Workbook Preview

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Grade 5 Social Studies Unit

B. PEOPLE AND ENVIRONMENTS

THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP

	Curriculum Expectations	Pages
B1.1	Assess the effectiveness of actions taken by one or more levels of government, including Indigenous governments, to address an issue of national, provincial/territorial, and/or local significance	74-80, 88-92, 158-161, 167-175
B1.2	Create a plan of action to address a social issue of local, provincial/territorial, and/or national significance, specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens	139-154, 158-161
B1.3	Create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance, specifying the	162-175
B2.1		12, 136
B2.2	issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues	40-41
B2.3	Analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues	88-92
B2.4	Interpret and analyse information and data relevant to their investigations, using a variety of tools	59-60, 74-80, 88-92
B2.5	Evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different perspectives on the issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues	169-175
B2.6	Communicate the results of their inquiries, using appropriate vocabulary (e.g., government, local, municipal, provincial/territorial, federal, chief, band council, municipal council, Parliament, member of Parliament [MP], member of provincial parliament [MPP], non-governmental organization, stakeholder) and formats	42-45

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Grade 5 Social Studies Unit

B. PEOPLE AND ENVIRONMENTS

THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP

	Curriculum Expectations	Pages
B3.1	Describe the major rights and responsibilities associated with citizenship in Canada	7-45, 51-58, 61-62
B3.2	Describe the jurisdiction of different levels of government in Canada, as well as of some other elected bodies, and some of the services provided by each	63-85, 119-136
B3.3	Describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada	38-41, 72-73, 107-111, 137-138, 156-161
B3.4	Describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues	63-64, 66, 86-92
B3.5	Describe different processes that governments can use to solicit input from the public, and explain why it is important for all levels of government to provide opportunities for public consultation	46-60, 74-80, 96-118
B3.6	Demonstrate a basic understanding of what is meant by the federal and provincial governments' having a duty to consult and accommodate First Nations, Métis, and Inuit communities, and describe some circumstances in which this constitutional right for Indigenous peoples might apply	162-168
B3.7	Describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues	162-166
B3.8	Explain why different groups may have different perspectives on specific social and environmental issues	139-142, 145-155, 162-168
B3.9	Describe some different ways in which citizens can take action to address social and environmental issues	57-60, 96-107, 112-118, 139-155

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THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP



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Curriculum Connection
B3.1

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 ermanent resident of Canada for 3 years before applying
- S lish or French
- Canada for those 3 years
- s a Ca enship test

If you m teria, y be granted Canadian citizenship. This me u ar adian!



Being a Canadian Citizen

So, what does it mean to be a Can dian eing itizen in Canada means you can:



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

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

Being Denied Canadian Citizenship

Not everyone who applies for citizenship gets to become a Canadian Citizen. Even if you can meet the criteria above, you cannot become a Canadian citizen if you have been to prison in Canada or another country.

Canada is a very welcoming country to immigrate to, but we want to keep our country safe. Canada is looking for citizens who will make Canada even better!

PREVIEW

Name: _____ 8

Curriculum Connection
B3.1

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 must in[illegible] in Canada for three years?

PREVIEW

True or False

Circle whether the statement is [illegible] (T) or [illegible]

1) If an American goes to a Canadian hospital, they wo[illegible] pay.	T	F
2) People visiting Canada for more than 5 months can vote [illegible]		F
3) If someone has been to prison, they cannot become a Citizen of C[illegible]		F
4) An immigrant needs to pass a citizenship test to become Canadian.	T	F
5) People visiting Canada from another country can work in Canada.	T	F

Questioning

Write two questions you have about the reading.

1)	
2)	

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Curriculum Connection
B2.1, B3.1

Activity: Mock Citizenship Test Simulation

Objective What are we learning about?

To help students learn about the citizenship process for immigrants and understand the responsibilities of citizenship through a fun and engaging mock test.

Materials What will we need for the activity?

- P… …le… …questions (provided)
- A stopwat… …
- Oath of Citizensh… …ov…



Instructions How will we …plete…

1) Explain to the students that they will be takin… …ock c… …ip test to learn more about the citizenship process for immigrant…
2) Hand out the printed multiple-choice questions to eac… …nt.
3) Set a timer for 20 minutes.
4) Instruct the students to read each question carefully and choose the best answer.
5) Once the timer starts, the students will begin the test.
6) After 20 minutes, ask the students to stop writing.
7) Collect the answer sheets and review the correct answers with the class.
8) Discuss any questions or topics that were challenging and explain them further.

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Name: _____ 11

Curriculum Connection
B2.1, B3.1

Mock Citizenship Test

Multiple Choice Circle the best answer.

1) How many provinces and territories are there in Canada? A. 10 provinces and 3 territories B. 11 provi[illegible] and 2 territories C. 9 provi[illegible] territories D. 13 [illegible]ries	2) In what year did Canada become a country? A. 1801 B. 1867 C. 1901 D. 1917
3) What [illegible]an is t[illegible] Canada? A. Pacific Ocea[illegible] B. Atlantic Ocean C. Indian Ocean D. Arctic Ocean	4) What is the national animal of Canada? A. Grizzly Bear B. Caribou C. Moose D. [illegible]
5) What do Canadians celebrate on July [illegible] A. Labour Day B. Canada Day C. Victoria Day D. Victoria Day	6) Wha[illegible] capital city of Canada? A. To[illegible] B. [illegible]wa C. Mont[illegible] D. Vancouve[illegible]
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 o[illegible]ntain in Canada? A. Mount Everest B. Mount Denali C. Mount Kilimanjaro D. Mount Logan
9) The two official languages in Canada... A. English and French B. English and Spanish C. French and German D. English and Chinese	10) The type of leaf on the Canadian flag... A. Oak leaf B. Pine leaf C. Maple leaf D. Birch leaf

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Name: _____ 12

Curriculum Connection
B2.1, B3.1

Oath of Citizenship

Did you pass the test? Sign the Oath of Citizenship below. This is the same oath that new Canadian citizens take. Use the questions that follow to reflect on what it means to you.

I swear that I will be faithful and bear true allegiance to His Majesty King Charles the Third, King of Canada, His Heirs and Successors and that I will faithfully observe the laws of Canada, including the Constitution, which recogni[illegible] affirms the Aboriginal and treaty rights of First Nations, Inuit [illegible]ples, and fulfil my duties as a Canadian citizen.

Name _____ *Signature* _____

1) What does being a g[illegible]ean t[illegible]

2) Why is it important to understand and appreciate diffe[illegible]res[illegible]

3) What will you pledge to do now and in the future as a Canadian citizen?

PREVIEW

Name: _____ 13

Curriculum Connection
B3.1

Rights And Responsibilities

Rights and Responsibilities

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



The major rights that Canadian citizens have are listed below:

Ri	Explanation
Eq n the law	Every citizen in Canada is protected in the same way as any her citizen. There can be no discrimination based on race, c origin, colour, religion, age, gender or mental/physical ilit
Freedom of speech	itizen can express their opinion even if it is ng told to stop. However, there are limits ight. There can be no hate speech or pri This is a tough right to police as it to nable speech!
Freedom of religion	Canadians can w any re nt. They cannot be stopped from meeting w ers o e religion.
The right to vote	Every Canadian citizen ha ri t e age of 18

PREVIEW

The major responsibilities that Canadian citizen e li low

Responsibility	Explanation
To respect the rights of others	We have the responsibility not to stop anyone els having their rights met. For example, we could not stop someone from practising 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 represents 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

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Name: _____ 14

Curriculum Connection
B3.1

Questions Answer the questions below using evidence from the text.

1) What are rights and responsibilities?

2) Is it good to have rights and responsibilities? What might happen if we didn't?

PREVIEW

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 we want in real life.	True	False
3) Only Canadian citizens have the rights from the Charter.	True	False
4) We have the right to vote and the responsibility to vote.	True	False
5) Younger kids have less protection under the law than adults.	True	False

List List some of the rights and responsibilities you have as a Canadian citizen.

Rights	Responsibilities

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Name: _____ 15

Curriculum Connection
B3.1

Directions Read the following rights and responsibilities. Circle the one you think is correct.

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.

1) The _____ to a free education.	Right	Responsibility
2) The _____ to be paid minimum wage or more.	Right	Responsibility
3) The _____ vote in elections.	Right	Responsibility
4) The _____ to ba[illegible] care.	Right	Responsibility
5) The _____ [illegible] law.	Right	Responsibility
6) The _____ to r[illegible] oth[illegible]	Right	Responsibility

Your Turn You have rights and responsibi[illegible]n your [illegible]. Y[illegible] have the right to go for recess, but the responsibility to follow the [illegible]s duri[illegible]ss. What other rights and responsibilities do you have at sch[illegible]

Right	
Responsibility	

Right	
Responsibility	

Right	
Responsibility	

Right	
Responsibility	

PREVIEW

Name: _____ 16

Curriculum Connection
B3.1

Directions Circle "Right" or "Wrong" for each situation. Then explain your reason.

1) A student tells someone not to speak their home language at school.	Right	Wrong

2) A student wears a shirt with a strong political message to school.	Right	Wrong

3) A stud t throw on the ground instead of using a bin.	Right	Wrong

4) A teacher says only boys can a ques lesson.	Right	Wrong

5) A group of students start a club to talk about their ide	Right	Wrong

6) A student respectfully shares their opinion during a debate.	Right	Wrong

7) A student decides not to vote in a class decision and says, "It doesn't matter."	Right	Wrong

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Curriculum Connection
B3.1

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 rig with their corresponding responsibilities.

PREVIEW

Material

will we need for the activity?



- Pre-prepa ut m hing game cards with rights and res ities (
- A small table or a cle the fl

Instructions

How will we comple ctivity?

1) Divide the class into groups of 3 or 4. Give roup c hing Game cards (provided).
2) Have each group lay all the cards face down in a grid on able
3) The students take turns flipping over two cards at a time, trying to fi tching 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 the pairs they matched, on how these rights and responsibilities are relevant to their lives.

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Curriculum Connection
B3.1

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 fairly and include others.
The right to be heard	Listen to others when they are speaking.
The right to feel safe	Help create a safe space for everyone.

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Curriculum Connection
B3.1

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 without hurting 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.

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Name: _____ 20

Curriculum Connection
B3.1

Cards | Matching Game Cards

Right	Corresponding Responsibility
The right to nutritious food	Eat healthily and don't waste food.
The right to re	Allow others to rest by not being noisy.
The right to be treated equally	with fairness
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.

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Name: _____ 22

Curriculum Connection
B3.1

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.

18[illegible] **Canada** becomes a country, but many people, like women and [illegible]genous people, do not have equal rights. At that time, they [illegible]d not vote, hold certain jobs, or be treated equally under [illegible] law[illegible]



1916 **Wom[illegible]** [illegible] Alberta, and Saskatchewan get the right to [illegible]s a bi[illegible]wards equality and helps women have a v[illegible]ver[illegible]ions.



1960 **Indigenous pe[illegible]** [illegible]n the [illegible]te in federal elections without losing their treaty [illegible]s an[illegible]s. This important change promotes mor[illegible]ity an[illegible]



1969 **The Official Languages Act** is p[illegible] This law [illegible]s English and French the official languages [illegible]ada [illegible] bilingualism and respecting both language [illegible]



1977 **The Canadian Human Rights Act** is made. It says [illegible]rong 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.

PREVIEW

Name: _____ 23

Curriculum Connection
B3.1

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 ollowing events in order. Number them 1 to 8.

Ord	Event
	I ple e right to vote in federal elections.
	Canada mes
	The Official La ct is
	The Canadian Charter of Ri Free joins the Constitution.
	Slavery ends in Canada.
	The last residential school closes.
	Women in Manitoba, Alberta, and Saskatche he r vot
	The Canadian Human Rights Act is made.

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What Do You Think? Which timeline event is most important in Canada's history? y did it make the biggest difference for people's rights and freedoms?

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Curriculum Connection
B3.1

Exit Cards

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

Name: _____ Mark

Put the events in the correct order: Number them 1 to 6.

	Last residential school is closed
	Indigenous people gain the right to vote
	Charter of Rights and Freedoms becomes law
	French and English become official languages
	Women in Canada are allowed to vote
	Slavery is made illegal in Canada

Name: _____ Mark

Put the events in the correct order: Number them 1 to 6.

	Last residential school is closed
	Indigenous people gain the right to vote
	Charter of Rights and Freedoms becomes law
	French and English become official languages
	Women in Canada are allowed to vote
	Slavery is made illegal in Canada

Name: _____ Mark

Put the events in the correct order: Number them 1 to 6.

	Last residential school is closed
	Indigenous people gain the right to vote
	Charter of Rights and Freedoms becomes law
	French and English become official languages
	Women in Canada are allowed to vote
	Slavery is made illegal in Canada

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Name: _____ 25

Curriculum Connection
B3.1

Canada's Charter Of Rights And Freedoms

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:

1) **Everyone is Special and Equal:** No matter if you're a boy or girl, what colour your skin is, or anguage you speak at home, everyone should be treated fairly and with resp

2) **Believe:** You can talk about your ideas, believe in an religio iev in any, and you can share your thoughts with others.

3) **Freedom t** ou ca hs, play on teams, and hang out with your friends.

4) **Keep Your Perso Stu** privacy, which means your things and thoughts are yours, an shou re looking through them.

5) **Fairness if You Get in Troubl** yo le, you have the right to be listened to fairly and to someo explain things.

6) **Choosing Leaders:** When you grow up, you p pic ers of our country by voting.

7) **Move and Live Anywhere in Canada:** You can live in f Ca when you grow up, and you can travel in and out of Canad whe

8) **Learning in English or French:** You can go to school in English ause both are Canada's official languages.

9) **First Nations, Métis, and Inuit Rights:** The Charter respects the original people of Canada, their cultures, and their special relationship with the land.

10) **Boys and Girls are Equal:** Boys and girls, men and women, have the same rights and opportunities.



The Charter is a powerful part of Canadian law because it guarantees these rights and freedoms for everyone in the country. If a law or an action by the government doesn't respect the Charter, the courts can say that law or action is not allowed. It's a promise from Canada to its people that their rights and freedoms will always be protected.

PREVIEW

Name: _____ 26

Curriculum Connection
B3.1

True or False

Is the statement true or false?

1) Only adults can pick leaders by voting in Canada.	True	False
2) Everyone in Canada can choose where to live.	True	False
3) The Charter was created in 1992.	True	False
4) The Charter only applies to Canadian citizens.	True	False
5) The Charter gives more rights to boys than to girls.	True	False

Questions

ver the questions below using evidence from the text.

1) Wh important in Canada?

2) How would life be different pr

PREVIEW

Word Search

Find the words in the word search.

Charter	Rights
Freedom	Equal
Vote	Privacy
Safety	Travel
Learn	Speak
Gather	Respect
Culture	Fairness

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

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Name: _____ 27

Curriculum Connection
B3.1

Directions Read the example and circle whether it is protected under our Charter.

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 [illegible] participate in a democratic government (vote)
- Th[illegible]ove around and live within Canada
- [illegible] equally
- The **right** [illegible] French
- The **right** [illegible] law



PREVIEW

1) You want to move from [illegible] Man[illegible]	Yes	No
2) A man should make more mo[illegible]than[illegible]	Yes	No
3) You need to be spoken to in Spanish [illegible]overnm[illegible]ployee.	Yes	No
4) You want the police to help you find your stole[illegible]s.	Yes	No
5) You want others to join your religion, so you fo[illegible]peo[illegible] telling them about it.	[illegible]es	No
6) You are 16 and want to vote.	[illegible]	No
7) You'd like to move to the USA.	[illegible]	No
8) You would like to run for Mayor of your city.	[illegible]	No

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

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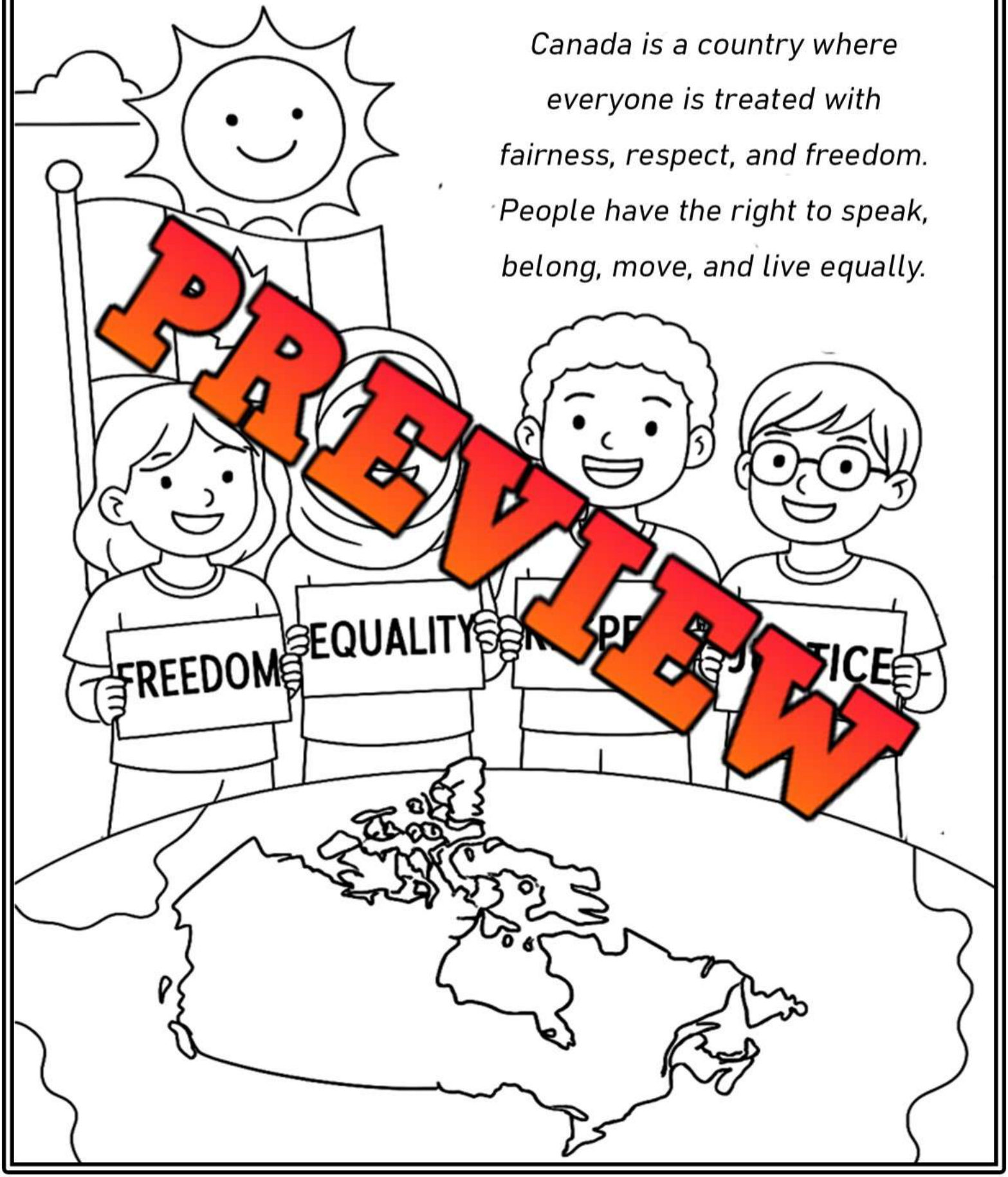
Name: _____ 28

Curriculum Connection
B3.1

Directions Colour the picture to show Canada's rights, freedoms, and fairness.



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Name: _____ 29

Curriculum Connection
B2.2, B3.1

Role-Play: Rights In Action

Objective

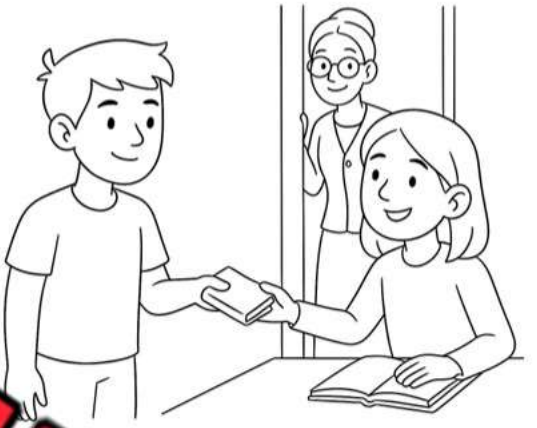
What are we learning about?

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 impa[illegible]people's everyday lives and choices.

Materials

What will we need for our activity?

- Scen[illegible]o card[illegible]rent situations) (provided)
- Props or cos[illegible]ption[illegible]
- Timer or stopwatch



Instructions

How will we complete[illegible]ity?

1) Divide the class into small groups of 3 to 4 st[illegible]s.
2) Provide each group with a scenario card that [illegible]n related to the topic being studied.
3) Give out roles to each student in the group, assigning them a ch[illegible] within the scenario, or let them decide and take roles.
4) If available, distribute props or costumes that may help students emb[illegible] 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.

PREVIEW

Name: _____ 30

Curriculum Connection
B2.2, B3.1

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 R	your character. Don't break role until you're finished.
Tea	Be f lpful. Take turns, and make sure everyone joins in.

Scenario Cards t out t below.

Scenario		Description
1	**Equality and Non-Discrimination**	Jamie, a new stude m a faces teasing from a few classmates because of thei . Sam ma decide to stand up for Jamie, reminding the class that everyo as the be treated equally, regardless of where they come from. invi their group for a class project. The teacher supports this by discus n diversity and the importance of respecting all cultures. Th ss a ers that show how to make others feel welcome. This scena 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.

PREVIEW

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Name: _____ 31

Curriculum Connection
B2.2, B3.1

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 the principal for permission, who helps them understand the importance of organizing responsibly and safely. The principal suggests they 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 project, Mia's personal diary accidentally gets shared with the class. Ben, who finds the diary, decides to return it to Mia without reading it, respecting her privacy. The teacher uses the 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 they discuss 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.

PREVIEW

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Curriculum Connection
B2.2, B3.1

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 ot ass decorates the room and even invites family members. Thi right to participate in cultural life and respect for diversi
7	Right to a Healthy Environment	A group of stude es th ol yard is often littered with trash. They decide to start a eanu ducate their classmates about the importance of keeping t vironm ey make posters, give presentations, and organize a weekl up te acher supports their initiative and talks about the right to a h how everyone can contribute. The school community joins i the ean. The students also suggest new recycling bins for the ha way ses on environmental responsibility and the right to a clean a pace.
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.

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Curriculum Connection
B2.2, B3.1

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.
Action	Did [illegible]	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	Ac[illegible]ke themselves [illegible] the charact[illegible]	[illegible] acted tik[illegible] cha[illegible]	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Help[illegible]ttle [illegible].	[illegible]ed others [illegible]d with the [illegible]	Shared, listened, and helped make the group's work better.

PREVIEW

Teacher Comments

_____

_____

_____

_____

[illegible]rk

Student Comments – What Could You Do Better?

_____

_____

_____

_____

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Curriculum Connection
B2.2, B3.1, B3.3

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 [illegible] Indigenous group. While the Indigenous (First Nations and Inuit) had their land right[illegible]zed, the Métis were not included.

[illegible]mbers of First Nations and Inuit Communities were provided land (re[illegible]**es**) fo[illegible]unt, fish, and maintain their culture on. They didn't need a license to hun[illegible] Méti[illegible]t have these rights.

Since they fe[illegible] wer[illegible]d unfairly, they established the **Métis National Council** for federal issues [illegible]e Métis Nation of Ontario for provincia[illegible]es. These councils were important in secur[illegible] collective rights for the Métis in Canada.

PREVIEW



Constitutional Changes

The Constitution Act we[illegible]ned [illegible]ficially recognized Indigenous peoples as "th[illegible]d Métis peoples of Canada." This finally mea[illegible]t 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 MNO continue to negotiate more rights with the provincial and federal governments.

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Curriculum Connection
B2.2, B3.1, B3.3

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 MNO represent the Métis in federal issues.	True	False
5) The Constitution Act recognized Indigenous peoples as Métis, Inuit, and First N communities.	True	False

Question

questions below using evidence from the text.

1) What was the P ma n? Why were the Métis upset with it?

2) Why did the Métis want to be grouped with the Fi ation Inuit?

PREVIEW

Summarize

Write the important details from the reading passage.

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Curriculum Connection
B3.5

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, community centres, and public transportation are all services that the government provides.

The people who work for the government must make decisions about which services to spend money on and what laws they should have. They make important decisions that affect us all. 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 used to describe a type of government where the citizens have a voice in how the government is run. This comes from the power they have to vote for government officials.

In Canada, we have a democratic government. Any Canadian citizen over 18 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.

PREVIEW

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Curriculum Connection
B3.5

Questions

Use information from the text to support your answer.

1) Why do we need a government?

2) What do[illegible]cracy mean?

PREVIEW

Fill in the Blanks

Fill in th[illegible]s w[illegible]g word.

1) The government makes laws and decides how t[illegible] these laws.

2) Citizens get to vote for the [illegible] best job.

3) The term democracy is used to describe a form of [illegible].

4) In Canada, the government is democratic because the citizens ge[illegible].

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

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Curriculum Connection
B3.5

Representative vs Direct Democracy

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 town hall or a large spa[illegible] vote on major issues.

Dir[illegible]es were used more in the past, as you can p[illegible]y imagin[illegible] would be difficult to get all 38 million Canadian[illegible]ea [illegible]ote.

Direct democ[illegible] were [illegible]d [illegible]in ancient civilizations, like Athens, Greece. An as[illegible] would p[illegible]ther a list of issues that the citizens would [illegible]. On [illegible]a for the meeting was prepared, all of the citizen[illegible] gathe[illegible] main square to cast their votes.

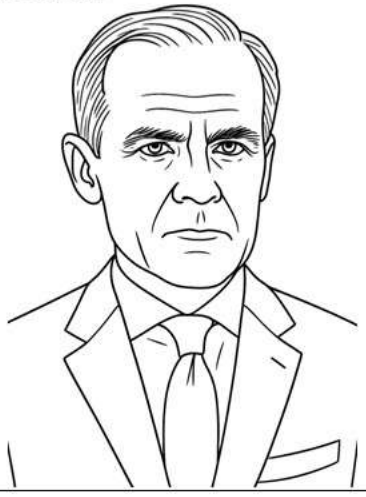


Votes by citizens in Athens were made on rocks

PREVIEW

Representative Democracy

The other type of democracy is a representative democra[illegible] **pr[illegible]tative democracy,** the people elect representatives to run the government[illegible]re efficient form of democracy because we get to choose competent people [illegible]on our behalf.



The candidates we choose must explain what services they will support 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**.

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Curriculum Connection
B3.5

Define What do the terms below mean?

Direct Democracy	
Representative Democra	

True o **her the statement is true or false.**

1) In a direct de all the a region get a vote.	True	False
2) In a representative fficials get a vote.	True	False
3) Direct democracies are ide ge	True	False
4) Athens, Greece, used a direct democr	True	False
5) Canada uses a direct democracy.	True	False

Questions Answer the questions below.

1) Why is it important to be an informed citizen?

2) Which form of democracy do you think is best? Why?

PREVIEW

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Curriculum Connection
B3.5

Exit Cards

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

Name: _____ Mark

How is direct democracy different from representative democracy?

Direct Democracy	
Representative Democracy	

Name: _____ Mark

How is direct democracy different from representative democracy?

Direct Democracy	
Representative Democracy	

Name: _____ Mark

How is direct democracy different from representative democracy?

Direct Democracy	
Representative Democracy	

Name: _____ Mark

How is direct democracy different from representative democracy?

Direct Democracy	
Representative Democracy	

PREVIEW

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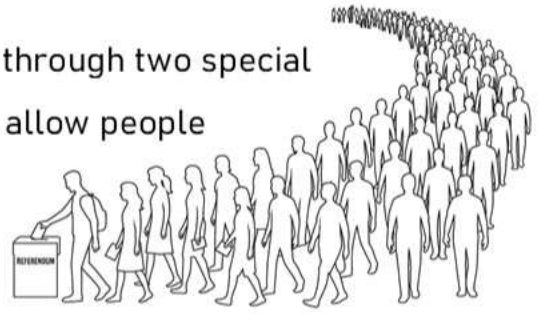
Curriculum Connection
B3.1, B3.5

Referendums And Plebiscites

Understanding Direct Voting in Canada

In Canada, citizens can directly participate in democracy through two special types of votes: **referendums** and **plebiscites**. These votes allow people to decide on specific issues, rather than voting for representatives who will make decisions on their behalf.



What is a Referendum?

A **referendum** is a type of vote where the government asks all eligible citizens to make a decision on a specific, important issue. This can be about changes to the constitution, major laws, or other significant matters that affect the entire country. In a referendum, once the people have voted, the government must follow the decision made by the majority. This means the referendum is **binding**. For example, if a referendum asks whether a country should change its constitution and the majority votes "Yes," the government is required to implement that change.

What is a Plebiscite?

A **plebiscite** is also a vote where the government asks for the public's opinion on an issue. However, unlike a referendum, the outcome of a plebiscite is **not binding**. This means that even after the public votes, the government is not legally required to act on the result. A plebiscite is often used to gauge the public's opinion on an issue before making a decision. For instance, if there is a plebiscite on whether to change the national flag, the government might consider the vote's outcome but isn't obligated to change the flag even if the majority votes for it.

Historical Referendums and Plebiscites in Canada

- **Charlottetown Accord (1992):** 54.3% voted "No" to constitutional changes.
- **Quebec Referendums (1980 & 1995):** Both times, Quebec voted to stay in Canada.
- **BC Plebiscite (2018):** Majority voted to keep the current voting system.

PREVIEW

Name: _____ 52

Curriculum Connection
B3.1, B3.5

Define Explain the meanings of the terms below.

Referendum	
Plebiscite	

Questions Answer the questions below using evidence from the text.

1) What is the difference between a referendum and a plebiscite?

2) What are the reasons a government might hold a plebiscite?

PREVIEW

Research Identify if each historical example is a referendum (R) or a plebiscite (P).

1) In 1992, Canadians voted on constitutional changes called the Charlottetown Accord.	
2) Quebec voters decided whether they wanted to separate from Canada in 1980.	
3) In 2018, British Columbians voted on changing their electoral system.	
4) A 1942 national vote asked Canadians if conscription should be mandatory.	
5) Alberta voted in 2021 on whether to keep the equalization program.	
6) Newfoundland voted in 1948 to join Canada or remain independent.	
7) Prince Edward Island held a 2016 vote on adopting mixed-member proportional representation.	
8) In 1988, Toronto residents voted on banning nuclear weapons in the city.	

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Curriculum Connection
B3.1, B3.5

Activity: Referendum Simulation

Objective

What are we learning about?

Students will understand the process of a referendum and how it allows citizens to directly vote on important issues. They will learn about the significance of referendums in democratic decision-making by simulating a school-based referendum.

Materials

What will we need for the activity?

- Paper ballots (provided)
- Ballot box or designated
- A list of proposed changes to school



Instructions

How will we complete the activity?

1) Explain to the students what a referendum is and how it allows people to vote directly on an important issue.
2) Present a few proposed changes to the school policy and explain each briefly to ensure everyone understands the options.
3) Allow students to ask questions about the proposed changes to clarify understanding.
4) Hand out paper ballots to each student and instruct them to vote for or against one of the proposed changes.
5) Have students place their completed ballots in the ballot box or container.
6) After all votes are collected, count the votes in front of the class and record the results on the whiteboard.
7) Discuss the outcome of the vote and how it reflects the majority opinion.
8) Talk about the importance of referendums in government and how they give citizens a direct voice in decision-making.

PREVIEW

Name: _____ 54

Curriculum Connection
B3.1, B3.5

Planning Page | Answer the question below.

1) What is the proposed change?

2) How do you feel about this change?

3) The possible pros of the change...

4) The possible cons of the change...

5) What will you vote for?

6) Write a short speech to convince others to vote yes or no.

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Curriculum Connection
B3.1, B3.5

Referendum Ballot | Cut the referendum ballots below.

Referendum Ballot

Please select one option by marking an "☑" in the box next to your choice.



☐ Yes, I agree with the proposed change.

☐ No, I do not agree with the proposed change.

Thank you for participating in our election!

Vote!

Referendum Ballot

Please select one option by marking an "☑" in the box next to your choice.



☐ Yes, I agree with the proposed change.

☐ No, I do not agree with the proposed change.

Thank you for participating in our election!

Vote!

PREVIEW

Referendum Ballot

Please select one option by marking an "☑" in the box next to your choice.



☐ Yes, I agree with the proposed change.

☐ No, I do not agree with the proposed change.

Thank you for participating in our election!

Vote!

Referendum Ballot

Please select one option by marking an "☑" in the box next to your choice.



☐ Yes, I agree with the proposed change.

☐ No, I do not agree with the proposed change.

Thank you for participating in our election!

Vote!

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Curriculum Connection
B3.1, B3.5

Self-Assessment | Self-Assessment checklist for referendum simulation.

Instructions: Use this checklist to evaluate your participation in the Referendum Simulation activity. Check each box that applies to your experience. After completing the checklist, write a brief reflection on what you have learned.

1) Engagement in the Activity:

- ☐ I actively participated in the class discussion about the school policy change.
- ☐ I li[illegible]d carefully to my classmates' opinions and ideas.
- ☐ I [illegible]stions when I didn't understand something.
- ☐ [illegible]th[illegible]uctions for the voting process.

2) Decisi[illegible]-Makin

- ☐ I thoug[illegible]se[illegible]y abou[illegible]hool policy change before voting.
- ☐ I considered [illegible]the[illegible]gative aspects of the proposed change.
- ☐ I made my decisio[illegible]ndentl[illegible]being influenced by others.
- ☐ I felt confident in my ch[illegible]and[illegible]easons behind it.

3) Understanding the Referendum:

- ☐ I can explain what a referendum is and h[illegible]orks.
- ☐ I understand why referendums are impor[illegible]n a[illegible]
- ☐ I recognize how voting directly on issues can in[illegible]mmu[illegible]
- ☐ I understand the significance of everyone having a vo[illegible]n d[illegible]

4) Reflection on Outcomes:

- ☐ I understood the outcome of the vote and what it means for our c[illegible]
- ☐ I reflected on how the class discussion influenced my decision.
- ☐ I thought about how referendums can solve real-world problems.
- ☐ I recognized the importance of respecting different opinions in a democracy.

5) What I have learned:

_____

_____

_____

PREVIEW

Name: _____ 57

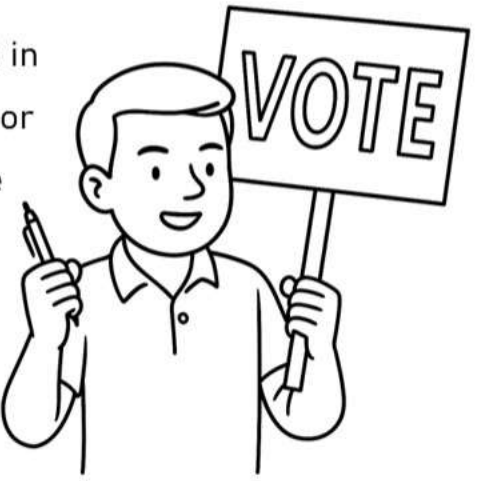
Curriculum Connection
B3.1, B3.5, B3.9

Participation In Democracy

Why Is Participation Important?

Democracy has become the most common type of government in the world in the last 100 years. It replaced systems like dictatorships or oligarchies, where one person or a small group made all the decisions.

Dem is popular because people get to take part in shaping t ities and country. They can help make or chang rules th The more people take part, the more democrati y b mes.



How to Participate

Citizens can take part in d ac by:

- Voting in municipal, prov and ions
- Talking about politics or trying to de oth to vote
- Showing support by signing petitions, wearin tons, g stickers
- Contacting elected representatives by wri tter te ity hall meetings
- Supporting a candidate by donating money, camp g or run r office

Why Should You Participate?

Many people do not get involved. They don't vote or take any action. t others, especially those living in countries with dictators who don't listen to the people. Ask yourself:

- What is the government's job?
- How important are your rights?
- Are you happy with how the government is working?



If your rights matter to you, and you think the government could do better, then you should take part. The government's job is to keep people safe and provide important services.

PREVIEW

Name: _____ 58

Curriculum Connection
B3.1, B3.5, B3.9

Questions

Use information from the text to support your answer.

1) Why is participation important for a democracy to work?

2) How can you participate in democracy? List your top 5 ways.

PREVIEW

Matching

Draw a line from the fundamental element to the description.

Fundamental Element	Description
Democracy	A form of government where one person [illegible]
Dictatorship	A form of government where a small group [illegible]
Oligarchy	A form of government where citizens have [illegible]
Participation	Trying to get elected to office.
Running for office	An example would be signing a petition.

Campaign Sign

What cause do you care about? Draw a campaign sign to support it.

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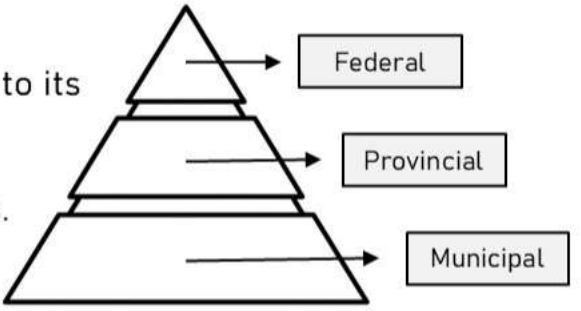
Curriculum Connection
B3.2, B3.4

Levels Of Government

The Government of Canada

Canada has 3 levels of government that give services to its citizens. These levels are: **municipal**, **provincial**, and **federal**. Each level has its own jobs to help Canadians.



Municipal

The muni **nt** runs the cities in Canada. The leader is called the Mayo Mayor w city councillors to hear from the people and make chan May and Councillors are elected by the people. The muni vernm arge of garbage pickup, libraries, rec centres, p sno al, police, and more.



Provincial



The provincial goverr uns ea ince in Canada. The leader is the Premier. The Premier works elect bers of Provincial Parliament (MPPs) to make de s. S services include schools, hospitals, roads, police, ene m, an e.

Federal

The federal government runs the whole country. The leader is the Pri M who works in Ottawa. The Prime Minister listens to all Canadians and passes law that help most people. The Prime Minister is elected and works with cabinet leaders and the Senate. The federal government handles things like immigration, international relations, national defence, labour, the economy, police, and more.



Shared

Some services are shared by all 3 levels of government. For example, police services are shared: Federal – RCMP, Provincial – OPP, and Municipal – local police. Other shared jobs include roads, parks, and tourism.

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Curriculum Connection
B3.2, B3.4

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) Respons for recreational centers (arenas)	
6) Respo ational defence	

PREVIEW

Questio

Answ stions below.

1) Why do you th ave 3 l overnment? What might happen if we just had one that dealt with e hing

2) What are shared responsibilities? Provide some ex

Two Truths and a Lie

Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	The Premier makes decisions for the whole country.
	The Mayor works with councillors to help the city.
	The Prime Minister is elected and works in Ottawa.

	Police services are handled by more than one level.
	The municipal government takes care of national defence.
	Hospitals and schools are provincial responsibilities.

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Curriculum Connection
B3.2

Research

Who is the leader of each level of government?

Did you know?
Canada has 3 levels of government that run our country:

Municipal Provincial Federal



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

Resea
Who is the lead el government? Choose the city and province you live in to research who t s. Find ir email address in case you ever need to contact them.

	Leader	Email Address
Municipal		
Provincial		
Federal		

PREVIEW

Questions

Answer the questions below.

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

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

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Curriculum Connection
B3.2, B3.4

Responsibilities Write the responsibilities under the correct level of government.

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.



For example, there are 3 levels of police force:

Federal: RC **Provincial**: OPP **Municipal**: City Police

[illegible]	[illegible]itals	Education	Garbage	Military
International Trade	[illegible]de	Water and Sewage	International Travel	Parks
Libraries	Ag[illegible]ltur[illegible] F[illegible]	[illegible]ries	Roads	Natural Resources
Citizenship	Hospitals		Environment	Tourism

Municipal	Provincial	[illegible]edera[illegible]	Shared

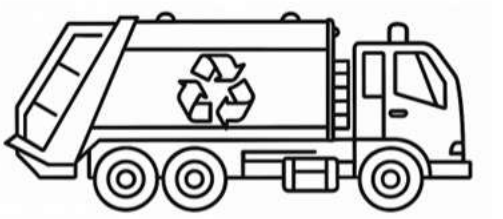
PREVIEW

Name: _____ 67

Curriculum Connection
B3.2

Directions Write M for Municipal, P for Provincial, and F for Federal

When you have an issue with a government service, you can call the government and ask for help. So, which level of government would you call?



	Scenario	M, P, F
1)	You[illegible]age isn't being picked up.	
2)	Y[illegible] with the Ontario school curriculum.	
3)	[illegible]have a [illegible]for the military.	
4)	You wa[illegible] in an [illegible]ncy room at a hospital.	
5)	The park down[illegible]	
6)	The major highway sp[illegible]is [illegible]	
7)	You think we should become mil[illegible]tners[illegible]ussia.	
8)	Your basement is flooding due to a sewa[illegible]age i[illegible]	
9)	The library needs to update its computers.	
10)	The road you live on is not being plowed enough.	

PREVIEW

Your Turn What are some other reasons that you would call each level[illegible]ernment?

Level	Scenario
Municipal	_____ _____
Provincial	_____ _____
Federal	_____ _____

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Name: _____ 68

Curriculum Connection
B3.2

Government Job Application	Choose one of these jobs: Mayor, Premier, or Prime Minister. Fill out this job application to tell us why you are the best person for the job!

1) Which job are you applying for?	☐ Mayor	☐ Premier	☐ Prime Minister

2) What city, province, or country would you like to lead?	

3) Why do you want this job? (Write at least 2 sentences)

4. What makes y[illegible] leade[illegible] 2–3 qualities. Example: "I listen to people...")

5. What are 3 services you want to improve or fo[illegible]? Exa[illegible]ools, parks, roads, hospitals, immigration, garbage pickup, libraries

PREVIEW

6. Write one new rule or law you would make.

7. Draw a picture of yourself doing the job you picked.

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Curriculum Connection
B3.2

Exit Cards

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

Name: _____ Mark

Which level of government is responsible for each service below?
(**M** = Municipal, **P** = Provincial, **F** = Federal)

1) Garbage collection	M	P	F
2) Immigration rules	M	P	F
3) Water services	M	P	F
4) Border security	M	P	F
5) School & education	M	P	F
6) Citizenship process	M	P	F
7) Hospital funding	M	P	F
8) Snow removal	M	P	F

Name: _____ Mark

Which level of government is responsible for each service below?
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2) Immigration rules	M	P	F
3) Water services	M	P	F
4) Border security	M	P	F
5) School & education	M	P	F
6) Citizenship process	M	P	F
7) Hospital funding	M	P	F
8) Snow removal	M	P	F

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5) School & education	M	P	F
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7) Hospital funding	M	P	F
8) Snow removal	M	P	F

Name: _____ Mark

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3) Water services	M	P	F
4) Border security	M	P	F
5) School & education	M	P	F
6) Citizenship process	M	P	F
7) Hospital funding	M	P	F
8) Snow removal	M	P	F

PREVIEW

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Name: _____ 70

Curriculum Connection
B3.2

Municipal Government

Why We Need a Municipal Government



We need a **municipal government** to take care of services and laws in towns and cities. If only one government served all of Canada, it would be hard to manage all the smaller cities and towns.

Municipal [illegible]ments – Taxes

Imagine [illegible] metre of snow and nobody plowing the roads. People would be upset [illegible] et to work. We need services in our cities! But services need money. Municipal [illegible] ct money in different ways:

- Property
- User fees
- Tickets like parking [illegible] g ti[illegible]
  from municipal police
- Money from other levels of gov[illegible]ent



Most of the money goes to roads, parks, [illegible] recreation, community services, administration, and [illegible] aste m[illegible]ment.

Municipal Governments – Laws

The municipal government makes rules called **bylaws** that tell peop[illegible] and can't do. For example, a parking sign is a bylaw showing where and how l[illegible]ou can park. Each city has different bylaws. One city's rules don't apply to other cities. In Oshawa, a bylaw says you can't climb a tree. In Kanata, you can't have a purple garage door. People in these cities must follow their bylaws or pay a fine.

Bylaws are created or changed during a city council meeting. Elected councillors vote on the bylaw. The person who proposed it gives a presentation to convince councillors to support it.

Councillors ask questions and share thoughts before voting. If most councillors vote yes, the bylaw will pass.

BYLAW ENFORCEMENT
DELTA

PREVIEW

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Curriculum Connection
B3.2

True or False

Circle whether the statement is true or false.

1) The municipal government is responsible for plowing 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

Questions

Answer the questions below.

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

2) How does the government collect money? What do they spend it on?

PREVIEW

Making Connections

What does this remind you of in your life?

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Curriculum Connection
B1.1, B2.4, B3.2, B3.5

Activity: Letter To The Municipal Government

Objective

What are we learning about?

Students will learn about the importance of civic engagement by identifying and addressing a social issue in their community through writing a persuasive letter to their municipal government.

PREVIEW

Materials

What will we need for the activity?

- Sample letter (provided)
- Example Letter (provided)
- Internet access (optional for research)



Instructions

How will we complete the activity?

1) Discuss with the students the role of local government and how citizens can influence decisions by communicating with their municipal leaders.
2) Explain that each student will choose a social issue in their city or community that they feel needs attention.
3) Provide the students with examples of social issues (e.g., homelessness, unemployment, bullying, discrimination, substance abuse).
4) Instruct the students to draft a letter to their mayor or reeve, explaining the social issue they have chosen and why it is important to them.
5) Guide the students to include at least three reasons why the issue should be addressed and suggest possible solutions.
6) Encourage students to use persuasive writing techniques, such as exaggeration, facts, or emotional appeal.
7) Once the letters are completed, have students review and edit their work before writing or typing a final version.
8) (Optional) Allow students to share their letters with the class or mail them to the municipal government.

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Curriculum Connection
B1.1, B2.4, B3.2, B3.5

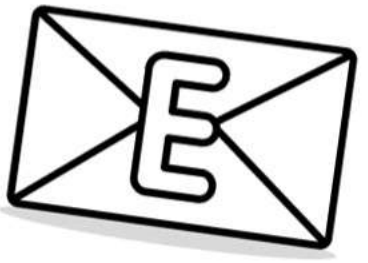
Plan of Action	Letter to the municipal government.

Details: Living in a country that uses a democratic government means we get a voice. Think of a social issue in your city or town that is bothering you and write a letter to the mayor or reeve.

Social Issue Examples:

Homeless[illegible] unemployment, bullying, discrimination, substance abuse

- ❑ Dea[illegible] _____ (leaders name)
- ❑ [illegible] Sincerely [illegible] _____ (your name)
- ❑ Explanatio[illegible] (wh[illegible] important to you)
- ❑ At least 3 re[illegible]y the [illegible] fixed
- ❑ Topic and conclus[illegible]
- ❑ Persuasive writing tech[illegible]ag[illegible]ts, etc.)



Example Letter: Homelessness in my [illegible]

Dear Mayor Wilson,

The city has too many homeless people. The [illegible]essness [illegible]pening because there are not enough jobs in our city. Many of [illegible]ome[illegible]ing with mental health issues. We need affordable housing for the [illegible] houses cost way too much! We also need to create jobs for the hom[illegible]s. If the homeless get jobs, they will be able to afford to pay for a place to live. Lastly, many of the homeless are abusing substances. This means they will need medical help to stop taking drugs. If we can do these three things, we can help the homeless and get them off the street.

Sincerely,

Eric Wilson

PREVIEW

Name: _____ 76

Curriculum Connection
B1.1, B2.4, B3.2, B3.5

Criteria Use the criteria below to complete the activity.

Criteria	Description
Clear Message	Say what the problem is and why it matters to you.
Persuasive Ideas	Use strong reasons to help the mayor understand your point.
Solutions	Suggest good ways the government can help solve the problem.
Respectful Tone	Be polite and respectful, even when asking for change.
Letter Fo	Use proper letter form: greeting, body, and closing.

Refer …pal government responsibilities

C…ts …bage	Clears snow
Fixe… …ds	Maintains parks
Runs libra…	Runs community centres
Provides local police	Runs fire department
Fixes streetlights	…ds sidewalks
Enforces parking rules	…transit
Plans new buildings	…ins pla… …ds
Issues dog licences	Ha… …ois…
Runs public washrooms	Cleans …
Repairs traffic lights	Protects stray a… …ts

PREVIEW

Brainstorming What is bothering our community?

1)	
2)	
3)	
4)	
5)	

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Curriculum Connection
B1.1, B2.4, B3.2, B3.5

Letter Write your letter to the municipal government here.



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Curriculum Connection
B1.1, B2.4, B3.2, B3.5

Peer Feedback After exchanging letters with your partner, answer the following questions with "Yes" or "No" based on your review of their letter.

1) Your Name:		
2) Partner's Name:		
3) Clarity: Was the issue in the letter clearly explained?	Yes	No
4) Introduction: Does the letter start with a clear and engaging introduction?	Yes	No
5) Persuas[illegible]s: Are the reasons provided in the letter convincing?	Yes	No
6) Evider[illegible] [illegible]iter include specific examples or evidence to support their	Yes	No
7) Stru[illegible]e: Is th[illegible]-organized with a logical flow from one point to the next?	Yes	No
8) Conclusion: Do[illegible]etter [illegible]trong and clear conclusion?	Yes	No
9) Grammar and Spelling: [illegible]er fr[illegible] major grammar and spelling errors?	Yes	No
10) Tone: Does the tone of the le[illegible] fee[illegible]he intended audience (e.g., respectful, formal)?	Yes	No
11) Solutions: Are the solutions proposed in the l[illegible]ealist[illegible]ractical?	Yes	No
12) Overall Impact: Does the letter make a strong [illegible]all[illegible]	Yes	No

13) Strengths: What are the strongest aspects of this le[illegible]

14) Areas for Improvement: What areas could be improved in this letter?

15) Overall Impression:	Excellent	Good	Satisfactory	Poor

PREVIEW

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Name: _____ 80

Curriculum Connection
B1.1, B2.4, B3.2, B3.5

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Clear Message	No problem explained.	Problem is mentioned but not explained.	Problem is clear.	Problem is clear and important to the writer.
Persuasive Ideas	No reasons given.	One weak reason is given.	Two strong reasons are given.	Three or more strong, clear reasons are given.
Solution	No i…t.	One simple idea that might not work.	One or two good ideas.	Two or more smart and helpful ideas are given.
Respectful Tone	Rude or i… language us…	one is …ut …t ve…	Mostly polite and respectful.	Very respectful and thoughtful tone used.
Letter Format	No greeting or closing.	Only …g or clo…g is included.	…greeting, bo…d cl…	Format is perfect and neat throughout.

PREVIEW

Teacher Comments

_____

_____

_____

_____

…rk

Student Comments – What Could You Do Better?

_____

_____

_____

_____

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Curriculum Connection
B3.2

Provincial Government

Why We Need a Provincial Government

Just like the local or municipal government, the provincial government offers services to everyone in Ontario. Voters take part in elections to choose representatives who decide on laws and services for the people.



To provide these services, the provincial government collects ta[illegible]lthcare is the most costly service, with educatio[illegible]highest.

Healthca[illegible]

The provincial g[illegible]n[illegible]t uses [illegible]its tax money to provide free healthcare. It builds [illegible]uns[illegible]ires doctors and nurses. It also spends 1% of the budget o[illegible]hi[illegible]Onta[illegible]to live healthy lives.



You might have seen ads a[illegible]t an[illegible]g healthy, or exercising. These public service messages aim to l[illegible]ospital[illegible]y keeping people healthier.

Education

Ontario's provincial government runs all school prog[illegible]provin[illegible] It employs teachers, educational assistants, principals, an[illegible]ans[illegible]

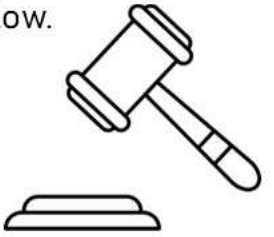


The province writes the curriculum for each grade and buys sc[illegible] supplies like paper, pencils, pens, and textbooks to help students succeed.

The Ontario Department of Education oversees the system. It gives money to school boards, supports students with special needs, and certifies new teachers.

Law Making

Elected members in the provincial government are called MPPs, or Members of the Provincial Parliament. They make laws that all people in Ontario must follow.



In 2022, they passed the "Working for Workers Act." This law says companies must let workers disconnect from their jobs after work hours—no more checking emails or texts once the workday ends.

PREVIEW

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Name: _____ 82

Curriculum Connection
B3.2

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 [illegible]sed?

PREVIEW

Matching

Draw a line from [illegible]tion.

Bill ○	○ Mon[illegible] have to give to the g[illegible]s.
Taxes ○	○ Me[illegible]iament – create and cha[illegible]
Department of Education ○	○ A bill that has [illegible]
Act ○	○ The section of the gover[illegible] takes care of education.
MPP ○	○ A proposal or a motion for a new law.

Questioning

Write two questions you have about the reading.

1)	
2)	

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Name: _____ 84

Curriculum Connection
B3.2

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, ensuring the safety and security of Canadians. It manages the country's economy by collecting taxes and spending money on essential services, like healthcare and education.

PREVIEW

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 economy 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.

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Curriculum Connection
B3.2

True or False

Is the statement 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 govt protects us against threats from other countries.	True	False
5) The federal government has no control over Canada's economy.	True	False

Questions

ver the questions below using evidence from the text.

1) Why e need overnment?

2) What are some of the respons ies vernment?

PREVIEW

Agree or Disagree

Read each statement below and decide if you agree disagree.

1) All provinces should make their own laws instead of federal laws.	Agree	Disagree
2) Canada should work more with other countries to stay safe.	Agree	Disagree
3) The government should collect fewer taxes from Canadians.	Agree	Disagree
4) Canada should spend more money on its military.	Agree	Disagree
5) Canada should have the same laws in every province and territory.	Agree	Disagree
6) The federal government should give more money to healthcare.	Agree	Disagree

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Name: _____ 88

Curriculum Connection
B1.1, B2.3, B2.4, B3.4

Chart: Federal & Provincial Government Roles

Objective | What are we learning about?

Students will learn the different responsibilities of the federal and provincial governments by sorting them into categories and discussing their reasoning.

Materials | What will we need for the activity?

- L[illegible] ha[illegible]e per group)
- Cards with va[illegible]nm[illegible]t responsibilities written on [illegible] ([illegible]ded)
- Markers, tape, an[illegible]
- Planning pages (provided)



Instructions | How will we complete [illegible] activity?

1. Divide the students into groups of 3 to 4.
2. Provide the reference card sheet that lists many gov[illegible] resp[illegible]bilitie[illegible] Students will use this sheet to help guide their sorting.
3. Students will work together to sort the responsibilities into the c[illegible]re[illegible]ns: Federal, Provincial, and Shared.
4. Once sorting is complete, each group will prepare a neat and creative visual list on a large chart paper. They can write or draw the sorted responsibilities in columns.
5. Groups may decorate their charts with borders, colour, symbols, or illustrations that show the meaning of the responsibilities.
6. Each group will explain why they placed each responsibility where they did during a short class presentation.
7. All charts will be displayed around the classroom, and one neat and accurate chart will be chosen to stay up for the rest of the unit.

PREVIEW

Name: _____ 89

Curriculum Connection
B1.1, B2.3, B2.4, B3.4

Criteria Use the criteria below to complete the activity.

Criteria	Description
Sorting Accuracy	You placed each responsibility under the correct level of government.
Chart Design	Your chart is neat, colourful, and easy to understand.
Clear Headings	Your chart has clear labels: Federal, Provincial, and Shared.
Teamwork	Everyone in your group helped and shared the work.
Present	You explained why you placed each responsibility where you did.

Cards Federal, Provincial Government Responsibilities Cards

Immigrat	incial Parks	National Defence
National Parks	Tou l	Telecommunications
International Relations	n Care	Taxes
Postal Service	The Environm	hways
Radio & Television Broadcasting	Criminal Law	Fis s
Foreign Policy	Mortgages	ns
Administration Of Justice	Marriage & Divorce	Municipalities
Patents And Copyrights	Indigenous Peoples & Reserves	Citizenship
Railways	Natural Resources	Agriculture
Education	Penitentiaries	Pipelines

PREVIEW

Name: _____ 90

Curriculum Connection
B1.1, B2.3, B2.4, B3.4

Planning | Answer the questions below.

1) Research and write down each responsibility under the correct column. Make sure to double-check your sorting to ensure all roles are correctly placed.

Federal	Provincial	Shared

PREVIEW

2) Write down your plan for preparing the chart. Include how you will [illegible] responsibilities and make the chart visually appealing.

3) Write down the points your group will discuss when presenting your chart.

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Name: _____ Date: _____

Unit Test – 1: The Role Of Government And Responsible Citizenship

Mark	Total
/	/

1. Being a Canadian citizen means you can...

a) Become the prime minister

b) Vote in elections

c) Work in Canada legally

d) All of th ve

2. Police are a _____ responsibility

a) Federal

b) Provincial

c) Municipal

d) Shared

3. Which i ght Canadians have?

a) To

b) To practice

c) To work in other ies

d) To be protected by the

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

pickup is a _____ responsibility

a) Fed

b) cial

c)

d) Share

7. Schools are a _____ responsibility

a) Federal

b) Provincial

c) Municipal

d) Shared

8. The military

a) Federal

b) Provincial

c) Municipal

d) Shared

9. 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

10. What is one way people can take part in democracy?

a) Writing letters to elected leaders

b) Voting in elections

c) Signing a petition

d) All of the above

PREVIEW

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Define What do the terms below mean?

Mark /

Term	Definition – What does it mean?
Collective Rights	
Magna Carta	
Democracy	

Short Answer Answer the [illegible]

Mark /

1) What was the Royal Proclamation? W[illegible] it ups[illegible]?

2) What is the main difference between a referendum and a plebiscite?

3) List three of Canada's Fundamental Elements that shape our country.

PREVIEW

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Long Answer | Answer the questions below.

Mark /

1) What are the 3 levels of government? What are some responsibilities each level has? How do the levels of government share some responsibilities?

2) List and explain at least five rights and freedoms found in the Canadian Charter of Rights and Freedoms.

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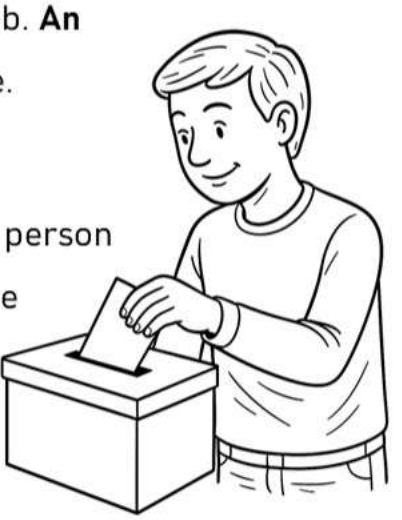
Curriculum Connection
B3.5, B3.9

Election Process

Elected Jobs vs Appointed Jobs

Canada's government is made up of citizens who are either elected or appointed to their jobs. **An elected official** is someone who needs votes to get the job. **An appointed official** is chosen because of their skills and experience.



Appointed

The Gove **r** represents the King/Queen in Canada. This person is ap d by the en and the Prime Minister. The Senate has 105 member n l These members are appointed by the r Gen he Prime Minister.

Elected Jobs

Most people in Canada's gover are s is done because they speak for the citizens of Canada.

Canada uses the "**First Past the Post**" system mea ndidate only needs more votes than the second-place candidate to hey d he r 50% of the votes—just one more than second place! Elections tak and start voting day.

- An election happens when the term of a worker is endi e e ve for 4 years. Then, another election is called.
- A list of voters is made.
- Any citizen over 18 can run in an election. They must have support from their community or party. Then, they are called a candidate.
- Candidates campaign to win votes. They might knock on doors or be in debates on TV, depending on which level of government they want to join.
- On voting day, people go to polling stations and vote for the person they want to win. Voters need to learn about the candidates so they can make a smart choice.
- The votes are counted, and the person with the most wins. That person is now elected by Canadians to make decisions for the people.

PREVIEW

Name: _____ 97

Curriculum Connection
B3.5, B3.9

Questions

Use information from the text to support your answer.

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

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

PREVIEW

True or False

Circle whether the statement is true or false.

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

Ordering

Number the steps of the election process from 1 to 5.

	People go to vote for their favourite candidate.
	The election is called because a government term is ending.
	Candidates start their campaign and tell voters their plans.
	People over 18 can sign up to run in the election.
	The candidate with the most votes is chosen to lead.



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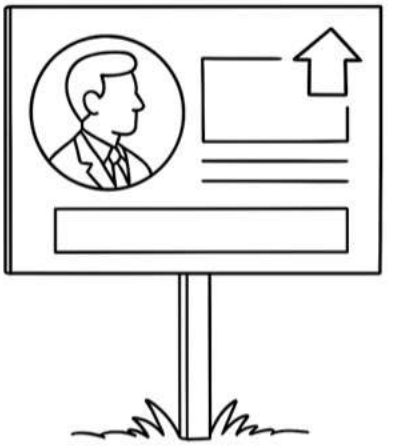
Name: _____ 100

Curriculum Connection
B3.5, B3.9

Provincial Election Process



When a provincial election is called, campaign signs begin to pop up everywhere! Candidates need to market themselves to spread the word that they want our vote! On these signs are the name of the candidate and the political party they b[illegible]ng to. A **political party** is an organization made up o[illegible]y-minded people who agree on gover[illegible]es



Ontario is made up of 124 voting districts. That means w[illegible]24 regions that need one Member of Provincial [illegible]P) to represent each district. We call these [illegible]ts **c[illegible]s.** You can only vote for one of the ca[illegible]idate[illegible]ncy to represent you in the Legislati[illegible]sembly[illegible]

In the 2018 provincial election, the Conse[illegible] Part[illegible]f of the total 124 seats. The New Democratic Party won 40 seats and the [illegible]t Party w[illegible]ats. This meant that the Conservative Party had 76 of its members w[illegible]n t[illegible] Assembly, the New Democratic Party had 40, and the Liberal Party h[illegible] Conservative party had just over 40% of the seats in the Legislative Assen[illegible]his means they didn't have a majority, so they would need help from the other parties to pass laws.

PREVIEW

True or False Circle whether the statement is true or false.

1) You can vote for more than one candidate each election.	True	False
2) Each political party must win over half to pass laws.	True	False
3) Every candidate must belong to a political party to run.	True	False
4) Ontario has 124 Members of Provincial Parliament in total.	True	False
5) One MPP is chosen for every voting district in Ontario.	True	False

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Name: _____ 101

Curriculum Connection
B3.5, B3.9

Questions Use information from the text to support your answer.

1) What is a majority government? Why is it easier to pass bills in a majority government?

_____

_____

_____

_____

2) Why do [illegible]k only one MPP represents each area?

_____

_____

_____

_____

Matching Draw a line fro[illegible]ern[illegible]ption.

Election ○	○ A [illegible]p of [illegible]ple with shared ideas [illegible] how [illegible]ernment should work.
Candidate ○	○ [illegible]rso[illegible] [illegible]resent one voti[illegible] in the [illegible]ce.
Political Party ○	○ A proces[illegible] pe[illegible] [illegible]hoose a person for gover[illegible]
Constituency ○	○ A region or area t[illegible] el[illegible] representative to the g[illegible]ment.
Legislative Assembly ○	○ A region where people vote for one local candidate in an election.
Campaign ○	○ When a political party has more than 50% of the total seats.
Voting District ○	○ A person who wants to be elected and is running in the election.
MPP (Member Of Provincial Parliament) ○	○ The work a candidate does to get people to vote for them.
Majority ○	○ The place where elected members meet to make or change provincial laws.

PREVIEW

Name: _____ 112

Curriculum Connection
B3.5, B3.9

Political Parties

What are Political Parties?

Political parties are groups of people who share ideas about how the country should run. In federal elections, Canadians vote for a candidate in their district to represent them in the House of Commons. Each candidate belongs to a party. The party that gets the most candidates (MPs) elected wins! The leader of that party becomes the Prime Minister.

There are three main political parties in Canada: the **Conservative Party**, the **Liberal Party**, and the **New Democratic Party**. Each one has different beliefs and ideas.

Conservative Party

The Conservative Party started in 2003. Their beliefs include low taxes, a strong military, less government control, law and order, and more traditional views on human rights. **Pierre Poilievre**, the Conservative leader, is known for focusing on the economy and affordability of living.

Liberal Party

The Liberal Party is Canada's oldest political party and has governed most in the past 100 years. It's also been the most successful. Their ideas include making big changes to the country, spending more to grow the economy, and supporting equal rights for everyone. **Mark Carney**, Prime Minister since 2025, is the leader of the Liberal Party. They support refugees, high immigration, and fairness for everyone, including the LGBTQ+ community.

New Democratic Party (NDP)

The NDP has never won a federal election, so they've never had a Prime Minister. In 2011, their leader Jack Layton finished in second place, beating the Liberals. The NDP believes the economy should be run by the people (a free market), but with strong rules and taxes. They focus on taxing the rich, protecting the environment, and offering affordable services to the lower and middle class.

PREVIEW

Name: _____ 113

Curriculum Connection
B3.5, B3.9

Questions

Use information from the text to support your answer.

1) How are the Conservative and Liberal Parties different?

2) Which p[illegible]arty would you vote for? Use evidence from the text.

PREVIEW

Multiple Choice

Circle the [illegible]t an[illegible]

1) Members of a political party share co[illegible]on_____	Ideas	Morals
2) In the federal election, the leader of the winn[illegible]itical party becomes_____.	[illegible]ior	Prime Minister
3) The Conservative Party started in_____.	200[illegible]	2003
4) Jack Layton was which party's leader?	Lib[illegible]	[illegible]P
5) Which party is the oldest?	L[illegible]	NDP

Identify

Who supports each of the following? Write 'C' for Conservative, 'L' for Liberal, and 'N' for New Democratic Party (NDP)

1) Supports low taxes and less government control...	
2) Supports refugees and high immigration...	
3) Cares most about helping the middle and working class...	
4) Wants Canada to have more traditional values...	
5) Believes the economy should be run by the people...	

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Curriculum Connection
B3.5, B3.9

Questions

Answer the questions below using evidence from the text.

Political Parties are groups of people (organizations) who all share common ideas about how the government/country should operate. Canadian citizens vote for the candidate in their district to represent them in the House of Commons. Each candidate belongs to a political party.

The political party that gets the most candidates (MPs) into the House of Commons wins! The l[illegible]f that party becomes the Prime Minister!

PREVIEW

1) Wh[illegible]rocess?

2) Where are most of the ridi[illegible]ort[illegible]

3. The reason Vancouver has more distri[illegible] the Northwest Territories is because of [illegible]cy called "Representation by Population". Try to explain what you think that means.



Logos/Slogans

Draw a line from the party logo to the name and slogan.

Liberal Party	"Ready for Change."
Conservative Party	"Real Change (Now)."
New Democratic Party	"Proven leadership for a strong Canada."

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Curriculum Connection
B3.5, B3.9

Questions Answer the questions below using evidence from the text.

Political Party Platforms: A platform is the set of plans the party intends to introduce if elected. Read each platform for a provincial election and answer the questions below! Notice that the provincial platforms only discuss provincial services.

Conservative Party	Liberal Party	New Democratic Party (NDP)
- Invest 10[illegible]llion into dental care - Remove [illegible] for st[illegible] - Cove[illegible]t of chi[illegible] for low-income f[illegible] - Keep minimu[illegible] $14 - Lower taxes for big businesses - Keep cigarette costs the same - Reduce cost of gas by 10 cents a litre	- Invest 800+ million into health care - Invest 625 million into education - Free full day childcare - In[illegible]ease minimum wage to [illegible] - [illegible] same taxes [illegible] - [illegible]ase [illegible] - [illegible]es [illegible]on - Ke[illegible]p gas [illegible]	- Invest 1.9 billion into health care - Invest 16 billion into schools - Free childcare for low-income families - Increase minimum wage to $15 - Increase taxes on big businesses - Keep cigarette costs the same - Keep gas costs the same

1) Why is it important for political parties to have a [illegible]

_____

_____

_____

2) Surprise! You're now 18 and can vote. Which party are you voting for? Provide at least 3 reasons why.

_____

_____

_____

_____

_____

_____

PREVIEW

Name: _____ 116

Curriculum Connection
B3.5, B3.9

The Path To Political Influence: Mark Carney

Joining Political Parties: Mark Carney's Path to Influence

Mark Carney is Canada's 24th Prime Minister. He is a great example of how someone can enter politics later in life and still make a big difference. He didn't start in government. First, he worked in banks, helping to manage Canada's and the world's money. Mark was Governor o[illegible] **Bank of Canada** and then Governor of the **Bank of England**.



Mar[illegible]n in the Northwest Territories and grew up in Edmo[illegible]. [illegible]died at Harvard and Oxford and worked for ma[illegible]ars as [illegible]ist. He was known for making smart financial decis[illegible].

In early 2025, [illegible] deci[illegible] to use his skills to help people in a new w[illegible] been[illegible] what was happening in Canada — rising p[illegible] cli[illegible], and people losing trust in the government. He wanted to take action. [illegible]ned th[illegible]**al Party** because he agreed with their values, like helping the middle class and [illegible]ectin[illegible]vironment.

At first, some people weren't sure if he wa[illegible]dy fo[illegible]. But Mark spoke with Canadians across the country. He held town halls, liste[illegible] families [illegible]dents, and shared his ideas with party members. People saw that he wa[illegible]ious[illegible] of smart ideas. Soon, the Liberal Party chose him as their new leader.

Even though Mark had never been a Member of Parliament before, [illegible]s elected Prime Minister in March 2025. This shows that political parties sometimes choose leaders who have real-world experience.

As Prime Minister, Mark ended the carbon tax but kept the rebates for families. He also worked to protect Canada's economy during global changes and invited world leaders to visit Canada. His leadership is based on facts, teamwork, and making fair decisions.

Mark's story shows that joining a political party gives people a chance to help shape the laws and decisions in Canada. Like Mark Carney, anyone who works hard and cares about their country can have a big impact by getting involved in politics.

PREVIEW

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Curriculum Connection
B3.5, B3.9

Questions

Answer the questions below using evidence from the text.

1) Why do you think people were unsure about Mark Carney at first?

2) How did Mark Carney show that he was ready to lead?

3) How does b[illegible] poli[illegible]rty help you make changes?

PREVIEW

Multiple Choice

Circle the correct answer.

1) What political party did Mark Carney join?	[illegible]l	[illegible]onservative
2) What job did Mark have before joining politics?	[illegible]	[illegible]er
3) Where was Mark born?	NWT	[illegible]ta
4) What kind of tax did Mark change?	Sales	Carbon
5) What year did Mark become Prime Minister?	2025	2023

Summarize

Write two main points that you've learned from the reading.

1) _____

2) _____

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Curriculum Connection
B3.5, B3.9

Exit Cards

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

Name: _____ | Mark

Is the statement true(T) or false(F)?

1) Mark Carney started his political career as a Member of Parliament.	T / F
2) He became Prime Minister without joining any political party.	T / F
3) He kept the carbon tax and removed family rebates.	T / F
4) Mark's ideas included helping the middle class and environment.	T / F

Name: _____ | Mark

Is the statement true(T) or false(F)?

1) Mark Carney started his political career as a Member of Parliament.	T / F
2) He became Prime Minister without joining any political party.	T / F
3) He kept the carbon tax and removed family rebates.	T / F
4) Mark's ideas included helping the middle class and environment.	T / F

Name: _____ | Mark

Is the statement true(T) or false(F)?

1) Mark Carney started his political career as a Member of Parliament.	T / F
2) He became Prime Minister without joining any political party.	T / F
3) He kept the carbon tax and removed family rebates.	T / F
4) Mark's ideas included helping the middle class and environment.	T / F

Name: _____ | Mark

Is the statement true(T) or false(F)?

1) Mark Carney started his political career as a Member of Parliament.	T / F
2) He became Prime Minister without joining any political party.	T / F
3) He kept the carbon tax and removed family rebates.	T / F
4) Mark's ideas included helping the middle class and environment.	T / F

PREVIEW

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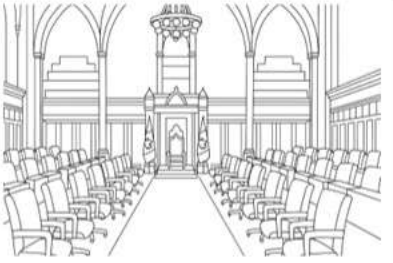
Curriculum Connection
B3.2

Positions In The Canadian Government

Overview

The government of Canada has 3 levels. Each level hires Canadian citizens to work in jobs that help make decisions for our country.



Municipal

At the mun[illegible]l level, the mayor leads local government. Citizens elect the mayor using a **first-past-[illegible]system**. The mayor and **councillors** make decisions for the city.

Provi[illegible]

The provincial go[illegible]olds elections to choose which party will run the province. The leader of the wi[illegible]y bec[illegible]premier, who leads the provincial government.

Provinces are to[illegible]ar[illegible]st [illegible]er, so they are divided into **ridings**. Each riding has candidates runni[illegible]at i[illegible]cial parliament. The winner becomes a **Member of Provincial Parliamen[illegible](MP[illegible]** ha[illegible] ridings, so there are 124 MPPs.

Federal

The federal government has more positions bec[illegible] ma[illegible]t[illegible]le country. The leader is the prime minister. In a federal election, citiz[illegible]e or a pa[illegible]andidate. The leader of the winning party becomes the Prime Minister.

Since Canada is so large, it is divided into 338 **districts**. Each d[illegible] person by voting. That person becomes a Member of Parliament (MP). MP[illegible]k in the **House of Commons** to help make laws. **Senators** are not elected. The Prime Minister appoints them to help review laws and decide if they should pass.

The Governor General is appointed by **King Charles**, with advice from the Prime Minister. The Governor General represents the King in Canada and does not make decisions. Most of their jobs are symbolic. These include:



- Signing bills into law
- Choosing Senate members and Supreme Court judges
- Inaugurating (welcoming) the Prime Minister

PREVIEW

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Curriculum Connection
B3.2

Questions

Use information from the text to support your answer.

1) Senators hold appointed positions. Do you think it's fair that they are given their job versus needing to be elected? Explain.

2) Why ar[illegible]ny districts and ridings across the country?

PREVIEW

True or False

Circle whether the st[illegible]s tru[illegible]lse.

1) The mayor is the leader of the federal govern[illegible]	True	False
2) The federal government has 338 districts.	True	False
3) City councillors are appointed positions.	True	False
4) MPP's work for the provincial government.	[illegible]	False
5) The leader of the winning political party becomes the prime mini[illegible]	[illegible]	False

Fill in the Blanks

Fill in the blanks with the missing word.

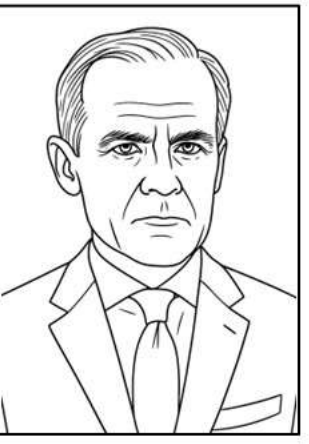
1) The leader of a province is called the _____.

2) The _____ is the leader of the federal government.

3) Each province is divided into areas called _____.

4) In Canada, the _____ is chosen by the King.

5) _____ are chosen to review laws but are not elected.



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Curriculum Connection
B3.2

Instruction Match each job title to its correct role by writing the matching letter beside it.

There are many important positions within our government structure. The people filling these positions are either **elected** or **appointed**. There are 3 levels of government with positions at each level. This activity will focus on the Federal (country) and Provincial (province) positions.

Directions: Read the roles for each position in our governmen[illegible]rite the letter from the r[illegible]de the correct p[illegible].



Elected
Voted in by citizens

Appointed
Chosen by the Prime Minister or King/ Governor General

Answe[illegible]	P[illegible]s	Role – What they do
	[illegible]ister	[illegible]) Represents the King here in Canada
	Me[illegible]r of Parliamen[illegible]	[illegible]aintain order in the House of Commons and mak[illegible] everyone is respecting the rules and trac[illegible]
	Senators	c) [illegible]tatives of a riding that represent th[illegible] in the [illegible]tive assembly
	Speaker	d) Leader of t[illegible]arty i[illegible]r and head of the governme[illegible]
	Governor General	e) Chosen by t[illegible]rk in [illegible]ate to pass bills (laws)
	Member of Provincial Parliament	f) Prime Minister choose[illegible]hem[illegible]ke important decisions for the co[illegible]
	Cabinet Members	g) Leader of the political party that [illegible] second in the federal election
	Leader of the Opposition	h) Elected representatives of a district that represent their area in the House of Commons

Appointed or Elected Write as many elected and appointed jobs as you can think of

Appointed	
Elected	

PREVIEW

Name: _____ 122

Curriculum Connection
B3.2

Research Learn about the leaders of your provincial government.

1) Who is the **premier** of Ontario?	
2) What is the job of the premier in Ontario?	
3) Who is the **lieutenant-governor** of Ontario?	
4) What is the job of the lieutenant-governor in Ontario?	
5) How many MPPs are there in Ontario?	
6) What does an **MPP** do in Ontario?	
7) Who is the **minister of education** in Ontario?	
8) What does the minister of education do in Ontario?	
9) Who is the **minister of health** in Ontario?	
10) What does the minister of health do in Ontario?	
11) Who is the **minister of transportation** in Ontario?	
12) What does the minister of transportation do in Ontario?	

PREVIEW

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Curriculum Connection
B3.2

Provincial Government Structure

What the Government of Ontario Looks Like

Ontario's government includes four main individuals or groups. The **Lieutenant Governor** represents the King and acts as the symbolic head of the government. The **Premier** leads the provincial government and picks **Cabinet Ministers** from elected MPPs to help make decisions. The **Legislative Assembly** represents the people and passes laws that make most citizens happy.



Doug Ford
Premier of Ontario

Premier

The Premier is the leader of the political party that wins the most seats in the provincial election. In 2018, the Conservative Party won, and **Doug Ford** became Premier of Ontario. An important part of his job is speaking to the Federal government for Ontario.

Doug Ford shares Ontario's concerns and ideas with the Prime Minister and other premiers during First Ministers' Conferences. When people in Ontario have problems with Canada's government, the Premier brings those messages to the federal government.



Sylvia Jones
Deputy Premier and
Minister of Health

Cabinet Ministers

The Premier selects some MPPs to be Cabinet Ministers. Each one runs a different government department. For example, Sylvia is a Minister of Education, Environment, and Immigration. They also meet with the Premier to plan actions, create budgets, write and vote on bills, and work with MPPs on committees to discuss government work.

MPPs

Members of Provincial Parliament (MPPs) have two main jobs: helping people in their constituency and being part of government. When someone has an issue in their area, they contact their MPP. The MPP brings concerns to meetings with other MPPs and the Premier. MPPs also introduce, debate, and vote on bills. Their role is busy and full of responsibility!

PREVIEW

Name: _____ 124

Curriculum Connection
B3.2

Questions

Use information from the text to support your answer.

1) What are the responsibilities of the premier?

2) Who are [illegible] ministers? What is their job?

PREVIEW

Multiple Choice

Ch[illegible] ect an[illegible]

1) The leader of the winning polit[illegible] par[illegible]	Minister	Premier
2) Cabinet Ministers are each in charge [illegible]...	Department	Province
3) The premier needs to communicate with which [illegible] of go[illegible]	[illegible]unicipal	Federal
4) Who does the premier choose for their cabinet [illegible]ster[illegible]	[illegible]	MPPs
5) Which party won the provincial election in 2018?	Con[illegible]ve	Liberal

Word Search

Find the words in the word search.

Ontario	Premier
Cabinet	Minister
Health	Education
Province	Assembly
Federal	Deputy
Budget	Policies

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

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Curriculum Connection
B3.2

Comparing Governments: Canada Vs. USA

Overview

Canada and the **USA** have governments that share many similarities. Both countries are **democratic**, which means that the citizens have the power to vote for elected positions. Both countries were once under British rule, however only Canada maintains its connection with Britain. Canada is a **constitutional monarchy** that is governed by a Prime Minister and a parliament. The USA is a **republic** that is governed by a President and Congress.



Constitutional Monarchy

A constitutional monarchy is a type of government that has a Monarch as head of state. The head of Canada is the King or Queen of Britain. Right now, King Charles is the "ruler" or head of state of Canada, but by name only. The true decision makers are elected to their positions so that democratic rule prevails.

Republic

A republic gives all the power to the president, who is the **head of state** and the leader of the government. Most would agree that politics is democratic because the people in power are always elected by citizens. In a monarchy, the leader is the king or queen, and they are not elected.



PREVIEW

	Canada	
Type of Government	Constitutional Monarchy	Republic
Head of State	King	President
Government Leader	Prime Minister	President
Government Structure	House of Commons (Elected MP's), Senate (Appointed Senators)	House of Representatives (Elected), Senate (Elected Senators)
Frequency of Elections	Every 5 years, but the Prime Minister can stay in Power if they keep winning elections – No Fixed Term	Every 4 years – The President can only serve 2 terms (8 years maximum)

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Curriculum Connection
B3.2

Questions Answer the questions below using evidence from the text.

1) Which government system do you think is better? Why?

2) Why are [illegible]ystems of government considered democratic? Explain?

PREVIEW

Visualization What were y[illegible]urin[illegible]vere reading? Explain your picture.

Multiple Choice Circle the correct answer.

1) The USA has which type of government?	Monarchy	Republic
2) Britain's current monarch is the_____.	Queen	King
3) Canada's head of state is the_____.	Prime Minister	King
4) Which government is more democratic?	Republic	Monarchy
5) The USA has an election every_____.	4 years	5 years

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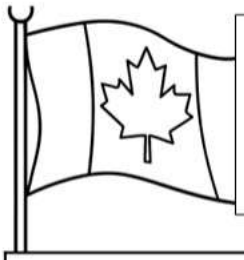
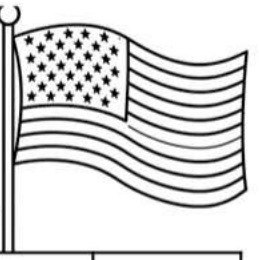
Name: _____ 129

Curriculum Connection
B3.2

Directions Does the description represent the Canadian or US government?



Canada and the USA have governments that are similar, but they do have their differences. Below is a chart that outlines some features of each country's government.



1) John A. Macdonald was the first leader of the government.	Canada	USA
2) This cou has a leader who has very little power over the country.	Canada	USA
3) This co elections for both senators and representatives.	Canada	USA
4) Bar vo terms (8 years) as head of this country.	Canada	USA
5) This r wor ite house.	Canada	USA
6) This leader parli buildings.	Canada	USA

PREVIEW

Questions Answe ng evidence from the text.

1) What are the differences betw the S governments?

2) What are the similarities between the Canadian and US governme

Questioning Write two questions you have about the reading.

1)	
2)	

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Curriculum Connection
B1.2, B3.8, B3.9

Taking Action – Protest Movements

What is a Protest?

A protest is a statement or action showing disapproval of something. It can be done alone or in groups, but the most effective protests are done with large groups.

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	holding signs and walking from one spot to another spot – often ng
Riot	violence against anyone who gets in their way.
Boycott	product or service
Lawsuit	oval by suing the other person/party
Strike	failed negotiations
Petition	A formal written le people that shows their disapproval

PREVIEW



Why Protest?

When someone feels their rights and freedoms a bei they often choose one of the forms of protest above to their displeasure. Every Canadian citizen has the right to peacefu protest. A **Peaceful Protest** is a protest without the use of violence.

The government is the central authority in our society, so it is prote e 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 enough people are upset, they can protest peacefully to try to create change. In 2025, many Canadians joined the **"Buy Canadian"** protest by refusing to buy goods from the United States. This boycott began after the U.S. added new tariffs. People were upset and wanted to show they disagreed with those changes.

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Curriculum Connection
B1.2, B3.8, B3.9

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 ar[illegible] protests allowed? What is an example of a non-peaceful protest?

PREVIEW

Visualization

What were you [illegible]turi[illegible] [illegible]eading? Describe your picture.

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.	

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Curriculum Connection
B1.2, B3.9

Canadian Peaceful Protests

The Women's March

Thousands of people filled downtown Ottawa to protest President Trump winning the U.S. election. They marched in support of American women, believing Trump's presidency would bring hard times.



Between 6,000 and 8,000 people marched through Ottawa, chanting and raising awareness about gender inequality. Some shared facts like how Ottawa's city council has only 4 women and 20 men.

Just Asking For A Safe Future



Thousands of students [illegible] 12–18, protested under the name **"Just asking [illegible]"** walked out of schools and marched at provincial [illegible]

They are worried that Arctic temp[illegible]ures co[illegible] degrees in the next 20–30 years. Since they can[illegible]e, the[illegible] protest to show their frustration with the slow government respons[illegible]

Black Lives Matter Protests

The Black Lives Matter (BLM) movement began in 2013 when a poli[illegible] U.S. wasn't charged for killing an unarmed Black teen.



The movement grew stronger in 2020 after the deaths of George Floyd and Breonna Taylor. Many protestors want to defund the police, saying police do not protect Black communities.

On May 30, 2020, over 4,000 people marched in Toronto from Christie Park to Police Headquarters. They protested against police violence and racism. They chanted "Black Lives Matter" and held signs like "No Justice No Peace" and "Yes it's here too, Ford," referring to Premier Doug Ford saying racism isn't a problem in Canada.

PREVIEW

Name: _____ 144

Curriculum Connection
B1.2, B3.9

Multiple Choice

Circle the correct answer.

1) Where was the Women's March?	Ottawa	Victoria
2) Which president were they protesting?	Obama	Trump
3) Women protest so they can have_____.	Equality	Money
4) BC students protested in_____.	Victoria	Vancouver
5) BLM protests are against police_____.	Discrimination	Hiring

Questions

Answer the questions below using evidence from the text.

1) Why did most people gather outside of government buildings?

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

PREVIEW

Fill in the Blanks

Fill in the blanks with the missing word.

1) Between 6,000 and _____ people marched in the Women's March.

2) The Black Lives Matter protests are against the _____ force.

3) Ottawa has only _____ women councilors and 20 men.

4) BC students are protesting climate _____.

5) Students are using protests because they cannot _____.



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Curriculum Connection
B3.3

Indigenous Self-Government

Indigenous Self-Governments

Indigenous groups in Canada have had their own governments long before Canada became a country. Sadly, many lost their traditional governments and were told how to run them.

The Indian Act made many Indigenous groups follow a government system created by Canada. They were told to elect **chiefs** and **councils** to make decisions and pass laws.

Some Indigenous groups were able to build their own self-government. These groups can choose how their government will work.



Haudenosaunee Self-Government

The Haudenosaunee have had their own government for hundreds of years. Some of their laws have helped the Canadian government.

They have a **grand council** each month to talk about issues in their communities. Their self-government is recognized by Canada, so they have a voice in decisions.

Their system is different from Canada's. They have **clan mothers** who choose the chiefs. Together, the chiefs and clan mothers speak for the Haudenosaunee 6 Nations.

Inuit Self-Government

The Inuit became a self-governing group in 2005. Their government is called **Nunatsiavut**. It controls things like health, education, culture, language, justice, and community life. Nunatsiavut now makes laws that reflect what the Inuit people want.



Métis Self-Government

In 2019, the Métis Nation of Ontario and the Government of Canada signed the **Métis Government Recognition and Self-Government Agreement**. This means Canada now recognizes the Métis government.

It also means the Métis can change their government to match their culture. They can create laws and choose leaders their own way.

PREVIEW

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Curriculum Connection
B3.3

True or False

Circle whether the statement is true or false.

1) A self-government can create their own laws to live by.	T	F
2) Indigenous groups without a self-government follow the Indian Act.	T	F
3) The Inuit, Metis, and Haudenosaunee have their own self-governments.	T	F
4) The Metis had their self-government before the other indigenous groups.	T	F
5) The Inuit created their own self-government in 2005 called Nunatsiavut.	T	F

Questions

wer the questions below using evidence from the text.

1) Wh n indige government? What things can a self-government do?

2) Was it fair that indigenous communit to foll ernment rules created by the Canadian government? Explain.

PREVIEW

Fill in the Blanks

Fill in the blanks with the missing word.

1) The law called the _____ Act told Indigenous groups how to govern.

2) The _____ group has a government called Nunatsiavut.

3) The _____ are a group who pick the chiefs in the Haudenosaunee government.

4) The Haudenosaunee hold a _____ every month to talk about community issues.

5) The Inuit created a self-government in 2005 called _____.

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Name: _____ 165

Curriculum Connection
B1.3, B3.6, B3.7, B3.8

Far North Act – Two Perspective

Two Perspectives

When the government makes a decision, there are usually two groups with different opinions. For example, when Ontario raised the **minimum wage**, workers earning minimum wage were happy. But the companies paying those wages were n



It is i ortant for government officials to understand both sides befo g a decision. In the end, they must choose what m se and helps the most people.



Nor Act

he Fa ct came into effect on January 31, 2011. It says nment will work with the Inuit and First Na orth to complete mining projects.

Ontario's View

Northern Ontario has land with valuable **platinum** grou ario wants to mine the platinum to make money for the province. They p wo ous groups to do this. Some of the money will be shared with Indigenou e Ontari lso build roads, buildings, and other infrastructure that Indigenous pe can



Indigenous View

The Indigenous groups were happy before Ontario found the platinum. They don't want their land damaged just to make money. They have taken care of the land for many years and don't want to lose it. **Treaties** signed long ago give them the right to that land.

Outcome

Both sides are still working together to make sure the deal helps everyone. Many Indigenous groups have approved the plan, and the land is being developed. Some communities are still in talks.

PREVIEW

Name: _____ 166

Curriculum Connection
B1.3, B3.6, B3.7, B3.8

Yes or No Circle whether your answer is yes or no.

1) Does the Ontario government work with Indigenous groups?	Yes	No
2) Does the government only care about making more money?	Yes	No
3) Did many Indigenous groups dislike the Far North Act?	Yes	No
4) Is Northern Ontario home mainly to Inuit and First Nation members?	Yes	No
5) Are the I[illegible]genous happy to mine their land to make a lot of money?	Yes	No

Question [illegible]he questions below using evidence from the text.

1) Why a[illegible]there [illegible]or [illegible]re perspectives when a government makes a decision?

2) Is the Ontario government working wit[illegible]the Indig[illegible]s co[illegible]ities? Explain.

PREVIEW

Reflection Which perspective do you agree with? What should the government do?

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Name: _____ Date: _____

Unit Test – 2: The Role Of Government And Responsible Citizenship

Mark	Total
/	/

1. Which voting system does Canada use in its federal elections? a) Majority Rules Only b) Ranked Ballot System c) First Past the Post d) Second [illegible] Run-Off	2. Member of Parliament (MP) works in the... a) House of Commons b) Provincial Legislature c) Senate d) Supreme Court
3. The Ki[illegible] Britain is repre[illegible] a) Lieute[illegible]nt Gov[illegible] b) Governor G[illegible] c) Prime Minister d) A and B	4. To run in an election in Canada, you must be at least: a) 16 years old b) 18 years old c) 21 years old d) [illegible]25 years old
5. Which of the following is not [illegible]ecte[illegible] official in Canada? a) Senators b) Members of Provincial Parliament (MPPs) c) Members of Parliament (MPs) d) Mayors	[illegible] branch of government explains [illegible]nd in[illegible]ts laws passed by the Senate? a) E[illegible]ve B[illegible]h [illegible]slativ[illegible] c) Ju[illegible] d) None o[illegible]e
7. Which of the following is a method governments use to hear from citizens? a) Town Hall Meetings b) Band Council Meetings c) Métis General Assembly d) All of the above	8. Who is the head of [illegible] Monarchy in Canada? a) King Charles III b) Queen Elizabeth II c) Doug Ford d) Mark Carney
9. The branch that writes and votes on laws... a) Executive Branch b) Legislative Branch c) Judicial Branch d) None of the above	10. The leader of a province is called the... a) Prime Minister b) Mayor c) Premier d) Governor

PREVIEW

Define What do the terms below mean?

Mark /

Term	Definition – What does it mean?
Election Campaign	
Constitutional Monarchy	
Constituency	

Short Answer Answer the questions

Mark /

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

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

3) Write three ways Canada's government is different from the U.S. government.

PREVIEW

Long Answer | Answer the questions below.

Mark /

1) List and explain at least five different types of protest movements. For each one, describe what it looks like and how it is used to show disagreement.

2) What is the government doing to stop climate change? Who is affected by climate change the most? Is the government doing enough?

PREVIEW