



LESSON
PLANS

CITIZENSHIP CHALLENGE

MATERIAL COVERED

- Pages 10-13 of the *Discover Canada* guide

LESSON PLANS

Who We Are

Pre-reading and Vocabulary Activities

1 PREDICTION ACTIVITY

Begin with a discussion about students' own conceptions of Canadian identity and our multicultural society. Brainstorm ideas about what it means to be Canadian in a multicultural society.

2 BACKGROUND INTERVIEWS

Have students pair together and give a brief 'interview' about their own family history. Have them focus on questions regarding where their families came from originally, when they immigrated, and how they came to Canada. Partners can share their interviews with a small group of the class, or the entire class.

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 *Discover Canada* reading and the students' own opinions.

2 POSTER ACTIVITY (SUITABLE FOR JUNIOR STUDENTS)

In small groups or individually, have students imagine they work for a multicultural organization representing a particular cultural, ethnic, or religious group other than their own, described in the reading. Have each individual or group design a poster that reflects the people, values, institutions, and beliefs of the culture their organization represents. Use **The Canadian Encyclopedia** as reference. Students can treat this activity as an arts and crafts project; they can use printed images, cardboard paper, bristol board, scissors, markers, and colouring pencils. Have students present the poster to the class, explaining why they chose that culture, the type of organization they represent, and how they chose the design of the poster. After presenting, the class should reflect on the importance of multiculturalism and on having multicultural organizations in cities and towns across Canada.

Other resources to use with these activities:

The Canadian Encyclopedia
www.thecanadianencyclopedia.com

The Memory Project
www.thememoryproject.com

Passages Canada
www.passagescanada.com

Aboriginal Arts & Stories
www.our-story.ca

Historica Canada
www.historicacanada.ca

Canadian Citizenship Challenge Blog
www.challengedefi.tumblr.com



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3 MULTIMEDIA PRODUCT (SUITABLE FOR SENIOR STUDENTS)

Individually or in groups, have students create a webpage, a social media site, or multimedia presentation, representing a particular cultural, ethnic, or religious group other than their own, described in the reading. Using **The Canadian Encyclopedia** as a reference, students will include information on the following: i) history ii) settlement iii) contributions to Canada. Students should present their product to the class. The goal is to create a product that is engaging, informative and reflects themes of Canadian identity and diversity.

Post-reading Activities

1 CRITICAL THINKING ESSAY

Have students think about Canada's history, politics and culture while writing an opinion statement based on one or all of the following questions. The *Discover Canada* guide should be used to support their argument. (Extension: Students share their responses in a class discussion or debate).

- i) How does learning about the founding peoples, their principles and beliefs, influence our political and cultural identity today?
- ii) How have our changing attitudes to race, gender, ethnicity, or nation shaped our view of Canadian identity?
- iii) How does knowing our common history help us meet the challenges of today and tomorrow?

2 CREATIVE WRITING

- A)** Using the Background Interviews activity, have the students write a letter or journal entry from the perspective of the most recent immigrant in their partner's family. Students should include who they are, what ethnic and/or religious background they come from, why they came to Canada and what Canadian identity means to them.
- B)** Write a reflective letter to one of the **Aboriginal Arts & Stories** finalists based on their contest entries. Browse the written and arts submissions on the **Aboriginal Arts & Stories** website. Consider how the information in the reading relates or does not relate to the finalist's contest entry. Students can send us their letters, to be forwarded to the finalists.

3 GUEST SPEAKER

Invite a new Canadian with **Passages Canada** or a Canadian veteran with **The Memory Project** to your class by going online and booking a classroom visit. The request should be submitted two to three weeks before the actual event. This activity could be used in conjunction with any other post-reading activity so that students have the chance to hear an actual story from someone who represents the reading and has a recent experience of discovering the Canadian identity.

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