

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.

| | Activities/Tasks: |
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| Introductory Activities: | <p><i>Brainstorm:</i> What is citizenship? Who can be a citizen? What does being a citizen mean?</p> <p><i>Study</i> the Canadian Charter of Rights and Freedoms (included with the Learning Kit). What rights and freedoms do Canadian citizens have? Are these rights and freedoms important to you? How does the charter of rights and freedoms affect your everyday life?</p> <p><i>Responsibilities:</i> Canadian citizens have responsibilities as well as rights. Brainstorm responsibilities you have as citizens of Canada and of Regina (voting, caring for the environment and your community, etc.). <i>Question:</i> Why is voting a responsibility?</p> <p><i>Discuss:</i> Why do we have a charter of rights and freedoms? Why is this charter important? Why are rules important in everyday life?</p> Development: As a class, <i>create</i> a charter of rights and freedoms. Discuss what is important to the class, and create a list of rights and responsibilities that every class member has. Some things can include respecting others, respecting property, speaking in turn, sharing in cleaning responsibilities, etc. Simplify the list as much as you can to make it easy to follow. <p><i>Make</i> a large and colourful chart outlining your classroom charter. Display it in the classroom where everyone can see it.</p> <p>Make a simple "citizenship test" based on the classroom charter of rights and freedoms. Have students write the test to become "official" citizens of the class.</p> <p>Work together to create a citizenship ceremony for your classroom. Create a certificate for each student, recite a class oath and sing the national anthem.</p> |
| Group Work: | The creation of a class charter must be a group effort that is agreed upon by all class members. Students can be assigned to different parts of the process, or specifics can be voted on. Students can work in groups to create a poster of the classroom charter. |
| Review of Learning: | Re-examine the Canadian charter of rights and freedoms. Are there similarities to the charter you created for your classroom? Do you think there should be anything added or taken away from the Canadian charter? Why? |

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| Extensions: | <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> |
| Adaptive Dimension: | <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.

| | Activities/Tasks: |
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| <p>Introductory Activities:</p> | <p><i>Begin</i> by introducing the concept of immigration, and different vocabulary words associated with this idea.</p> <p>Vocabulary words:</p> <ul style="list-style-type: none"> • Immigration • Emigration • Homestead • Township • Citizenship <p>If desired, student volunteers can find dictionary definitions of the terms, or the class can brainstorm ideas about meaning.</p> <p><i>Explore</i> "Forging our Legacy" on the CIC website (see equipment/resources list). Learn about the history of immigration in Canada, paying special attention to the "Selling the West" section.</p> <p><i>Examine</i> your own community. Have people immigrated here? Where did they come from? Why would someone want to leave their home? Why would someone want to come here? Have the reasons for immigration changed over time?</p> <p>Why is it important to include new people in your community? What do immigrants have to contribute?</p> <p>What role do immigrant people play in the history of Canada? Saskatchewan? Regina?</p> |
| <p>Development:</p> | <p><i>Brainstorm</i> ideas about why people would want to come to Canada, Saskatchewan or Regina. How would you display these ideas in a poster or advertisement?</p> <p>Create posters to convince people that your community is a good place to come to, and that they would be welcome here. What opportunities are available? Resources?</p> <p>What kind of images illustrate our communities? How can you give someone an impression of your city or country quickly and easily? What kind of information would you want to include in the poster? Remember that an impact must be made with a small amount of information.</p> |
| <p>Group Work:</p> | <p>Students can work together to generate ideas about a campaign to invite new people to their community or country.</p> |

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| Review of Learning: | Have a "show and tell" session, with students showing and explaining the work to their classmates. Display the posters in your classroom or school. |
| Extensions: | <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> |
| Adaptive Dimension: | <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