

REGINA  
PLAINS  
MUSEUM

*Learning Kit*

*TEACHER'S GUIDE:*

**Citizenship**



# *Themes and Ideas*

## **Citizenship**

Being a citizen means being a member of a larger group. Being a citizen occurs on a number of levels, including family, community and country. This Learning Kit is intended to let students explore what being a citizen means to them, and how they fit into these larger groups. Students will learn about their rights and freedoms of citizenship in Canada, as well as the requirements for being a Canadian citizen.

## **Vocabulary Words**

- Citizen
- Citizenship
- Immigration
- Emigration
- Rights and freedoms
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## **Activity Ideas**

- Hold a citizenship reaffirmation ceremony at your school. Have a flag ceremony, sing the national anthem in both official languages, and recite an oath to reaffirm your status as a Canadian citizen.

Oath: "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". – this example, or another appropriate oath can be used.

- Imagine that you were asked to go to another country and share with them everything you knew about Canada. If you could pack only one suitcase of things that best represented Canada, what would you bring? (Suggestions: a flag, a map, books, coins, stamps, music, etc.) How would you use these items to show someone what it means to be Canadian?



## Lesson Plan

### **Unit:** Citizenship – Being a Citizen

**Theme/Skill(s):** Students will become familiar with the rights and responsibilities of citizenship. The classroom community will be used as model for the processes of citizenship.

**Equipment/Resources:**

- Canadian Charter of Rights and Freedoms (included in the Learning Kit)
- Chart paper and markers

**Objectives:** Through experiential learning, students will become familiar with their rights and responsibilities as citizens of: their classroom, their community, their country. Students will evaluate their own values to create a charter for the classroom.

**Assessment:**

As a class, students will create a charter of rights and freedoms for their classroom. Students will be evaluated on their participation in the process.

**CELS:**

*Personal and Social Values and Skills:* Students will learn about their place within the local and national community. Students will learn about the values of Canadian citizens.

*Communication:* Students will organize their thoughts and ideas about right and responsibility and use this to create a classroom charter.

**Curriculum Connections:**

*Social Studies:* This lesson follows closely with Unit 4: Decision Making in the Sask. Learning Elementary Social Studies Curriculum. Students will compare national and personal values, and explore the rights and rules present in their lives and community.



<b>Extensions:</b>	<p>Create a charter for your school! As a class, submit a list of rights and responsibilities of school citizens to the principal of the school. Have the charter displayed in the school entrance and published in a school newsletter.</p> <p>Take the Canadian citizenship test (see additional resources section in this Learning Kit). Did you pass? What kinds of things does someone have to know in order to be a Canadian citizen? Do many people born in Canada know these things? Would add or take away some questions in the test? Why or why not?</p>
<b>Adaptive Dimension:</b>	<p>For younger students, simplify the concept by breaking things down into "do's" and "don'ts". Compare the situation to rules that they have to follow at home (i.e. clean your room, do your chores, etc.).</p>



## Lesson Plan

### Unit: Citizenship – Immigration

**Theme/Skill(s):** Students will learn about the concept and process of immigration, and the history of immigration in Canada and Saskatchewan.

**Equipment/Resources:**

- <http://www.cic.gc.ca/english/departement/legacy/index.html> Citizenship and Immigration Canada's "Forging our Legacy" web resource.
- Art materials: poster paper, markers, pencil crayons, paint (whatever your chosen medium)

**Objectives:** Students will create posters that encourage immigrants to come to their community, Saskatchewan or Canada.

**Assessment:** Students must be able to explain their work – what do they want to tell prospective immigrants about their community? Also, refer to the "making art" rubric included in the Learning Kit.

**CELS:**

*Communication:* Students will use visual and written language to convey ideas in a concise manner. Students will make use of language and image to construct a convincing argument.

*Personal and Social Values and Skills:* Students will learn about the values of their community in order to convey these ideas to others.

**Curriculum Connections:**

*Social Studies:* Students will explore the theme of heritage, learning about the role that immigrant peoples have played in the history of Canada and Saskatchewan. Ideas about interdependence will be explored in terms of human needs and wants: the reasons why people move from one place to another.



<b>Review of Learning:</b>	Have a "show and tell" session, with students showing and explaining the work to their classmates. Display the posters in your classroom or school.
<b>Extensions:</b>	<p>Create radio or TV commercials advertising your community.</p> <p>Research immigration laws and processes in other countries. Can you find examples of advertisements to prospective immigrants in other countries?</p> <p>Take the Canadian Citizenship test (a website with a practice test is available under "Additional Resources" in this kit). Could you pass the test? How would you help a new citizen study for the test?</p>
<b>Adaptive Dimension:</b>	<p>Students can work in groups to create posters or advertisements.</p> <p>As a class, create a list of reasons why people would want to come here. Each student can use the same list to create an original poster.</p>

# *Additional Resources*

## *Citizenship*

### Print Materials

Bothwell, George & Ron Coulson, eds. Regina: The Street Where You Live – the Origins of Regina Street Names. Regina: Regina Public Library, 1988.

Brennan, J. William. Regina: An Illustrated History. Toronto: James Lorimer & Canadian Museum of Civilization, 1989.

Brennan, J. William. Regina Before Yesterday: A Visual History 1892-1945. Regina: City of Regina, 1978.

City of Regina. A Brief History of Regina: Over a Century of Prairie Progress. [booklet]

Drake, Earl G. Regina: The Queen City. Toronto: McClelland & Steward, 1955.

Riddell, William A. Regina from Pile O' Bones to Queen City of the Plains: An Illustrated History. Burlington: Windsor Publications, 1981.

### Internet Sources

<http://www.yourlibrary.ca/citizenship/index.asp> - Canadian Citizenship practice test from the Richmond Library. Answer a few questions, or answer them all!

<http://www.cic.gc.ca> – Citizenship and Immigration Canada