



# Preview – Information



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# 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!

**Citizenship**

**LEARNING GOAL**

We are learning to **understand how someone becomes a Canadian citizen** so we can **explain the rights and responsibilities that come with Canadian citizenship.**

**Citizenship**

Can you answer these Yes or No questions?

	YES	NO
1) Do all people living in Canada get free healthcare always?		
2) Can you become a citizen without knowing English or French?		
3) Do only Canadian citizens have the right to vote in Canada?		
4) Can someone born outside Canada still be a Canadian citizen?		
5) Do Canadian citizens need to pass a test about Canada?		
6) Can you become a citizen without ever paying Canadian taxes?		
7) Do citizens automatically lose their rights if they break rules?		
8) Can you be a citizen if you only lived here 1 year?		
9) Do citizens have more rights than permanent residents in Canada?		
10) Can non-citizens be protected by the Charter of Rights?		

#### 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 Canadian citizenship	1 thing you found interesting about Canadian citizenship	1 question you still have about Canadian citizenship
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# 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

**Federal 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
<b>B1.1</b>	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
<b>B1.2</b>	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
<b>B1.3</b>	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
<b>B2.1</b>	Identify and describe the issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues	12, 136
<b>B2.2</b>	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	40-41
<b>B2.3</b>	Analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues	88-92
<b>B2.4</b>	Interpret and analyse information and data relevant to their investigations, using a variety of tools	59-60, 74-80, 88-92
<b>B2.5</b>	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
<b>B2.6</b>	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
<b>B3.1</b>	Describe the major rights and responsibilities associated with citizenship in Canada	7-45, 51-58, 61-62
<b>B3.2</b>	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
<b>B3.3</b>	Describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada	38-41, 72-73, 107-111, 137-138, 156-161
<b>B3.4</b>	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
<b>B3.5</b>	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
<b>B3.6</b>	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
<b>B3.7</b>	Describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues	162-166
<b>B3.8</b>	Explain why different groups may have different perspectives on specific social and environmental issues	139-142, 145-155, 162-168
<b>B3.9</b>	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!

Name: \_\_\_\_\_

8

Curriculum Connection  
B3.1

### Questions

Answer the questions below using evidence from the text.

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

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

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3) Why must immigrants pay income tax in Canada for three years?

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### 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)

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2)

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# 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 or timer
- Oath of Citizenship (provided)

**Instructions**

How will we complete this activity?

- 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 offensive 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?

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

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**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 paid for health care.	Right	Responsibility
5) The _____ to be protected by the law.	Right	Responsibility
6) The _____ to be treated fairly by others.	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 questions 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 floor space for the activity



## Instructions

How will we complete the activity?

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

## Cards

## Matching Game Cards

Right	Corresponding Responsibility
The right to privacy	Respect others' personal space and belongings.
The right to health	Keep yourself healthy and clean.
The right to express yourself	Express your feelings 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 the 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** gain the right to vote in federal elections without losing their treaty rights and lands. This important change promotes more equality and unity.

1969



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

1977



**The Canadian Human Rights Act** is made. It says it'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 gain 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 gain the right to vote.
	The Canadian Human Rights Act is made.

**What Do You Think?**

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

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# 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 ask someone 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?

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2) How would life be different if you didn't have the Charter?

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## 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 Z 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 **freedom** to move around and live within Canada
- The **right** to be treated equally
- The **right** to be treated equally in English or French
- The **right** to be protected by the 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	No
7) You'd like to move to the USA.	No	No
8) You would like to run for Mayor of your city.	No	No

**Reflect**

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

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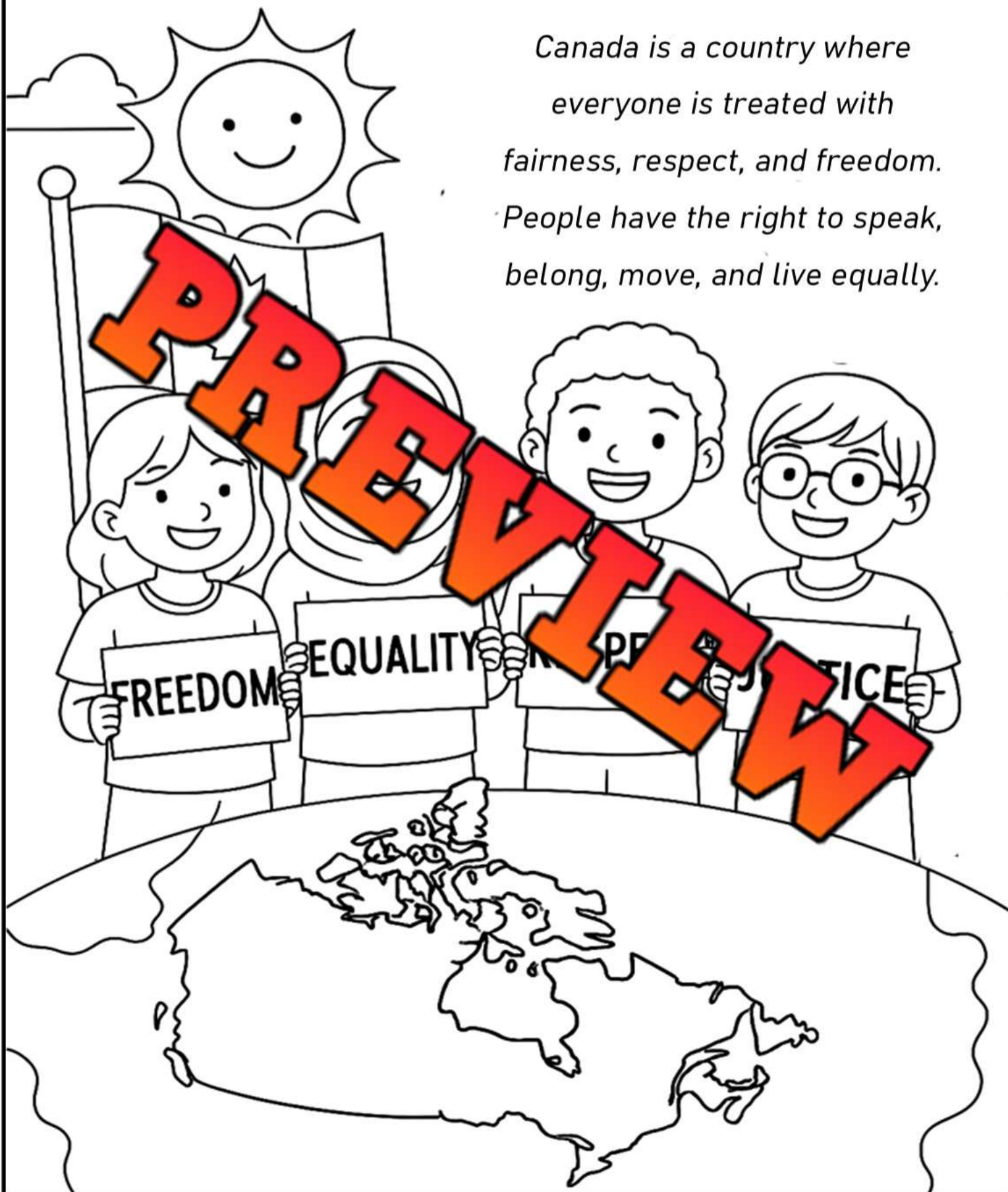


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**Directions**

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 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
<b>Creativity</b>	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
<b>Voice</b>	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
<b>Actions</b>	Use body movements, facial expressions, and actions that match your character's story.
<b>Stay in Role</b>	Stay in character. Don't break role until you're finished.
<b>Teamwork</b>	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 has the right to be treated equally, regardless of where they come from. They invite Jamie to join their group for a class project. The teacher supports this by leading a discussion on diversity and the importance of respecting all cultures. The class also creates posters that show how to make others feel welcome. This scenario focuses on equality and non-discrimination.
2 Right to Education	A group of students notices that their classmate, Alex, struggles with reading but is too embarrassed to ask for help. They decide to work together to support Alex by creating a study group. They meet after school to practise reading and help with homework. The teacher recognizes their efforts and talks about the right to education, explaining how everyone should have equal opportunities to learn. The group also sets goals to help Alex feel more confident in class. This story focuses on the right to education and helping each other succeed.

## Scenario Cards

Cut out the topics below.

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



## Scenario Cards

Cut out the topics below.

Scenario	Description
6 Right to Participate in Cultural Life	<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 sizes _____ right to participate in cultural life and respect for diversity.</p>
7 Right to a Healthy Environment	<p>A group of students _____ the school yard is often littered with trash. They decide to start a cleanup _____ educate their classmates about the importance of keeping the environment clean. They make posters, give presentations, and organize a weekly cleanup team. The teacher supports their initiative and talks about the right to a healthy environment. _____ how everyone can contribute. The school community joins in _____ the cleanup. The students also suggest new recycling bins for the hallway. _____ cases on environmental responsibility and the right to a clean and healthy space.</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
<b>Creativity</b>	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.
<b>Voice</b>	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.
<b>Action</b>	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.
<b>Stay in Role</b>	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.
<b>Teamwork</b>	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/>	<b>Mark</b> <hr/>
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**Student Comments – What Could You Do Better?**

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## Métis National Council

### Indigenous Rights vs Métis Rights

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

Some 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, fish, or 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 that the Métis were recognized as being one of Canada's Indigenous groups.

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

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

Name: \_\_\_\_\_

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

True or False

Circle whether the statement is true or false.

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

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

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

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

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Summarize

Write the important details from the reading passage.

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## Democracy – What Is It?

### Government – Why do we need a government?



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

The government also provides services to its citizens.

Schools, hospitals, police, libraries, courts of law, community centres, and public transportation are all services that the government provides.

The people who work for the government must make decisions about which services to spend money on and what laws they should have. They make important decisions. Citizens are the ones who have to follow the laws they put in place.



### Democracy – What does that mean?

The word **democracy** means *rule by the people*. It is used to describe a type of government where the citizens have a voice in how the government is run. 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?

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2) What does democracy mean?

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## 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 \_\_\_\_\_ 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**

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**Representative  
Democracy**

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

1) In a direct democracy all the people in a region get a vote.	True	False
2) In a representative democracy only the 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?

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

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# Exit Cards

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

Name: \_\_\_\_\_

Mark

How is direct democracy different from representative democracy?

Direct Democracy	

Representative Democracy	

Name: \_\_\_\_\_

Mark

How is direct democracy different from representative democracy?

Direct Democracy	

Representative Democracy	

Name: \_\_\_\_\_

Mark

How is direct democracy different from representative democracy?

Direct Democracy	

Representative Democracy	

Name: \_\_\_\_\_

Mark

How is direct democracy different from representative democracy?

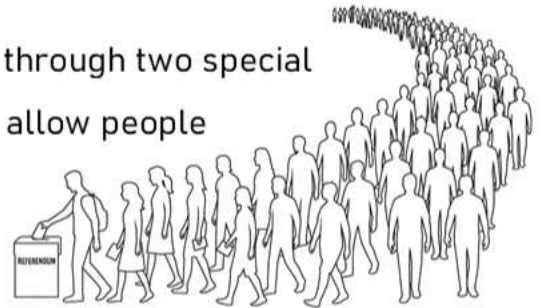
Direct Democracy	

Representative Democracy	

# 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 for 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.

<b>Referendum</b>	_____ _____
<b>Plebiscite</b>	_____ _____

**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 a plebiscite (P).

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

## 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, read 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?

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2) How do you feel about this change?

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3) The possible pros of the change...

4) The possible cons of the change...

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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5) What will you vote for?

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

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## 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 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 decisions.

**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:**

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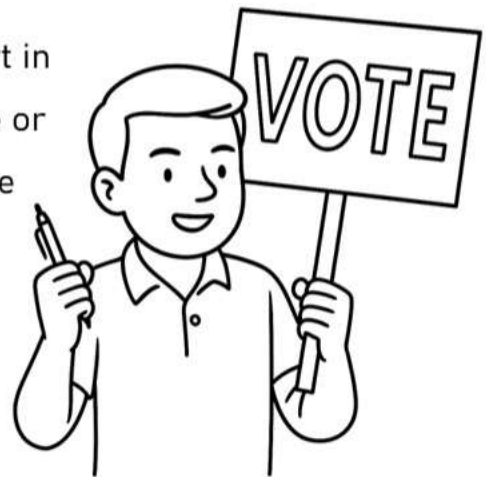


# Participation In Democracy

## 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 rules that govern them. 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 making 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?

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

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**Matching**

Draw a line from the fundamental element to the description.

**Fundamental Element**Democracy ☐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 citizens have a say in the government.
- ☐ 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.

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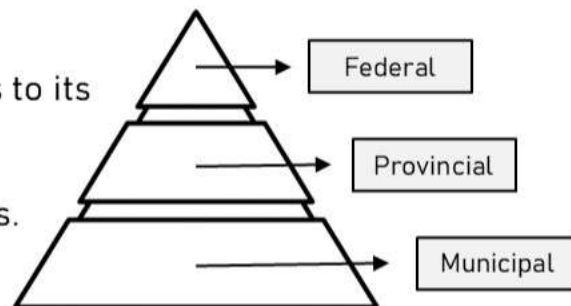
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# Levels Of Government

## 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, fire, 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.



Name: \_\_\_\_\_

64

Curriculum Connection  
B3.2, B3.4

### Levels of Government

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

1) Responsible for education (schools)	
2) Responsible for garbage pickup	
3) Responsible for international relations	
4) Responsible for police	
5) 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?

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2) What are shared responsibilities? Provide some examples.

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### 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
<b>Municipal</b>	City, Towns	Varies	Mayor, Reeve
<b>Provincial</b>	Province	Varies	Premier
<b>Federal</b>	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
<b>Municipal</b>		
<b>Provincial</b>		
<b>Federal</b>		

**Questions**

Answer the questions below.

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

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

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Write the responsibilities under the correct level of government.

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

For example, there are 3 levels of police force:

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



International Trade	Libraries	Citizenship	Hospitals	Education	Water and Sewage	Garbage	International Travel	Roads	Environment	Military	Parks	Natural Resources	Tourism
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Municipal	Provincial	Federal	Shared

**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 trashage 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 a long line 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 issue.	
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? (Write 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 you wake up to a 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.





Name: \_\_\_\_\_

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Curriculum Connection  
B3.2

### True or False

Circle whether the statement is true or false.

1) The municipal government is responsible for plowing snow off roads.	True	False
2) The municipal government makes bylaws that can send people to prison.	True	False
3) A bylaw is only in effect in the city that it is passed in.	True	False
4) The mayor alone passes bylaws at city council meetings.	True	False
5) In Oshawa they have made it illegal to climb a tree.	True	False

Questions \_\_\_\_\_ the questions below.

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

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

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### Making Connections

What does this remind you of in your life?

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## 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 city or town 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.

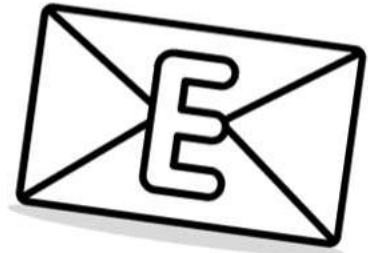
**Details:** Living in a country that uses a democratic government means we get a voice.

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's important to you)
- ☐ At least 3 reasons why the problem is fixed
- ☐ Topic and conclusion \_\_\_\_\_
- ☐ Persuasive writing techniques (tag questions, 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
<b>Clear Message</b>	Say what the problem is and why it matters to you.
<b>Persuasive Ideas</b>	Use strong reasons to help the mayor understand your point.
<b>Solutions</b>	Suggest good ways the government can help solve the problem.
<b>Respectful Tone</b>	Be polite and respectful, even when asking for change.
<b>Letter Form</b>	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	
Provides local police	
Fixes streetlights	
Enforces parking rules	
Plans new buildings	
Issues dog licences	
Runs public washrooms	
Repairs traffic lights	

**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.

<b>1) Your Name:</b>				
<b>2) Partner's Name:</b>				
<b>3) Clarity:</b> Was the issue in the letter clearly explained?	Yes	No		
<b>4) Introduction:</b> Does the letter start with a clear and engaging introduction?	Yes	No		
<b>5) Persuasion:</b> Are the reasons provided in the letter convincing?	Yes	No		
<b>6) Evidence:</b> Does the writer include specific examples or evidence to support their point?	Yes	No		
<b>7) Structure:</b> Is the letter well-organized with a logical flow from one point to the next?	Yes	No		
<b>8) Conclusion:</b> Does the letter have a strong and clear conclusion?	Yes	No		
<b>9) Grammar and Spelling:</b> Are there any major grammar and spelling errors?	Yes	No		
<b>10) Tone:</b> Does the tone of the letter feel appropriate for the intended audience (e.g., respectful, formal)?	Yes	No		
<b>11) Solutions:</b> Are the solutions proposed in the letter realistic and practical?	Yes	No		
<b>12) Overall Impact:</b> Does the letter make a strong overall impression?	Yes	No		
<b>13) Strengths:</b> What are the strongest aspects of this letter?	<hr/> <hr/> <hr/> <hr/>			
<b>14) Areas for Improvement:</b> What areas could be improved in this letter?	<hr/> <hr/> <hr/> <hr/>			
<b>15) Overall Impression:</b>	Excellent	Good	Satisfactory	Poor



## Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Clear Message</b>	No problem explained.	Problem is mentioned but not explained.	Problem is clear.	Problem is clear and important to the writer.
<b>Persuasive Ideas</b>	No reasons given.	One weak reason is given.	Two strong reasons are given.	Three or more strong, clear reasons are given.
<b>Solution</b>	No solution given.	One simple idea that might not work.	One or two good ideas.	Two or more smart and helpful ideas are given.
<b>Respectful Tone</b>	Rude or impolite language used.	One is impolite but not very disrespectful.	Mostly polite and respectful.	Very respectful and thoughtful tone used.
<b>Letter Format</b>	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/>	<b>Mark</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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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 tax money. Healthcare is the most costly service, with education being the second highest.



## Healthcare

The provincial government uses its tax money to provide free healthcare. It builds hospitals, employs 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 help people stay healthy by keeping people healthier.

## 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.

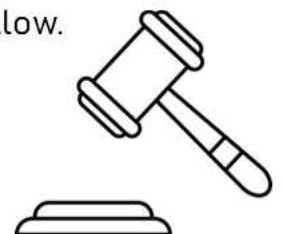
The Ontario Department of Education oversees the system. It gives money to school boards, supports students with special needs, and certifies new teachers.



## 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?

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2) How is a bill passed?

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**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 parliament – 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)

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2)

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# 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, collects taxes and spending money on essential services, like health 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 federal government?
_____
_____
_____
2) What are some of the responsibilities of the federal 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

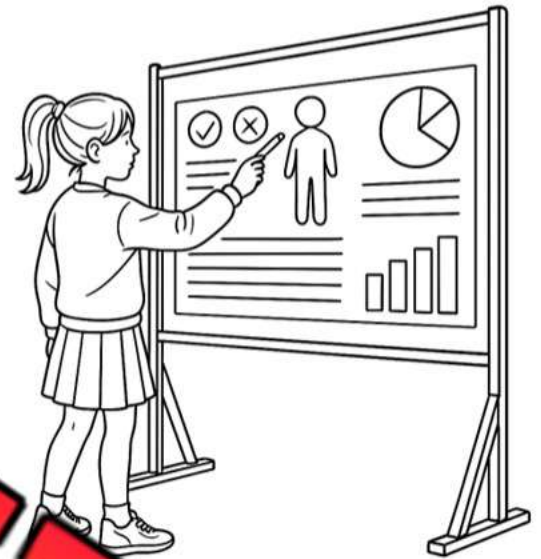
What are we learning about?

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 glue
- 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 correct columns: 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
<b>Sorting Accuracy</b>	You placed each responsibility under the correct level of government.
<b>Chart Design</b>	Your chart is neat, colourful, and easy to understand.
<b>Clear Headings</b>	Your chart has clear labels: Federal, Provincial, and Shared.
<b>Teamwork</b>	Everyone in your group helped and shared the work.
<b>Presentation</b>	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

## Planning

Answer the questions below.

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

[illegible]

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

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

Mark

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Total

/

<p>1. Being a Canadian citizen means you can...</p> <p>a) Become the prime minister</p> <p>b) Vote in elections</p> <p>c) Work in Canada legally</p> <p>d) All of the above</p>	<p>2. Police are a _____ responsibility</p> <p>a) Federal</p> <p>b) Provincial</p> <p>c) Municipal</p> <p>d) Shared</p>
<p>3. Which is a right Canadians have?</p> <p>a) To work in other countries</p> <p>b) To practice a religion</p> <p>c) To be protected by the law</p> <p>d) To work in other countries</p>	<p>4. Which is a responsibility Canadians have</p> <p>a) To play sports</p> <p>b) To farm and grow food for the community</p> <p>c) To respect the rights of others</p> <p>d) All of the above</p>
<p>5. The word democracy means...</p> <p>a) Rule by one leader</p> <p>b) Rule by the Prime Minister</p> <p>c) Rule by the President</p> <p>d) Rule by the people</p>	<p>6. A school bus pickup is a _____ responsibility</p> <p>a) Federal</p> <p>b) Provincial</p> <p>c) Municipal</p> <p>d) Shared</p>
<p>7. Schools are a _____ responsibility</p> <p>a) Federal</p> <p>b) Provincial</p> <p>c) Municipal</p> <p>d) Shared</p>	<p>8. The military is a _____ responsibility</p> <p>a) Federal</p> <p>b) Provincial</p> <p>c) Municipal</p> <p>d) Shared</p>
<p>9. If you want to become Canadian, you can't...</p> <p>a) Have gone to prison</p> <p>b) Have a family</p> <p>c) Have pets</p> <p>d) Own land in another country</p>	<p>10. What is one way people can take part in democracy?</p> <p>a) Writing letters to elected leaders</p> <p>b) Voting in elections</p> <p>c) Signing a petition</p> <p>d) All of the above</p>



Define

What do the terms below mean?

Mark

/

Term	Definition – What does it mean?
Collective Rights	<hr/> <hr/> <hr/>
Magna Carta	<hr/> <hr/> <hr/>
Democracy	<hr/> <hr/> <hr/>

Short Answer

Answer the questions below.

Mark

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1) What was the Royal Proclamation? What did it upset the Indians?

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

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

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Long Answer

Answer the questions below.

Mark

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

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

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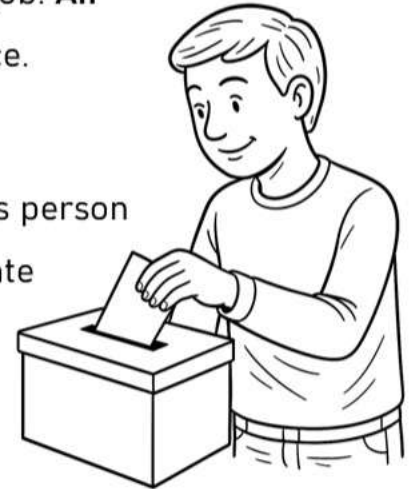
## Election Process

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



**Questions**

Use information from the text to support your answer.

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

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

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**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**

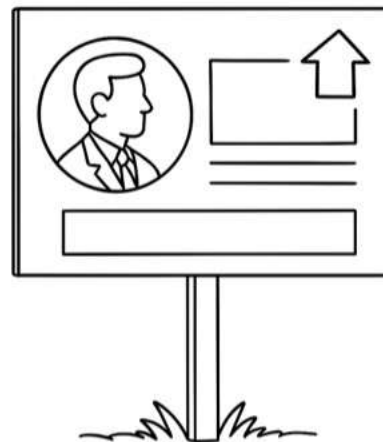
Number the steps of the election process from 1 to 5.

	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 districts **constituencies**. You can only vote for one of the candidates in each constituency 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?

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2) Why do you think only one MPP represents each area?

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## 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 the 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, order 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 for most of 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 rights for everyone.

**Mark Carney**, Prime Minister since 2025, is the leader of the Liberal Party. He wants to 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?

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

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**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?

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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.

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## 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"> <li>- Invest 100 million into dental care</li> <li>- Remove 100 million from health for stroke</li> <li>- Cover cost of child care for low-income families</li> <li>- Keep minimum wage at \$14</li> <li>- Lower taxes for big businesses</li> <li>- Keep cigarette costs the same</li> <li>- Reduce cost of gas by 10 cents a litre</li> </ul>	<ul style="list-style-type: none"> <li>- Invest 800+ million into health care</li> <li>- Invest 625 million into education</li> <li>- Free full day childcare</li> <li>- Increase minimum wage to \$15</li> <li>- Keep the same taxes</li> <li>- Increase cost of cigarettes</li> <li>- Keep gas costs the same</li> </ul>	<ul style="list-style-type: none"> <li>- Invest 1.9 billion into health care</li> <li>- Invest 16 billion into schools</li> <li>- Free childcare for low-income families</li> <li>- Increase minimum wage to \$15</li> <li>- Increase taxes on big businesses</li> <li>- Keep cigarette costs the same</li> <li>- Keep gas costs the same</li> </ul>

1) Why is it important for political parties to have a platform?

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

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## 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 an economist. He was known for making smart financial decisions.



In early 2025, Mark decided to use his skills to help people in a new way. He had been seeing 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?

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

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3) How does being a political party help you make changes?

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**Multiple Choice**

Circle the correct answer.

1) What political party did Mark Carney join?

2) What job did Mark have before joining politics?

3) Where was Mark born?

4) What kind of tax did Mark change?

5) What year did Mark become Prime Minister?

Liberal Conservative

Banker Farmer

NWT Alberta

Sales Carbon

2025 2023

**Summarize**

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

1)

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2)

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# 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.

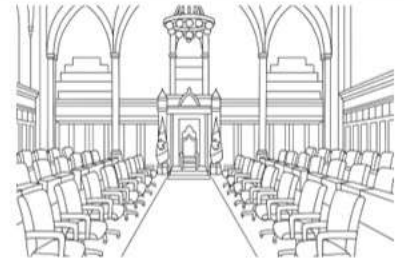
T

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 manage on their own, so they are divided into **ridings**. Each riding has candidates running for that riding in the 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.

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2) Why are there many districts and ridings across the country?

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**True or False**

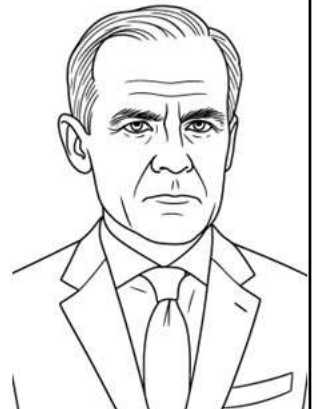
Circle whether the statement is true or false.

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 roles beside 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 in power and head of the government
	Governor General	e) Chosen by the King to work in the Senate to pass bills (laws)
	Member of Provincial Parliament	f) Prime Minister chooses members 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?

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3) Who is the **lieutenant-governor** of Ontario?

4) What is the job of the lieutenant-governor in Ontario?

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5) How many **MPPs** are there in Ontario?6) What does an **MPP** do in Ontario?

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7) Who is the **minister of education** in Ontario?

8) What does the minister of education do in Ontario?

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9) Who is the **minister of health** in Ontario?

10) What does the minister of health do in Ontario?

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11) Who is the **minister of transportation** in Ontario?

12) What does the minister of transportation do in Ontario?

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# 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 messages to the federal government.



**Sylvia Jones**  
Deputy Premier and  
Minister of Health

### Cabinet Ministers

The Premier selects some MPPs to be **Cabinet Ministers**. Each one runs a different government department. For example, 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?

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

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**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 a _____.	Department	Province
3) The premier needs to communicate with which level of government?	Municipal	Federal
4) Who does the premier choose for their cabinet?	Ministers	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	O	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 so that democracy is 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 this is a democratic system 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
<b>Type of Government</b>	Constitutional Monarchy	Republic
<b>Head of State</b>	King	President
<b>Government Leader</b>	Prime Minister	President
<b>Government Structure</b>	House of Commons (Elected MP's), Senate (Appointed Senators)	House of Representatives (Elected), Senate (Elected Senators)
<b>Frequency of Elections</b>	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?

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2) Why are \_\_\_\_\_ systems of government considered democratic? Explain?

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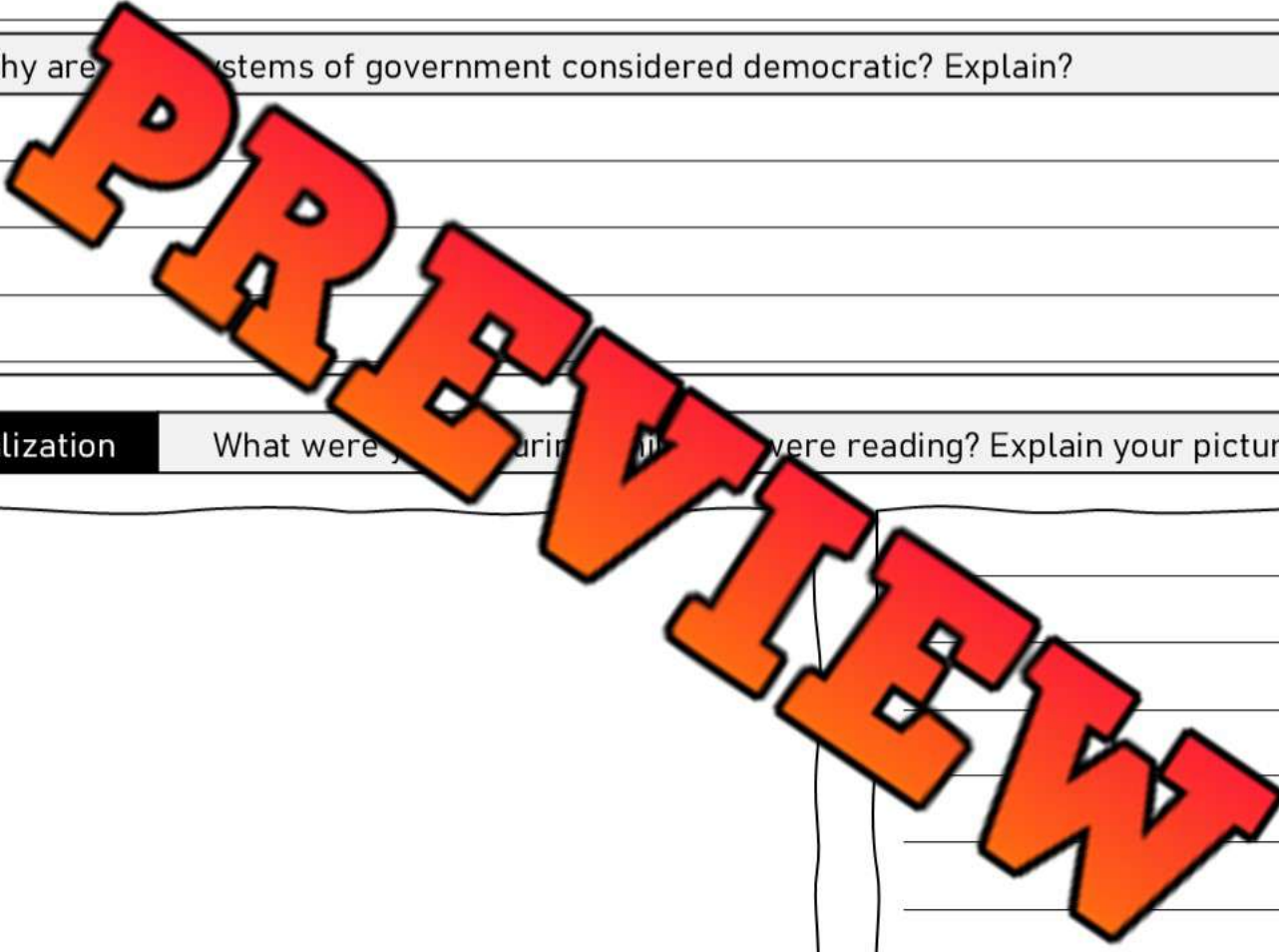
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**Visualization**

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



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**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

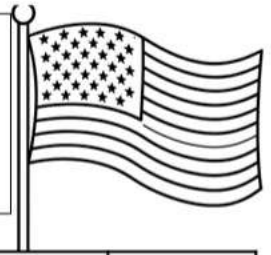


**Directions**

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 leader works out of the White House.	Canada	USA
6) This leader meets in parliament buildings.	Canada	USA

**Questions**

Answer the questions but using evidence from the text.

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

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

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**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.

<b>Rally</b>	Standstill demonstration involving speeches, singing, chanting, etc.
<b>Picketing</b>	Holding signs and walking in a circle. Usually forms a line that no one could cross!
<b>March</b>	Holding signs and walking from one spot to another spot – often in a parade-like fashion
<b>Riot</b>	Involving violence against anyone who gets in their way.
<b>Boycott</b>	Refusing to buy a product or service
<b>Lawsuit</b>	Using the law to show disapproval by suing the other person/party
<b>Strike</b>	When workers stop working after failed negotiations
<b>Petition</b>	A formal written request that shows 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?

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

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**Visualization**

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

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**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 between 12–18, protested under the name “Just asking for a safer future” and 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 1-5 Write the answers to 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 their own government for hundreds of years. Some of their laws have influenced the Canadian government.

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

Their system is different from Canada's. They have **clan mothers** who elect the 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?

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

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**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 the most 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 plan to work 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.



Name: \_\_\_\_\_

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

Yes or No

Circle whether your answer is yes or no.

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

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

1) Why are there many different perspectives when a government makes a decision?

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

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Reflection

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

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

Mark

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Total

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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 Britain is representative of...

- 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 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 implements 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	<hr/> <hr/> <hr/>
Constitutional Monarchy	<hr/> <hr/> <hr/>
Constituency	<hr/> <hr/> <hr/>

Short Answer

Answer the questions

Mark

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

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

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

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Long Answer

Answer the questions below.

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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