



LESSON
PLANS

Citizenship Challenge

MATERIAL COVERED

- Pages 38-41 of the *Discover Canada* guide

LESSON PLANS

Canadian Symbols

Pre-reading/Introductory Activities

1 PREDICTION ACTIVITY

Provide a definition of "symbol" (such as the one on page 38 of the *Discover Canada* guide). Have your students brainstorm predictions about the symbols of Canada, and then explain a symbol they would pick as truly Canadian. Extend the activity by having students predict what someone living outside of Canada might predict as a Canadian symbol and/or predict what the Canadian government's official symbols might be. After reading the guide, consider how it confirmed or varied from students' predictions.

2 GLOSSARY / WORD WALL

Present the phrase 'Symbols of Canada' to the class. Have students brainstorm a **list** of 10 or more words that come to mind with that phrase.

Put students in pairs or groups and ask them to combine their individual lists. While they do this, they should create categories (e.g. a person, a place, an anthem, an honour, etc) to **group** similar words on everyone's lists.

Students should determine an appropriate **label** for each group they have created. Students should share their groups with the class and discuss any commonalities and why those commonalities may have arisen.

Other resources to use with these activities:

**The Canadian
Encyclopedia &
The Canadian
Encyclopedia of
Music in Canada**
www.thecanadianencyclopedia.com

The Memory Project
www.thememoryproject.ca

Passages Canada
www.passagescanada.com

The Heritage Minutes
[www.historicacanada.ca/
content/videos](http://www.historicacanada.ca/content/videos)

**101 Things Canadians
Should Know
About Canada**
www.101things.ca

Historica Canada
www.historicacanada.ca



CITIZENSHIP
CHALLENGE

A project of:



Supported by:



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada

During Reading Activities

1 QUESTION AND ANSWER WORKSHEETS

These worksheets are designed for either a junior level (fill in the blank, simple recall, short answer) or a senior level (more synthesis, analysis questions). All answers are based on the reading and the students' own opinions.

2 PERSUASIVE ARGUMENTS

Independently or in groups, assign from the reading one of the listed symbols (the Canadian crown, the national flag, etc.). Ask students to imagine their particular symbol is not yet listed. Ask them to create a persuasive speech arguing why it should be included as a Canadian Symbol. Mention the history of the Flag Debate to demonstrate how controversial some of these symbols were and still are. More information on the Flag Debate can be found in **The Canadian Encyclopedia** and can be seen in the **Heritage Minute** "Flags".

This argument could be a 10 to 15-minute brainstorm with immediate presentation or a multi-day activity where students use sources like **The Canadian Encyclopedia** and **101 Things Canadians Should Know About Canada** to plan the presentation, bring costumes and/or props or prepare a multimedia presentation (e.g. PowerPoint, a wiki, a video). After the presentations, ask the class which symbol they would support and why.

Post-Reading / Extension Activities

1 CREATIVE REPRESENTATIONS

Ask students to create a new Canadian symbol, or take one historical symbol and creatively modernize it to better suit the present day. Research tools include **The Canadian Encyclopedia** and **The Encyclopedia of Music in Canada**, **Passages Canada**, **The Memory Project**, **101 Things Canadians Should Know About Canada** and **The Heritage Minutes**. The new or modernized Canadian symbol could be an object, a person, a place, an anthem, an honour for Canadians, or a national public holiday.

Have students write a creative description and/or create a representation of their symbol. Students may present the symbols to the class in a variety of ways. Allow students to select the presentation style that suits their symbol.

An extension of this could be writing a persuasive essay or having a debate supporting the adoption of their new symbol.

2 GUEST SPEAKER/RESEARCH

Having studied different Canadian symbols, reflect on what they mean to a new Canadian with a **Passages Canada** speaker or a Canadian veteran with **The Memory Project** by going online and booking a classroom visit. The request should be submitted two to three weeks before the actual event. Before the classroom visit, students can prepare questions dealing with the Canadian symbols they have studied to ask the speakers. As a continuing activity after the visit, have students consider what Canadian symbols are most important to the speaker and how that differs from the symbols that are most important to them as students.

Email: challenge.defi@historicacanada.ca

Phone: 1.866.701.1867