



Preview – Information



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Google Slides Lessons Preview





Ontario Social Studies

Interactions of Indigenous Peoples & Europeans – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

Indigenous Nations Before 1713
DISCUSSION QUESTIONS

- A) What do you think the word 'Indigenous' means or reminds you of?
- B) What do you already know about the First Nations, Métis, and Inuit peoples in Canada?
- C) What do you hope to learn today about the people who lived in Canada first?

Indigenous Nations Before 1713

Read each clue carefully. Decide if it describes First Nations, Inuit, or Métis. Move the name box to match the clue.

1) Use kamiks and huskies to travel across frozen land.	
2) A Mahawk from Algonquian belongs to this Indigenous group.	
3) Danced the Red River Jig wearing colourful sashes and moccasins.	
4) Built igloos while hunting and lived in northern Canada.	
5) Have both European and First Nation ancestry in their family.	
6) They lived in longhouses and hunted moose, deer, and rabbits.	
7) Over 600 Nations with different names, languages, and traditions.	
8) Lived in Red River and traded furs with voyageurs.	
9) Hunted seals and whales with harpoons near the Arctic Ocean.	

First Nations
Inuit
Métis

Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

Consolidation
1-1-1 REFLECTION

- 1 thing you learned about Indigenous Peoples in Canada
- 1 thing you found interesting about First Nations, Inuit, or Métis
- 1 question you still have about Indigenous Peoples

Ontario Social Studies

Interactions of Indigenous Peoples & Europeans – Grade 5

The Importance of the Buffalo

Which part of the buffalo do you think was used to make each item?



Meat
Skin
Horn
Dung
Skull
Ribs
Teeth
Tail

Algonquin

Enter A or B into the box to show your answer.

1) Most Algonquin families lived in...	A) Igloo	B) Wigwam
3) What Algonquin wore on their feet...	A) Moccasins	B) Sandals
5) Region where Algonquin people lived...	A) Great Lakes	B) Prairies
7) The word "Algonquin" means...	A) Our allies	B) The hunters
2) Main material for Algonquin homes...	A) Birch bark	B) Animal bones
4) Big house shared by many Algonquin families...	A) Castle	B) Longhouse
6) Animal used for food and tools...	A) Horse	B) Moose
8) Hairstyle some Algonquin warriors wore...	A) Spiked hair	B) Ponytail

First Nation - Ojibwe

Find the words in the wordsearch.

Ojibwe	Chippewas
Portage	Sled
Buffalo	Traps
Canoes	Plains
Woodland	Birchbark
Haudenosaunee	Algonquin

Wordsearch grid:


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

Interactions of Indigenous Peoples & Europeans – Grade 5



First Nations and Inuit Trading

Read the paragraph. Use the word bank to fill in the missing words.

The _____ built longhouses and stayed in one place. Other First Nations were _____ and moved around to find food. They grew the _____ which included corn, beans, and _____ and traded them for items like furs. The Inuit traded with others near the _____. They carved bowls and cooking pots from _____, and used iron from fallen _____ to make tools. The Haudenosaunee sometimes used _____ instead of trading.

Squash

Meteorites

Soapstone

Haudenosaunee

Present-Giving

Nomadic

Thelon River

Three Sisters



Creation Stories

Put the B-story events in the right order.

1

2

3

4

5

6

7

8

Muskrat died but had Earth in his paw.

The Four Winds helped the Earth grow into an island.

Many animals tried but could not reach the bottom.

The island became what is now North America.

Turtle offered his back to hold the Earth.


Nanaboozhoo survived the great flood on a floating log.

Earth was placed on Turtle's back and began to grow.


Muskrat dove and grabbed a handful of Earth.

How Wampum Belt

Can you answer these Yes or No questions?



YES



NO

1) Was the Two Row Wampum made by the Haudenosaunee?	
2) Did the treaty happen in the year 1813?	
3) Is one row on the belt a French ship?	
4) Does the belt show the groups mixing paths?	
5) Were the Dutch called "Fathers" by the Haudenosaunee?	
6) Did the Haudenosaunee want to be equals with the Dutch?	
7) Do the two rows on the belt ever cross each other?	
8) Do the white beads stand for peace and friendship?	
9) Was the agreement written with three silver chains?	
10) Did both groups promise to respect each other forever?	



Workbook Preview



Grade 5 Social Studies Unit

A.HERITAGE AND IDENTITY

INTERACTIONS OF INDIGENOUS PEOPLES AND EUROPEANS PRIOR TO 1713, IN WHAT WOULD EVENTUALLY BECOME CANADA

	Curriculum Expectations	Pages	
A1.1	Describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada and analyse their significance	12-14, 33-42, 48-49, 90-96, 111-112, 122-124, 126-128, 144-147, 162-163, 173-177	
A1.2	Analyse aspects of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada to determine ways in which different parties benefited from each other	102-106, 111-112, 115-121, 124-131, 144-147, 162-163	
A1.3	<div>Preview of 100 pages from this product that contains 256 pages total.</div>		140, 155, 163
A2.1			170
A2.2	Gather and organize information on interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, using a variety of primary and secondary sources that present various perspectives	148-153	
A2.3	Analyse and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada	43-47, 75-79	
A2.4	Interpret and analyse information and evidence relevant to their investigations, using a variety of tools	55-61, 90-96, 164-170	
A2.5	Evaluate evidence and draw conclusions about aspects of the interactions among First Nations, Métis, and Inuit individuals and communities, among Europeans, and between Europeans and First Nations, Métis, and Inuit in what would eventually become Canada during this period, highlighting the perspectives of the different groups involved	164-170	
A2.6	Communicate the results of their inquiries, using appropriate vocabulary and formats	80-83, 173-177	

Grade 5 Social Studies Unit

A.HERITAGE AND IDENTITY

INTERACTIONS OF INDIGENOUS PEOPLES AND EUROPEANS PRIOR TO 1713, IN WHAT WOULD EVENTUALLY BECOME CANADA

	Curriculum Expectations	Pages
A3.1	Identify major Indigenous nations that came into contact with European settlers and/or explorers prior to 1713 in what would become Canada and describe key characteristics of selected nations	7-35, 40-42, 48-63, 73-79, 107-110
A3.2	Describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans	33-35, 40-51, 64-72, 90-96
A3.3	Describe the main motives for Europeans' exploration of Indigenous lands that were eventually claimed by Canada and for the establishment of permanent European Settlements	75-83, 97-125, 129-133, 173-177
A3.4	Identify significant offices and institutions in New France and describe their importance to settlers in New France	111-116, 118-140
A3.5	Describe significant aspects of the interactions between Indigenous peoples and European explorers and settlers in what would eventually become Canada	87-89, 111-116, 118-123, 144-153, 156-157, 164-170
A3.6	Describe key factors that led to the ethnogenesis of the Métis people in what would eventually become Canada, with specific attention to the Great Lakes and Mattawa regions	10-18, 126-128, 156-157
A3.7	Describe some significant differences among Indigenous peoples and between selected Indigenous and Europeans communities in what would eventually become Canada, and identify some of the reasons for these differences	36-39, 43-47, 64-65, 73-74, 141-143, 156-157
A3.8	Describe some significant effects of European conflicts on Indigenous peoples and on what would eventually become Canada	154-161

INDIGENOUS PEOPLES &

EUROPEANS PRIOR TO 1713

PREVIEW



Indigenous Nations Before 1713

Indigenous People in Canada

The term **indigenous** describes anyone who lived in an area first. In 1713, Canada was not yet a country. There were 3 indigenous groups that lived on the land that we now call Canada - First Nations, Métis and Inuit. These groups still live in Canada today.



First Nations

The term **First Nation** is a general term to describe anyone who is indigenous to Canada but is not Inuit or Métis. Saying someone is First Nation is very general, like calling someone who lives in Canada.

There are more than 630 First Nations in Canada.

A member of a First Nation may prefer to be called by the First Nation they belong to or the community they belong to within a First Nation. For example, a Mohawk from Akwesasne in the Beaufort may prefer those titles, which is more accurate than saying First Nation.

Inuit

Another group of indigenous people are the **Inuit**. Most Inuit live in the northern parts of Canada. More than half of Inuit communities live in Nunavut. Other communities live in northern Quebec, the Northwest Territories and the Yukon.



Métis

Although using the term **Métis** can be complicated, it generally refers to indigenous people who have mixed European and First Nation ancestry. This means someone is Métis if they have one parent who is European and another who is First Nation.



True or False

Circle whether the statement is true or false

1) There are 3 indigenous groups in Canada.	True	False
2) The 3 indigenous groups no longer live in Canada.	True	False
3) A Métis has one parent who is European and one who is First Nation.	True	False
4) There are only 8 First Nations in Canada.	True	False
5) Most Inuit live in Nunavut.	True	False

Questions

Answer the questions below using evidence from the text.

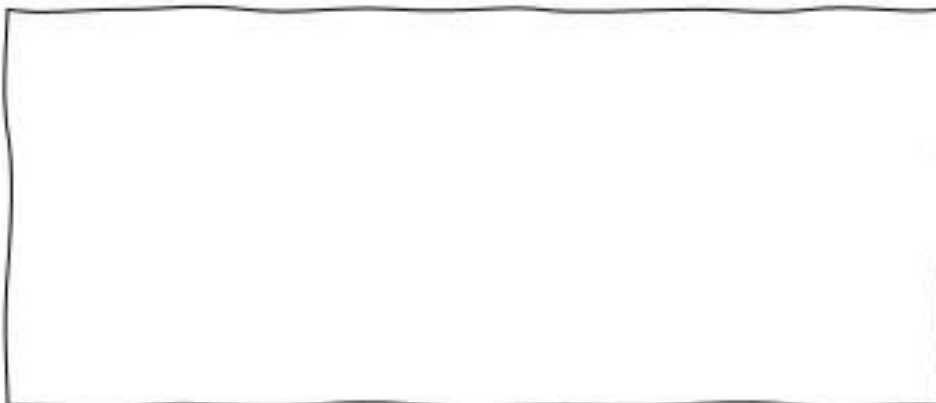
1) Do you belong to one nation? Explain your answer.

2) Define what the terms below

First Nation	<hr/> <hr/> <hr/>
Inuit	<hr/> <hr/> <hr/>
Métis	<hr/> <hr/> <hr/>

Visualization

What were you picturing while you were reading?

What words from the text
made you draw this picture?

Exit Cards

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

Name: _____

Mark

Write one thing that makes each
Indigenous group different.

First Nations	
Inuit	
Métis	

Name: _____

Mark

Write one thing that makes each
Indigenous group different.

First Nations	
Inuit	
Métis	

Name: _____

Mark

Write one thing that makes each
Indigenous group different.

First Nations	
Inuit	
Métis	

Name: _____

Mark

Write one thing that makes each
Indigenous group different.

First Nations	
Inuit	
Métis	

Métis - Culture

Background – Who are the Métis?

The Métis are a group of indigenous people who lived in Canada before Canada existed as a nation. When Scottish and French fur traders came to this region, they needed help finding food, transportation routes, and many other things. They got help from First Nations like the Cree and Anishinaabe. Over time, many of the Europeans married First Nation women and their families created a new culture and nation called **Métis**! They live across the northern parts of Manitoba, Alberta, and Saskatchewan.

Worldview – Spirituality

Since the Métis are a mix of European and First Nation, many believe in multiple religions. It is common for a Métis to believe in Catholicism as well as be a follower of their traditional Indigenous religion. Métis religion focuses on the Creator. Prayers of thanksgiving and offerings are left when they take something from the Creator for the environment.



The Arts – Music, Dance, and Art

Music and dance are very important to the Métis culture. They are famous for their fiddle music and creative dances. They hold many community events that showcase their music and dancing. The fiddle was first introduced to the Métis by French and Scottish settlers. The music played was up-tempo, which was perfect for dancing the *Red River Jig*.



Kinship – Relationships within the Group

It would not be unusual to have three generations – grandparents, parents, and their children living under one roof. Men would go hunt for large game to provide meat for the family. Women would take care of the children and the household matters. The grandparents would tell stories to the children so they could learn about the Métis worldview.



Questions

Use information from the text to support your answer.

1) Who are the Métis?

2) What religion do the Métis believe in?

Multiple Choice

Circle the correct answer.

1) Which instrument do the Métis play?

Violin

Fiddle

2) Métis music is _____.

Fast

Slow

3) How many generations lived under one roof?

2

3

4) The men were responsible for?

Cooking

Fishing

5) The Métis are a mix of First Nations and _____.

European

Asian

Questioning

Write 3 questions you have about the Métis

1)

2)

3)

The Importance of the Buffalo

The **Métis** hunted the **buffalo** for more than just food. Look at all the things they could make from the buffalo.

Food – Meat, liver, heart, kidneys, tongue

Skin – clothing, bags, drums, teepees

Sinew – for binding

Hoofs – boiled for glue, rattles

Bones – saddle horns, needles, games

Horn – spoons, drinking cups, ladles

Rough tongue skin – combs

Stomach – cooking pots, water bucket



Beard – decorating, making bows

Tail – brush to kill mosquitoes

Teeth – necklaces

Ribs – arrow shafts

Shinbones – knives

Shoulder Blades – digging tools, hammers

Skull – painted and used in sacred ceremonies

Bone marrow – fat, fuel for fires

Bone-ends – paint brushes

Hide from neck –

Dug out

Questions

Answer the questions below.

1) What does this tell you about how the Métis lived? Was life easy for them?

2) Do you think we waste more than the Métis? Explain.

Colour and Explain

Colour each buffalo part and write how the Métis used it.

1



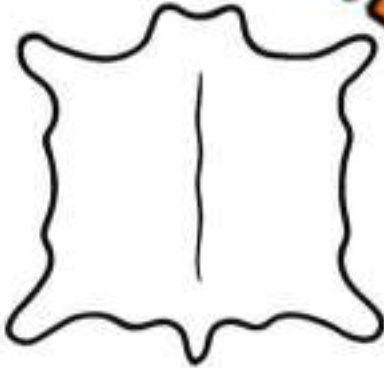
2



3



4



6



Reaction

What surprised you about what they used from the buffalo?

The Inuit – Daily Life

Clothing – What clothing do they wear?

The Inuit need thick and warm clothing to survive the cold temperatures. They use animal furs to make jackets, pants, shirts, and boots. Their jackets are called *anoraks* and are made from caribou and seal skin. To make the jackets even warmer, they line them with fur from foxes, polar bears, and rabbits.



Transportation – How do they get around?

The Inuit need to travel large distances to hunt. On land, they use dog sleds called *qamutiks*. They bred strong dogs from huskies and dogs that eventually became the malamutes. The dogs pull the sleds that are made from whale ribs and walrus skin. On water, the Inuit use two types of boats. For hunting, they use kayaks, and for getting around, they use umiaqs. An umiak looks like a large canoe.



Hunting – What animals do they hunt?

The Inuit people are unable to farm, as nothing grows in the cold temperatures. They need to hunt for their food instead. They use harpoons to hunt seals, walrus, and bowhead whales. They also eat wild berries and fish. Their high-fat diet gives them the energy they need to survive the cold temperatures.



Governance – Who are the government leaders?

In Nunavut, the Inuit people live in small communities that are far apart from each other. They elect 19 people, who then choose the government leader and ministers. The government leader works with the Canadian government to ensure the Inuit people have a voice in Canada.

Questions

Use information from the text to support your answer.

1) What clothing do the Inuit wear?

2) How do Inuit people get around?

True or False

Circle whether each statement is true or false.

1) The Inuit bred wolves and dogs to make strong hunting dogs.	True	False
2) The Inuit hunt and farm for food.	True	False
3) The Inuit hunt seals, walruses, and bowhead whales for food.	True	False
4) The Inuit used kayaks to hunt in.	True	False
5) The Inuit diet is low in fat.	True	False

Visualization

What were you picturing while you were reading? Explain.

	<hr/>
	<hr/>
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First Nation – Algonkin

Who Were the Algonkin?

The **Algonkin First Nation** is also spelled **Algonquin**. The word means "our allies." They lived in the Great Lakes–St. Lawrence region in what is now southern Ontario and Quebec.

Homes and Shelter

Most Algonkin people lived in **wigwams**. These were small houses made of birch bark. Only one family lived in each wigwam. Some families lived in bigger homes called **longhouses**. These were also made from birch bark and were used by many families.



Daily Life and Roles

What Algonkin people did each day depended on their age and gender. Children played outside and helped with chores. Boys helped and fished with their fathers. Men went hunting, fishing, and protected their people in times of war. Women gathered plants, cooked, took care of the home, and looked after the children.

Food and Hunting

The Algonkin were hunters. They ate moose, deer, small animals, and fish. They also grew corn, squash, and picked berries. They used bows, spears, and traps to catch animals. Maple syrup was a sweet treat they got from tree sap.



Tools, Weapons, and Clothing

They used war clubs, spears, and tomahawks to protect themselves. Fishermen used spears from canoes or through ice holes. Women wore long dresses and men wore breechcloths and leggings. Everyone wore moccasins. Warriors had many hairstyles, like shaved heads, spiked hair, or braids.

Questions

Answer the questions below using evidence from the text.

1) What was life like as an Algonkin child?

2) Which weapons did the Algonkin use to hunt?

Multiple Choice

Select the correct answer.

1) The Algonkin used what as weapons?

Tomahawks

Guns

2) The Algonkin ate berries, deer, and _____.

Fish

Ice Cream

3) Women took care of the children and gathered _____.

Meat

Plants

4) What was a treat for the Algonkin to eat?

Squash

Cake

5) Fisherman used what to catch fish?

Hooks

Spears

Word Search

Find the words in the word search.

Wigwam	Longhouse
Birch	Bark
Tomahawk	Moccasins
Maple	Corn
Squash	Fishing
Hunting	Gathering

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

Wigwam Shelter

First Nations lived in many different shelters. One of the most popular is named the **Wigwam**. Wigwam shelters are simple to make and easily transportable. A Wigwam can be built in just an hour! The steps to building a Wigwam are listed below in the wrong order. Can you figure out the correct order?



Ordering: Write the steps 1-6 beside each instruction

Step	Instructions
	Tie the top of the saplings together.
	Make a hole in the side for smoke.
	Put saplings in the ground and tie them together.
	Put leaves on the floor and cover them with a layer of bark.
	Bend the saplings to form a dome.
	Cover the frame with birchbark or woven material.

Questions

Answer the questions below.

1) Why do you think the Wigwam was such a popular shelter?

2) Why didn't the First Nations use brick, steel, and other strong materials?

Quote

What does the quote show about life in a wigwam? Colour the feeling.

“

Our wigwam is round and made of birch bark and strong sticks. Inside, it smells like woodsmoke and sweetgrass. We sleep on soft animal furs, close to the fire in the middle. My mother cooks stew while my father works on tools. When it rains, we stay warm and cozy. I love the fire crackle and the wind in the trees. Our wigwam is small, but it feels like a big part of our family.

”

PREVIEW



Exit Cards

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

Name: _____

Mark

Answer the questions below.

1) What is a wigwam made from?		
2) What is tied together at the top of the wigwam?		
3) How long does it take to build a wigwam?		
4) What shape is the wigwam's roof?		

Name: _____

Mark

Answer the questions below.

1) What is a wigwam made from?		
2) What is tied together at the top of the wigwam?		
3) How long does it take to build a wigwam?		
4) What shape is the wigwam's roof?		

Name: _____

Mark

Answer the questions below.

1) What is a wigwam made from?		
2) What is tied together at the top of the wigwam?		
3) How long does it take to build a wigwam?		
4) What shape is the wigwam's roof?		

First Nation - Ojibwe

Location

The **Ojibwe First Nation** are also called **Chippewas** in the USA but are known as **Ojibwe** in Canada. They lived near the Great Lakes and moved into Southern Ontario when the Wendat left after battles with the Seneca and other **Haudenosaunee** groups. Later, many Ojibwe moved north and west to find fur-bearing animals for the fur trade.

Language

The Ojibwe language is part of the **Algonkin** language family. It is still spoken by more than 100,000 people. The language is called **Anishinaabemowin** and is most spoken near the Great Lakes.



Basic Phrases in Ojibwe

English	Ojibwe	English	Ojibwe
Welcome/Hello	Boozhoo/Pos	One	Pezhig
Thank you	Miigwech	Two	Niizhin
I am good	Nimo'aya	Three	Nisin
What is your name?	Aniin eshinikasoyan?	Four	Niiwin
Where are you from?	Anindi wenjiyan?	Five	Nanab
Let's go outside	Kasaga'amin	Ten	Nanab

Food and Hunting

The Ojibwe lived in different environments, so they ate many kinds of food. The Woodland Ojibwe were mostly farmers who ate corn, wild rice, fish, and small animals. The Plains Ojibwe hunted big animals, mostly buffalo. They used bows and arrows, clubs, flails, and snares. They sometimes used fires to scare herds of buffalo into traps or over cliffs.

Transportation

To travel, the Ojibwe used **birchbark canoes** on rivers and lakes. On land, they used dogs and animals to pull **sleds**. When travelling far, they would portage. **Portaging** means carrying the canoe over land to reach another waterway or get past something in the way.

Questions

Answer the questions below using evidence from the text.

1) Where are the Woodland and Plains Ojibwe located?

2) If an Ojibwe member wanted to travel a long distance through lakes and on land, what would they do?

3) Write the Ojibwe language – Anishinaabemowin.

True or False

Circle whether the statement is true or false.

1) The Woodland Ojibwe lived around the Great Lakes.	True	False
2) The Ojibwe speak their own language called Anishinaabemowin.	True	False
3) They hunted seals, and moose.	True	False
4) The Ojibwe mostly travelled by horse.	True	False
5) The Ojibwe language is still spoken by more than 25,000 people.	True	False

Translate

What do these Ojibwe words mean in English?

1	Niiwin	
2	Miigwech	
3	Pezhig	
4	Aniin eshinikasoyan?	
5	Nimo'aya	

Haudenosaunee Confederacy

The Haudenosaunee Confederacy

They were called the **Iroquois Confederacy** by the French, and the League of Five Nations by the English, but the proper name is the Haudenosaunee Confederacy, which means "people of the long house".

The **Haudenosaunee Confederacy** is the peaceful uniting of five nations through consent. In other words, five communities came together and agreed they would later on working together to make important decisions.

The 5 Nations of the Haudenosaunee

The confederacy first started with the **Mohawks, Oneidas, Onondagas, Cayugas**, and the **Senecas**. Over time, the **Schoenondago** joined the confederacy, and it became known as the Six Nations.

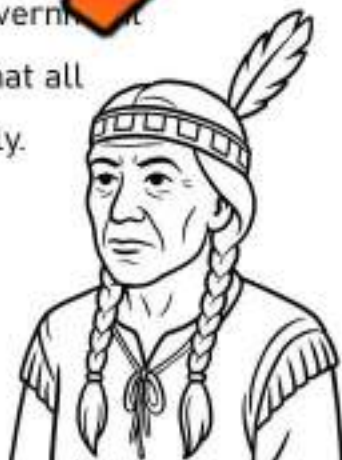
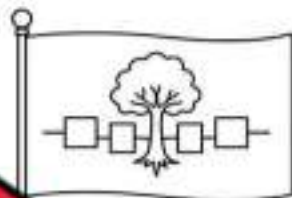
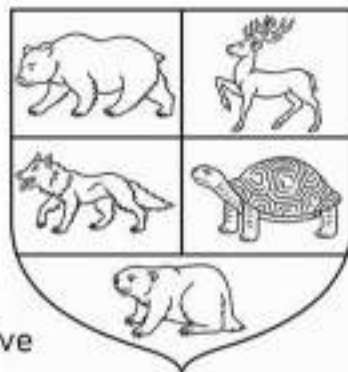
How the Haudenosaunee Confederacy Started

The exact date the Confederacy began is unknown, but it is believed to have started by the Peacemaker, a prophet sent by the Creator to share the message of peace, which means "good mind." The Peacemaker worked with Hiawatha to teach peace to the Five Nations (5 First Nations). Their goal was to stop fighting between the nations and bring peace.

They visited each First Nation and asked the Chiefs to join a government connected to the Creator. The Peacemaker and Hiawatha promised that all problems between the nations would be talked about and solved fairly.

The Haudenosaunee Today

Today, the Haudenosaunee Confederacy still thrives. The Six Nations still have their system of government, but they also have a Band Council that is recognized by the Canadian federal government. This means the Haudenosaunee have a voice in decisions made by the Canadian government.



True or False

Circle whether the statement is true or false.

1) The Haudenosaunee started with 6 nations.	True	False
2) The Haudenosaunee prefer to be called the Iroquois.	True	False
3) The Haudenosaunee confederacy promoted peace between nations.	True	False
4) The Tuscarora joined the confederacy later, and now it has 6 nations.	True	False
5) The Peacemaker was sent by the Creator to spread the Kariwio.	True	False

Questions

Answer the questions below using evidence from the text.

1) Who led the Haudenosaunee Confederacy? Why did they start it?

2) Does the Haudenosaunee Confederacy still exist today? Explain.

Ordering

Write numbers 1 to 5 to show the correct order

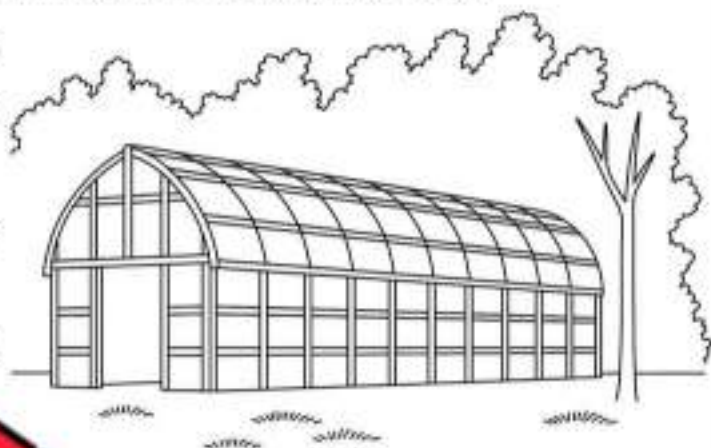
	The Peacemaker and Hiawatha visited each First Nation to teach peace.
	A prophet called the Peacemaker was sent to stop the fighting.
	Five Nations joined together to form one peaceful government.
	The French gave the Confederacy the name "Iroquois Confederacy."
	The Tuscarora joined later, and it became known as the Six Nations.

Haudenosaunee - Way Of Life

Longhouse Shelter

The Haudenosaunee used a **clan system**. Each clan had a Clan Mother and a **longhouse** linked to an animal: bear, wolf, turtle, snipe, eel, heron, hawk, beaver, or deer.

Many generations lived together in one longhouse. Children, parents, grandparents, and great-grandparents. As families grew, longhouses grew. Some were as long as a football field! Some had 4-5 longhouses. Large villages had more. It was common for 50 people to live in one.



Role of Haudenosaunee Women

Women were respected equally. Each clan was led by a Clan Mother. When she passed away, her title went to a female relative.

Clan Mothers chose the chief and worked with him to make decisions. They decided when ceremonies happened and what food was made. Women gave birth to the next generation. When a woman married, her husband moved into her longhouse.

Children were part of the mother's clan. Women grew the food — corn, beans, and squash — called the **"Three Sisters."**



Role of Haudenosaunee Men

Men were clan heads and served on the **Grand Council**, the Haudenosaunee government. They hunted, fished, chopped trees for longhouses and canoes, and fought in wars. Women decided if they should go to war, but men were the ones who fought.

Questions

Use information from the text to support your answer

1) What was the role of women and clan mothers for the Haudenosaunee?

2) What was the role of men for the Haudenosaunee?

Summarize

Write the important details from the reading passage.

Word Scramble

Unscramble the words from the word bank.

Word BankClan
HuntingClanmother
TurtleChief
FarmingLonghouse
GenerationsHaudenosaunee
Council

ONSLUHEGO

IUOLNCC

NRAGMFI

LNECHORATM

ADNHUOEUAENSEU

TREULT

Selecting The Chief

Chief Hiawatha

- Was the leader of the Mohawk First Nation
- He is responsible for co-founding the Haudenosaunee Confederacy
- He was chosen by a Clan Mother to become Chief



Clan Mothers Criteria for Chief

- Honesty and kind-heartedness
- Ability to think clearly
- Ability to care for family
- Knowledge of traditional ceremonies
- Ability to uphold the Great Law
- Ability to represent the people
- Ability to accept responsibility



Questions

Answer the questions below.

1) What is different about Chief Hiawatha vs our leader, Justin Trudeau?

2) Why do you think Clan Mothers would choose this list of criteria? Will someone who has these qualities be a good leader?

Quote Based on the quote below, how are women/mothers viewed by the Haudenosaunee

Haudenosaunee Clan Mother Alice Papineau Dewasenta once said, "We are the givers of life. We own the land, the mother. We are honoured in a ceremony four times a year with the changing of the seasons. The ceremony lasts six days, and there are songs and dances especially dedicated to the mothers. Because a mother is a mother to everybody, we say 'Ethinoha'. It means 'our mothers,' an honourable word."

Sorting

Read each sentence and decide if it is showing the actions of a good chief or not. Write your answer in the box.

1) The Chief listens to all sides before making a decision.	Good	Not Good
2) The Chief refuses to accept advice from the Clan Mother.	Good	Not Good
3) The Chief shouts at people who disagree with him.		Not Good
4) The Chief leads ceremonies and knows the proper traditions.		Good
5) The Chief helps families in the village and shows kindness.	Good	Not Good
6) The Chief breaks the Great Law when he feels like it.	Good	Not Good
7) The Chief stays loyal to his family and his Nation.	Good	Not Good
8) The Chief hides from problems and blames others.	Good	Not Good
9) The Chief stays calm, thinks clearly, and finds fair solutions.	Good	Not Good
10) The Chief asks for help when he doesn't know what to do.	Good	Not Good
11) The Chief accepts criticism and tries to improve.	Good	Not Good
12) The Chief only helps his friends and ignores others.	Good	Not Good

Activity: Haudenosaunee Consensus Circle

Objective

What are we learning more about?

Students will learn how consensus decision-making works by discussing real-life classroom or community topics. This helps them understand how the Haudenosaunee made fair group decisions and teaches respectful listening and compromise.

Materials

What do we need for our activity?

- ✓ A talking stick (soft foam to hold while speaking)
- ✓ Printed decision scenarios (classroom or community topics)
- ✓ A chart paper or whiteboard
- ✓ Paper and pencils for reflection



Instructions

How do we complete the activity?

- 1) Arrange the class in a circle.
- 2) Explain what "consensus" means: the group must agree on one vote—everyone must agree before moving on.
- 3) Choose one student to hold the talking stick. Only they can speak.
- 4) Read a decision scenario aloud.
- 5) Go around the circle. Students share what they think is the best choice.
- 6) Keep discussing until everyone agrees on one idea.
- 7) Write down the final decision and how they got there (e.g., someone changed their mind or they made a new compromise).
- 8) Try another scenario if there's time.

Cards

You may cut out the decision scenario cards for students to pick and discuss.

Your class earned a reward
for great teamwork.

Should your reward be a
movie afternoon, an
outdoor party, or a
fun beach day?

It's treat day in your class!

Should the whole class
get to enjoy crunchy
popcorn, sweet fruit
kebabs, or colourful and
icy freezies?

Your class is raising money
to help others. Should the
donation go to a children's
hospital, an animal shelter,
or a local food bank?

You are going on a field
trip. Should the class visit
a natural area with trails, a
museum full of old items,
or a world famous site?

Your teacher said the class
can vote on a small
classroom pet. Should you
pick a goldfish, a hamster,
or a slow-moving snail?

It's almost the last week of
school. Should your class
plan a talent show, a
classroom pizza party, or a
day full of outdoor games?

Decision Scenario Cards

Write down some things we should decide on as a class.

PREVIEW

Planning

Answer the questions below.

1) What is the decision question?

2) What is your opinion?

3) What did other people say?

- _____
- _____
- _____

4) What was the final decision?

1) What is the decision question?

2) What is your opinion?

3) What did other people say?

- _____
- _____
- _____

4) What was the final decision?

Reflection Questionnaire

Cut the reflection questionnaires below.

Name: _____

Circle the box of your choice.

1) Did you listen to everyone's ideas during the circle?	Yes	No
2) Did your group come to a full agreement (consensus)?	Yes	No
3) Did anyone have to change their opinion to help the class agree?	Yes	No
4) Would you like to use consensus again to solve problems?	Yes	No

Name: _____

Circle the box of your choice.

1) Did you listen to everyone's ideas during the circle?	Yes	No
2) Did your group come to a full agreement (consensus)?	Yes	No
3) Did anyone have to change their opinion to help the class agree?	Yes	No
4) Would you like to use consensus again to solve problems?	Yes	No

Name: _____

Circle the box of your choice.

1) Did you listen to everyone's ideas during the circle?	Yes	No
2) Did your group come to a full agreement (consensus)?	Yes	No
3) Did anyone have to change their opinion to help the class agree?	Yes	No
4) Would you like to use consensus again to solve problems?	Yes	No

Name: _____

Circle the box of your choice.

1) Did you listen to everyone's ideas during the circle?	Yes	No
2) Did your group come to a full agreement (consensus)?	Yes	No
3) Did anyone have to change their opinion to help the class agree?	Yes	No
4) Would you like to use consensus again to solve problems?	Yes	No

Decision Making In The Grand Council

What is the Grand Council?

The **Grand Council** is when the 6 nations would meet to discuss issues that arose in the 6 different nations. When the nations arrived, each nation had a role in the meeting.

The **Onondaga** were the Fire Keepers and were responsible for opening the Grand Council. They welcomed everyone and announced what they were discussing. The Mohawk and Seneca were known as the **Older Brothers** because they were the first to join the Confederacy. The Oneida and Cayuga were known as the **Younger Brothers**.



Process of Decision Making

During meetings of the Grand Council, a speaker from the Mohawk, Onondaga, or Seneca nations would be chosen to speak each day. The next day, a new speaker would be chosen. While the chief spoke, his clan mother and faith keepers sat behind him to advise and remind him of his responsibility to his people.

When a speaker was invited to address the council, he explained his nation's stance. The other chiefs listened and formed their own opinions. Everyone listened and respected the speaker. If a consensus was reached, the next issue could be brought to the audience by the same speaker or a new one.

If everyone didn't agree, the issue could be set aside until the chiefs could get advice from their communities. This is democracy in action, as everyone in the community has a voice in how the community should move forward.

Democracy in Action - Everyone has a Voice

Everyone had a voice in the Haudenosaunee Confederacy. Each nation would have clan meetings where men, women, and children could speak. The clan mothers would inform the chiefs of issues that needed to be change. The chief would bring these issues to the Grand Council.



Tree of Peace - The Chiefs sat beneath and deliberated

Visualization

What were you picturing while you were reading? Explain it.

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Questions Use evidence from the text to support your answer.

1) What role did the 5 nations have at the Grand Council?

--

2) How did all people – men, women, and children have a voice in decision making?

--

True or False

Circle whether the statement is true or false.

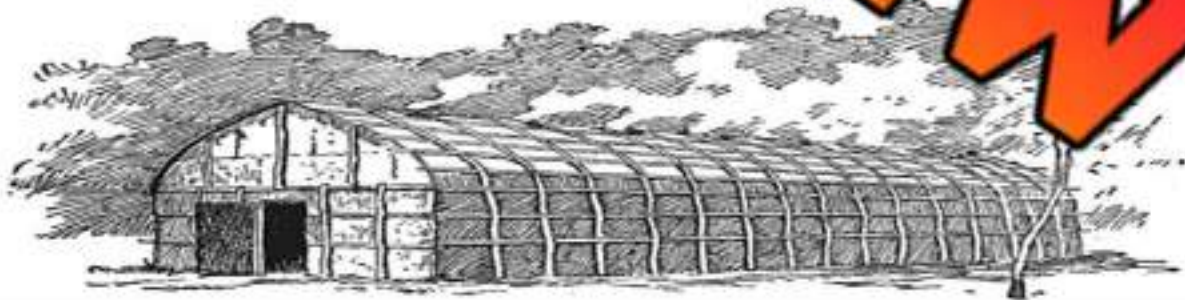
1) The Onondaga were responsible for keeping the fire going.	True	False
2) Seneca, Mohawk and the Oneida were the first nations to join.	True	False
3) Decisions needed to be agreed upon by consensus.	True	False
4) All men, women, and children had a voice in the Haudenosaunee nations.	True	False
5) Other members would often interrupt the speaker if they disagreed.	True	False

Longhouse Shelter

The Haudenosaunee lived in permanent shelters named Longhouses. Longhouses were permanent because they were difficult to build and impossible to move. The steps to building a Longhouse are written below in the incorrect order. Can you figure out the correct order?

Directions: Number the steps 1-7 beside each instruction

Step	Instructions
	Cover the poles with bark
	For the roof, add more poles to run the opposite direction of the U-shaped poles
	Find long wooden poles to use for the frame
	Make small holes in the roof for smoke to escape
	Bend the wood poles to create an upside-down U shape
	Build sleeping platforms on the sides of the longhouse
	Build a row of hearths for the fires



What are the benefits and drawbacks of a longhouse?

Directions

What do you notice in the pictures of the longhouses below?





Activity: Build A Longhouse Shelter

Objective

What are we learning more about?

Students will learn about the Haudenosaunee and how they used longhouses as homes. They will build a longhouse model using natural and craft materials to understand how the shelter was made for many families and was suited to their environment.

Materials

What do we need for our activity?

- ✓ Popsicle sticks or pipe cleaners (for the longhouse frame)
- ✓ A rectangular piece of cardboard (for the base)
- ✓ Brown construction paper or fabric (for walls and roof)
- ✓ String or twine (for tying)
- ✓ Glue and scissors
- ✓ Markers or crayons (for decoration)
- ✓ Cotton balls, toy animals, or small twigs (for decoration)



Instructions

How do we complete the activity?

- 1) Start with a talk about longhouses and how Haudenosaunee families lived.
- 2) In small groups, collect your materials and plan your longhouse design.
- 3) Use popsicle sticks or pipe cleaners to build the longhouse frame in a rectangular shape.
- 4) Tie or glue parts of the frame to make sure it stands strong.
- 5) Wrap brown paper or fabric around the frame to create walls and the roof.
- 6) Leave space for a doorway and small holes for smoke to leave the house.
- 7) Add decorations like clan animal symbols, small toy animals, or snow using cotton balls.
- 8) Show your longhouse to the class and explain how it helped the Haudenosaunee live together.

How To Guide

Follow these steps to build a longhouse shelter.

	Step	Description
1	Make the Base	<ul style="list-style-type: none"> Find a strong piece of cardboard to be the ground for your longhouse. Use crayons or markers to colour the ground to look like grass, dirt, or snow. Let the base dry before moving to the next step.
2	Build the Frame	<ul style="list-style-type: none"> Use popsicle sticks or pipe cleaners to make the longhouse frame. Place sticks upright along both sides of the base. Bend sticks at the top to meet in the middle and glue or tie together.
3	Add Roof Supports	<ul style="list-style-type: none"> Add extra sticks to make the roof strong. Check that the roof is not flat and is shaped like a tunnel.
4	Cover the Longhouse	<ul style="list-style-type: none"> Cut brown paper or fabric a wide enough piece to cover the longhouse. Wrap the paper or fabric around the frame. Glue it down neatly. Leave an opening at the top for smoke to escape.
5	Make the Doorway	<ul style="list-style-type: none"> Cut a small entrance at one end of the longhouse. Make sure it is big enough for a small figure to enter.
6	Decorate the Walls	<ul style="list-style-type: none"> Use crayons or markers to draw clan animals or patterns. Add details like bark lines or family symbols to make it look real.
7	Add the Scene	<ul style="list-style-type: none"> Place small cotton balls around for snow or soft moss. Add small logs, toy animals, or trees to finish the scene.
8	Let it Dry	<ul style="list-style-type: none"> Wait until everything is dry. Show your longhouse to the class and explain how it helped families live together.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Teamwork	The group worked well together and shared tasks to build the longhouse.
Building Structure	The frame was built in a tunnel shape and stood strong on the cardboard base.
Use of Materials	The paper or fabric was neatly added to cover the longhouse, and the roof was finished.
Creativity	Decorations like clan symbols, animals, or snow were added to the scene.
Explanation	Students explained how longhouses helped Haudenosaunee families live.

Example Model: Longhouse Made by "Team Builders"



Planning - Longhouse Model

Answer the questions below.

1) Materials: Circle the materials you will use for your longhouse model.

Popsicle Sticks	Cardboard	Fabric /Paper	Scissors	String/Twine	Glue
Crayons	Markers	Pipe Cleaners	Toy Animals	Small Rocks	

2) Plan your model: How will you build your longhouse?

-
-
-
-
-
-
-
-
-
-

3) Purpose: What makes a longhouse a special kind of shelter?

4) Details: What details will you add to your longhouse?

Snow (Cotton)	Animals (Toy or Drawn)	People	Wood Logs	Grass/Dirt
Other:				

Name: _____

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Curriculum Connection
A2.4, A3.1

**Sketch Your
Model**

Draw your Longhouse to help you plan what you will make. Show things like the entrance, the curved roof, walls, and decorations.

PREVIEW

Name: _____

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Curriculum Connection
A2.4, A3.1

Peer Assessment

Assess your peer's longhouse model

Your Name: _____

Your Peer Name: _____

Criteria	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Is the longhouse strong and standing?				
Is there a clear entrance?				
Did they use materials?				
Are there details like snow or animals?				
Did they explain the longhouse well?				

Two Stars And A Wish

Look at your peer's longhouse model. Write two things you liked (stars) and one thing to improve (wish).



Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Teamwork	Group did not work well together.	Group worked together sometimes.	Group worked well together.	Group worked very well together.
Building Structure	The longhouse did not stand up.	The longhouse was built but not sturdy.	The longhouse was mostly sturdy.	The longhouse was strong and well-built.
Materials	Materials were used poorly.	Some materials were used neatly.	Materials were used well and neatly.	Materials were used very well and fully covered the longhouse.
Creativity	No creative details were added.	Some creative details were added.	Creative ideas and good details were shown.	Very creative details were added like animals, snow, or clan signs.
Explanation	No explanation was given.	A short explanation was given.	A clear explanation was given.	A detailed and clear explanation was given.

Teacher Comments

_____ _____ _____ _____	Mark
----------------------------------	---------------------

Student Comments – What Could You Do Better?

_____ _____ _____ _____

Inuit Trading

Inuit Trading

The Inuit live in the Arctic region, in northern parts of Quebec as well as Nunavut, the Northwest Territories, and the Yukon. When trading, the Inuit had to travel longer distances to reach other indigenous groups, like the Northern First Nations and the Métis.

The Inuit mainly traded with other Inuit groups. Many Inuit groups often agree to meet in a central location, like Atkasut and the Mackenzie River. That way, more trading between groups could happen all at once.



Inuit Items for Trade

Copper – copper was found in the Kitikmeot region. The Inuit would pound the copper into a useful shape. They would then fold it to make it stronger.



Meteorite Iron
Harpoon

Iron – iron was found in meteorites that landed in several locations that were available to the Inuit. The iron was valuable for making tools and weapons, like harpoons. The Inuit traded the iron with other Inuit groups as well as with the Northern First Nations.

Soapstone – Soapstone was a valuable material traded among Inuit groups. The Kitikmeot and Netsilingmiut made containers and pots. They traded them for furs, sinew, and sometimes copper or iron.



Soapstone Bowl

Importance of Trade for the Inuit

Trade was very important to the Inuit. The weather in the Arctic is unpredictable, which meant some years, one area had a lot of animals to hunt and other years, they would have a shortage of animals. Remember, the Inuit ate mostly meat, as plants wouldn't grow for most of the year.

If there was a shortage of animals for an Inuit group, they could trade useful items like iron, copper and soapstone to other groups in exchange for meat and furs.

Questions

Answer the questions below using evidence from the text.

1) How did the Inuit trade with others, and who did they trade with?

2) Why was _____ so important for the Inuit?

Multiple Choice

Circle the correct answer.

1) The Inuit mostly traded with _____.	Inuit	First Nations
2) The Inuit traded copper, iron, and _____.		Soapstone
3) The Inuit lived in which region?	Arctic	Great Lakes
4) Iron was found in _____.	Iron	Sees
5) Trading was important because the Arctic weather is ____.	Predictable	Unstable

Draw & Write

Draw one Inuit trade item and write about it. Tell what it is, what it's made from, how it was used, and why it was important for trading.

	_____

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) The Inuit always traded with groups that lived nearby.

T

F

2) Trading often happened during the coldest part of the year.

T

F

3) Soapstone was useful for cooking and holding things.

T

F

4) The Inuit used meteorites to get some of their iron.

T

F

5) Inuit ate plants most of the year for energy.

T

F

Name: _____

Mark

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

1) The Inuit always traded with groups that lived nearby.

T

F

2) Trading often happened during the coldest part of the year.

T

F

3) Soapstone was useful for cooking and holding things.

T

F

4) The Inuit used meteorites to get some of their iron.

T

F

5) Inuit ate plants most of the year for energy.

T

F

Name: _____

Mark

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

1) The Inuit always traded with groups that lived nearby.

T

F

2) Trading often happened during the coldest part of the year.

T

F

3) Soapstone was useful for cooking and holding things.

T

F

4) The Inuit used meteorites to get some of their iron.

T

F

5) Inuit ate plants most of the year for energy.

T

F

Name: _____

Mark

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

1) The Inuit always traded with groups that lived nearby.

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F

2) Trading often happened during the coldest part of the year.

T

F

3) Soapstone was useful for cooking and holding things.

T

F

4) The Inuit used meteorites to get some of their iron.

T

F

5) Inuit ate plants most of the year for energy.

T

F

First Nations Agreements: Treaties and Alliances

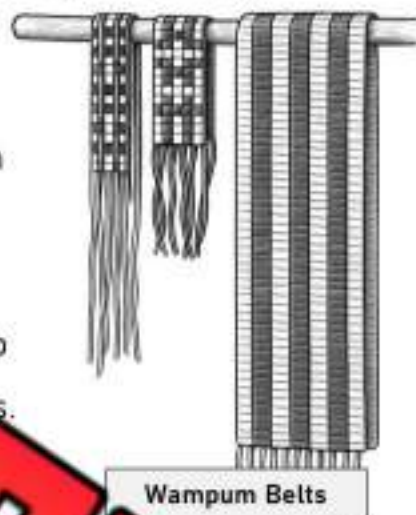
Treaties

A **treaty** is an agreement between two groups. Throughout history, there have been many treaties between First Nations, Europeans, Inuit, and Métis.

Treaties Between First Nations

The First Nations had been making treaties between nations for many years before European contact. For indigenous peoples, treaties are not signed on legal documents and are sealed when the two sides agree, with both sides using their word as security.

When a treaty was agreed, the two sides would often have a ceremony with smoking pipes or exchange presents, often wampum belts. This helped everyone remember the agreements made. Elders would pass along agreements by explaining the stories of the wampum belts.



Alliances

The Haudenosaunee Confederacy

The Haudenosaunee Confederacy is an example of an alliance between First Nations. The Seneca, Cayuga, Onondaga, Oneida, and Mohawk agreed to the Confederacy. The alliance helped them because if one nation had trouble with an outside nation, all the nations in the Confederacy came to their defence. The alliance also created opportunities for these nations to trade and participate in gift-giving.

Confederacy of the Three Fires

The Ojibway, Odawa, and Potawatomi Nations formed the Confederacy of the Three Fires because the three nations had similar languages and territories. They would protect each other and discuss issues related to the nations.

The Confederacy helped them control the valuable area around the Great Lakes. It also had strong relations with the Haudenosaunee.

True or False

Circle whether the statement is true or false.

1) Treaties were signed by Chiefs on paper with ink and a feather.	True	False
2) After a treaty was made, both sides would sometimes offer a wampum belt.	True	False
3) Treaties never happened between First Nations before the Europeans made contact.	True	False
4) There are no more treaties in place today.	True	False
5) A conference between First Nations is an example of an alliance.	True	False

Questions Answer the questions below using evidence from the text.

1) How were treaties made between First Nations than how agreements are made today?

2) Why were alliances important to First Nations?

Questioning

Write 3 questions you have about the reading.

1)

2)

3)

Memory Game – Match the Item

Objective

What are we learning about?

Students will learn about important items used by First Nations, Métis, and Inuit peoples by playing a memory-matching game. This activity helps students remember what these items were made of and how they were used in daily life.

Materials What do we need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear space on the floor

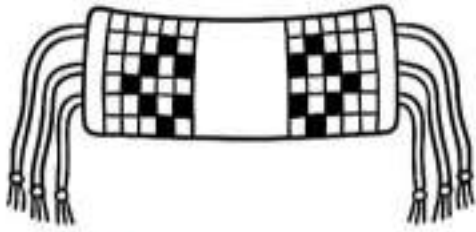
**Instructions**

How will we complete the activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
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 the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

**Wampum Belt**

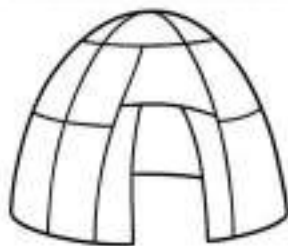
Beads used to show peace, stories, or a treaty agreement.

**Snowshoe**

Wide shoes that stop your feet from sinking into deep snow.

**Birchbark Canoe**

A small boat made from birch bark used on rivers and lakes.

**Wigwam**

A small round home made with wood, bark, and animal skins.

**Longhouse**

A large wooden house where many families lived and stayed together.

Cards

Memory Game Cards

**Anorak**

A thick coat made from animal skin to keep warm.

**Three Sisters**

Corn, beans, and squash planted together to help each other grow.

**Red River Jig**

A Métis dance done with fiddles and a special community

**Harpoon**

A long, sharp tool used to hunt seals and whales in water.

**Moccasins**

Soft shoes made from hide to keep feet warm and quiet.

Cards

Memory Game Cards

**Dog Sled (Qamutik)**

A sled pulled by strong dogs across snowy land and frozen ground.

**Soapstone**

A soft grey rock that Inuit carve into animals or tools.

**Fiddle**

A string instrument played by Inuit during dances and dances.

**Beaver Pelt**

Thick fur from beaver used by First Nations for goods.

**Portage**

Carrying a canoe and supplies over land to next water.

Name: _____

Date: _____

Unit Test – 1: Life of Indigenous Peoples Before Europeans Arrived

Total

/

Mark

/

1) Which is NOT a First Nation?

- a) Inuit
- b) Mohawk
- c) Ojibway
- d) Wendat

2) Which region do the Inuit live?

- a) Southern Ontario
- b) Atlantic Canada
- c) The Arctic
- d) Great Lakes region

3) Which First Nation was not part of the Haudenosaunee Confederacy?

- a) Mohawk
- b) Ojibway
- c) Seneca
- d) Oneida

4) Which animal did the Métis rely on to survive?

- a) Deer
- b) Beaver
- c) Fish
- d) Buffalo

5) Who chose the chief for the Haudenosaunee First Nations?

- a) The clan mothers
- b) The strongest warrior
- c) The best hunter
- d) The former chief

6) Which one is NOT one of the Three Sisters?

- a) Corn
- b) Beans
- c) Wheat
- d) Squash

7) What language group do the Ojibwe belong to?

- a) Algonquin
- b) French
- c) Inuktitut
- d) Wendat

8) What is the Haudenosaunee Great Law of Peace?

- a) Rule of Nations
- b) Great Law of Peace
- c) Tree of Unity
- d) Peace Agreement

9) Which group used sod houses in winter?

- a) Haudenosaunee
- b) Métis
- c) Inuit
- d) Wolf

10) What is a canoe made from birch bark?

- a) Dugout
- b) York boat
- c) Kayak
- d) Birchbark canoe

Define

What do the terms below mean?

Mark

/

Term	Definition - What does it mean?
Wampum Belts	
Turtle Island	
Tree of Peace	

Short Answer

Answer the questions below.

Mark

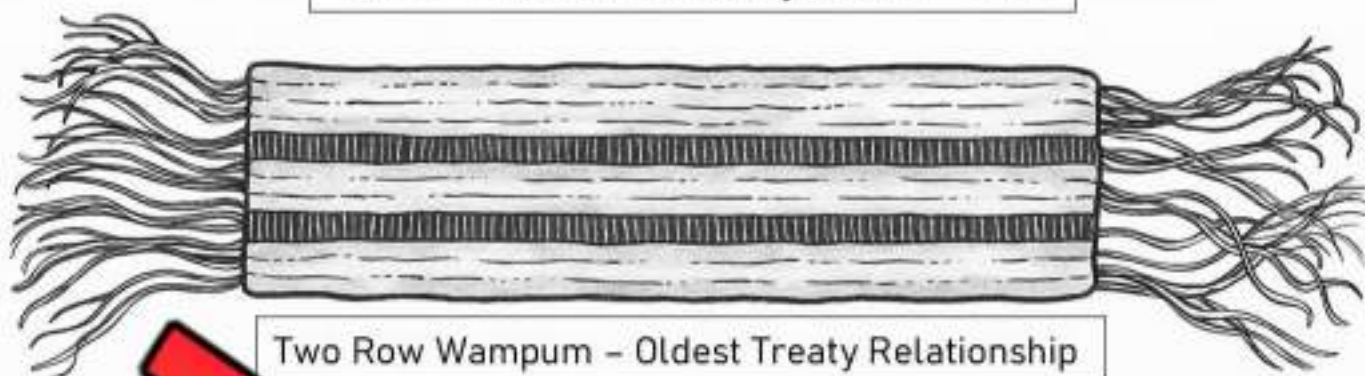
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1) Who are the Métis? Name two things they brought with them (e.g., music, shelter, food).

2) Did First Nations always get along with each other, or were there conflicts? Explain.

3) How did First Nations people travel? List and name three transportation methods.

Two Row Wampum Belt



Two Row Wampum – Oldest Treaty Relationship

Haudenosaunee and Dutch

In 1614, Mohawk people entered their territory. The visitors were Dutch, from the Netherlands. The rest of the Haudenosaunee met with the Dutch.

The Dutch, who were big, thought they should be called "Father" and the Haudenosaunee "Son." But the Haudenosaunee said they should be "Brothers," to show they were equal.

Two Row Wampum

As the two groups learned more about each other, they made an agreement. The Haudenosaunee made the Two Row Wampum belt to show the agreement. It was the first treaty between Europeans and Indigenous peoples.

The belt shows two lines to explain the deal. One line is the Dutch canoe, the other is the Haudenosaunee canoe. They travel side by side, and neither will enter the other's path.

Treaty - Silver Covenant Chain of Friendship

The Dutch wrote down the agreement using three silver chains. These chains stood for three ideas the groups would follow. First, friendship. Second, peace. Third, the promise that the deal would last forever.

The silver chains showed the friendship. Silver can rust, but it can be polished when the brothers meet again. This was called the Silver Covenant Chain of Friendship.



Tawagonshi Document - Written Agreement of the Two Row Wampum Treaty

Questions

Answer the questions below using evidence from the text.

1) What happened when the Dutch landed on the Mohawk's territory?

2) What is the Two Row Wampum Belt? Why is it important?

True or False

Circle whether each statement is true or false.

1) The Two Row Wampum belt was the first treaty between Europeans and the Indigenous.

True

False

2) The relationship between the two groups was peaceful.

True

False

3) The Haudenosaunee used large sail boats to get down the river.

True

False

4) The Dutch also recorded the treaty on paper.

True

False

5) The Dutch thought they were above the Haudenosaunee at first.

True

False

Summarize

Write the important details from the reading passage.

Exit Cards

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

Name: _____

Mark

Put a checkmark (✓) on the correct answer!

1) The Two Row Wampum Belt shows...

One group travels ahead and leads the other

Two groups travel side by side, staying equal

2) Circle all who agreed to this treaty.

British

Dutch

Haudenosaunee

Inuit

Name: _____

Mark

Put a checkmark (✓) on the correct answer!

1) The Two Row Wampum Belt shows...

One group travels ahead and leads the other

Two groups travel side by side, staying equal

2) Circle all who agreed to this treaty.

British

Dutch

Haudenosaunee

Inuit

Name: _____

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1) The Two Row Wampum Belt shows...

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Two groups travel side by side, staying equal

2) Circle all who agreed to this treaty.

British

Dutch

Haudenosaunee

Inuit

Activity: Make A Treaty And Wampum Belt

Objective

What are we learning more about?

Students will learn that treaties between Indigenous nations and others were based on trust, memory, and spoken promises. In pairs, students will make a paper wampum belt showing a shared agreement using beads or paper shapes. They will write what their symbols mean and role-play a treaty meeting to show respect and understanding.

Materials

What do we need for our activity?

- ✓ Strip of black or purple construction paper (for the belt base)
- ✓ White, purple, or red beads or paper bead cutouts
- ✓ Glue sticks or white glue
- ✓ Markers or crayons and sentence strips
- ✓ Lined paper or sentence strips (for writing the agreement and meanings)



Instructions

How do we complete the activity?

- 1) Start by talking about what treaties and wampum belts are and how they are used.
- 2) Work in pairs and talk about something you both agree to, like sharing or fairness.
- 3) Cut a strip of black or purple paper for your wampum belt.
- 4) Use white, purple, or red beads or paper shapes to design symbols that show your agreement.
- 5) Glue the beads or shapes in a neat pattern on your belt.
- 6) Together, write 1–3 sentences that explain your agreement and what each symbol means.
- 7) Practice acting out a treaty meeting where you both speak about your promise.
- 8) Present your wampum belt and treaty to the class and explain how it shows trust and respect.

How To Guide

Follow these steps to make a treaty and wampum belt.

	Step	Description
1	Talk About Treaties	<ul style="list-style-type: none"> With your partner, talk about what treaties are and why Indigenous peoples used wampum belts. Treaties were promises based on respect and trust, not just written words. Think about how people showed agreements using symbols and stories.
2	Make the Belt Base	<ul style="list-style-type: none"> Take a long strip of dark paper (purple or black). This is your wampum belt and will show your agreement. You can draw lines or shapes on the sides for decoration.
3	Create a Shared Agreement	<ul style="list-style-type: none"> Take turns with your partner to agree on a message like peace, kindness, or fairness. Decide what you both will share together. Choose symbols or shapes that match your shared message.
4	Add Symbols to the Belt	<ul style="list-style-type: none"> Use beads or paper shapes to create symbols. Try to use mostly purple and white. Glue the symbols on the belt in a clear, neat way.
5	Write the Meaning Together	<ul style="list-style-type: none"> Write 1–3 sentences that explain what each symbol means. Make sure it shows your agreement clearly. Use neat writing on a small strip of lined paper.
6	Role-Play Your Treaty Meeting	<ul style="list-style-type: none"> Pretend to be leaders making the treaty. Each person should explain the promise and what it means. Use your belt during the meeting to show your agreement.
7	Share With the Class	<ul style="list-style-type: none"> Present your wampum belt and treaty with your partner. Explain what your symbols mean and why your promise matters. Listen respectfully when others are presenting.

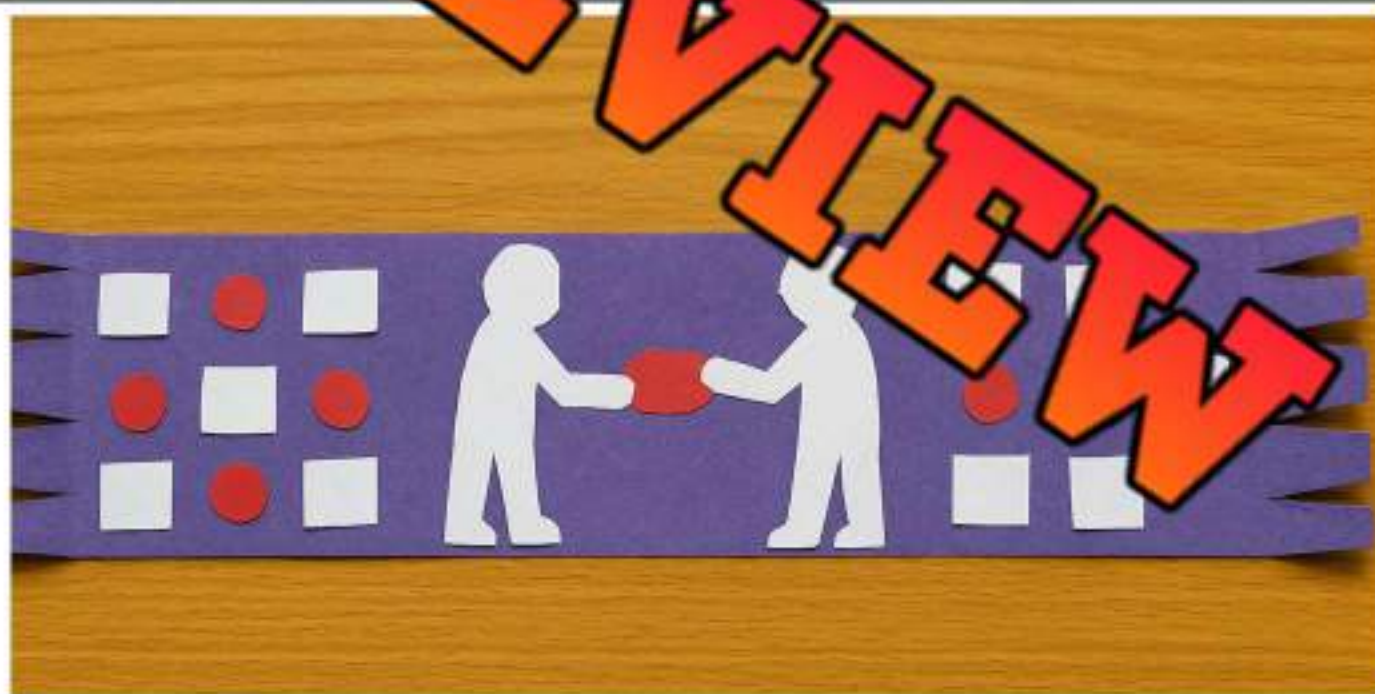
Criteria

Use the criteria below to complete the activity.

Criteria	Description
Teamwork	Both partners worked together and shared ideas to design the wampum belt.
Agreement Symbolism	The belt clearly shows a shared agreement using shapes, colours, or people.
Use of Material	The paper, beads, and shapes were added neatly, with good effort shown.
Creativity	The belt includes detailed symbols and a creative design to show
Explanation	The student clearly explained what their belt means and how it shows their

Example Craft

Team Promise"



"My friend and I agreed to share and be kind to each other. We made a wampum belt to show our promise. The belt shows two people giving a gift to show peace, trust, and friendship."

Planning

Answer the questions below.

1) Names of Partners:**2) Our Agreement (Value):** What promise or value will your belt show? (Kindness, sharing, peace, helping, etc.)**3) Why Did You Choose This Agreement?** Explain why this value is important to both of you.**4) Symbols on the Belt:** Who or what will you show on your wampum belt?**5) Steps You Will Follow to Make the Belt:** What you will do from start to finish.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

5) What Will You Say in the Presentation? Write a short script for your class presentation.

Name: _____

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Curriculum Connection
A1.1, A2.4, A3.2

**Sketch Your
Wampum Belt**

Draw your wampum belt to help plan what you will make. Show people, shapes, or symbols on the belt. Include patterns, colours, and end cuts.

PREVIEW

Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Teamwork	We did not work well together.	We worked together a little.	We shared ideas and helped each other.	We worked very well together and took equal parts.
Agreement Symbolism	Our belt had no clear meaning.	Our belt showed a simple idea.	Our belt showed a clear agreement.	Our belt showed a strong, thoughtful agreement with detail.
Use of Materials	Materials were used carelessly.	Some parts were added neatly.	Most parts were neat and showed care.	Everything was neat and very carefully made.
Creativity	Our belt had very few details.	Our belt had some creative shapes and colours.	Our belt had creative shapes and colours.	Our belt had very creative symbols and looked meaningful.
Explanation	We did not explain our belt.	We gave a short explanation.	We gave a clear explanation.	We gave a strong and detailed explanation of the promise.

Teacher Comments

_____ _____ _____ _____	Mark _____ _____
----------------------------------	-------------------------------

Student Comments – What Could You Do Better?

_____ _____ _____ _____

John Cabot

Background

John Cabot was an Italian explorer who was born in 1450. Not much is known about Cabot from 1450-1497. Cabot was the second European after **Christopher Columbus** to explore North America. Although Cabot was Italian, he was hired by the King of England to search for unknown lands to find gold, spices, and anything else that might be valuable. The King was desperate to find out more about Columbus' recent discovery.



Voyage 1

John Cabot set sail on his ship, called "**Matthew**" with 18 crew members. They travelled across the Atlantic Ocean and landed in what is now known as Newfoundland. He claimed the land for England and King Henry VIII. The King was so impressed with Cabot, that he rewarded him with 100 marks and a pension. He was also given funds for a second voyage.



Voyage 2

In 1498, Cabot went on his second voyage looking for Japan, which was home to valuable spices and gems. He was given 5 ships to travel west across the Atlantic. However, no one is 100% sure what happened next. Some historians believe he landed on the east coast of what is now Canada and explored this area. Others believe his ship was lost at sea following a bad storm. It was confirmed that one of the 5 ships did return to Ireland after the boat was damaged in a storm.

By 1499, Cabot was announced dead, although he was never seen again.



Fill in the Blanks

Fill in the blanks using words from the word bank

Word Bank

Trade	Cabot	England	Merchandise	Italian
North America	35	Money	Poor	Explore

John _____ was an _____ explorer who sailed for King Henry of _____. He is known for his discovery of _____ in 1498. He landed in _____ with _____ to _____ with the First Nations. He was _____ early on, which motivated him to _____ so he could earn _____ with his trades. The voyage from England to New _____ took _____ days.



Questions

Answer the questions below

1) Why do you think European Explorers sailed to North America?

2) What problems do you think explorers faced crossing the Atlantic Ocean?

Jacques Cartier

Background

Jacques Cartier was a French explorer who will be remembered as the person who named Canada. He was born on December 31st, 1491 in Saint Malo, France.

Voyage 1

In 1534, Jacques Cartier on his first voyage to North America to find spices and the passage to Asia. Cartier was unsuccessful in his goals, but did stumble upon land – Newfoundland, also Prince Edward Island and the Gulf of the St. Lawrence. Upon arriving in America, he encountered First Nation people.



Cartier was worried the King would be upset if he returned to France empty-handed, so he decided to capture a Native American. He captured a Native American Chief named Donnacona and two of his sons, Agaya and Taignoagny. When they returned to France, King Francis was so impressed with them that he sent him on a second voyage.

Voyage 2

On his second voyage, Cartier travelled further into Canada along the St. Lawrence River. He reached Stadacona, where he and his crew were the first Europeans to spend the winter in what is now Canada. The bitter cold killed many of the crew.

Voyage 3

Cartier returned once more after being told tales by First Nations of treasure further inland in Canada. Unfortunately, no treasure was found. He never returned to Canada again. Cartier died in France on September 1, 1557.

True or False

Circle whether the statement is true or false.

1) Cartier was an English explorer.	True	False
2) Cartier went on 3 voyages to the "New World" (North America).	True	False
3) Cartier was looking for diamonds.	True	False
4) Cartier is remembered as the person who named Canada.	True	False
5) Cartier was also looking for a passage to Asia.	True	False

Questions

Answer the questions below using evidence from the text.

1) Do you think Cartier was a hero or villain? Explain.

2) Why do you think the winter killed many of Cartier's men?

Order

Put the following events in order. Number them 1-5.

Order	Event
	Cartier kidnapped Donnacona's 2 sons.
	Cartier was hired by King Francis to find spices, gold, and a passage to Asia.
	Cartier returned to France and never explored Canada again.
	Cartier and his crew spent the winter in Canada.
	Cartier discovered Newfoundland.

Fill in the Blanks

Fill in the blanks using words from the word bank.

Word Bank

St. Lawrence	Cartier	Voyages	Asia	France
Settlement	Kidnapped	Montreal	Weather	Conflict

Jacques _____ is known for his exploration of Atlantic Canada in 1534. He was commissioned by the King of _____ to find the Northwest Passage to _____, and the _____ river and eventually what is now known as _____ Cartier claimed the region for France and _____ a son of a Native American Chief. He returned to France, but made two more _____ back to the New World. Unfortunately, Cartier failed in his goal to create a permanent _____ because of poor _____ conditions, disease, and _____ with the First Nations.

Questions

Answer the questions below.

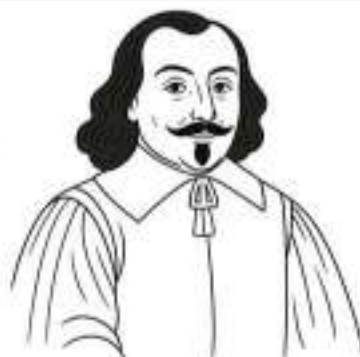
1) How might life today be different for the people in Canada if Cartier had established a permanent settlement for France?

2) What do you think would be the most devastating for the explorers: winter in present-day Canada, disease, or spending two months on a ship?

Samuel De Champlain

Background

Samuel de Champlain was a French navigator, cartographer, and explorer. He is remembered as being the first European to set up a permanent settlement in Canada, named Quebec City.



Voyage 1 & 2

Champlain's first voyage in 1603 was to check out the land the French had claimed in what is now known as Canada. At the time, it was called "New France". On the second voyage in 1604, Champlain brought settlers to New France to where is now known as Nova Scotia to explore the area. Although this voyage was unsuccessful, Champlain explored the area to learn about the land.

Voyage 3

In 1608, still determined to colonize New France, Champlain travelled further into Canada along the St. Lawrence River. He stopped in what is now Quebec City, and set up a trading post there. He made alliances with the Wendat people to trade beaver furs for guns, metal items (pots, pans, knives), and beads. Champlain would send the furs back to France to be sold. This was the first trade alliance between the First Nations and European explorers. Champlain became friends with the Wendat/Huron and even battled the Iroquois with them. The Iroquois had no match for the European guns and were defeated.



Champlain Fighting with the Huron
Against the Haudenosaunee

During the French and English war for New France, Champlain was captured by the English. After the war, he was released and went back to Quebec, where he eventually died on December 25, 1635.

Fill in the Blanks

Fill in the blanks using words from the word bank.

Word Bank

Colony	Weapons	Tools	France	9	Winter
Quebec City	Champlain	Settlers	French	Fur	-

Samuel de Champlain was a _____ explorer who was the first to establish a _____ in the "New World". He took 32 _____ to begin setting up a _____ the "New World". He would trade _____ and _____ First Nations for furs. Then he would send the furs back to France to sell for a profit. Unfortunately, a very cold _____ in Quebec City led to only _____ of the 33 settlers surviving. He would send more settlers and _____ spent the rest of his life managing French interests for France in Quebec.

Questions

Answer the questions below.

1) Since Champlain traded with First Nations, do you think _____ with respect?

2) Describe what you see in Quebec City's first settlement?



Storytime: The Day The Boat Came

Draw

Draw pictures to illustrate the story.

A Wendat Boy and a French Explorer Meet at the River

My name is Tekahionwake, and I live in a Wendat village near the shores of the St. Lawrence River. It is the year 1609. Every morning, I walk to the river with a bucket of water for my mother. The trees are tall, and the birds sing happily in the clear air.

PREVIEW

One morning, I saw something strange. A large wooden canoe, bigger than I had ever seen, was coming down the river. It had white cloths blowing in the wind and men with pale skin and long coats. I ran to tell the elders. We had heard of these people before—the French. Some called them “strangers from across the water.”

PREVIEW

The man leading the boat said his name was Samuel de Champlain. He had come from France, across the Atlantic Ocean. He told us his country wanted to trade and explore. He showed us metal tools, glass beads, and red cloth. I had never seen anything like it before.

In return, my father showed him our furs. The Wendat were known for trading beaver pelts. We hunted in the forests and carried goods in our birchbark canoes. Champlain said one beaver pelt was worth one metal pot in his country. At the time, beaver hats were popular in Europe, and they paid a lot for them.

PREVIEW

Champlain could not speak our language, so he pointed and used hand signs. One of our elders spoke a little French from a past trader. They talked about working together. The French wanted fur, and we needed strong tools. We made an agreement that day.

That night, we sat around the fire. My mother made corn soup while I held the shiny knife Champlain gave us. It was heavy and sharp. Much better than our stone knives.

PREVIEW

I did not know then that this meeting would change our lives forever. More French people would come. We would learn from them, and they would learn from us. But not everything would stay peaceful. That was only the beginning.

New France

What was New France?

In the 1530s, France sent explorers to find new land. They travelled west and landed in the Atlantic parts of Canada. Many of the explorers ventured through the St. Lawrence River,



which allowed them to get further inland in present-day Canada. Over the next two hundred years, France began an attempt to colonize this New World. **Colonize** means they sent people to live in a new region but still be under their old country's name. Colonizing is a way for a country to extend their territory as it creates new colonies around the world. They named their new colony "**New France**."

Challenges of New France

Colonizing a new territory is difficult, as it can overwhelm the settlers. A **settler** is someone who travels to a new colony or region and settles there. Settlers had to deal with three main challenges when they landed in New France.

- 1) The harsh, cold winters in New France
- 2) The lack of food available and the fact that they didn't know how to hunt these new lands or know if the soil was good for growing crops
- 3) They didn't know who the indigenous people were and if they would welcome the French. **Indigenous people** are people who lived in an area from the beginning or before others arrived.



Reasons for Exploring and Colonizing the New World

The **New World** was a term used to describe this land west of Europe that we now call North America. The explorers who found the New World were looking for shipping routes to Asia to allow the French traders to import silk. They were also looking for precious gems and metals such as gold to make France rich.

True or False

Circle whether the statement is true or false.

1) The settlers used the Fraser River to get inland in Canada.	True	False
2) Colonize means to send settlers to a new place and control it.	True	False
3) Colonizing is a way for countries to expand their territory.	True	False
4) Settlers are people who stay in their country.	True	False
5) Living in New France was easy for settlers.	True	False

Questions Answer the questions below using evidence from the text.

1) What is it meant to colonize a new region? Why would countries want to colonize?

2) What challenges did settlers face when living in New France?

Questioning

Write 3 questions you have about the reading.

1)

2)

3)

The Fur Trade

What was the Fur Trade

The fur trade was a booming business from the 1500s to the 1800s. In 1534, Jacques Cartier came looking for gold and spices, but he found lots of fish instead! While drying the fish in North America, the First Nations grew interested in the Europeans' metal tools and cloth. They started trading mink, beaver, and fox furs for these items. The furs were then sold in Europe to make fashionable hats.

French Explorer - Jacques Cartier and Samuel de Champlain

The fur trade continued. Champlain saw how to keep it going all year long. He built a fort at Quebec City, the first European settlement in North America. Before this, Europeans only came to visit in the summer. This helped keep trade steady and made a lot of money for everyone.



English Response

England became jealous of the money made in the fur trade by French traders. Pierre Esprit de Radisson and Médard des Groseilliers, Englishmen, stole beaver furs from the Hudson's Bay area. In 1670, the King started the Hudson's Bay Company. It gave the two Frenchmen control. At these posts, beaver furs were traded for guns, beads, cloth, and other metal tools.



Radisson and des Groseilliers trading fur with the Cree in the North - 1662

End of the Fur Trade

In the 1800s, the fur trade was still strong, but competition between the French and English led to war over the fur trade and land. The English won and took control. Fur trading stayed popular until the 1900s, when fur hats went out of fashion. People also started caring more about animals and didn't want them to be harmed.

Questions

Answer the questions below using evidence from the text.

1) What was the fur trade?

2) Which two countries fought over the fur trade? How did it end?

Multiple Choice

Circle the correct answer.

1) Which country started the fur trade?

France

England

2) The furs were often made into _____.

Hats

3) The First Nations wanted _____.

Metal

Food

4) Who setup the first trading post?

Hudson's

Bay

5) Which bay had the thickest furs?

James

Bay

Visualization

What were you picturing while you were reading? Explain it.

Exit Cards

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

Name: _____

Mark

Circle the correct answer.

1) What animals were traded for their fur?	Bears
	Beavers
2) Who started the Hudson's Bay Company?	The British
	The French
3) What were furs used to make?	Hats
	Boots
4) Who got jealous of the French fur trade?	Spain
	England
5) Who helped start the first French trading post?	Champlain
	Radisson

Name: _____

Mark

Circle the correct answer.

1) What animals were traded for their fur?	Bears
	Beavers
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	England
5) Who helped start the first French trading post?	Champlain
	Radisson

Fur Trade And The Métis People

The French and the First Nations

For the most part, the relationships between the French and the indigenous people was based on fur trading. As these trading relationships got stronger, many of the **coureurs des bois** lived with the First Nations they traded with. Some of the French ended up marrying First Nations women. Their relationship with the First Nations grew as they became family. They learned survival skills from the First Nations to help them survive in the cold climate of the area.



Intermarriage

In New France, a French settler could only marry an indigenous woman if the woman was baptized into the Catholic Church. This wasn't always the case for indigenous women, so many of the relationships existed without the Church's blessing.

The Métis

The children in these families were called Métis. A **Métis** person is someone who has ancestors from a First Nations member and a European member. For the **coureurs des bois**, it was often a French father and a First Nation mother.

Métis Settlement

Many Métis families began to settle together in Métis communities. The first Métis communities were on the western side of the Great Lakes, in the present-day province of Manitoba. Later, the Métis communities expanded further west.



True or False

Circle whether the statement is true or false.

1) The Métis are people with First Nation and European ancestry.	True	False
2) Many coureurs des bois men married First Nation women.	True	False
3) The Métis settled in communities west of Ontario, in Manitoba.	True	False
4) The Catholic Church never allowed Europeans to marry First Nations members.	True	False
5) The coureurs des bois learned survival skills from the First Nations.	True	False

Question Answer the questions below using evidence from the text.

1) What relationships do French have with Indigenous peoples?

2) Who are the Métis? Why did some men marry and live with First Nation women?

Cause and Effect

What happened because of this?

1) What happened because of French traders marrying Indigenous women?

2) What happened because the Church didn't allow all intermarriages?

3) What happened because Métis families moved farther west over time?

Exit Cards

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

Name: _____

Mark

Circle yes or no for each question.

1) Did French men always marry women approved by church?

Yes

No

2) Were all Métis families started in eastern Canada?

Yes

No

3) Did coureurs des bois stay close to their homes?

Yes

No

4) Did the King try to stop illegal fur trading?

Yes

No

5) Did Métis culture include both Catholic and traditional beliefs?

Yes

No

Name: _____

Mark

Circle yes or no for each question.

1) Did French men always marry women approved by church?

Yes

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Yes

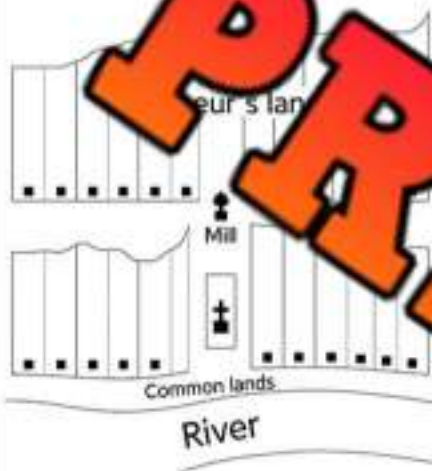
No

Seigneurs And Habitants

Settlers in New France

The explorers and fur traders were the first two groups that lived in New France. After they settled, farmers were sent to develop the land. The farmers were divided into two main groups – seigneurs and habitants.

Seigneurs and Seigneuries



The men that the king of France liked were called **seigneurs**. A seigneur was someone who may have supported the king back in France, or perhaps was a soldier who fought well in war. Either way, the seigneur was rewarded with a **seigneurie**, which was a large piece of land that was often 5 kilometres by 10 kilometres. This land was too big for one family to develop, so he had to give **habitants** (a farm family) to live on it and help develop the land.

A seigneurie had fields that were long and narrow so that the lots could have access to water. Seigneuries were set beside the St. Lawrence River so that the water could be used for farming, transportation, fishing, and navigation. The seigneur would keep a large section of the land to provide a church and mill for the habitants.

Habitants

The farm families that worked on the fields on the seigneurie were called **habitants**. Habitants worked very hard and had lots of responsibilities, like cutting and clearing the land, growing crops, and raising animals. Habitants didn't live on the land for free. They needed to give a portion of their crops to the seigneurs as well as pay taxes to the Church and to the government. They also had to work without pay for ten days a year on the seigneur's personal fields.



True or False

Circle whether the statement is true or false.

1) A habitant was someone who the king treated well with a seigneurie.	True	False
2) Seigneurs were given seigneuries, which were large areas of land.	True	False
3) Habitants were farm families that lived on seigneuries.	True	False
4) Habitant families didn't have to pay anything to their seigneurs.	True	False
5) Seigneurs were soldiers or people who supported the King of France.	True	False

Questions Answer the questions below using evidence from the text.

1) What are the differences between a seigneur and a habitant?

2) What responsibilities did the habitants have on the seigneur's land? Was it fair?

Word Hunt

Find 3 important words in the text and explain them.

	<hr/> <hr/>
	<hr/> <hr/>
	<hr/> <hr/>

Citizens Of New France

Population of New France

In 1666, the population of New France was 3215 people. Most of the people living in New France were men, with a total of 63 percent of the population. 37 percent of women in New France is. Now the population breakdown we see that men and women make up 50.48 percent of the population, which is more than the 49.52 percent of males.



Jobs in New France

Only men could become skilled workers where they specialized in one trade. These men had a higher social status compared to the farmers who worked in their fields all day. The top 7 jobs are listed below.

Occupation	Description
Soldiers	New France needed to defend its territory with soldiers.
Carpenters	The land was undeveloped. They needed carpenters to build houses and buildings.
Masons	A mason is a builder who works with stone. Masons built strong buildings.
Tailors	A tailor makes clothing. Remember, they handcrafted clothing in New France.
Merchants	Merchants were people who owned stores. They bought and sold items.
Bakers	Bread represented 60-85 percent of the total food intake in New France.
Millers	A miller someone who works in a grain mill producing grain for bread.

True or False

Circle whether the statement is true or false.

1) In 1666, the population of New France was 3215 people.	T	F
2) There were more women than men in New France.	T	F
3) Farmers had the best jobs in New France.	T	F
4) One of the most important jobs was soldier to defend New France.	T	F
5) Women could become skilled workers and have jobs like masons or bakers.	T	F

Questions

Answer the questions below using evidence from the text.

1) Why do you think there were more men living in New France in 1666?

2) Which jobs do you think were the most important?

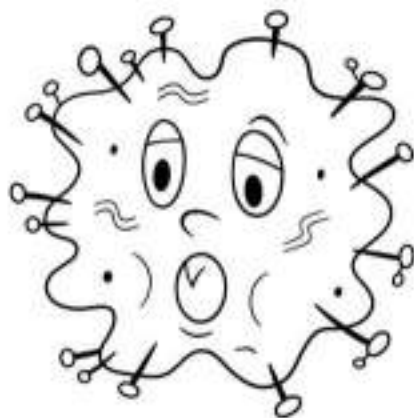
Reflection

There weren't nearly as many opportunities to find jobs in New France. Which job would you choose? Explain why.

Smallpox

Epidemic

An **epidemic** is an infectious disease that spreads throughout a community at a particular time. **Smallpox** is a very contagious disease that is easily spread from person to person. The symptoms of smallpox were high fever, skin rash, headache, backache, and diarrhea.



First Contact - Transfer of Diseases

When Europeans came to North America, they travelled in ships that had unhealthy living conditions. The lack of hygiene on these ships led to sailors developing contagious diseases, such as smallpox, measles, typhus, and influenza.

When they landed in North America, the sailors would spread their diseases to the people they contacted. Smallpox, measles, typhus, and influenza did not exist in North America before Europeans came. First Nations had never been exposed to them. This meant they had no antibodies to fight off these diseases.

This led to one of the largest epidemics in history. Historians estimate that these diseases killed off up to 93% of all Indigenous people. Smallpox was the most devastating disease.



Disease Warfare

Some Europeans even used smallpox as a weapon. There are stories of Europeans getting used blankets from a hospital treating smallpox and giving these blankets to the First Nations as gifts. William Trent, who was a European trader, wrote of a meeting with two First Nations: *"we gave them two Blankets and a Handkerchief out of the Smallpox Hospital. I hope it will have the desired effect."* They wanted to kill the First Nation peoples so they could have the land to themselves.

Multiple Choice

Circle the correct answer.

1) An epidemic is the spread of _____.	Disease	Fire
2) A symptom of smallpox is _____.	Joint pain	Rash
3) Epidemics are usually caused by poor _____.	Hygiene	Sleep
4) Which disease was the worst?	Typhus	Smallpox
5) The percentage of First Nations killed by epidemics was _____.	58%	93%

Question 1 Write the answers to the questions below using evidence from the text.

1) Why did smallpox kill more First Nations more than the Europeans?

2) What do you think of William Trent?

Fill in the Blanks

Fill in the blanks from information in the reading.

- 1) The First Nations had no _____ to fight diseases.
- 2) Some Europeans used smallpox as a _____.
- 3) Smallpox was one of the worst _____ in history.
- 4) Diseases were caused by poor hygiene on _____.
- 5) Smallpox is a very _____ disease because it spreads easily.

Role Play – First Contact

Objective

What are we learning about?

Students will act out the first meeting between European explorers and Indigenous peoples to learn about the different outcomes of contact, including shared knowledge and the problems caused by conflict and disease.

Materials

What will we need for our activity?

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



Instructions

How will we complete this activity?

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

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Creativity	Pretend you are really a person from that time. Show how your character feels, talks, and acts in the early contact between Europeans and First Nations.
Voice	Speak clearly and loud enough for others to hear. Use a voice that matches your character's job, feelings, and role in the story.
Movements	Act out how your character would at home, during trade, or in a meeting. Use movements that make your character feel real.
Stay In Role	Keep acting like your character the whole time. Even if it feels funny, don't break character. Stay serious and focused.
Teamwork	Be a good team member. Share your ideas, take turns, and include everyone in the role-play.

Scenario Cards

Cut out the topics below.

Scenario	Description
1 Jacques Meets the Wendat by the River	A French explorer named Jacques arrives by boat with his men. They set up camp near a river in a forested area. Not long after, they meet members of a Wendat village. At first, both groups are nervous. They don't speak the same language, so they use gestures and drawings in the sand. Jacques offers beads and iron knives. The Wendat share roasted fish and show the explorers how to make shelter. Over time, the two groups grow more curious about each other, but one of Jacques' men becomes sick. The Wendat don't understand the illness and worry it could spread. Tension grows when the explorer insists on staying in the area.

Scenario Cards

Cut out the topics below.

Scenario	Description
2 The Mohawk and the Dutch Make a Deal	<p>A Dutch trading group arrives with boats full of metal tools and wool blankets. They are hoping to trade with the Mohawk. When they meet the Mohawk leaders, they offer many goods and ask for furs. The Mohawk agree but explain their rules for trade. They don't like how the Dutch call themselves "super" and expect the Mohawk to follow them. The Mohawk suggest they call them "Brothers" instead. At first, the Dutch do not agree. Later, a Mohawk tells a story about respect between equals, and the Dutch slowly change their minds. Together, they make an agreement and create the Two Row Wampum to show their friendship.</p>
3 Champlain and the Wendat Plan for Battle	<p>Samuel de Champlain travels down the St. Lawrence River and reaches a Wendat village. He is welcomed to a feast. He gives metal cooking pots and tools. In return, the Wendat show him their gardens and how they grow corn, beans, and squash. Later, Champlain asks the Wendat for help in fighting a rival group. Some Wendat warriors agree, but others disagree. They plan a battle with the Iroquois. When the day comes, Champlain uses his guns for the first time in front of the Wendat. No one had ever seen anyone use a gun before, and some people feel unsure if this is truly the right way.</p>
4 The Haudenosaunee Longhouse Council Meeting	<p>A Haudenosaunee village prepares for a special gathering. Leaders from different clans meet under a large longhouse to talk about a new group of French traders who want to settle nearby. Some clan mothers believe they should be careful. Others think trading will help their community. The chiefs gather around the fire to speak about their worries. At the same time, a young Haudenosaunee girl sneaks close to listen and learns about how decisions are made in the Grand Council. The next day, the French arrive with gifts. They are invited into the longhouse to speak. The council must now decide whether to accept the new settlers or not.</p>

Scenario Cards

Cut out the topics below.

Scenario	Description
5 A Blanket That Changed Everything	<p>A French trader gives a blanket to an Algonquin child during a peaceful visit. The child becomes very sick with smallpox. Soon, other children in the village show spots and fevers. The elders try their best to heal them, but the sickness spreads fast. The Algonquin begin to blame the French, even though the trader did not know the blanket carried disease. The two groups must talk to decide what to do next. Some want to stop trade forever, while others want to find a way to safely move forward. Sadness and fear fill the village, but they must come together to make a decision.</p>
6 The Wendat and the Sneaky Fur Traders	<p>A Wendat family is working near their longhouse when they see smoke in the trees. A group of traders (not official fur traders) arrive. These traders are not official and do not follow the rules. They offer shiny trinkets and ask for beaver pelts. The Wendat father is unsure if he should trade. He invites them for a meal. That evening, they hear a long cry. The next morning, the traders are caught sneaking into the storage area. The Wendat decide to hold a small village meeting. The community must decide whether to forgive the traders or send them away.</p>
7 The Jesuit Visitor and the Wendat Elder	<p>A Jesuit missionary arrives at a Wendat village, hoping to teach the people about the Catholic religion. He brings crosses, prayer books, and a small bell for gathering people. At first, the Wendat are kind and invite him to share a meal. The Jesuit builds a small chapel and begins preaching to the children. But the village elder becomes worried because the missionary says the Wendat stories are wrong. The two talk late into the night about belief and respect. Later, some Wendat start to follow the Jesuit, while others grow upset. A big decision must be made by the community.</p>

Name: _____

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Curriculum Connection
A1.3, A2.2, A3.5

My Role

Draw a picture of what your character did during the role-play.

PREVIEW

Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	No effort shown	Tried but not in role	Good role-playing	Very creative and realistic
Voice	Hard to hear	Sometimes clear	Clear and fits the role	Always loud and expressive
Matching	Not matching	Some actions, not clear	Good, matching actions	All actions matched perfectly
Stay in Role	Often broke out of character	Mostly stayed in role	Mostly stayed in role	Never broke character
Teamwork	Did not help group	Helped a little	Shared ideas, joined in	Shared, helped, worked great

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

First Nations Loss Of Land

New France and Indigenous Nations

France saw Indigenous nations as allies. France needed them to survive the difficult climate of present-day Canada. They also relied on them to find furs as part of the **fur trade**, which earned France a lot of money.

The French had such strong relationships with the Indigenous nations that many of them married Indigenous women. The French respected the land of the Indigenous. They didn't remove Indigenous groups from their land.

The French did make some enemies with some First Nations, like the Haudenosaunee. This was unavoidable because the French had a strong relationship with the **Wendat** and **Algonquin**, which were enemies of the Haudenosaunee.

British Relationship with Indigenous Nations

The British allied with the Haudenosaunee in their hopes of taking over the fur trade from the French, Wendat, and Algonquin. Over time, the British won control, as they took control of New France.

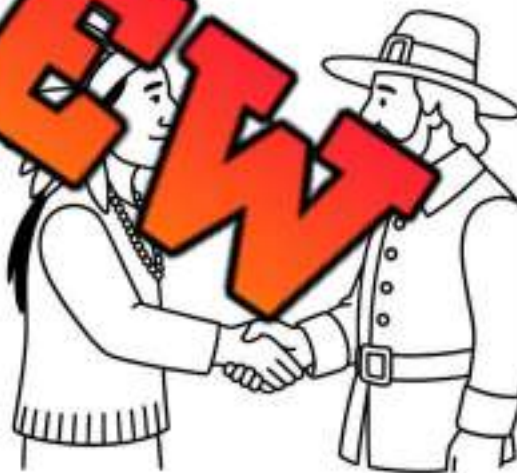
After the British victory, they signed many treaties with Indigenous nations in order to claim land for Britain.

The Treaty of Niagara: 1764

24 First Nation groups accepted the **Royal Proclamation** and stopped fighting with Britain. The other groups rejected the **treaty** and continued fighting.

The Numbered Treaties: 1871 – 1921

11 treaties were signed from 1871 to 1921 to provide Canada with the land that previously belonged to the First Nations. Canada wanted the land to send settlers west so they could populate the rest of the Canadian provinces. Treaty Number 1 was for valuable land in Manitoba, where Indigenous groups, including the Métis, received 3 dollars each as a one-time payment, and families of 5 or more received \$15 per year.



Yes or No

Answer each question with yes or no.

1) Did the French remove Indigenous groups from their traditional land?	Yes	No
2) Did the British sign treaties before winning control of New France?	Yes	No
3) Did all Indigenous groups agree to the Treaty of Niagara?	Yes	No
4) Were the Haudenosaunee always enemies of the British settlers?	Yes	No
5) Did the Métis receive yearly payments from Treaty Number 1?	Yes	No

Questions

Answer the questions below using evidence from the text.

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

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

Who Am I?

Who or what is being described? Use the clues below to answer.

1) I was signed in 1764 and accepted by 24 groups.	
2) I made friends with the Wendat and Algonquin nations.	
3) I helped Britain take over New France by forming alliances.	
4) I got \$15 a year if my family had five people or more.	
5) I was used by France to earn money from fur.	

New France Effects On Quebec

The Effects of New France on Quebec

Even though control of New France was taken by the British, the people living in New France stayed and continued to keep their French culture. The British tried to convert the French colonists to their British ways but were unsuccessful. The French increased their population by having babies, and they passed on their French culture and language to the next generation.



Canada and the Protection of Quebec

As Canada became a country, the French wanted that their culture and language be protected in Quebec. They were able to pass provincial laws that help make sure French will continue to be the first language in Quebec.

Quebec's Bill 101

- States that French is the official language in Quebec
- No business signs in Quebec can be written in English
- French must be the language spoken in the courts, government, educational system, and businesses
- Businesses could not have English names



The Province of Quebec Today

Many English-speaking people living in or visiting Quebec have challenged Quebec's Bill 101. They find it difficult to understand signs, maps, and other important information. But, if Quebec used more English, more English people would move to Quebec, causing them to possibly lose their French culture.

True or False

Circle whether the statement is true or false.

1) The people living in New France continued their French culture.	True	False
2) Quebec's Bill 101 protects French culture in Quebec.	True	False
3) You could move to Quebec and start an English business.	True	False
4) Bill 101 helps keep French the official language in Quebec.	True	False
5) Without Bill 101, Quebec could become less French and more English.	True	False

Questions

Answer the questions below using evidence from the text.

1) How has New France changed the culture of Quebec today?

2) Why is Bill 101 important? What might happen without Bill 101?

Word Search

Find the words in the word search.

French	British
Quebec	Language
Culture	Law
Bill	English
Signs	Courts
Government	Businesses

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

Name: _____

Date: _____

Unit Test – 2: Life of Indigenous Peoples Before Europeans Arrived

Mark

/

Total

/

1. The first treaty signed between Europeans and Indigenous was _____. a) The Numbered Treaties b) Two Row Wampum c) The Royal Proclamation d) Treaty of Niagara	2. Samuel de Champlain was an explorer from which country? a) France b) Britain c) Spain d) Italy
3. Which explorer is credited with naming Canada? a) Champlain b) Cabot c) Cartier d) Fraser	4. The French made an alliance with which First Nation? a) Haudenosaunee (Iroquois) b) Wendat (Huron) and Algonquin c) Ojibway d) All of the above
5. Which animal was the most important in the fur trade? a) Beaver b) Fox c) Mink d) Buffalo	6. French fur traders married Indigenous women. Their children are _____. a) Intermarried b) Mixed blood c) Metis d) Canadian
7. The best beaver furs were found where? a) By the Great Lakes b) In the north c) In New France d) Along the St. Lawrence River	8. The First Nations traded _____. a) Weapons (guns, axes, knives) b) Blankets c) Metal pots and pans d) All of the above
9. Which disease was deadly to the Indigenous peoples? a) Scurvy b) Smallpox c) Measles d) All of the above	10. Which disease was deadly to the Europeans? a) Scurvy b) Smallpox c) Measles d) All of the above

Define

What do the terms below mean?

Mark

/

Term	Definition - What does it mean?
New France	
Seigneur	
Treaty	

Short Answer

Answer the questions

Mark

/

1) Why did European explorers come to New World?

2) What did the Europeans learn from Indigenous peoples?

3) What relationship did Champlain and the French have with the Wendat and Algonquin? How did they help each other?

Long Answer

Answer the questions below.

/

1) What was the fur trade? What was traded? Who traded what? Who were the coureurs de bois? How did Indigenous peoples benefit? How did the Europeans benefit?

2) Who do you think benefitted more from the interactions between Indigenous peoples and Europeans? Make sure to include 5 reasons for your opinion.

PREVIEW



Google Slides Lessons Preview





Ontario Social Studies

Role of Govt & Responsible Citizenship – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary





Ontario Social Studies

Role of Govt & Responsible Citizenship – Grade 5

Canada's Fundamental Elements

Put a ✓ only beside the things that are real Canadian Fundamental Elements.

<input type="checkbox"/> All citizens can vote for leaders	<input type="checkbox"/> Only one language is allowed in Canada	<input type="checkbox"/> Health care is free for all Canadians
<input type="checkbox"/> People have the right to free speech	<input type="checkbox"/> Different cultures are welcome and respected	<input type="checkbox"/> Citizens are punished for sharing opinions
<input type="checkbox"/> The same religion must be followed	<input type="checkbox"/> Only rich people get treated fairly	<input type="checkbox"/> Owning guns is a basic right
<input type="checkbox"/> You must act and look the same	<input type="checkbox"/> Both English and French are official languages	<input type="checkbox"/> Being kind is important here

Indirect vs Direct Democracy

Up or Down: Decide if the statement is correct or not.

1) Direct democracy lets citizens vote on every important issue or law.	<input type="checkbox"/>	5) Direct democracy works best when millions of people live in one place.	<input type="checkbox"/>
2) In Canada, people vote on every single law directly.	<input type="checkbox"/>	6) A platform is what leaders promise to do if elected.	<input type="checkbox"/>
3) In representative democracy, people vote for leaders to decide for them.	<input type="checkbox"/>	7) Informed citizens read each platform before they choose who to support.	<input type="checkbox"/>
4) Ancient Greece used direct democracy where citizens voted in person.	<input type="checkbox"/>	8) In Canada, the Prime Minister is elected by direct democracy like in the US.	<input type="checkbox"/>

Democracy And Rule Of Law

Read the paragraph. Use the word bank to fill in the missing words.

The idea of _____ means everyone must follow the law equally. A long time ago in _____, the people were upset with _____ because he made unfair laws. They made him sign the _____ to protect rights. Today, all _____ must be treated equal, no matter their _____. This helps make the country _____ for everyone.

King John	Fair	Magna Carta	Citizens
Authority	Rule of law	French	England



Ontario Social Studies

Role of Govt & Responsible Citizenship – Grade 5

Levels Of Government

Read each clue carefully. Decide if it is a **Municipal**, **Provincial**, or **Federal** responsibility. Drag the correct name box to match each clue.

1) Picks up garbage and clears snow from city roads.	
2) Handles Canada's national defence and military.	
3) Builds and repairs city parks and walking trails.	
4) Gives money to public schools and hires teachers.	
5) Runs all of Canada's immigration and citizenship rules.	
6) Runs the Ontario curriculum and education system.	
7) Deals with laws about travel between countries.	
8) Pays for and manages hospitals in Ontario.	
9) Builds and looks after local libraries and arenas.	

Municipal
Provincial
Federal

Provincial Government

Move the letter A or B into the box to show your answer.

1) Who is the person that leads a province? A) Reeve B) Premier	2) Who helps make laws in the province? A) MPs B) MPPs
3) Where does the province get most money? A) Donations B) Taxes	4) Who is in charge of public schools? A) Province B) City
5) What is created by provincial governments? A) Health ads B) Immigration ads	6) Who gets to choose the provincial leader? A) Voters B) Prime Minister
7) The most provincial tax money is used on... A) Roads B) Healthcare	8) The second most tax money is spent on... A) Education B) Police

Local Government

Find the words in the wordsearch.

Immigration	Military
Borders	Taxes
Defence	Parliament
Country	Ottawa
Citizenship	Cabinet
Economy	Government



Workbook Preview



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 actions to be taken by the appropriate government or governments	162-175
B2.1	Identify the issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues	12, 136
B2.2	Identify the 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

**Preview of 100 pages from
this product that contains
256 pages total.**

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

NAME: _____

THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP



Citizenship

Who are Canadian Citizens?

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

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

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



Being a Canadian Citizen

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

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



You are also protected by Canadian laws and 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!

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 immigrants pay income tax in Canada for three years?

True or False

Circle whether the statement is (T) or (F).

1) If an American goes to a Canadian hospital, they won't have to pay.

T

F

2) People visiting Canada for more than 5 months can vote in federal elections.

F

3) If someone has been to prison, they cannot become a Citizen of Canada.

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)

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?

- Printed multiple-choice questions (provided)
- A stopwatch
- Oath of Citizenship



Instructions

How will we complete this?

- 1) Explain to the students that they will be taking a mock citizenship test to learn more about the citizenship process for immigrants.
- 2) Hand out the printed multiple-choice questions to each student.
- 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.

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 provinces and 2 territories C. 9 provinces and 4 territories D. 13 provinces and 1 territories	2) In what year did Canada become a country? A. 1801 B. 1867 C. 1901 D. 1917
3) What ocean is to the west of Canada? A. Pacific Ocean 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. Beaver
5) What do Canadians celebrate on July 1st? A. Labour Day B. Canada Day C. Victoria Day D. Victoria Day	6) What is the capital city of Canada? A. Toronto B. Ottawa C. Montreal D. Vancouver
7) Who are the Indigenous peoples of Canada? A. Inuit, Métis, and First Nations B. French and English C. Spanish and Portuguese D. Dutch and German	8) What is the name of the highest mountain 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

**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 recognizes and affirms the Aboriginal and treaty rights of First Nations, Inuit and Métis peoples, and fulfil my duties as a Canadian citizen.

Name _____

Signature _____

1) What does being a good citizen mean to you?

2) Why is it important to understand and appreciate different perspectives?

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

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:

Right	Explanation
Equality before the law	Every citizen in Canada is protected in the same way as any other citizen. There can be no discrimination based on race, ethnic origin, colour, religion, age, gender or mental/physical ability.
Freedom of speech	Every citizen can express their opinion even if it is unpopular or is told to stop. However, there are some limits on this right. There can be no hate speech or really inappropriate speech. This is a tough right to police as it can be hard to know what is reasonable speech!
Freedom of religion	Canadians can follow any religion they want. They cannot be stopped from meeting with members of their religion.
The right to vote	Every Canadian citizen has the right to vote when they are 18 or older.

The major responsibilities that Canadian citizens have are listed below:

Responsibility	Explanation
To respect the rights of others	We have the responsibility not to stop anyone else from 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.

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?

True or False

Circle whether each 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 without reason.	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
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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 _____ to vote in elections.	Right	Responsibility
4) The _____ to be taken care of.	Right	Responsibility
5) The _____ to follow the law.	Right	Responsibility
6) The _____ to have a job.	Right	Responsibility

Your Turn

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

Right	
Responsibility	

Right	
Responsibility	

Right	
Responsibility	

Right	
Responsibility	

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 student throws a paper on the ground instead of using a bin.

Right

Wrong

4) A teacher says only boys can ask a question in class.

Right

Wrong

5) A group of students start a club to talk about their ideas.

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

Matching Game: Rights And Responsibilities

Objective

What are we learning about?

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

Material

What will we need for the activity?

- Pre-prepared matching game cards with rights and responsibilities
- A small table or a clear space on the floor



Instructions

How will we complete the activity?

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

Cards

Matching Game Cards

Right	Corresponding Responsibility
The right to a clean environment	Take care of nature and don't litter.
The right to education	Attend school regularly and do your homework.
The right to play	Play 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.

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.

Cards

Matching Game Cards

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

Timeline: Rights And Freedoms In Canada

How Rights in Canada Have Changed

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

1834



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

1867



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

1916



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

1960



Indigenous people in the Northwest Territories get the right to vote in federal elections without losing their treaty rights and lands. This important change promotes more equality and respect.

1969



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

1977



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

1982



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

1996



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

True or False

Is the statement true or false?

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

Order

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

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

What Do You Think?

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

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

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

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 what language you speak at home, everyone should be treated fairly and with respect.
- 2) **Freedom of Speech and Belief:** You can talk about your ideas, believe in any religion, or believe in any, and you can share your thoughts with others.
- 3) **Freedom to Join Clubs:** You can join sports teams, play on teams, and hang out with your friends.
- 4) **Keep Your Personal Stuff Private:** Privacy, which means your things and thoughts are yours, and no one should be looking through them.
- 5) **Fairness if You Get in Trouble:** If you are in trouble, you have the right to be listened to fairly and to explain things.
- 6) **Choosing Leaders:** When you grow up, you will help pick the leaders of our country by voting.
- 7) **Move and Live Anywhere in Canada:** You can live in any part of Canada when you grow up, and you can travel in and out of Canada whenever you want.
- 8) **Learning in English or French:** You can go to school in English or French because 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.

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

Answer the questions below using evidence from the text.

1) What is one of the most important in Canada?

2) How would life be different if there were no Charter?

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 E R 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

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 **right** to participate in a democratic government (vote)
- The **right** to move around and live within Canada
- The **right** to be treated equally
- The **right** to be treated equally in French and English
- The **right** to be protected by law



1) You want to move from your home in Manitoba to your home in Ontario.	Yes	No
2) A man should make more money than a woman who works the same job.	Yes	No
3) You need to be spoken to in Spanish by your government employer.	Yes	No
4) You want the police to help you find your stolen car.	Yes	No
5) You want others to join your religion, so you force them to join by telling them about it.	Yes	No
6) You are 16 and want to vote.		No
7) You'd like to move to the USA.		No
8) You would like to run for Mayor of your city.		No

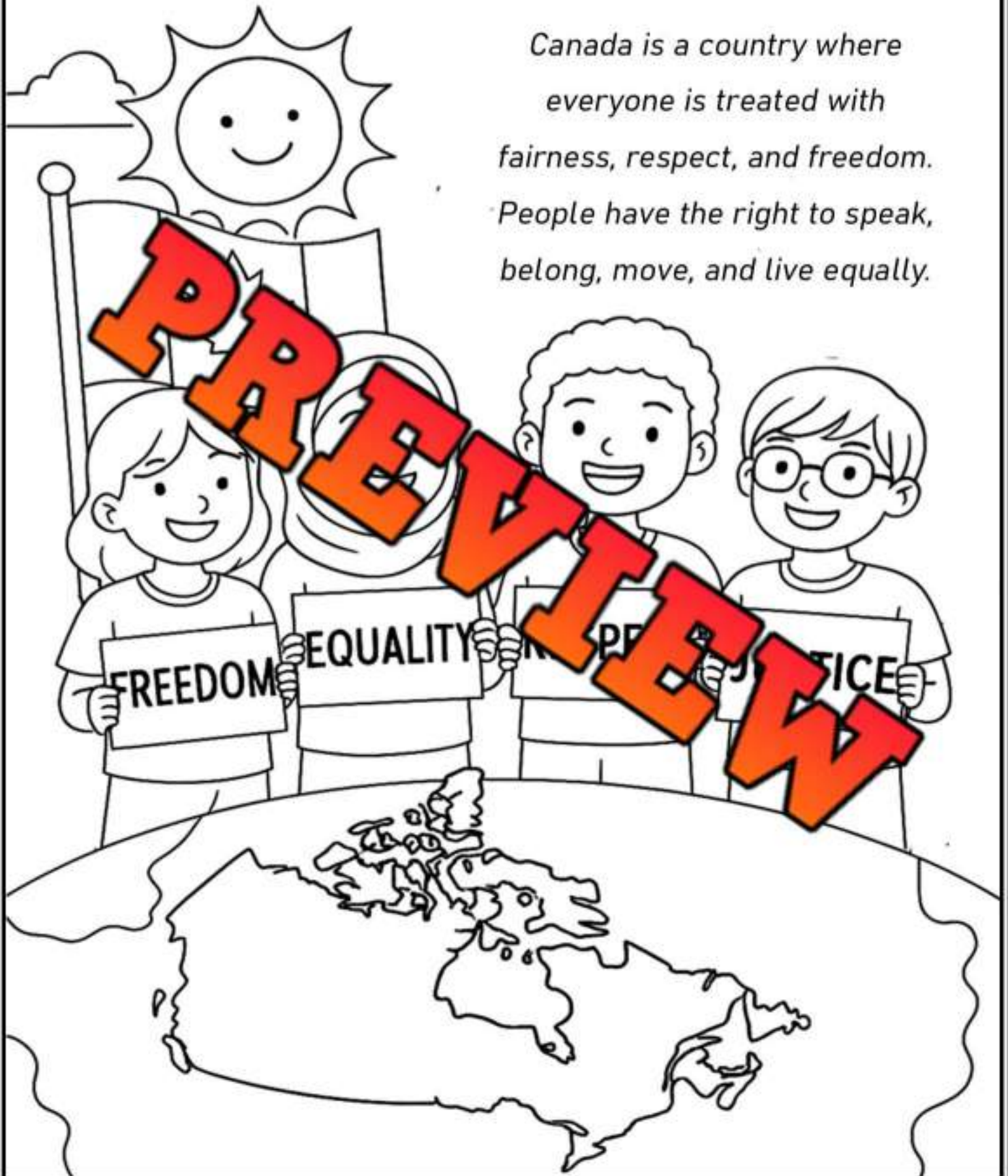
Reflect

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

Directions

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

*Canada is a country where
everyone is treated with
fairness, respect, and freedom.
People have the right to speak,
belong, move, and live equally.*



Role-Play: Rights In Action

Objective

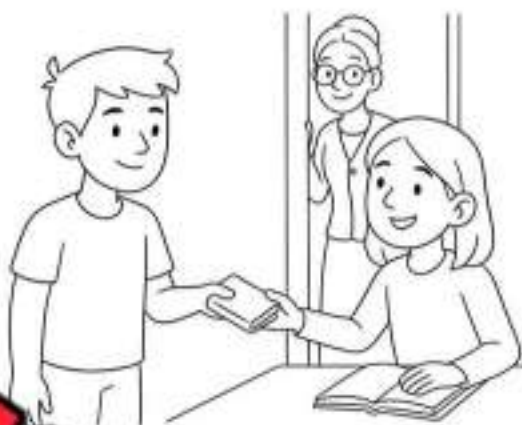
What are we learning about?

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

Materials

What will we need for our activity?

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



Instructions

How will we complete the activity?

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

Criteria

Use the criteria below to complete the activity.

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

Scenario Cards _____ out the _____ below.

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

Scenario Cards

Cut out the topics below.

Scenario	Description
3 Freedom of Peaceful Assembly	<p>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 allows them to set up a safe spot outside. This scenario illustrates the right to assembly and how students can advocate for causes they believe in with kindness and respect.</p>
4 Right to Privacy	<p>During a school assembly, Mia's 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 this situation to talk about the right to privacy and why it's important to respect others' personal information. Mia thanks Ben for respecting her privacy, and the class discusses ways to keep personal information safe. They even create a privacy agreement. This story underscores the importance of privacy and respecting personal boundaries.</p>
5 Right to Safety and Security	<p>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.</p>

Scenario Cards

Cut out the topics below.

Scenario	Description
6 Right to Participate in Cultural Life	<p>In class, students are asked to share something about their culture. Ava feels shy because her cultural practices are different from most of her classmates. Noah encourages her to share, reminding everyone that they have the right to celebrate and share their cultural heritage. Ava brings in items from her _____ and explains their significance. The teacher supports this by organizing _____ where everyone can showcase their traditions and learn from each other. The class decorates the room and even invites family members. This story emphasizes the right to participate in cultural life and respect for diversity.</p>
7 Right to a Healthy Environment	<p>A group of students notices the school yard is often littered with trash. They decide to start a cleanup initiative to educate their classmates about the importance of keeping the environment clean. They make posters, give presentations, and organize a weekly cleanup team. The teacher supports their initiative and talks about the right to a healthy environment. They show everyone can contribute. The school community joins in the cleanup. The students also suggest new recycling bins for the hallway. This story focuses on environmental responsibility and the right to a clean and healthy space.</p>
8 Freedom of Thought, Belief, and Religion	<p>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.</p>

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 not act.	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
Stay in Role	Acted like themselves, not the character.	Acted like the character, but not always.	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Helped a little.	Helped others and worked with the group.	Shared, listened, and helped make the group's work better.

Teacher Comments

<hr/> <hr/> <hr/> <hr/>	Mark <hr/>
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Student Comments – What Could You Do Better?

<hr/> <hr/> <hr/> <hr/>

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 an Indigenous group. While the Indigenous (First Nations and Inuit) had their land rights recognized, the Métis were not included.

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

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



Constitutional Changes

The **Constitution Act** was amended to officially recognize Indigenous peoples as "the Indian and Métis peoples of Canada." This finally meant 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.

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 Nations communities.	True	False

Question Write answers to the questions below using evidence from the text.

1) What was the Royal Proclamation? Why were the Métis upset with it?

2) Why did the Métis want to be grouped with the First Nations and Inuit?

Summarize

Write the important details from the reading passage.

Democracy – What Is It?

Government – Why do we need a government?

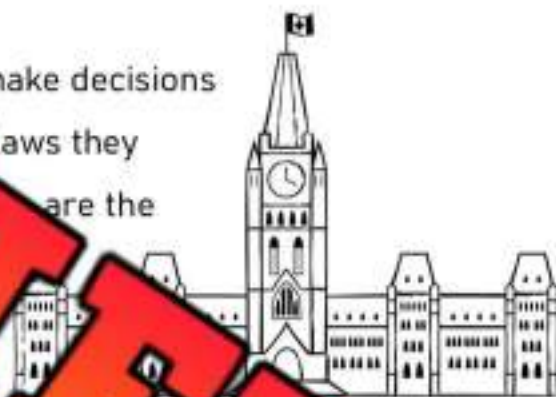


We need a **government** to make sure we can live safe and comfortable lives. The government does this by making laws and deciding how to enforce these laws.

The government also provides services to its citizens.

Schools, hospitals, police, libraries, courts of law, community centers, 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. Citizens are the ones who have to follow the laws they make and 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. It 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.

Questions

Use information from the text to support your answer.

1) Why do we need a government?

2) What does democracy mean?

Fill in the Blanks

Fill in the blanks with the correct word.

- 1) The government makes laws and decides how to _____ these laws.
- 2) Citizens get to vote for the _____ who they think is the best job.
- 3) The term democracy is used to describe a form of _____.
- 4) In Canada, the government is democratic because the citizens get _____.
- 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

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 space to vote on major issues.

Direct democracies were used more in the past, as you can probably imagine. It would be difficult to get all 38 million Canadians to each vote.

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



Votes by citizens in Athens were made on rocks

Representative Democracy

The other type of democracy is a representative democracy. In a **representative democracy**, the people elect representatives to run the government. This is an efficient form of democracy because we get to choose competent people to represent us 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**.

Define

What do the terms below mean?

**Direct
Democracy**

**Representative
Democracy**

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

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

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?

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	

Name: _____

Mark

How is direct democracy different from representative democracy?

Direct Democracy	

Name: _____

Mark

How is direct democracy different from representative democracy?

Direct Democracy	

Name: _____

Mark

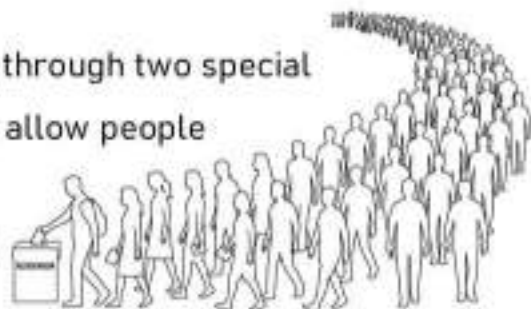
How is direct democracy different from representative democracy?

Direct Democracy	

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 that a 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 the public's opinion on an issue. However, unlike a referendum, the outcome of a plebiscite is **not binding**. That means that even after the public votes, the government is not legally required to follow 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.

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?

Research

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

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 container
- A list of proposed changes to the 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 them briefly to ensure everyone understands the options.
- 3) Allow students to ask questions about the proposed changes to ensure 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.

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...

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5) What will you vote for?

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

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!

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!

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 listened carefully to my classmates' opinions and ideas.
- ☐ I asked questions when I didn't understand something.
- ☐ I followed the instructions for the voting process.

2) Decision-Making:

- ☐ I thought carefully about the school policy change before voting.
- ☐ I considered both the positive and negative aspects of the proposed change.
- ☐ I made my decision independently, not being influenced by others.
- ☐ I felt confident in my choice and could explain the reasons behind it.

3) Understanding the Referendum:

- ☐ I can explain what a referendum is and how it works.
- ☐ I understand why referendums are important in a democracy.
- ☐ I recognize how voting directly on issues can impact the community.
- ☐ I understand the significance of everyone having a voice in the decision.

4) Reflection on Outcomes:

- ☐ I understood the outcome of the vote and what it means for our school.
- ☐ 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.

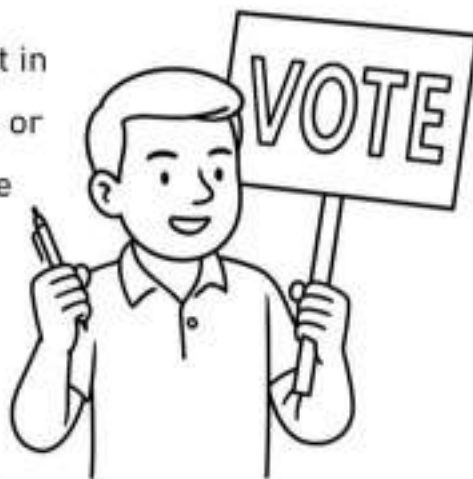
5) What I have learned:

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.

Democracy is popular because people get to take part in shaping their communities and country. They can help make or change the laws. The more people take part, the more democratic the system becomes.



How to Participate

Citizens can take part in democracy by:

- Voting in municipal, provincial and federal elections
- Talking about politics or trying to persuade others to vote
- Showing support by signing petitions, wearing buttons or putting stickers
- Contacting elected representatives by writing letters or attending community hall meetings
- Supporting a candidate by donating money, campaigning or running for office

Why Should You Participate?

Many people do not get involved. They don't vote or take any action. This can hurt 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.



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.

Matching

Draw a line from the fundamental element to the description.

Fundamental ElementDemocracy ☐Dictatorship ☐Oligarchy ☐Participation ☐Running for office ☐

- ☐ A form of government where one person has all the power.
- ☐ A form of government where a small group of people have all the power.
- ☐ A form of government where all citizens have a say.
- ☐ Trying to get elected to office.
- ☐ An example would be signing a petition.

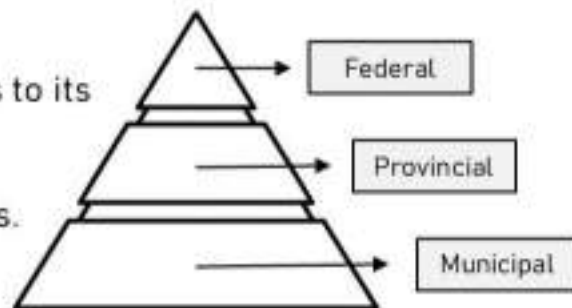
Campaign Sign

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

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 **municipal government** runs the cities in Canada. The leader is called the Mayor. The Mayor works with city councillors to hear from the people and make changes. Mayors and Councillors are elected by the people. The municipal government is in charge of garbage pickup, libraries, rec centres, parks, snow removal, police, and more.



Provincial

The **provincial government** runs each province in Canada. The leader is the Premier. The Premier works with elected members of Provincial Parliament (MPPs) to make decisions. Services include schools, hospitals, roads, police, energy, tourism, and more.



Federal

The **federal government** runs the whole country. The leader is the Prime Minister who works in Ottawa. The Prime Minister listens to all Canadians and passes laws 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.



Levels of Government

Is it a Federal, Provincial, Municipal or Shared responsibility?

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

Questions: Answer the questions below.

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

2) What are shared responsibilities? Provide some examples.

Two Truths and a Lie

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

<input type="checkbox"/>	The Premier makes decisions for the whole country.
<input type="checkbox"/>	The Mayor works with councillors to help the city.
<input type="checkbox"/>	The Prime Minister is elected and works in Ottawa.

<input type="checkbox"/>	Police services are handled by more than one level.
<input type="checkbox"/>	The municipal government takes care of national defence.
<input type="checkbox"/>	Hospitals and schools are provincial responsibilities.

Research

Who is the leader of each level of government?

Did you know?

Canada has 3 levels of government that run our country:

MunicipalProvincialFederal

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

Research

Who is the leader of each level of government? Choose the city and province you live in to research who the leaders are. Find their email address in case you ever need to contact them.

	Leader	Email Address
Municipal		
Provincial		
Federal		

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?

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)	Your garbage isn't being picked up.	
2)	You have a problem with the Ontario school curriculum.	
3)	You have a problem with the military.	
4)	You wait in an emergency room at a hospital.	
5)	The park down the street is not being maintained.	
6)	The major highway speed limit is too low.	
7)	You think we should become military partners with Russia.	
8)	Your basement is flooding due to a sewerage pipe problem.	
9)	The library needs to update its computers.	
10)	The road you live on is not being plowed enough.	

Your Turn

What are some other reasons that you would call each level of government?

Level	Scenario
Municipal	_____
Provincial	_____
Federal	_____

**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 you a leader? (List 2-3 qualities. Example: "I listen to people...")

5. What are 3 services you want to improve or fix? (Example: schools, parks, roads, hospitals, immigration, garbage pickup, libraries)

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

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

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?

(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?

(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?

(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

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 Governments – Taxes

Imagine a 100 metre of snow and nobody plowing the roads. People would be upset because they can't get to work. We need services in our cities! But services need money. Municipal governments collect money in different ways:

- Property taxes
- User fees
- Tickets like parking tickets from municipal police
- Money from other levels of government

Most of the money goes to roads, parks, recreation, community services, administration, and waste management.



Municipal Governments – Laws

The municipal government makes rules called **bylaws** that tell people what they can and can't do. For example, a parking sign is a bylaw showing where and how long you 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.



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 Write the questions below.

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

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

Making Connections

What does this remind you of in your life?

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.

Materials

What will we need for the activity?

- Sample letter (provided)
- Example Letter (provided)
- Internet access (optional 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 community or city 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.

Plan of Action

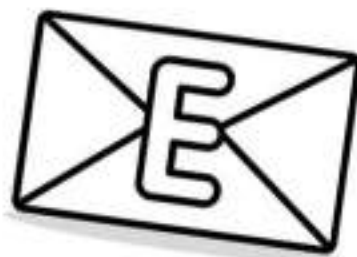
Letter to the municipal government.

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:

Homelessness, unemployment, bullying, discrimination, substance abuse

- ☐ Dear _____ (leaders name)
- ☐ Sincerely _____ (your name)
- ☐ Explanation _____ (what is important to you)
- ☐ At least 3 reasons why the problem is not fixed
- ☐ Topic and conclusion _____
- ☐ Persuasive writing techniques (agreements, etc.)



Example Letter: Homelessness in my city

Dear Mayor Wilson,

The city has too many homeless people. The homelessness is opening because there are not enough jobs in our city. Many of the homeless are dealing with mental health issues. We need affordable housing for the homeless because houses cost way too much! We also need to create jobs for the homeless. 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

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 Form	Use proper letter form: greeting, body, and closing.

Refer to the list of local government responsibilities

Clears snow	
Maintains parks	
Runs community centres	
Runs fire department	
Paves sidewalks	
Runs transit	
Maintains playgrounds	
Harbours police	
Cleans streets	
Protects stray animals	

Brainstorming What is bothering our community?

1)	
2)	
3)	
4)	
5)	

Name: _____

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

Letter

Write your letter to the municipal government here.

PREVIEW

**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) Persuasion: Are the reasons provided in the letter convincing?	Yes	No	
6) Evidence: Does the writer include specific examples or evidence to support their point?	Yes	No	
7) Structure: Is the letter organized with a logical flow from one point to the next?	Yes	No	
8) Conclusion: Does the letter have a strong and clear conclusion?	Yes	No	
9) Grammar and Spelling: Are there any major grammar and spelling errors?	Yes	No	
10) Tone: Does the tone of the letter feel appropriate for the intended audience (e.g., respectful, formal)?	Yes	No	
11) Solutions: Are the solutions proposed in the letter realistic and practical?	Yes	No	
12) Overall Impact: Does the letter make a strong impression?	Yes	No	
13) Strengths: What are the strongest aspects of this letter?	<hr/> <hr/> <hr/> <hr/>		
14) Areas for Improvement: What areas could be improved in this letter?	<hr/> <hr/> <hr/> <hr/>		
15) Overall Impression:	Excellent	Good	Satisfactory
			Poor

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 solution given.	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 impolite language used.	One is impolite but not very disrespectful.	Mostly polite and respectful.	Very respectful and thoughtful tone used.
Letter Format	No greeting or closing.	Only greeting or closing is included.	Greeting, body, and closing included.	Format is perfect and neat throughout.

Teacher Comments

<hr/> <hr/> <hr/> <hr/>	Mark <hr/>
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Student Comments – What Could You Do Better?

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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 taxes. Healthcare is the most costly service, with education being the highest.



Healthcare

The provincial government uses its tax money to provide free healthcare. It builds hospitals, hires doctors and nurses. It also spends 1% of the budget on health programs to help Ontarians live healthy lives.



You might have seen ads about eating healthy, or exercising. These public service messages aim to keep people healthy and away from the hospital.

Education

Ontario's provincial government runs all school programs in the province. It employs teachers, educational assistants, principals, and other staff.

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

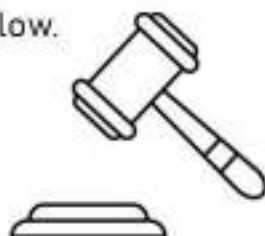
The Ontario Department of Education oversees the system. It gives money to school boards, supports students with special needs, and certifies new teachers.



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.



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 bill passed?

Matching

Draw a line from the term to its definition.

Bill ☐Taxes ☐Department of
Education ☐Act ☐MPP ☐☐ Money that citizens have to give to the government for services.☐ Members of the provincial government - create and change laws.☐ A bill that has become a law.☐ The section of the government that takes care of education.☐ A proposal or a motion for a new law.**Questioning**

Write two questions you have about the reading.

1)

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

Federal Government Responsibilities

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

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

Answer the questions below using evidence from the text.

1) Why do we need a government?

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

Agree or Disagree

Read each statement below and decide if you agree or 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

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?

- Large chart paper (one per group)
- Cards with various government responsibilities written on them (provided)
- Markers, tape, and string
- Planning pages (provided)



Instructions

How will we complete the activity?

1. Divide the students into groups of 3 to 4.
2. Provide the reference card sheet that lists many government responsibilities. Students will use this sheet to help guide their sorting.
3. Students will work together to sort the responsibilities into the categories: 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.

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

Immigration	Provincial Parks	National Defence
National Parks	Tourism	Telecommunications
International Relations	Child Care	Taxes
Postal Service	The Environment	Highways
Radio & Television Broadcasting	Criminal Law	Fishing
Foreign Policy	Mortgages	Insurance
Administration Of Justice	Marriage & Divorce	Municipalities
Patents And Copyrights	Indigenous Peoples & Reserves	Citizenship
Railways	Natural Resources	Agriculture
Education	Penitentiaries	Pipelines

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 the above	2. Police are a _____ responsibility a) Federal b) Provincial c) Municipal d) Shared
3. Which is a right Canadians have? a) To work in other countries b) To practice a religion c) To work in other countries d) To be protected by the law	4. Which is a responsibility Canadians have a) To play sports b) To farm and grow food for the community c) To respect the rights of others d) All of the above
5. The word democracy means... a) Rule by one leader b) Rule by the Prime Minister c) Rule by the President d) Rule by the people	6. A school bus pickup is a _____ responsibility a) Federal b) Provincial c) Municipal d) Shared
7. Schools are a _____ responsibility a) Federal b) Provincial c) Municipal d) Shared	8. The military is a _____ responsibility 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

Define

What do the terms below mean?

Mark

/

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

Short Answer

Answer the questions below.

Mark

/

1) What was the Royal Proclamation? What did it set up?

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

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

95		Mark
Long Answer	Answer the questions below.	/
<p>1) What are the 3 levels of government? What are some responsibilities each level has? How do the levels of government share some responsibilities?</p> <p>PREVIEW</p>		
<p>2) List and explain at least five rights and freedoms found in the Canadian Charter of Rights and Freedoms.</p> <p>PREVIEW</p>		

95		Mark
Long Answer	Answer the questions below.	/
<p>1) What are the 3 levels of government? What are some responsibilities each level has? How do the levels of government share some responsibilities?</p> <p>PREVIEW</p>		
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95		Mark
Long Answer	Answer the questions below.	/
<p>1) What are the 3 levels of government? What are some responsibilities each level has? How do the levels of government share some responsibilities?</p> <p>PREVIEW</p>		
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95		Mark
Long Answer	Answer the questions below.	/
<p>1) What are the 3 levels of government? What are some responsibilities each level has? How do the levels of government share some responsibilities?</p> <p>PREVIEW</p>		
<p>2) List and explain at least five rights and freedoms found in the Canadian Charter of Rights and Freedoms.</p> <p>PREVIEW</p>		

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 Governor General represents the King/Queen in Canada. This person is appointed by the Queen and the Prime Minister. The Senate has 105 members appointed by the Governor General. These members are appointed by the Governor General on the advice of the Prime Minister.



Elected Jobs

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

Canada uses the **"First Past the Post"** system, which means a candidate only needs more votes than the second-place candidate to win. They do not need 50% of the votes—just one more than second place! Elections take place every four years on voting day.

- An election happens when the term of a worker is ending. The election is held every 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.

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?

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 for government position.	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

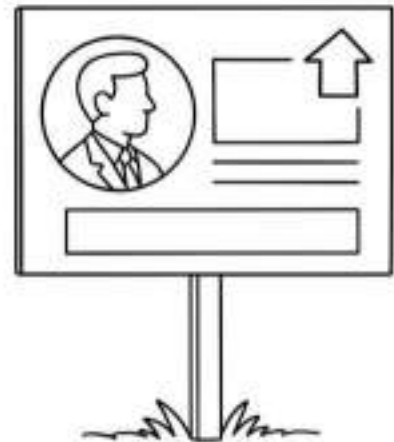
Number the steps of the election process from 1 to 5.

	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.



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 belong to. A **political party** is an organization made up of like-minded people who agree on governing principles.



Ontario is made up of 124 voting districts. That means there are 124 regions that need one Member of Provincial Parliament (MPP) to represent each district. We call these members of parliament. You can only vote for one of the candidates in each district to represent you in the Legislative Assembly.

In the 2018 provincial election, the Conservative Party won 76 of the total 124 seats, The New Democratic Party won 40 seats and the Liberal Party won 8 seats. This meant that the Conservative Party had 76 of its members in the Legislative Assembly, the New Democratic Party had 40, and the Liberal Party had 8. The Conservative party had just over 40% of the seats in the Legislative Assembly. This means they didn't have a majority, so they would need help from the other parties to pass laws.

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

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 you think only one MPP represents each area?

Matching

Draw a line from the term to the definition.

- Election ☐
- Candidate ☐
- Political Party ☐
- Constituency ☐
- Legislative Assembly ☐
- Campaign ☐
- Voting District ☐
- MPP (Member Of
Provincial Parliament) ☐
- Majority ☐

- ☐ A group of people with shared ideas about how government should work.
- ☐ A person who represents one voter in the legislature.
- ☐ A process where people choose a person for government.
- ☐ A region or area that elects a representative to the government.
- ☐ A region where people vote for one local candidate in an election.
- ☐ When a political party has more than 50% of the total seats.
- ☐ A person who wants to be elected and is running in the election.
- ☐ The work a candidate does to get people to vote for them.
- ☐ The place where elected members meet to make or change provincial laws.

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 1867. Their beliefs include low taxes, a strong military, less government, law and order, and more traditional views on human rights. **Pierre Poilievre**, the Conservative leader, is known for focusing on the economy and the cost of living.



Liberal Party

The Liberal Party is Canada's oldest political party and has been in power 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 social programs.

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.



Questions

Use information from the text to support your answer.

1) How are the Conservative and Liberal Parties different?

2) Which party would you vote for? Use evidence from the text.

Multiple Choice

Circle the correct answer.

- | | | |
|---|----------------|--------|
| 1) Members of a political party share common _____ | Ideas | Morals |
| 2) In the federal election, the leader of the winning political party becomes _____ | Prime Minister | |
| 3) The Conservative Party started in _____ | 2003 | 2003 |
| 4) Jack Layton was which party's leader? | Liberal | NDP |
| 5) Which party is the oldest? | Liberal | 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...

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 leader of that party becomes the Prime Minister!

1) What is the electoral process?

2) Where are most of the ridings located?

3. The reason Vancouver has more districts than the Northwest Territories is because of a policy 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."

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)
<ul style="list-style-type: none"> - Invest 100 million into dental care - Remove health for students - Cover cost of child care for low-income families - Keep minimum wage at \$14 - Lower taxes for big businesses - Keep cigarette costs the same - Reduce cost of gas by 10 cents a litre 	<ul style="list-style-type: none"> - Invest 800+ million into health care - Invest 625 million into education - Free full day childcare - Increase minimum wage to \$15 - Keep the same taxes - Increase cost of cigarettes - Keep gas costs the same 	<ul style="list-style-type: none"> - 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 platform?

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

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 of the **Bank of Canada** and then Governor of the **Bank of England**.

Mark was born in the Northwest Territories and grew up in Edmonton. He studied at Harvard and Oxford and worked for many years as a banker. He was known for making smart financial decisions.



In early 2023, Mark decided to use his skills to help people in a new way. He had seen what was happening in Canada — rising prices, climate change, and people losing trust in the government. He wanted to take action. He joined the **Liberal Party** because he agreed with their values, like helping the middle class and protecting the environment.

At first, some people weren't sure if he was really for them. But Mark spoke with Canadians across the country. He held town halls, listened to families and students, and shared his ideas with party members. People saw that he was thoughtful and had smart ideas. Soon, the Liberal Party chose him as their new leader.

Even though Mark had never been a Member of Parliament before, he was 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.

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 being a political party help you make changes?

Multiple Choice

Circle the correct answer.

1) What political party did Mark Carney join? ☐ Liberal ☐ Conservative2) What job did Mark have before joining politics? ☐ Banker ☐ Teacher3) Where was Mark born? ☐ NWT ☐ Ontario4) What kind of tax did Mark change? ☐ Sales ☐ Carbon5) What year did Mark become Prime Minister? ☐ 2025 ☐ 2023**Summarize**

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

1) _____
_____2) _____

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.

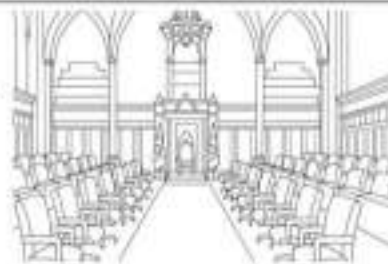
T

F

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 municipal level, the mayor leads local government. Citizens elect the mayor using a **first-past-the-post system**. The mayor and **councillors** make decisions for the city.

Provincial

The provincial government holds elections to choose which party will run the province. The leader of the winning party becomes the premier, who leads the provincial government.

Provinces are too large to have one person, so they are divided into **ridings**. Each riding has candidates running for that riding's provincial parliament. The winner becomes a **Member of Provincial Parliament (MPP)**. There are 124 ridings, so there are 124 MPPs.

Federal

The federal government has more positions because it manages the whole country. The leader is the prime minister. In a federal election, citizens vote for a party candidate. The leader of the winning party becomes the Prime Minister.

Since Canada is so large, it is divided into 338 **districts**. Each district elects one person by voting. That person becomes a Member of Parliament (MP). MPs sit 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



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 are there many districts and ridings across the country?

True or False

Circle whether the statement is true or false.

1) The mayor is the leader of the federal government.	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.	True	False
5) The leader of the winning political party becomes the prime minister.	True	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.



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 government. Write the letter from the role that matches the correct position.

**Elected**

Voted in by citizens

Appointed

Chosen by the Prime Minister or King/ Governor General

Answer	Positions	Role - What they do
	Prime Minister	a) Represents the King here in Canada
	Member of Parliament	b) Maintain order in the House of Commons and make sure everyone is respecting the rules and traditions
	Senators	c) Elected representatives of a riding that represent the people in the legislative assembly
	Speaker	d) Leader of the political party that wins the election and head of the government
	Governor General	e) Chosen by the Prime Minister to work in the Senate to pass bills (laws)
	Member of Provincial Parliament	f) Prime Minister chooses members of the cabinet to make important decisions for the country
	Cabinet Members	g) Leader of the political party that comes 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	

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?

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.

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. One of the most important parts of his job is speaking to the Federal government for Ontario.



Doug Ford
Premier of Ontario

Doug Ford shares Ontario's concerns with the Prime Minister and other premiers during First Ministers' Conferences. If people in Ontario have problems with Canada's government, the Premier brings those problems 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, there 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!

Questions

Use information from the text to support your answer.

1) What are the responsibilities of the premier?

2) Who are the ministers? What is their job?

Multiple Choice

Circle the correct answer.

- | | | |
|---|--------------|----------|
| 1) The leader of the winning political party is the _____. | Minister | Premier |
| 2) Cabinet Ministers are each in charge of _____. | Department | Province |
| 3) The premier needs to communicate with which level of government? | Municipal | Federal |
| 4) Who does the premier choose for their cabinet? | MPs | MPPs |
| 5) Which party won the provincial election in 2018? | Conservative | 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	S	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

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 the head of state. The Monarch of Canada is the King or Queen of Britain. Right now, King Charles III is the "ruler" or head of state of Canada, but by name only. The true decisions are made by elected representatives who are elected to their positions so that democratic principles are maintained.

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 the USA is a democratic because the people in power are always elected by the citizens. In a monarchy, the leader is the king or queen, and they are not elected.



	Canada	USA
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)

Questions

Answer the questions below using evidence from the text.

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

2) Why are _____ systems of government considered democratic? Explain?

Visualization

What were you picturing when you were reading? Explain your picture.



Multiple Choice

Circle the correct answer.

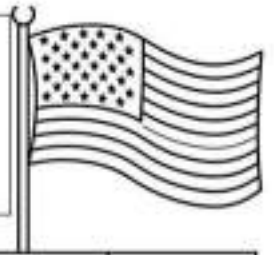
1) The USA has which type of government?	Monarchy	Republic
2) Britain's current monarch is the_____	Queen	King
3) Canada's head of state is the_____	Prime Minister	King
4) Which government is more democratic?	Republic	Monarchy
5) The USA has an election every_____	4 years	5 years

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 country has a leader who has very little power over the country.	Canada	USA
3) This country has elections for both senators and representatives.	Canada	USA
4) The president serves two terms (8 years) as head of this country.	Canada	USA
5) This country works in a white house.	Canada	USA
6) This leader meets in parliament buildings.	Canada	USA

Questions

Answer the questions and include evidence from the text.

1) What are the differences between the Canadian and US governments?

2) What are the similarities between the Canadian and US governments?

Questioning

Write two questions you have about the reading.

1)	
2)	

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 with a parade float
Riot	Involving violence against anyone who gets in their way.
Boycott	Refusing to buy a product or service
Lawsuit	Using the law to seek approval by suing the other person/party
Strike	When workers go on strike after failed negotiations
Petition	A formal written request from a large number of people that shows their disapproval

Why Protest?

When someone feels their rights and freedoms are being taken away, they often choose one of the forms of protest above to express their displeasure. Every Canadian citizen has the right to peacefully protest. A **Peaceful Protest** is a protest without the use of violence.

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

If 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.



Questions

Answer the questions below using evidence from the text.

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

2) Why are some protests allowed? What is an example of a non-peaceful protest?

Visualization

What were you picturing while reading? 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.	

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 Safer Future

Thousands of students, mostly aged 12–18, protested under the name "Just asking for a safer future." They walked out of schools and marched at provincial buildings in Toronto.

They are worried that Arctic temperatures could rise 3–5 degrees in the next 20–30 years. Since they can't vote, they protested to show their frustration with the slow government response to climate change.

Black Lives Matter Protests

The Black Lives Matter (BLM) movement began in 2013 when a police officer in the 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.

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 6-7 Use the questions below using evidence from the text.

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

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

Fill in the Blanks

Fill in the blanks with the missing word.

- Between 6,000 and _____ people marched in the Women's March.
- The Black Lives Matter protests are against the _____ force.
- Ottawa has only _____ women councilors and 20 men.
- BC students are protesting climate _____.
- Students are using protests because they cannot _____.



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-governments. These groups can choose how their government will work.

Haudenosaunee Self-Government

The Haudenosaunee have a long history of self-government for hundreds of years. Some of their laws are still used by 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** and **chiefs**. Together, the chiefs and clan mothers speak for the Haudenosaunee people.

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.



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

Answer the questions below using evidence from the text.

1) What is a self-government? What things can a self-government do?

2) Was it fair that indigenous communities had to follow government rules created by the Canadian government? Explain.

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 _____.

Far North Act – Two Perspectives

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 not.

It is important for government officials to understand both sides before making a decision. In the end, they must choose what makes sense and helps the most people.



Far North Act

The Far North Act came into effect on January 31, 2011. It says that the government will work with the Inuit and First Nations in Northern Ontario to complete mining projects.

Ontario's View

Northern Ontario has land with valuable **platinum**. The province wants to mine the platinum to make money for the province. They are working with Indigenous groups to do this. Some of the money will be shared with Indigenous people. Ontario will also build roads, buildings, and other infrastructure that Indigenous people can use.

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.



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 Indigenous happy to mine their land to make a lot of money?	Yes	No

Question Answer the questions below using evidence from the text.

1) Why are there more or more perspectives when a government makes a decision?

2) Is the Ontario government working with the Indigenous communities? Explain.

Reflection

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

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 Round Run-Off

2. Member of Parliament (MP) works in the...

- a) House of Commons
- b) Provincial Legislature
- c) Senate
- d) Supreme Court

3. The King of the United Kingdom is represented in Canada by...

- a) Lieutenant Governor
- b) Governor General
- 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) 25 years old

5. Which of the following is not an elected official in Canada?

- a) Senators
- b) Members of Provincial Parliament (MPPs)
- c) Members of Parliament (MPs)
- d) Mayors

6. Which branch of government explains and interprets laws passed by the Senate?

- a) Executive Branch
- b) Legislative Branch
- c) Judicial Branch
- d) None of the above

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 the 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

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.

Long Answer

Answer the questions below.

/

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.

PREVIEW

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

PREVIEW