective rights for many years, but now had been recognized by the Canadian government, which gave them a chance for further negotiations.

The MNC and MNBC continue to negotiate more rights with the provincial and federal governments.

True or False

Circle whether the statement is true or false.



1. The Royal Proclamation recognized the rights of the Métis.	True	False
2. The Métis were not recognized as Indigenous until 1982.	True	False
3. The MNC represent the Métis in federal issues.	True	False
4. The MNBC represent the Métis in federal issues.	True	False
5. The Constitution Act recognized Indigenous as Métis, Inuit, and First Nation communities.	True	False

Question How did the Royal Proclamation affect the Métis? Why were the Métis upset with it?

PREVIEW

This or That

Read each statement. Circle the correct answer.

Statements	This	
1) The Royal Proclamation recognized:	Métis only	First Nations and Inuit
2) Métis people:	Had the same rights at first	Were not included at first
3) First Nations and Inuit could:	Always needed permission	Hunt and fish freely
4) The Métis created councils because:	They felt treated unfairly	They wanted to move away
5) In 1982, the Constitution:	Ignored the Métis	Recognized the Métis as Indigenous people

Democracy – What Is It?

Government – Why do we need a government?

We need a government to make sure we can live safe and comfortable lives. The government does this by making laws and deciding how to enforce these laws.

The government also provides services to its citizens. Schools, hospitals, police, libraries, courts of law, communities centers, and public transportation are all services that the government provides.

People who vote for the government must make decisions about the services they want to spend tax money on and what laws they should have. These are important decisions for us, as we are the ones who have to follow the laws they put in place.

Democracy – What does that mean?

The word **democracy** means *rule by the people*. It is a form of government where the citizens have a voice in how the government is run. Their voice comes from the power they have to vote for government officials.

In Canada, we have a democratic government. Any Canadian who is 18 years old or older can vote for the candidate they think will do the best job. Therefore, they have a voice in who makes the laws and which services the government offers to its citizens.



When a candidate decides to run for an elected job, they have to tell the people what they plan to do. They tell us how they will spend our tax money and which laws they want to get rid of and which ones they want to make. When citizens vote for the candidate they think will make the best decisions, democracy is in action.

Direction

Write 5 good qualities you would want in a candidate.

Election Candidate	Reasons
	

Fill in the Blanks

Fill in the blank with the missing word.

1. The government makes laws and decides how _____ these laws.
2. Citizens get to vote for the _____ that will do the best job.
3. The term democracy is used to describe a form _____.
4. In Canada, the government is democratic because the citizen _____.
5. Democracy means rule by the _____.

True or False

Circle whether the statement is true or false.

1. Anyone over the age of 18 can vote in an election.	T	F
2. Citizens have a voice because they get a vote in who is in government.	T	F
3. Government officials need to decide what services to spend tax money on.	T	F
4. Services that the government provides are: schools, hospitals, and police.	T	F
5. The government provides restaurants for its citizens.	T	F

**Four
Corners**

Listen to each question about democracy and government. Choose the answer you think is best and move to the matching corner.

	Question	Option A	Option B	Option C	Option D
1	Which core value is the most important part of a democracy?	Freedom (Being able to speak, believe, and live freely)	Equality (Everyone having the exact same rights and treatment)	Participation (Every single citizen actively voting and speaking up)	The Rule of Law (Having fair rules that apply equally to everyone)
2	What is the best way for a regular citizen to make a difference in their community?	Voting (Electing leaders to make decisions)	Protesting or Marching (Showing peacefully to the government)	Volunteering (Helping local charities directly.)	Educating others (Sharing important facts and news.)
3	What is the most crucial job of a government?	Keeping people safe (Police, military, emergency services).	Providing services (Building schools, roads, and hospitals).	Protecting the environment (Ensuring clean air, water, and wildlife.)	Helping the needy (Ensuring everyone has a place to live and food to eat.)
4	What makes a law a good law?	It protects people from getting hurt .	It treats absolutely everyone fairly .	It is easy for everyone to understand and follow.	It changes over time to match modern life .
5	What is the biggest responsibility that comes with the right to vote ?	Researching all candidates carefully before choosing.	Encouraging others in your neighbourhood to go vote.	Respecting the results, even if your choice loses .	Standing up for people whose voices are ignored .

	Question	Option A	Option B	Option C	Option D
6	If you could choose where the government spends the most money, where should it go?	Healthcare (Better hospitals, doctors, and medicine).	Education (Newer schools, books, and technology for kids).	Infrastructure (Safer roads, public transit, and parks).	Science & Innovation (Space travel, clean energy, and research).
7	You want the best quality for your democracy. Which leader to have?	Honesty (Always telling the truth to citizens).	Empathy (Caring deeply about the struggles of all people).	Courage (Making tough choices even when they are unpopular).	Intelligence (Knowing a lot about laws, economics, and history).
8	Which public service would be the hardest to live without for one month?	Clean, running tap water and trash pickup.	Public roads , highways, and transit.	Hospitals , ambulances, and fire departments.	Public schools and community libraries.
9	Why is it sometimes hard for people to participate in a democracy?	They feel like their single vote won't actually change anything.	They find politics too confusing or stressful to follow.	They are too busy with work and taking care of their families.	Politicians won't keep their promises .
10	What is the best way to handle a situation where the country is completely divided on an issue?	Go with whatever the majority of people vote for.	Try to compromise so everyone gets a little bit of what they want.	Let expert scientists and judges make the final decision.	Hold public debates until a unanimous agreement is reached.

Representative vs Direct Democracies



Athenian Voting System

Direct Democracy

There are two forms of democracies that give the people a voice. A direct democracy and a representative democracy. In a **direct democracy**, every citizen votes on all important decisions. They would all gather in a townhall or large space to vote on major issues.

Direct democracies were used more in the past, as you can probably imagine that it would be difficult to get all 41.5 million Canadians into one area to vote.

Direct democracies were used more in ancient civilizations, like Athens, Greece. An assembly would put together a list of issues that the citizens would vote on. Once the agenda for the meeting was prepared, all of the citizens would gather in the main square to cast their votes.

Representative Democracy

In a **representative democracy**, the people elect representatives to run the government. This is a much more efficient form of democracy because we get to choose the best people to vote on our behalf.

The candidates we choose explain what services they will supply and what laws they will create or change. We call their plan a **platform**.

It is important that everyone who votes becomes familiar with each candidate's platform so they can use their vote wisely. If they choose a random candidate or decide not to vote, they lose their voice in the government. When a citizen knows the candidates' platforms, they are **informed citizens**.

True or False

Circle whether the statement is true or false.

1. In a direct democracy, all the people in a region get a vote.	True	False
2. In a representative democracy, only elected officials get a vote.	True	False
3. Direct democracies are ideal for large countries.	True	False
4. Athens, Greece used a direct democracy.	True	False
5. Canada uses a direct democracy.	True	False

Question

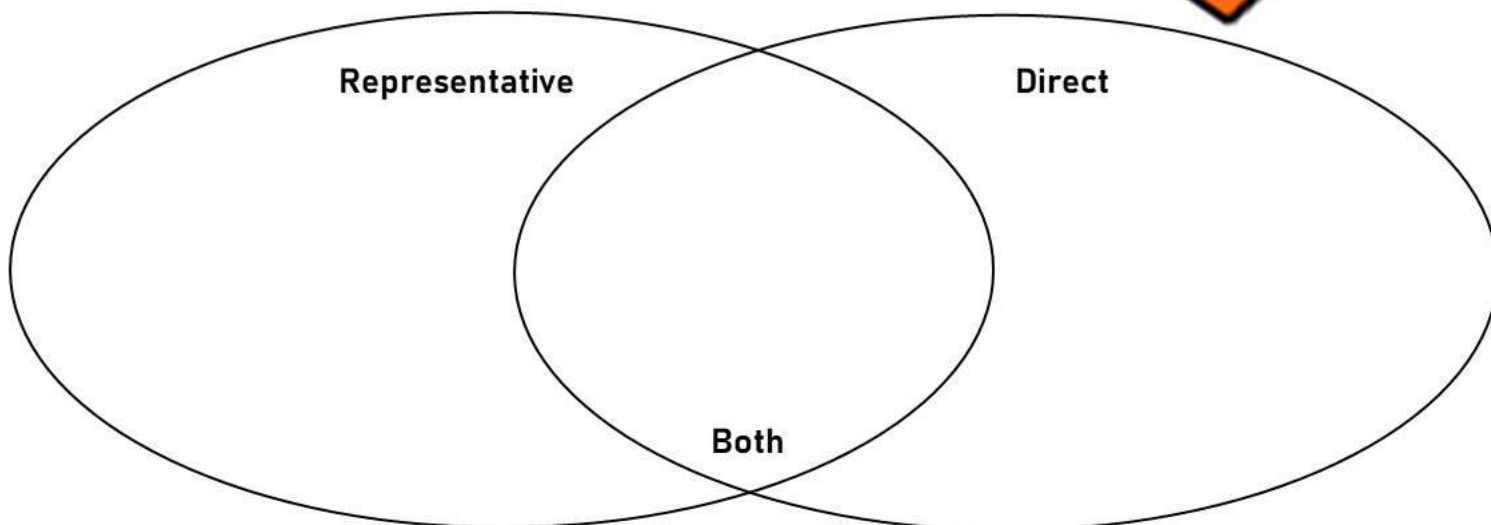
Use information from the text to support your answer.

1. What are the differences between a direct democracy and a representative democracy?

2. Why is it important to be an informed citizen?

Venn Diagram

Write the similarities and differences of direct and representative democracies.



Democracy and Rule of Law

Rule of Law

Rule of law means the laws apply including government leaders.

In a democracy, leaders must follow the laws as citizens.

One of the first documents to support this idea. People forced King John to sign it so he could not unfairly arrest or tax people whenever he wanted.



Making the Rules

Citizens need to participate in law making and applying. In a rule of law to work, the following steps need to be followed:

1. Citizens must be able to have a say in making and changing laws. They do have a say because they are represented by the people, they vote for government who decide on the laws.
2. People need to understand the laws that are in action. The government must find ways to make sure the laws are understood. Speed limit signs are an example of how the government displays traffic laws.
3. Everyone needs to be treated equally under the law, regardless of their age, ethnicity, race, religion, gender, or mental/physical disability.
4. People need to participate in applying the law. They can do this by being a member of a jury who decides a person's guilt or innocence.

Questions

Use information from the text to support your answer

1. What was the problem with what King John was doing before the Magna Carta was signed?

2. What did you need to do to participate in the Rule of Law?

True or False

Is the statement true or false?

1) Voting is one way to participate in a democracy.	True	False
2) Only leaders can make changes in a democracy.	True	False
3) Signing a petition is a form of participation.	True	False
4) Participating helps make society more democratic.	True	False
5) Citizens should not share their opinions.	True	False

Definitions

Define the following terms below.

Term	Definition
Magna Carta	
Rule of Law	
Citizen	

Levels of Government

The Government of Canada is structured into 3 levels of government that each provide services for its citizens. The 3 levels of government are: municipal, provincial, and federal. Each level has different responsibilities to provide for Canadians.

Municipal

The municipal government controls the cities in Canada. The leader of each municipality is the mayor. The mayor works with city councilors to listen to the people living in their city and make decisions to keep them happy.

Mayors and councilors are elected into power by the citizens. Their responsibilities the municipal government takes care of are garbage pickup, libraries, recreational centers, parks, roads, snow removal, police and fire.



The provincial government controls the provinces in Canada. The leader is the Premier. They work with elected Members of Provincial Parliament (MPPs) to make decisions for the province. Some responsibilities that the province is in control of are schools, hospitals, police, and resources, tourism, and many more.

Federal

The Federal government is in control of the entire country. The leader is the Prime Minister, who works in the capital city of Canada – Ottawa. They are responsible for listening to all of the citizens of Canada and passing laws to make the country happy.

The prime minister is elected into office and works with their cabinet leaders as well as the senate to make decisions for Canada. Some responsibilities that the Federal government is in control of are international relations, citizenship and immigration, police, national defense, labour, environment, national economy, and more.

Shared

Some responsibilities are shared amongst all 3 levels of government. For example, we have 3 levels of parks in Canada: municipal parks, provincial parks, and federal parks.



Levels of Government

Is it a federal, provincial, municipal or shared responsibility?

1. Responsible for education (schools)	
2. Responsible for garbage pickup	
3. Responsible for international relations	
4. Responsible for police	
5. Responsible for recreational centers (arenas)	

Questions Answer the questions below using evidence from the text.

1) Why do you think we have 3 levels of government? What might happen if we just had one that did everything?

2) What are shared responsibilities? Provide an example.

True or False

Is the statement true or false?

1) Canada has 3 levels of government.	True	False
2) The mayor leads the municipal government.	True	False
3) The provincial government controls the entire country.	True	False
4) The prime minister works in Ottawa.	True	False
5) Parks can be managed by different levels of government.	True	False

Did you know?

Canada has 3 levels of government that run our country:

MunicipalProvincialFederal

	Jurisdiction	Location	Leader
Municipal	City, Towns	Varies	Mayor, Reeve
Provincial	Province	Varies	Premier
Federal	Entire Country	Ottawa	Prime Minister

Research

Who is your local level of government? Choose the city, and province you live in. Search for the leader is. Find out their email address in case you ever need to contact.

	Email Address
Municipal	
Provincial	
Federal	

Questions

Answer the questions below using your own words.

1) Who do these leaders represent? Why do they need to represent?

2) Why is it easy to contact these leaders? Are we allowed to send them a message?

Government Responsibilities

Did you know?

Each level of government is responsible for providing services for its citizens. Some services are shared between all 3 levels of government.

CANADA

For example, there are 3 levels of roads/highways in BC:

Federal: Trans-Canada Highway

Provincial: Highway 1

Municipal: City Roads

Responsibilities

Write the responsibilities under the correct level of government

Police	Schools	Education	Garbage	Military
International Trade	Trade	Water and Sewage	International Travel	Parks
Libraries	Agriculture and Forestry	Courts	Roads	Natural Resources
Citizenship	Hospitals	Environment		Military

Municipal	Provincial	Federal	Shared

Municipal Government

Why We Need a Municipal Government

We need a municipal government to take care of the services and laws that relate to our towns and cities. If we only had one level of government for all of Canada, it would be difficult to manage all of the small cities and towns.

Municipal Governments – Taxes

Imagine waking up to over a metre of snow and not having anyone plowing the roads. The people would be upset because they need to get to work. We need services in our cities!

Services are provided without money. The municipal government collects taxes in many ways:

- Property tax
- User fees
- Tickets from people who are stopped by municipal police
- Money from other levels of government



The municipal government spends most of its money on roads, parks, agriculture, administration, and waste and water management.

Municipal Governments – Laws

The municipal government makes rules that are called bylaws to tell the people in the city what they can and cannot do. For example would be a parking sign that tells citizens where they can park and for how long.



Every city has its own bylaws, and the bylaws in one town do not effect the rules in other towns. In Oshawa, the city councillors have passed a bylaw making it illegal for anyone to climb a tree. In Kanata, there is a bylaw against having a purple painted garage door. The people in these cities are responsible for obeying the bylaws or they could be required to pay a fine.



A bylaw is created or changed at a city council meeting. The councillors who have been elected into municipal government vote on the bylaw. Depending on who proposed the bylaw, a presentation is made to try to convince the councillors to vote in their favour

Councillors will ask questions and make comments before the motion is put to a vote. If the majority of councillors vote in favour of the bylaw, it will be passed.

Questions

Use information from the text to support your answer



1. Why do we need a municipal government? What services do they provide?

2. How does the government make money? What do they spend money on?

True or False

Write whether the statement is true or false

1. The municipal government is responsible for snow off roads.

True

False

2. The municipal government makes bylaws that can send people to prison.

True

False

3. A bylaw is only in effect in the city that it is passed in.

True

False

4. The mayor alone passes bylaws at city council meetings.

True

False

5. In Oshawa, they have made it illegal to climb a tree.

True

False

Making Connections

If you were a city leader, what is one rule or service that would improve in your community?

Provincial Government

Why We Need a Provincial Government

Just like municipal governments, the provincial government of British Columbia provides important services for people living in the province. Citizens vote for leaders called Members of the Legislative Assembly (MLAs) who help make decisions about laws, healthcare, education, transportation, and public services.

The provincial government collects taxes to help pay for these services. One of the most important responsibilities of the B.C. government is to provide healthcare, education, and law making.



Healthcare

The provincial government helps fund hospitals, doctors, nurses, ambulances, and healthcare programs in British Columbia. It also encourages healthy living by providing information about healthy eating, and safety programs to help people stay healthy.



Education

The B.C. provincial government is responsible for funding schools and education programs. It creates the curriculum, sets standards, and provides funding to school districts and supports teachers. The government also helps students with special needs and provides school supplies and resources.



Law Making

The elected MLAs in British Columbia create provincial laws that people in the province must follow. These laws help keep communities safe and organized. The provincial government also makes decisions about transportation, natural resources, and environmental protection in British Columbia.

True or False

Circle whether the statement is true or false.

1. British Columbia provides healthcare services.	True	False
2. Citizens vote for Members of the Legislative Assembly.	True	False
3. The provincial government ignores the environment.	True	False
4. Provincial laws help communities.	True	False

Questions

Use information from the text to support your answer.

1. What are the three main responsibilities of the provincial government?

2. How is a law passed?

Multiple Choice

Circle the correct answer.

1) The provincial government is responsible for:	Healthcare	Farming
2) Who creates laws in the province?	Provincial Members of Parliament	Members of Parliament.
3) The provincial government spends most on:	Spending on Social Services	Healthcare
4) Who runs education programs in the province?	Department of Education	Federal government
5) Taxes are used to:	Build roads	Pay for services

Matching

Draw a line from the term to the description.

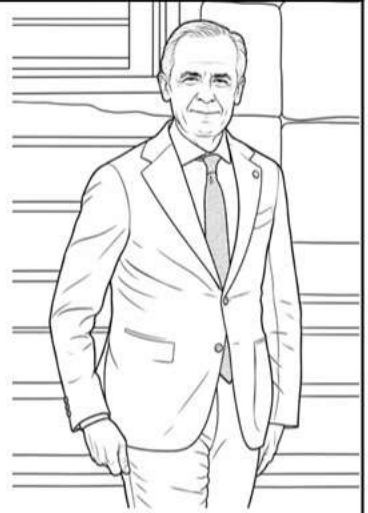
Term	Description
Bill	• Money citizens have to give to the government for services
Taxes	• Members of Provincial Parliament – create and change laws.
Department of Education	• A bill that has become a law
Act	• The section of the government that takes care of education.
MPP	• A proposal or a motion for a new law.

Federal Government

Why We Need a Federal Government

A federal government is necessary in Canada to ensure that the country runs smoothly. It is responsible for making laws that apply to all Canadians, regardless of which province or territory they live in. Without a federal government, each province and territory would have to create its own laws, which could lead to confusion.

The federal government is also responsible for protecting the country's borders and ensuring the safety and security of Canadians. It manages the country's money, including collecting taxes and spending money on essential services, like healthcare and education.



Federal Government Responsibilities

- ✓ National defence: The federal government is responsible for ensuring that Canada is protected against threats from other countries. This includes maintaining a strong military and working with other countries to promote peace and security.
- ✓ Economic policy: The federal government is responsible for managing the country's money, and for promoting economic growth and stability.
- ✓ Social programs: The federal government provides funding for social programs like healthcare, education, and social assistance.
- ✓ International Relations: The federal government represents Canada on the world stage, engaging in diplomatic relations with other countries, participating in international organizations, and promoting Canada's interests abroad.
- ✓ Indigenous relations: The federal government has a special responsibility to work with Indigenous peoples to address the legacy of residential schools and colonialism, and to support their self-determination and reconciliation efforts.

Questions

Use information from the text to support your answer

1) Why do we need a federal government?

2) What are some of the responsibilities of the federal government?

True or False

Circle whether the statement is true or false

1) Without the federal government, each province would make its own laws	True	False
2) The federal government keeps our borders safe	True	False
3) The federal government is responsible for garbage pickup	True	False
4) The federal government protects us against threats from foreign countries	True	False
5) The federal government has no control over Canada's economy		False

Word Search

Draw a line from the term to the description

Federal	Government
Judicial	Legislative
Executive	Prime
Minister	Canada
Defence	Trading

I	Q	K	Y	R	H	K	E	X	E	C	U	T	I	V	E	Y	C
M	I	N	I	S	T	E	R	I	H	N	L	A	O	I	A	D	V
G	X	O	Z	U	F	D	P	L	N	D	L	H	X	L	Q	T	S
G	V	D	T	C	A	N	A	D	A	R	W	C	X	U	Z	W	S
J	U	D	I	C	I	A	L	E	G	I	S	L	A	T	I	V	E
E	D	D	E	F	E	N	C	E	U	D	P	V	V	H	C	N	R
E	N	U	U	K	L	Z	R	E	S	V	T	K	S	M	E	V	T
C	K	A	V	Q	H	P	R	I	M	E	M	C	D	X	X	B	V
T	R	A	D	I	N	G	G	O	V	E	R	N	M	E	N	T	E
R	V	U	E	M	P	F	E	D	E	R	A	L	F	J	A	A	H

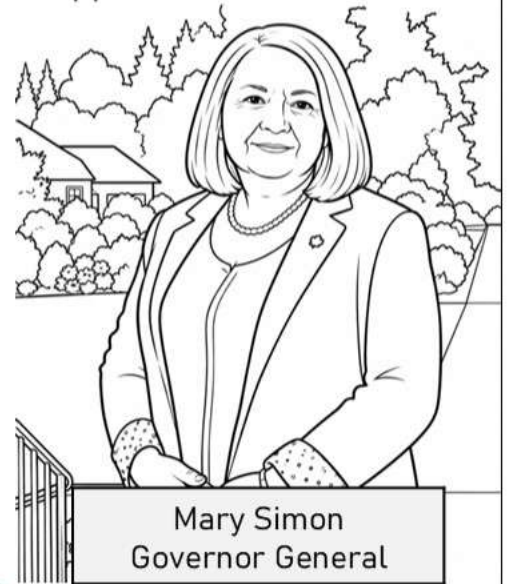
Election Process

Elected Jobs vs Appointed Jobs

Canada's government is made up of people who are either elected or appointed to their jobs. **Elected officials** win their position through voting, while appointed officials are chosen because of their experience, skills, and abilities.

Appointed

The Governor General represents the King in Canada and is appointed by the Prime Minister. Members of the Senate are appointed to review and pass laws for the country.



Mary Simon
Governor General

Elected Jobs

Most government officials in Canada are elected by citizens. Canada uses an election system called "**First Past the Post.**" This means the candidate who receives the most votes wins the election, even if they do not receive more than 50% of the votes.

Steps in an Election

1. An election is called when the government's term ends, usually every four years.
2. A list of eligible voters is prepared before voting begins.
3. Citizens over 18 years old can run as candidates if they receive support from their community or political party.
4. Candidates campaign by sharing ideas, giving speeches, debating, and meeting voters.
5. Citizens go to the polls and vote for the candidate they want to win. Voters should learn about the candidates before making a decision.
6. The votes are counted, and the candidate with the most votes becomes the winner of the election.

Questions

Answer the questions below using evidence from the text

1. Why do we have elections? Who do the candidates represent?

2. Why is it important to be an informed citizen before we vote?

Questioning

Write 3 questions about the election process

1)	
2)	
3)	

True or False

Circle whether the statement is true or false

1. Someone is elected into an appointed position	True	False
2. Anyone over the age of 18 can be a candidate for a government position	True	False
3. You need over 50% of the votes to win an election	True	False
4. The Governor General represents the queen	True	False
5. The Governor General is an appointed position	True	False

Behind The Scenes: Election Campaigns

Understanding Election Campaigns in Canada

Election campaigns are a vital part of Canadian politics. During an election campaign, candidates work hard to win votes so they can represent the people in government. Campaigns offer a way for citizens to engage in the political process, ensuring their voices are heard in shaping the country's future.

One of the most critical roles in an election campaign is the **candidate**. Candidates are the individuals running for office, sharing their **platforms**—detailed plans on how they will govern if elected—with voters. However, a successful campaign requires many other key roles, including:



1. **Campaign Manager:** The person who oversees the entire campaign, planning strategies, organizing events, and ensuring everything runs smoothly.
2. **Volunteers:** People who support the campaign by doing tasks such as handing out flyers, making phone calls, canvassing neighborhoods, and organizing events.
3. **Fundraisers:** Individuals responsible for raising money to pay for advertisements, campaign materials, and other expenses.
4. **Pollsters:** Professionals who conduct surveys to understand voter opinions and provide insights to help shape campaign strategies.
5. **Social Media Coordinators:** Experts who manage the campaign's online presence, creating and sharing messages on platforms like Twitter, Facebook, and Instagram.
6. **Speechwriters:** They craft speeches for the candidates, helping them effectively communicate their ideas and vision to the public.
7. **Communications Directors:** They manage how the campaign is presented to the media and the public, ensuring that the candidate's message is clear and consistent.

By participating in a campaign—whether as a candidate, volunteer, or in any other role—citizens contribute to democracy, learn about important issues, express their opinions, and help shape the future of their community and country.

Define

Explain the meanings of the terms below.

**Election
Campaigns**

Candidate

Platforms

Matching

Match each role with their correct descriptions.

Campaign
Manager ☐Pollster ☐Social Media
Coordinator ☐Fundraiser ☐☐ Conducts surveys to understand voter
opinions and trends.☐ Raises money to support campaign
expenses like advertisements.☐ Oversees the entire campaign and
develops strategy.☐ Manages a campaign's online
presence on platforms like Twitter.**Questions**

Answer the questions below using evidence from the text.

1) Why do you think election campaigns are important in a democracy?

2) If you could participate in an election campaign, which role would you choose and why?

Taking Action – Protest Movements

What is a Protest?

A **protest** is a statement or action expressing disapproval over something. It can be done individually or in groups, however, most effective protests are done with large groups of people.

Rally	Standstill demonstration involving speeches, singing, chanting, etc.
Picketing	Holding signs and walking in a circle. Usually forms a line that no one should cross!
March	Two or more people holding signs and walking from one spot to another spot – often with chanting
Riot	A group of people performing acts of violence against anyone who goes against their way
Boycott	Refusing to use a product or service
Lawsuit	Using the law to sue or bring a lawsuit against the other person/party
Strike	When workers stop working due to a disagreement in negotiations
Petition	A formal written request signed by multiple people that shows their disapproval

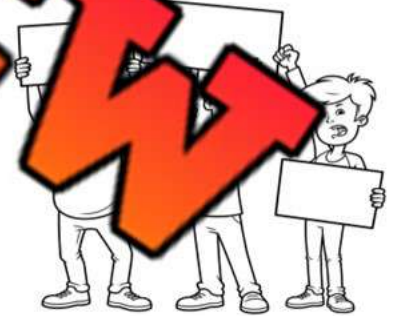
Why Protest?

When someone feels their rights and freedoms are not met, they often choose one of the forms of protest above to voice their displeasure. Every Canadian citizen has the right to peacefully protest. A Peaceful Protest is a protest without the use of violence.

The government is the central authority in our society, so, they are protested against the most. The government makes decisions daily that impact our lives. When a decision is made, often one group of people are happy, and another is upset.



If the upset group feels strongly enough, they could participate legally in a peaceful protest to try to overturn the decision. In 2022, many protests were related to the governments decision making around the Covid-19 pandemic. Many people protested against government lockdowns and vaccine mandates.



Questions

Answer the questions below using evidence from the text

1. Have you ever participated in a protest? If not, describe a protest you have seen or heard of. Explain the situation?

2. Why are only peaceful protests allowed? What would be an example of a non-peaceful protest?

Opinion

How protests can help communities share their ideas and concerns.



Protest Types

Read the situation and write which type of protest was used

Situation	Protest
1. Workers pass around a sheet of paper to get people to sign.	
2. Employees stop working because of low wages	
3. Rob stops buying Generic Coffee because its always burnt	
4. Fans destroy signs outside of an arena after they lose a hockey game	

Canadian Peaceful Protests

The Women's March

Thousands of people in Ottawa poured into the streets downtown Ottawa to protest against President Trump winning the Presidential Election in the USA. The Ottawa protesters were supporting the women in the USA because they believed they were in for difficult times living under Trump's presidency.

Between 1,000 and 8,000 people in Ottawa marched through the streets of Ottawa trying to create awareness that women are tired of the inequality that still exists between men and women. Some said the fact that only 4 councilors on the Ottawa city council are female, while 20 are male.



Just Asking For A Safer Future

Thousands of BC students started a protest they call 'Just asking for a safe future'. They organized a walk and began to march/rally together outside of provincial government buildings.



The students are concerned with the temperature rising in the Arctic from 3 degrees to 5 degrees over the next 20-30 years. Since they can't vote, they are voicing their displeasure with how the government is responding to the issue of climate change.

Black Lives Matter Protests

The Black Lives Matter (BLM) movement is aimed at ending racism. It was created in 2013 when a police officer in the United States was not charged with the murder of a black teenager, who was unarmed.

The movement grew in 2020 with the deaths of George Floyd and Breonna Taylor at the hands of police officers.

Many protestors are hoping to defund the police force, saying the police do not protect the Black community.

On May 30, 2020, over 4,000 people marched from Christie Park in Toronto to the Toronto Police Headquarters in protest against anti-black systemic racism as well as police brutality. They chanted, "Black Lives Matter" and held up signs that read "No Justice No Peace" and "Yes it's here too Ford" in reference to comments Premier Doug Ford made earlier that systemic racism isn't a problem in Canada.



Questions

Answer the questions below using evidence from the text.

1. Why do most protests happen outside of government buildings?

2. What is the Black Lives Matter movement? Why are they protesting? What do they want?

Multiple Choice

Circle the correct answer.

1. Where was the Women's March?

Ottawa

Victoria

2. Which President were they protesting?

Trump

3. Women protest so they can have

Money

4. BC students protested in

Victoria

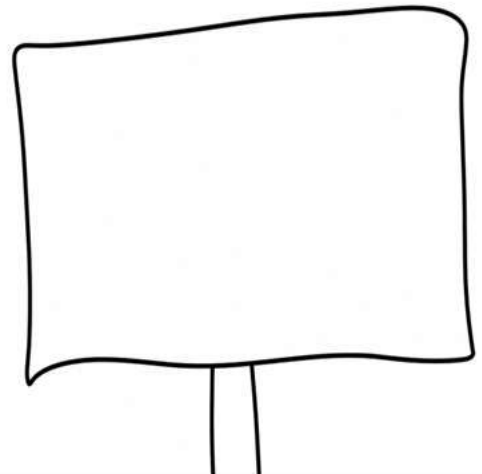
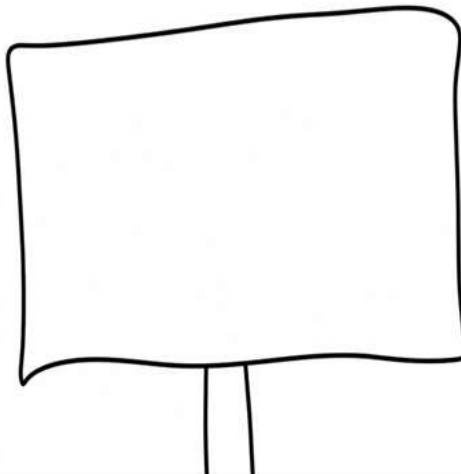
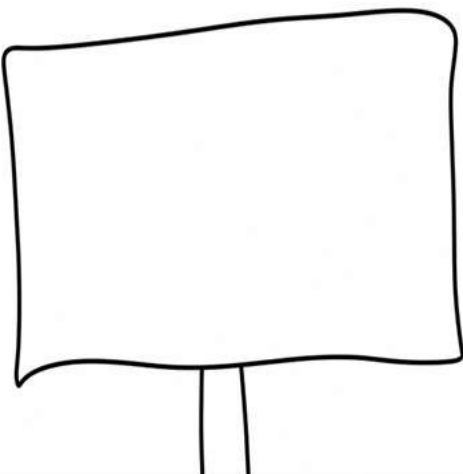
Vancouver

5. Black Lives Matter protests are against police

Discrimination

My Protest!

Create protest signs about an issue you care about.



Government Duty To Consult Indigenous Communities

Indigenous Land Claims

Indigenous groups in Canada, including Inuit, First Nations, and Métis, have rights to large areas of land across the country. Indigenous peoples have lived on and cared for these lands for thousands of years. About **6% of Canada's land** is connected to Indigenous land claims, especially in northern areas such as **Nunavut, Yukon, and the**

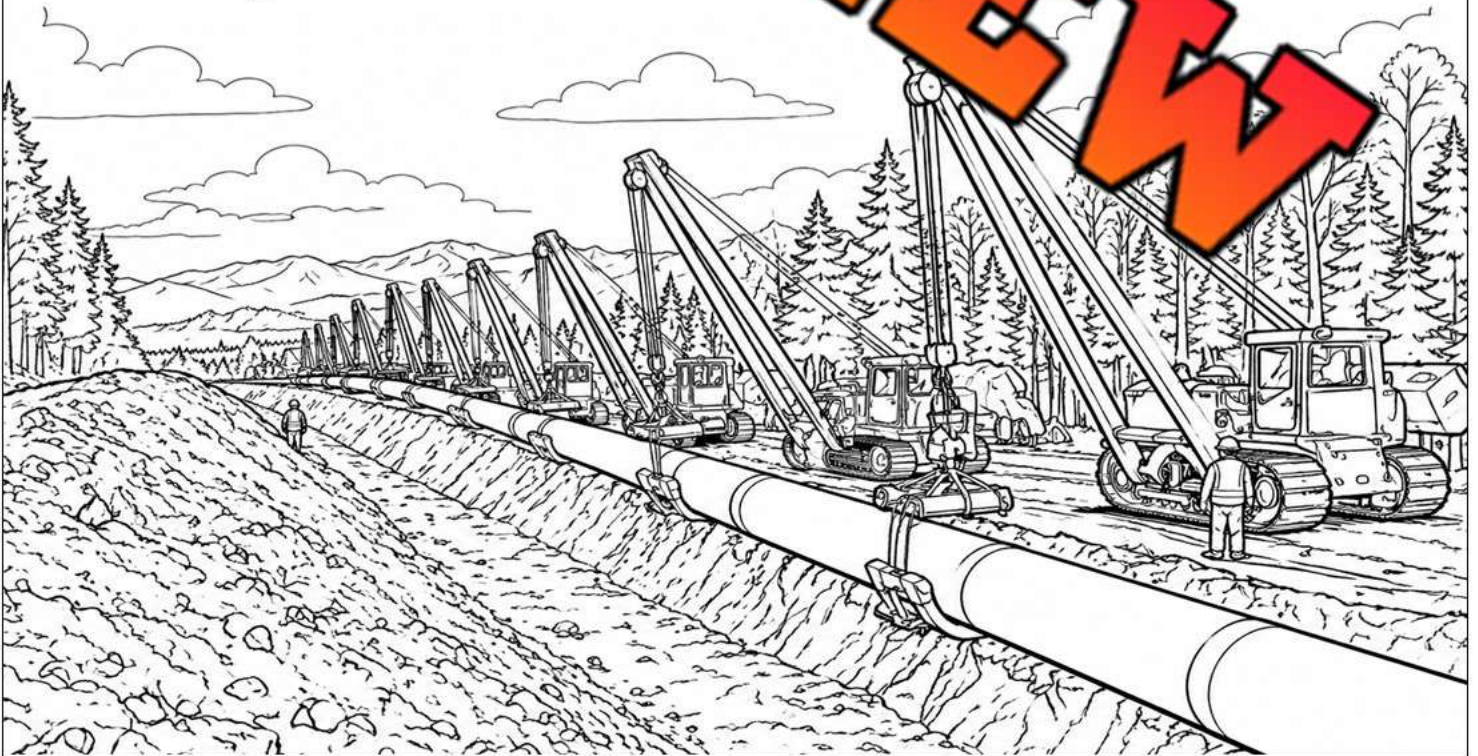
Northwest Territories.

Government Duty to Consult

Before the federal or provincial government can build roads, pipelines, or other projects on land, they must first consult the affected Indigenous communities. Consultation means listening to the views, concerns, and ideas of Indigenous people when making decisions. In some cases, the government may also need to accommodate communities by changing plans or providing support. Courts in Canada have stated that governments must act fairly and respectfully when Indigenous rights may be affected.

Example

A gas pipeline project through West Sulawesi caused disagreements because not all leaders approved the project. Sulawesi's indigenous chiefs and supporters protested to protect their land and rights. This situation led to protests, arrests, and national discussions about Indigenous land claims and the government's responsibility to consult Indigenous communities.



Word Scramble

Unscramble the words from the word bank.

Word Bank

Indigenous

Consult

Treaty

Rights

Pipeline

Protest

Nunavut

Government

Land

Community

Accommodate

Wet'suwet'en

DIOUSIN

TUNUNAV

YTA

YTINUMMOC

EN PI

TEMOCMADOCA

Reflection

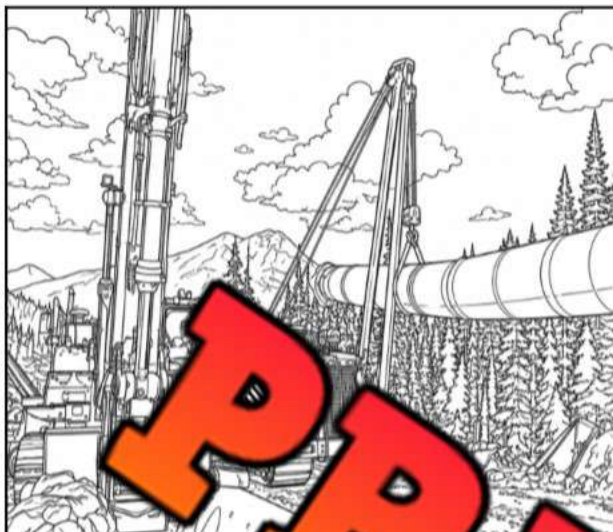
Do you think the government should always listen to Indigenous communities? Explain your answer.

True or False

Circle whether the statement is true or false.

1) Indigenous peoples lived on the land for thousands of years.	True	False
2) About 6% of Canada's land is part of Indigenous land claims.	True	False
3) Governments can build on Indigenous land without consulting communities.	True	False
4) Consulting means listening to Indigenous communities.	True	False
5) Wet'suwet'en territory was part of a pipeline project.	True	False
6) Governments must act fairly toward Indigenous peoples.	True	False
7) Indigenous communities have no rights to land in Canada.	True	False

Land Use Issue – Coastal Gaslink Pipeline



Coastal GasLink Pipeline – Land Use Dispute

The Coastal GasLink company planned to build a **670-kilometre gas pipeline** through Wet'suwet'en territory in northern British Columbia. The pipeline would carry natural gas across the province. This project became an example of a conflict between resource development and Indigenous land rights.

The Wet'suwet'en have lived on this land for thousands of years. The area is considered **unceded** land, meaning it was never officially given away to the Canadian government through treaties. Because of this, many Wet'suwet'en leaders believe they still have rights and responsibilities to protect the land.

The company received permission from the provincial government and some Wet'suwet'en leaders to begin construction. However, not all agreed with the project. Many Wet'suwet'en chiefs and supporters protested because they believed the pipeline could affect their land, environment, and communities. Supporters blocked roads and organized protests across Canada. Police officers were sent to remove the blockades, and more than **30 Wet'suwet'en supporters were arrested**. The pipeline dispute started important discussions about Indigenous land claims, protests, and the government's duty to consult Indigenous communities before building projects on their land.

Yes/No

Circle Yes if the statement is correct and No if it is not correct.

1) Did the Coastal GasLink company plan to build a pipeline in B.C.	Yes	No
2) Did some Wet'suwet'en supporters protest the pipeline?	Yes	No
3) Did the protests lead to discussions about Indigenous land rights?	Yes	No

Perspectives

What are both stakeholders thinking about the land use dispute?

Wet'suwet'en's Perspective	The Government's Perspective

Questions

Answer the questions below using evidence from the text

1) What does "unceded land" mean? Why is it important to the Wet'suwet'en people?

2) Why did some Wet'suwet'en supporters protest the pipeline project?

True or False

Circle whether the statement is true or false

1) The Coastal GasLink pipeline was planned in British Columbia.	True	False
2) Wet'suwet'en territory is unceded land.	True	False
3) All Wet'suwet'en chiefs agreed with the pipeline.	True	False
4) Some supporters blocked roads during the protests.	True	False
5) More than 30 supporters were arrested during the protests.	True	False

Instruction

Read each question about the Coastal GasLink pipeline and circle the correct answer.

1) What did Coastal GasLink want to build?

A) A railway

B) A gas pipeline

C) A highway

2) Where was the pipeline planned to be built?

A) Northern B.C.

B) Alberta

C) Southern Ontario

3) The pipeline was to carry:

A) Oil

B) Water

C) Natural gas

4) The land is called *ceded*:

A) It was never given away

C) It was empty

5) Who has lived on the land for thousands of years?

A) Government workers

B) Settlers

C) Wet'suwet'en people

6) Who gave permission for the pipeline at first?

A) Federal government

B) Provincial government

C) Local businesses

7) Why did some Wet'suwet'en leaders oppose the pipeline?

A) They wanted more money

B) they believe it's their land

C) To get away

8) How did the Wet'suwet'en people respond?

A) They ignored it

B) They moved

C) They protested

9) What action did they take to stop the work?

A) Built more roads

B) Blocked the road

C) Helped workers

10) Who joined the Wet'suwet'en in protesting?

A) Only workers

B) Other Canadians

C) Tourists

Unit Test – Government and Citizenship

Multiple Choice

Circle the best answer. Only choose 1 answer!

1. Being a Canadian citizen means you can... a) Become the prime minister b) Vote in elections c) Work in d) All of	2. If you want to become Canadian, you can't... a) Have gone to prison b) Have a family c) Have pets d) Own land in another country
3. Which is NOT a right Canadians have? a) To vote b) To practice any c) To work in other countries d) To be protected by the law	4. Which is a responsibility Canadians have a) To play sports b) To farm and grow food for the community c) To respect the rights of others d) All of the above
5. The word democracy means... a) Rule by one leader b) Rule by the Prime Minister c) Rule by the President d) Rule by the people	6. Recycling is a _____ responsibility a) Federal b) Provincial c) Municipal d) Shared
7. Schools are a _____ responsibility a) Federal b) Provincial c) Municipal d) Shared	8. The military is a _____ a) Federal b) Provincial c) Municipal d) Shared
9. Police are a _____ responsibility a) Federal b) Provincial c) Municipal d) Shared	10. Which is an example of an elected official? a) Senate b) Governor General c) Prime Minister d) All of the above

Define

What do the terms below mean?

Term	Definition - What does it mean?
Election	
Municipal Government	
Citizenship	

Short Answer

Answer 3 questions - Each question is worth 3 marks

1) What are rights and freedoms? What do they include?

2) What is a self-government? Which indigenous groups have self-government?

3) How can people participate in the government? What are 3 things they can do to communicate with the government?

Regions of Canada Map

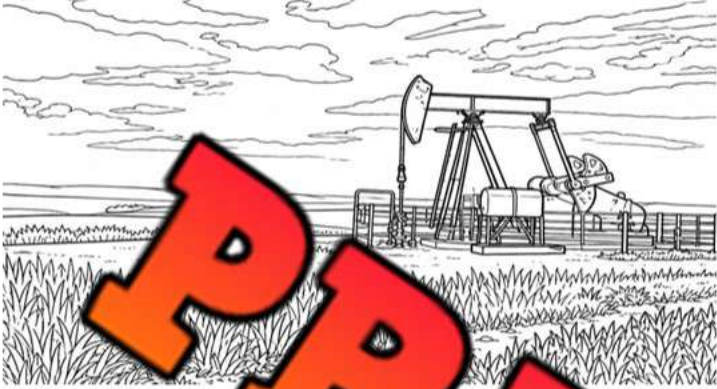
Word Bank
Western Cordillera
Appalachian Mountains
Interior Plains
Canadian Shield
Great Lakes-St. Lawrence Lowlands
Arctic Lowlands
Atlantic Provinces

Directions: Label the physical regions of Canada on the map using the word bank provided.



Newspaper Article: Natural Resources in Canada

Canada's Valuable Natural Resources



Natural resources are materials in nature that people use every day. Canada has many important natural resources, including water, air, coal, oil, natural gas, trees, iron, and copper. Some natural resources are more valuable because they are difficult to find or are important for daily life.

Clean water is one of Canada's most important resources. Even though most of Earth is covered in water, only about **2.5%** is safe for drinking and cooking. Clean air is also important because people need it to survive. Pollution from factories and vehicles can affect air quality.

Canada also has resources that provide energy. Coal helps produce electricity, while oil is used as fuel for cars and trucks.

Natural gas powers machines and appliances such as stoves, furnaces, and air conditioners. These resources take millions of years to form.

Alberta and the Interior Plains are known for producing large amounts of oil.

Provinces can sell natural resources to other places to make money, create jobs, and help their economy grow.

Professor Daniel White, an environmental scientist, explained:

“Natural resources help our country grow, but they must be protected for future generations.”

Today, natural resources are an important part of Canada's economy and daily life because they provide energy, jobs, and materials people use every day. Provinces also earn money by selling resources such as oil, gas, and lumber to other places around the world. These resources help power homes, vehicles, and many industries across Canada.

True or False

Circle whether the statement is true or false.

1. Air is considered a natural resource because it exists in our environment.	True	False
2. Some natural resources are more valuable than others.	True	False
3. Soil is a valuable natural resource because it is hard to find.	True	False
4. Oil is a natural resource that has benefitted Alberta.	True	False
5. Water is a valuable resource because water is found easily.	True	False

Questions

Answer the questions below using evidence from the text.

1. What are natural resources? Give 3 examples. Try to think of 1 that is not from the reading.

2. How do natural resources help provinces and regions? Why are they valuable?

Fill in the Blanks

Circle the missing word.

1)	Clean _____ is needed for people to survive.	Air	Water
2)	Coal is used to produce _____.	Food	Electricity
3)	Oil is mainly used as _____ for vehicles.	Fuel	Water
4)	Natural gas is used to power _____ in homes.	Machines	Books
5)	Regions can sell natural resources to make _____.	Money	Toys

Natural Resources in Canada's Regions

Canada is a vast country with seven distinct physiographic regions, each with its own unique natural resources. Here is a list of the natural resources found in each of Canada's seven physiographic regions:

Interior Plains

- Wheat and other agricultural crops
- Forests and timber
- Fish and marine life
- Grasslands and wildlife habitats

Western Cordillera

- Forests and timber
- Minerals such as copper, gold, silver, and coal
- Hydroelectric power
- Fish and marine life

Canadian Shield

- Minerals such as gold, silver, nickel, copper, and zinc
- Forests and timber
- Freshwater resources such as lakes and rivers
- Hydroelectric power

Hudson Bay Lowlands

- Peat and other organic materials
- Fish and marine life
- Wetlands and wildlife habitats

Appalachian Mountains

- Forests and timber
- Minerals such as coal and lead
- Hydroelectric power

Arctic Lowlands

- Oil and gas reserves
- Minerals such as diamonds, gold, and uranium
- Fish and marine life

Great Lakes/St. Lawrence Lowlands

- Agricultural crops such as dairy, corn, soybeans, and fruits
- Forests and timber
- Minerals such as iron and zinc

Organize

Which regions are high in the natural resources below?

Fishing	
Minerals	
Oil and Gas	
Forests	
Good Soil for Farming	

Think

If you wanted to live in the best region, where would you move?

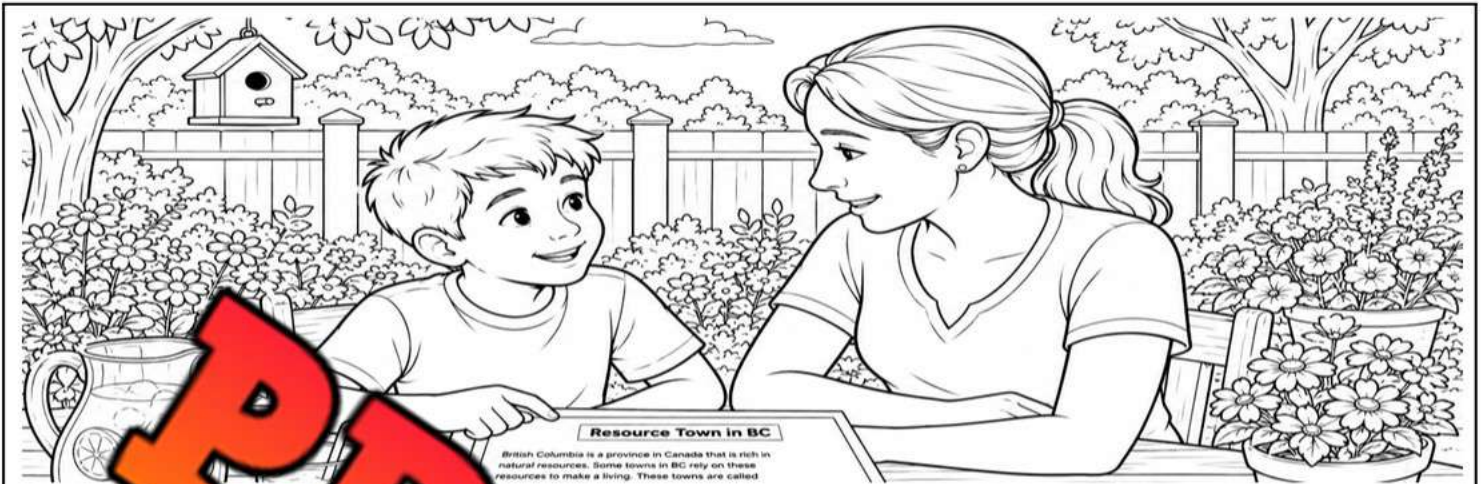
1) Which natural resources are found in British Columbia?

2) Which natural resources are found on the east and west coasts of Canada?

3) Which part of Canada has the best mining – the coastal regions or inland regions? Why?

4) Which part of Canada has the best forestry – the coastal regions or inland regions? Why?

Resource Town in BC



It was a warm afternoon. Ethan was sitting in the garden with his mother. The birds were chirping, and the flowers were blooming beautifully. Ethan had his worksheet open on the table. He looked curious. He loved learning about different places in Canada and how communities live.

"Mom, what is a resource town?" Ethan asked, pointing at the title on his worksheet. His mother smiled and sat beside him. "A resource town is a community that depends on natural resources for jobs and money. In British Columbia, some towns rely on logging, fishing, or mining to support the people who live there."

Ethan read the next part aloud. "Williams Lake is a resource town in BC, and its main resource is timber."

"That's right," his mother said. "Timber is wood from trees. It is used to make houses, furniture, and paper." Ethan looked interested. "It says about 25% of the people there work in the timber industry."

"Yes," his mother replied. "Many workers do logging, which means cutting down trees and transporting them to sawmills where the wood is turned into useful products."

"So the timber industry helps the town?" Ethan asked.

"It does," his mother answered. "The industry creates jobs, helps businesses earn money, and supports the community's economy."

Ethan smiled. "Now I understand why resource towns are important!"

Questions

Answer the questions below using evidence from the text.

1. What is a resource town?

2. How does the timber industry help Williams Lake?

Check

Check ✓ if it shows how resources help the community.

☐	Logging jobs help people earn money.	☐	Workers receive salaries from logging jobs.
☐	Logging jobs provide work for people	☐	People in the town depend on natural resources.
☐	Cutting down trees without planning helps the environment.	☐	The timber industry is important to the town.
☐	People in the town do not need jobs.	☐	Logging supports local businesses.

True or False

Circle whether the statement is true or false.

1) Williams Lake is a resource town in British Columbia.	True	False
2) Timber is used to make products like furniture and paper.	True	False
3) About 25% of the people in Williams Lake work in the timber industry.	True	False
4) Logging means planting flowers in the forest.	True	False
5) Williams Lake has a strong economy because of the timber industry.	True	False

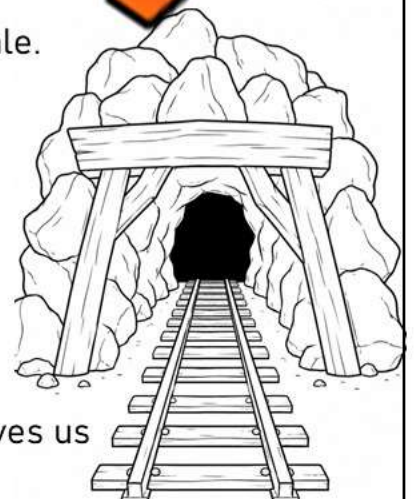
Primary Sectors

The **primary sector** includes jobs that take raw materials and natural resources from the environment so they can be turned into products for sale. Technology and machines have made many primary sector jobs faster, more efficient, and fewer workers are needed.



Examples of Jobs in the Primary Sector

- Agriculture – farmers take natural resources of plants and livestock and turn them into food for us to buy.
- Forestry – The people who work to cut down trees and produce wood for sale, work in the primary sector. They are taking raw materials like trees and turning them into wood planks that can be sold.
- Fishing – The workers who catch fish and harvest fish work in the primary sector. They take the raw material of fish and extract them from their environment so they can be produced by the secondary sector and get ready for sale.
- Mining – The people who work in mines to extract valuable minerals work in the primary sector. Their jobs include digging for the raw materials like coal, copper, and diamonds. They extract these resources and get them ready for the secondary sector. Oil is also mined from the ground, which gives us fuel we use for energy.



True or False

Circle whether the statement is true or false.

1) More and more people in Canada join the primary sector.	True	False
2) The primary sector is shrinking in Canada because of better technology.	True	False
3) Mining and fishing are examples of jobs in the primary sector.	True	False
4) Technology makes work in the primary sector easier.	True	False
5) A car mechanic works in the primary sector.	True	False

Draw

Draw the primary sector job that you would like to try.

Questions

Answer the questions below using evidence from

1. What is the primary sector responsible for doing?

2. What jobs are part of the primary sector?

Tertiary Sector

What is the Tertiary Sector?

The **tertiary sector** is the service sector. People in this sector provide services, knowledge, or experiences instead of making products.

For example, restaurant servers, teachers, plumbers, and electricians work in the tertiary sector because they help people through their skills and services. The tertiary sector is growing as more people learn specialized skills through education and training.



Examples of Jobs in the Tertiary Sector

Healthcare – Doctors and nurses provide sick patients a service by evaluating their symptoms and making them feel better.

Transportation – Trains, taxi drivers, and airlines offer a service that takes them from one place to another.

Hospitality – Any service that hosts guests such as a hotel or restaurant.

Wellness – Spas and gyms offer a service to their customers by allowing them to relax or exercise.

Waste Disposal – The workers who collect our waste and recycling offer a service to us which means they work in the tertiary sector.

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True or False

Circle whether the statement is true or false.

1) The tertiary sector is the service sector.	True	False
2) A service is a good someone gives to you.	True	False
3) A service is something someone does for you in exchange for money.	True	False
4) A plumber works in the tertiary sector.	True	False
5) A farmer works in the tertiary sector.	True	False

Tertiary

List six jobs that belong to the tertiary sector.

1)		4)	
2)			
3)			

Questions

Answer the questions below using your own words and text.

1. What is the tertiary sector? What are some jobs in the tertiary sector?

2) What services have you or your family paid for recently? Explain.

Economic Sectors

Directions

Write the name of the sector that the person works in

1)



2)



3)



4)



6)



7)



8)



9)



10) Taxi Driver



11) Technical Support



12) Nurse



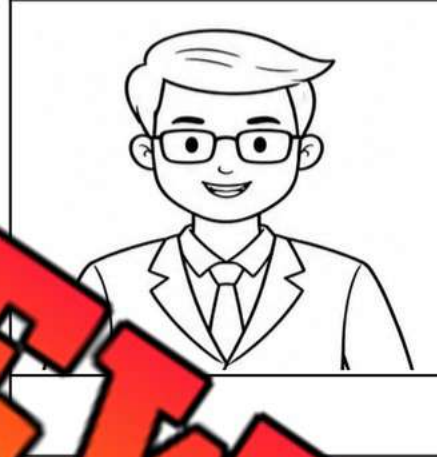
13) Baker



14) Fisherman



15) Professor



16) Bank Teller



17) Carpenter



18) Secretary



Name: _____

Date: _____

Unit Quiz – Natural Resources in BC

Multiple Choice

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1) Which is BC's most important natural resource? a) Minerals b) Forests c) Farmland d) Energy	2) Which is not a natural resource? a) Air b) Water c) Cars d) Trees
3) Manufacturing belongs to which sector? a) Primary b) Secondary c) Tertiary d) Quaternary	4) Alberta's most important natural resource is... a) Minerals b) Oil and Gas c) Water d) Forests
5) The Canadian Shield's biggest industry is... a) Mining b) Fishing c) Farming d) Forestry	6) Logging & Fishing are examples of which sector? a) Primary b) Secondary c) Tertiary d) Quaternary
7) The best farmland in Canada... a) Interior Plains b) Appalachian Mountains c) Arctic Lowlands d) Canadian Shield	8) The Rocky Mountains are located in which region. a) Canadian Shield b) Western Cordillera c) Great Lakes-St. Lawrence Lowlands d) Hudson Bay Lowlands
9) Has the most freshwater... a) Canadian Shield b) Western Cordillera c) Great Lakes-St. Lawrence Lowlands d) Hudson Bay Lowlands	10) Which region below has the best fishing? a) Interior Plains b) Appalachian Mountains c) Arctic Lowlands d) All of the above

Definitions – What does the term mean (1 mark each)

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Term	Definition (what does it mean)
Resource Town	
Canadian Shield	
Natural Resource	

Short Answer Questions

1) What is the difference between the primary and secondary economic sectors?

2) What natural resources are important to British Columbia?

3) Name a resource town in Canada. Explain how the resource helped the community.
