

Teacher Information Sheet #1: Lyrics

Glorious and Free

From the strength of my mother's arms
and the joy in her eyes
To the warmth of my father's breath
under cold winter skies
From the edge of life's longest road
Past the rivers of dreams
To the foothills of our ambitions
We are one and we are singing
Oh Canada
Home of my heart
Land of my dreams
Oh Canada
I'll always be –
Glorious and free.

From the depths of the ocean tides
To the vastness of space
From the thrill of our greatest pride
To our moments of grace
All I need is one hand to take
To the family that stands around me
As we all live and let each other live
Oh Canada
Home of my heart
Land of my dreams
Oh Canada
I'll always be –
Glorious and free.

O Canada

O Canada, Our home and native land!
True patriot love in all thy sons command.
With glowing hearts we see thee rise,
The True North, strong and free!
And stand on guard, O Canada,
We stand on guard for thee.

Refrain
O Canada, glorious and free!
We stand on guard, we stand on guard for thee.
O Canada, we stand on guard for thee!

O Canada! Where pines and maples grow.
Great prairies spread and lordly rivers flow.
How dear to us thy broad domain,
From East to Western Seas,
Thou land of hope for all who toil!
Thou True North, strong and free!

Refrain...

O Canada! Beneath thy shining skies
May stalwart sons and gentle maidens rise,
To keep thee steadfast through the years
From East to Western Sea,
Our own beloved native land!
Our True North, strong and free!

Refrain...

Ruler supreme, who hearest humble prayer,
Hold our dominion within thy loving care;
Help us to find, O God, in thee
A lasting, rich reward,
As waiting for the Better Day,
We ever stand on guard.

Refrain...

Teacher Information Sheet #2: Canadian Charter of Rights and Freedoms

Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law:

Guarantee of Rights and Freedoms

1. The **Canadian Charter of Rights and Freedoms** guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

Fundamental Freedoms

2. Everyone has the following fundamental freedoms:
 - a) freedom of conscience and religion
 - b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication
 - c) freedom of peaceful assembly, and
 - d) freedom of association.

Democratic Rights

3. Every citizen of Canada has the right to vote in an election of members of the House of Commons or of a legislative assembly and to be qualified for membership therein.
4. (1) No House of Commons and no legislative assembly shall continue for longer than five years from the date fixed for the return of the writs of a general election of its members.

(2) In time of real or apprehended war, invasion or insurrection, a House of Commons may be continued by Parliament and a legislative assembly may be continued by the legislature beyond five years if such continuation is not opposed by the votes of assembly, as the case may be.
5. There shall be a sitting of Parliament and of each legislature at least once every twelve months.

Mobility Rights

6. (1) Every citizen of Canada has the right to enter, remain in and leave Canada.

(2) Every citizen of Canada and every person who has the status of a permanent resident of Canada has the right:

- a) to move and take up residence in any province, and
- b) to pursue the gaining of a livelihood in any province.

- (3) The rights specified in subsection (2) are subject to:
 - a) any laws or practices of general application in force in a province other than those that discriminate among persons primarily on the basis of province of present or previous residence, and
 - b) any laws providing for reasonable residency requirements as a qualification for the receipt of publicly provided social services.
- (4) Subsections (2) and (3) do not preclude any law, program or activity that has as its object the amelioration in a province of conditions of individuals in that province who are socially or economically disadvantaged if the rate of employment in that province is below the rate of employment in Canada.

Legal Rights

7. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.
8. Everyone has the right to be secure against unreasonable search or seizure.
9. Everyone has the right not to be arbitrarily detained or imprisoned.
10. Everyone has the right on arrest or detention:
 - a) to be informed promptly of the reasons therefore
 - b) to retain and instruct counsel without delay and to be informed of that right, and
 - c) to have the validity of the detention determined by way of habeas corpus and to be released if the detention is not lawful.
11. Any person charged with an offence has the right:
 - a) to be informed without unreasonable delay of the specific offence
 - b) to be tried within a reasonable time

- c) not to be compelled to be a witness in proceedings against that person in respect of the offence
- d) to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent and impartial tribunal
- e) not to be denied reasonable bail without just cause
- f) except in the case of an offence under military law tried before a military tribunal, to the benefit of trial by jury where the maximum punishment for the offence is imprisonment for five years or a more severe punishment
- g) not to be found guilty on account of any act or omission unless, at the time of the act or omission, it constituted an offence under Canadian or international law or was criminal according to the general principles of law recognized by the community of nations
- h) if finally acquitted of the offence, not to be tried for it again, and if finally found guilty and punished for the offence, not to be tried or punished for it again, and
- i) if found guilty and punished for the offence and if punishment for the offence has been varied between the time of commission and the time of sentencing, to the benefit of the lesser punishment.

12. Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

13. A witness who testifies in any proceedings has the right not to have any incriminating evidence so given used to incriminate that witness in any other proceedings, except in a prosecution for perjury or for the giving of contradictory evidence.

14. A party or witness in any proceedings who does not understand or speak the language in which the proceedings are conducted or who is deaf has the right to the assistance of an interpreter.

Equality Rights

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

(2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Official Languages of Canada

16. (1) English and French are the official languages of Canada and have equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government of Canada.

(2) English and French are the official languages of New Brunswick and have equality of status and equal rights and privileges as to their use in all institutions of the legislature and government of New Brunswick.

(3) Nothing in this Charter limits the authority of Parliament or a legislature to advance the equality of status or use of English and French.

17. (1) Everyone has the right to use English or French in any debates and other proceedings of Parliament.

(2) Everyone has the right to use English or French in any debates and proceedings of the legislature of New Brunswick.

18. (1) The statutes, records and journals of Parliament shall be printed and published in English and French and both language versions are equally authoritative.

(2) The statutes, records and journals of the legislature of New Brunswick shall be printed and published in English and French and both language versions are equally authoritative.

19. (1) Either English or French may be used by any person in, or in any pleading in or process issuing from, any court established by Parliament.

(2) Either English or French may be used by any person in, or in any pleading in or process issuing from, any court of New Brunswick.

20. (1) Any member of the public in Canada has the right to communicate with, and to receive available services from, any head or central office of an institution of the Parliament or government of Canada in English or French, and has the same right with respect to any other office of such institution where:

- a) there is a significant demand for communications with and services from that office in such language, or
- b) due to the nature of the office, it is reasonable that communications with and services from that office be available in both English and French.

(2) Any member of the public in New Brunswick has the right to communicate with, and to receive available services from, any office of an institution of the legislature of government of New Brunswick in English or French.

21. Nothing in sections (16) to (20) abrogates or derogates from any right, privilege or obligation with respect to the English and French languages, or either of them, that exists or is continued by virtue of any other provision of the Constitution of Canada.

22. Nothing in sections (16) to (20) abrogates or derogates from any legal or customary right or privilege acquired or enjoyed either before or after the coming into force of this Charter with respect to any language that is not English or French.

Minority Language Educational Rights

23. (1) Citizens of Canada:

- a) whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside, or
- b) who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province, have the right to have their children receive primary and secondary school instruction in that language in that province.

(2) Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all

their children receive primary and secondary school instruction in the same language.

(3) The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of English or French linguistic minority population of a province:

- a) applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction, and
- b) includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.

Enforcement

24. (1) Anyone whose rights or freedoms, as guaranteed by this Charter, have been infringed or denied may apply to a court of competent jurisdiction to obtain such remedy as the court considers appropriate and just in the circumstances.

(2) Where, in proceedings under subsection (1), a court concludes that evidence was obtained in a manner that infringed or denied any rights or freedoms guaranteed by this Charter, the evidence shall be excluded if it is established that, having regard to all the circumstances, the admission of it in the proceedings would bring the administration of justice into disrepute.

General

25. The guarantee of this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any Aboriginal, treaty or other rights or freedoms that pertain to the Aboriginal peoples of Canada including:

- a) any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763, and
- b) any rights or freedoms that now exist by way of land claims agreements or may be so acquired.

26. The guarantee in this Charter of certain rights and freedoms shall not be construed as denying the existence of any other rights or freedoms that exist in Canada.

27. This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians.
28. Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons.
29. Nothing in this Charter abrogates or derogates from any rights or privileges guaranteed by or under the Constitution of Canada in respect of denominational, separate or dissentient schools.
30. A reference in this Charter to a province or to the legislative assembly or legislature of a province shall be deemed to include a reference to the Yukon Territory and the Northwest Territories, or to the appropriate legislative authority thereof, as the case may be.
31. Nothing in this Charter extends the legislative powers of any body or authority.

Application of Charter

32. (1) This Charter applies:
 - a) to the Parliament and government of Canada in respect of all matters within the authority of Parliament including all matters relating to the Yukon Territory and Northwest Territories, and
 - b) to the legislature and government of each province in respect of all matters within the authority of the legislature of each province.
- (2) Notwithstanding subsection (1), section 15 shall not have effect until three years after this section comes into force.
33. (1) Parliament or the legislature of a province may expressly declare in an Act of Parliament or of the legislature, as the case may be, that the Act or a provision thereof shall operate notwithstanding a provision included in section 2 or sections 7 to 15 of this Charter.
- (2) An Act or provision of an Act in respect of which a declaration made under this section is in effect shall have such operation as it would have but for the provision of this Charter referred to in the declaration.
- (3) A declaration made under subsection (1) shall cease to have effect five years after it comes into force or on such earlier date as may be specified in the declaration.

- (4) Parliament or the legislature of a province may re-enact a declaration made under subsection (1).
- (5) Subsection (3) applies in respect of a re-enactment made under subsection (4).

Citation

34. This Part may be cited as the Canadian Charter of Rights and Freedoms.

Teacher Information Sheet #3: Imagine That....

Ask students to imagine the following scenario.

Imagine that...

Your class has been fundraising and saving for two years for a trip to Hawaii to visit the dormant volcanoes. Now is the time to leave. Everyone is packed and very excited about the coming two weeks in sunny Hawaii. What a break from the -40° C weather of this January in Saskatchewan.

Your class is travelling on a chartered airplane with your teacher and three flight crew members. The excitement is high; voices are raised in laughter and song. As the plane flies over the Pacific Ocean, everyone is drinking soft drinks, eating junk food and watching the in-flight movie.

All at once the plane tilts to one side and drops with a lurch! The pilot announces that you have hit some turbulent weather, and orders people to put their seats upright and their seat belts on. One of the crew makes the rounds to be sure everyone has followed instructions, but he will not answer any questions about what is happening. Everyone is quiet; the laughter is gone and someone can be heard crying softly.

Suddenly, the plane fills with loud snorting and sputtering sounds. The engines have failed! The plane wavers in the air, then dives straight into the Pacific Ocean. While the plane is still floating, you gather your life jackets from under the seats and escape just as the plane sinks into the ocean.

As you float around, stunned and uncertain, you notice that your teacher and the crew are not with you. A closer look around confirms that they must have gone down with the plane. Just then, one of your classmates sees that there is land, an island, not far away. With great determination everyone swims to shore. Some of you are in shock, some frightened, some injured and others just wet and hungry.

What do you do now?

As students discuss what they should do next, it will become apparent that not everyone will agree on the action to be taken. Remind students about everything that they will need to deal with (e.g., getting food and potable water, taking care of injuries, finding shelter). How will they deal with all these tasks? As well, remind them that there may be unknown situations that will arise, requiring action (e.g., animals, insects).

Have students consider questions such as:

- How will they deal with the difficult situations they face?
- What is the group's common purpose?
- How can they get everyone to agree to that purpose and to work together to achieve it?

Guide students' discussion toward the need to organize by asking questions such as:

- Why is it important to organize?
- Why is it important to set a common purpose?
- Why is it important to delegate? To take care of those who need help?
- Why is it important to make decisions? To set and enforce rules? To accept that not everyone will agree with authority?

Explain that they would, in fact, have to organize a "government." Discuss what form of government will be crucial to their survival on the island. Ask them what kind of government they think is essential to success and survival in a community or a nation.

Teacher Information Sheet #4: A Brief History of Canadian Government

Royal Proclamation 1763	<ul style="list-style-type: none"> • issued as an attempt to assimilate the French of Quebec into British North America • permitted French Canadians to keep their French language and Roman Catholic religion, but barred Catholics from holding legal and political positions, and from being allowed to be elected to the Legislative Assembly • stated that Quebec was to be ruled by an appointed British governor and an appointed Executive Council made up of English-speaking military and merchant elites, and an elected Legislative Assembly (when the population warranted it) • replaced French laws with British laws and court system, except for French civil laws • set aside land for the Aboriginal peoples and, because settlers had to have special government permits to enter that land, deprived the Aboriginal peoples of their traditional trading partners, the French
Quebec Act 1774	<ul style="list-style-type: none"> • was passed by the British government in an attempt to keep the loyalty of the French Canadians by allowing them to maintain the French character of Quebec and preserve the French culture, thus combining British and French ways (this is an example of biculturalism—two cultures, British and French existing side by side) • Quebec continued to be ruled by an appointed British governor and appointed council (even though it had been promised previously, an elected assembly of the French did not materialize) • the Roman Catholic system was allowed to continue and to collect church taxes called tithes • Roman Catholics were allowed to hold government positions • French civil law continued alongside British criminal law • Quebec land holdings grew to include Labrador and a large area south of the Great Lakes between the Ohio and Mississippi Rivers • French Canadians were allowed to maintain their traditional farming system called the seigneurial system
Constitutional Act 1791	<ul style="list-style-type: none"> • recognized the bicultural nature of Quebec • divided the country into two colonies, English-speaking Upper Canada and French-speaking Lower Canada, each with its own elected government • replaced the Quebec Act of 1774 but, because the British government did not repeal the Quebec Act, its terms continued to exist • one-seventh of the land in Upper Canada was to be set aside for Protestant schools and churches • a British-appointed governor general and Executive Council controlled affairs in both colonies, but Upper Canada was allowed to have its own lieutenant governor • only male landowners were allowed to vote for their elected Legislative Assembly
Act of Union 1841	<ul style="list-style-type: none"> • passed on Lord Durham's recommendation because the British hoped that English-speaking members of both colonies would unite and control the Legislative Assembly by having the majority of votes • united Upper and Lower Canada into the United Province of Canada, Canada East and Canada West, with a single government • English was established as the official language of the government *

(This information sheet continues on the following page.)

Charlottetown Conference 1864 (September)	<ul style="list-style-type: none"> held by the colonies of Nova Scotia, Prince Edward Island and New Brunswick to discuss the possibility of a union of the Atlantic colonies the Province of Canada, Canada East and Canada West, was told it could not attend, but representatives John A. Macdonald, George Brown, George-Etienne Cartier, Alexander Galt and Thomas D'Arcy McGee went anyway to push for a larger union of the Province of Canada and the Atlantic colonies the representatives of the Province of Canada promised that they would build a railway connecting Canada and the Atlantic colonies: <i>our farmers and manufacturers and mechanics shall carry their wares into every village of the Maritime Provinces and they will with equal freedom bring their fish, and their coal, and their...produce to our three millions of inhabitants</i>, promised George Brown the decision was made to try to form a Confederation of all the British North American colonies
Quebec Conference 1864 (October)	<ul style="list-style-type: none"> attended by delegates from the Province of Canada and all of the Atlantic colonies including Newfoundland, which had not been at the previous meeting resulted in a list called the Seventy-two Resolutions**, which was to form the basis for the new nation of Canada.
British North America Act 1867 (known as the Constitution Act, 1867 since 1982)	<ul style="list-style-type: none"> undertaken to create a federal union (Confederation) of the colonies of British North America united the provinces of Canada, Nova Scotia and New Brunswick into a new country, the Dominion of Canada (Prince Edward Island and Newfoundland opted out) stated the division of powers held by the federal and provincial governments the federal government was given considerable power: <i>The federal government shall make laws for the peace, order and good government of Canada in regard to all subjects not specifically given to the provinces...</i> as well, it was given the power to veto any provincial laws within one year of their passing*** the Aboriginal Peoples were not consulted and had no input into the Confederation negotiations and the policies that affected them: section 91(24) of the BNA Act gives the federal government exclusive power over <i>Indians and lands reserved for Indians</i>**** the rights of French Canadians were guaranteed, but the rights of other minorities were not addressed at this time (this was an attempt of the government of Canada to assimilate the Aboriginal Peoples and other minorities into the dominant Canadian culture)
Statute of Westminster 1931	<ul style="list-style-type: none"> recognized Canada as a country independent of Britain except in areas in which it chose to remain subject to Britain Canada remained subject to British Parliament regarding changes to its constitution, the BNA Acts, 1867 – 1930
Canada Act and the Constitution Act 1982	<ul style="list-style-type: none"> in response to Quebec's demand for more power and unrest over talk of separating from Canada, Prime Minister Trudeau met with provincial leaders to revise the Constitution; he promised to guarantee the language and education rights of English and French Canadians, as well as the basic rights and freedoms of all Canadians all premiers except Quebec's agreed to the Constitution Act of 1982; Quebec felt that the Act did not recognize its rights as a French-speaking society made the Canadian constitution a law of Canada created a way to change the Constitution, as decisions about the rule of Canada were no longer subject to approval by Britain

(This information sheet continues on the following page.)

Canada Act... continued	<ul style="list-style-type: none">• gave Canadians a Charter of Rights and Freedoms protecting basic intellectual, political and legal rights• the Charter guaranteed women equality with men, recognized existing Aboriginal and Treaty rights, and included New Brunswick as a fully bilingual province• the Charter also provided for some education rights for English and French minorities: French Canadians living outside Quebec were guaranteed French education rights, and English Canadians living inside Quebec were guaranteed English education rights
The Meech Lake Accord 1987	<ul style="list-style-type: none">• conducted in the effort to bring Quebec into the constitution• Quebec accepted the 1982 agreement under certain conditions; these included: recognizing Quebec as a distinct society, limiting federal spending power, expanding Quebec's constitutional veto, granting Quebec more control over immigration, and giving Quebec a stronger say in Supreme Court appointments• all provinces and the federal government agreed to Quebec's demands• the Accord restated that Canada was a bilingual nation and that Quebec was a "distinct society", and it gave all provinces increased powers in immigration and spending, and it set out a new amendment formula for the constitution• it was agreed that if, by 1990, all provinces and Ottawa still approved of the deal it would become law; however, the Accord failed when, between 1987 and 1990, many special interest groups and political parties were unhappy with the Accord, saying it did not deal with their issues (e.g., women's groups, Aboriginal Peoples)• Quebec announced that it would attend no further constitution talks unless there was agreement to include its same list of demands
Charlottetown Accord 1992	<ul style="list-style-type: none">• without Quebec in attendance, the federal government and the rest of the provinces continued their constitutional reform discussions over a two-year period• the two territorial governments and the leaders of four Aboriginal organizations joined the discussions• when some provinces and groups expressed concerns about various aspects of the agreed upon package, the federal government called for a referendum asking Canadians if they agreed

* By 1848 the government of the Province of Canada recognized both English and French as the languages of government, and in 1969 English and French became the two official languages of Canada.

** Highlights of the Seventy-two Resolutions include: a strong central (federal) government to handle affairs such as economic development and defense; provinces would have limited powers to deal with local affairs and social and cultural issues; the federal Parliament would consist of a lower house known as the House of Commons and an upper house known as the Senate; members of the House of Commons would be elected based on the principle of representation by population; members of the Senate would be appointed; the federal government was to legislate for *peace, order and good government*.

(This information sheet continues on the following page.)

***The following chart presents the highlights of the powers outlined in the 1867 Constitution.

Powers of the Federal Government	Powers of the Provincial Government
<p>Matters considered to be of national interest were to be legislated by the federal government of Canada:</p> <ul style="list-style-type: none">• trade and commerce• raising money through taxation• postal service• armed forces and defense• fisheries• currency• Aboriginal peoples and their land reserves• divorce laws• criminal law and penitentiaries	<p>Matters of particular local interest were the responsibility of the four provincial governments:</p> <ul style="list-style-type: none">• direct taxation within each province• management and sale of public lands belonging to the province• provincial prisons• hospitals and asylums• local works and projects• education• administration of justice and provincial courts• issuing licenses to taverns and other businesses

**** The Aboriginal Peoples did not have any input into the Confederation negotiations or the policies affecting them. The Province of Canada had decided upon its Aboriginal policy previously, and continued with the provisions it provided: Aboriginal lands were to be acquired by treaty, reserves were to be set aside for the people, and a government department was to be set up to manage Aboriginal affairs. Because they gave up their land, Aboriginal Peoples were to receive reserves and services such as health care and education.

Teacher Information Sheet #5: Levels of Government Comparison Chart

Level	<i>Federal</i>	<i>Provincial</i>	<i>Municipal</i>
Official Head	Queen Governor General Prime Minister	Lieutenant Governor Premier	Mayor (town/city) Reeve (rural)
Legislative Body	House of Commons Senate	Legislative Assembly	Council
Representatives	Members of Parliament (MPs)	Senators Members of Legislative Assembly (MLAs)	Councillors (in cities and rural municipalities)
Areas of Responsibility	The federal government is responsible for things that affect the country as a whole (e.g., defense, social welfare, overseas trade, international relations, customs and immigration, currency, RCMP, the CBC, Canada Post, Trans-Canada Highway, fisheries, Indian Affairs, national parks, constitution, criminal law making, national parks, patents for inventions.	Each province has its own government to make laws and decisions affecting that province (e.g., health care, hospitals and emergency services, trains within the province, education, forestry, lands and wildlife, agriculture, tourism, energy, environmental protection, provincial parks, provincial highways.	Every town, city and rural area has its own local government that makes decisions about and is responsible for its area (e.g., local grid roads, streets in town or city, playgrounds and parks, libraries, swimming pools, street lights, garbage collection, fire fighting, property tax collection, snow clearance, police service.

Teacher Information Sheet #6: Levels of Citizenship

The following are examples of responses that students may make on their copies of this chart in “Student Handout #5: Levels of Citizenship”

Level	Citizen Contributions/Actions
Family	<ul style="list-style-type: none"> • help make and then obey the rules • share your things with other family members • make your own bed • offer suggestions and alternative ideas • clean your room • help do certain chores • be on time for meals and for coming home • take care of your things such as your clothes, bicycle, books, sports equipment • respect all family members
Community	<ul style="list-style-type: none"> • obey local laws • throw garbage in containers, recycle • participate in Block Parent or other such neighbourhood program • refuse to spread community gossip • band trees so insects do not spread to neighbours' trees • help a sick or elderly neighbour • volunteer to help in some community service work • make an extra effort to be friendly to newcomers
Province (Saskatchewan)	<ul style="list-style-type: none"> • understand and obey the laws • vote in elections • sit on juries • pay taxes • take part in political discussions • be aware of political issues • allow others to enjoy their rights and freedoms • know the symbols of the province
Nation (Canada)	<ul style="list-style-type: none"> • understand and obey Canadian laws • vote in federal elections • become informed about political activities and issues • know the symbols of Canada • understand and know words to the national anthem • cheer for Canadian sports teams in international competition • do not evade custom duties when crossing the border
Global (World)	<ul style="list-style-type: none"> • understand the need for world peace • participate in attempts to improve the lives of those less fortunate than ourselves • accept citizens of other countries with respect and understanding • watch the news or read newspapers to keep informed of world political events

Teacher Information Sheet #7: A Citizenship Reaffirmation Ceremony

Sample Program

A special ceremony of reaffirmation of Canadian Citizenship.

- Place
- Date
- Time
- Words of Welcome
- Greetings from the Presiding Officer
- Principal
- Speeches/Presentations

The Oath of Canadian Citizenship

I affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.

Oath: Expressing Loyalty to Canada and its Values

The *Citizenship of Canada Act* proposes amendments to the oath sworn by new Canadians when they obtain their citizenship. The oath is sworn during official ceremonies at which the new citizens are presented with their certificate of citizenship.

“The oath of citizenship has not been changed in over half a century. We cannot claim to modernize the current act without changing the oath accordingly. It was entirely natural to include a pledge of loyalty and allegiance to Canada, in accordance with the wishes expressed by the vast majority of Canadians,” said the Minister.

The oath will therefore reflect the attachment that new Canadians have to their country. They will now swear allegiance to Canada and loyalty to Canada’s head of state, Her majesty Queen Elizabeth II.

The new oath will also reflect Canadian values. New Canadians will make a commitment to respect the rights and freedoms and to defend the values that are at the very basis of a democracy.

“This pledge to respect rights and freedoms is of fundamental importance in a country that has been at the forefront in adopting a Charter of Rights and Freedoms that services as a model around the world,” the Minister concluded.

Proposed Oath of Citizenship

From this day forward, I pledge my loyalty and allegiance to Canada and Her Majesty Elizabeth the Second, Queen of Canada. I promise to respect our country’s rights and freedoms, to defend our democratic values, to faithfully observe our laws and fulfil my duties and obligations as a Canadian citizen.

Teacher Information sheet #8: Sample Assessment Questions - Citizenship Unit

Note: These assessment questions are included as examples only. Teachers are advised to select those that will effectively assess the objectives they have chosen for the unit. It may be necessary to develop other questions. Teachers should use these questions as only one part of the continuing assessment throughout the unit.

1. The left column on the table below lists some individual rights. The right column lists some individual responsibilities that correspond to these rights. Complete the columns so that every right has a corresponding responsibility. The first one has been completed for you.

Rights	Responsibilities
To speak freely	Not to swear in church
To have any opinion you want	
	To attend school regularly
To get your driving license at 16 years of age	
	Not to shoplift in a store
To be on a sidewalk	
	To be on time for classes at school
To go wherever you want	
	To wear clothes that are not offensive
To speak any language you want	

Use the following article to answer question 2.

North American smokers are having to “butt out”. Everywhere you go today you see “No Smoking” signs. People are becoming more aware of how smoking affects the health of the smoker and also of how second-hand smoke can affect non-smokers. Times have changed since the 1950s and early 1960s when smoking was accepted and, if you did not smoke, you were not part of the “in crowd.” Smokers, smoke and cigarette ads were everywhere then.

In 1964 the Surgeon-General in the United States reported on research that had taken place on smoking and its link with lung cancer. Laws were passed that made tobacco companies print health warnings on all cigarette packages—the first step towards the ban on smoking in many places today.

In 1988 the Canadian government passed bills phasing out tobacco advertising and tobacco sponsorship of public events. These same bills made all federal government offices smoke-free. Since then, all Canadian and American airlines have banned smoking on their flights and many municipalities have introduced tough regulations to give non-smokers a smoke-free environment.

Some people object to the changes that are taking place. They feel that the rights of smokers are being ignored. But, even with all the actions to discourage smoking and make it more difficult to do, teenagers are still smoking as much as ever. Health and Welfare Canada released a survey, which found that 25% of 15 to 17 years-olds and 10% of 12 to 14 year-olds are daily smokers.

Adapted from *Butt Out, Canada and the World*, January 1989 by Myrna Junyk.

--

Use the following case study to answer questions 5 to 10.

Flying High Over Labrador and Northeastern Quebec

The Canadian government is planning to enlarge and improve the airbase at Goose Bay in Labrador. The government is hoping that this upgrade will mean that a Tactical Fighter Weapons Centre will be established there, providing jobs and security for some local people in Labrador.

Jets already make regular flights over interior Labrador and northeastern Quebec. They fly at altitudes as low as thirty metres and at speeds up to 960 kilometres an hour. The Canadian government is thinking of allowing even more British, American, West German and Canadian planes to fly low-level flights over this land.

The land the jets fly over is the homeland of the Innu Indians, an Aboriginal people who have lived there for thousands of years. The Innu were a proud people who hunted for food every spring and fall.

Today, the Innu people exist almost entirely on welfare. The conditions in the Innu villages are poor with open sewers, garbage heaps, one well for 45 houses, alcoholism, family abuse and neglect.

The planes have changed their way of life. Old people and children are traumatized by the flights. The noisy planes give people headaches and make their ears ring for hours afterwards. Their way of hunting has been disrupted as well. The animals they hunt no longer go where they used to, and fish, beaver and muskrat are found dead for no apparent reason.

The Innu want the planes stopped. For over a decade, the Innu have dreamed of returning to their land. They are becoming a desperate people. They are chaining themselves to the fences around the airbase in protest. They are sending letters to the government and asking them to change their decision. So far the government has not listened and the Innu are not happy.

The town of Goose Bay is also concerned. It has a high unemployment rate so the expansion of the air base would create jobs. But, many studies show that military spending is an inefficient way of creating jobs.

5. Which one of the following statements best describes the main issue in this article?
- The Innu need the military so they can return to the land.
 - Military spending is a poor way to create jobs.
 - Jet planes flying overhead are distracting.
 - The air base expansion could be Goose Bay's recovery and the Innu's downfall.
6. The federal government depends on the Innu for:
- building the air base at Goose Bay
 - providing the air base with muskrat pelts
 - repairing jet aircraft
 - the use of Innu homeland for test flights
7. The federal government depends on the town of Goose Bay for:
- workers to construct the expanded air base
 - helping Innu return to the land
 - shooting at the war planes
 - preserving peace and freedom
8. In this article, which one of the following statements is the best reason why the government of Canada and the Innu are fighting?
- The government is allowing low level flying over Innu hunting grounds.
 - The Americans and British will be flying planes over Canadian land.
 - The low-level flying is giving the Innu headaches.
 - The Innu are chaining themselves to the fences around the air base.

-
9. The most important right the Innu are fighting for is the right to:
- get one of the jobs at the air base
 - hunt animals in their hunting grounds
 - control what happens to their hunting land
 - chain themselves to fences
10. The most important responsibility the Innu have is the responsibility to:
- protect Canadian land
 - protect their right to protest against the government
 - protect their land, families and lifestyles
 - protect their right to chain themselves to fences
11. The Prime Minister and Cabinet form the executive branch of the:
- federal government
 - municipal government
 - provincial government
 - territorial government

Answer the following questions, in full sentences, to demonstrate that you know the responsibilities of the municipal, provincial and federal levels of government in Canada.

12. Jeff is stopped by the police on a routine highway check. How can he prove to the officer that he is legally entitled to drive? Which level of government issues this proof?

13. The Carmen family that lives in Toronto is planning a trip to China. What government document must they apply for? Which level of government issues this document?

14. On a trip to India, Kathy spends \$925.00 on clothing and souvenirs. Upon her return to Canada, Kathy learns that she cannot bring purchases worth that much into the country without paying duty. Which level of government makes the laws regarding duty?

15. Ken's parents decide to put a swimming pool in their back yard. To which level of government must they apply for a building permit?

16. When Kevin applied for a job at the local video store, the employer asked him for this Social Insurance Number. Which level of government issues the SIN numbers?

17. Kevin got the job in the video store and was told he would receive minimum wage. Which level of government sets the amount of the minimum wage?

18. When Anne and Stephen decided to get married, they discovered that they had to have special forms from the government to do so. What are the forms and which level of government issues those forms?

19. Several years after marrying, Anne and Stephen decide that they want a divorce. Which level of government makes the laws about divorce? Which level of government will they have to deal with in order to settle who gets custody of their two small children? Which level of government will they have to deal with when they have to sell their home as part of the divorce settlement?
