



CCP5758-3

**Canadian Government**

# The Canadian Constitution

**Chapter Slice**



# CANADIAN GOVERNMENT

## The Canadian Constitution



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**GRADES 5 - 8**  
**Reading Levels 3 - 4**



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# Critical Thinking Skills

Canadian Government

Skills For Critical Thinking		Reading Comprehension									
		Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8	Writing Tasks	
LEVEL 1 Knowledge	<ul style="list-style-type: none"> <li>List Facts / Details</li> <li>Recall Information</li> <li>Match</li> <li>Sequence</li> <li>Recognize Validity (T/F)</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Comprehension	<ul style="list-style-type: none"> <li>Compare &amp; Contrast</li> <li>Summarize</li> <li>State Main Idea</li> <li>Describe</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Application	<ul style="list-style-type: none"> <li>Apply What Is Learned</li> <li>Infer Outcomes</li> </ul>	✓			✓	✓		✓	✓		
LEVEL 4 Analysis	<ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Make Inferences</li> <li>Identify Cause &amp; Effect</li> </ul>	✓	✓	✓		✓	✓	✓	✓		✓
LEVEL 5 Synthesis	<ul style="list-style-type: none"> <li>Predict</li> <li>Design</li> <li>Create</li> <li>Compile Research</li> </ul>		✓	✓	✓	✓	✓	✓	✓		✓
LEVEL 6 Evaluation	<ul style="list-style-type: none"> <li>Defend An Opinion</li> <li>Make Judgements</li> </ul>	✓				✓		✓			✓

Based on Bloom's Taxonomy



# Assessment Rubric



## Canadian Government



Student's Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Level: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
<b>Understanding Concepts</b>	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts.	Demonstrates a good understanding of the concepts.	Demonstrates a thorough understanding of the concepts.
<b>Response to the Text</b>	Expresses responses to the text with limited effectiveness, inconsistently supported by proof from the text	Expresses responses to the text with some effectiveness, supported by some proof from the text	Expresses responses to the text with appropriate skills, supported with appropriate proof	Expresses thorough and complete responses to the text, supported by concise and effective proof from the text
<b>Analysis &amp; Application of Concepts</b>	Interprets and applies various concepts in the text with few, unrelated details and incorrect analysis	Interprets and applies various concepts in the text with some detail, but with some inconsistent analysis	Interprets and applies various concepts in the text with appropriate detail and analysis	Effectively interprets and applies various concepts in the text with consistent, clear and effective detail and analysis

**NEXT STEPS:**

**WEAKNESSES:**

**STRENGTHS:**



# Teacher Guide



Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

## Introduction

**T**his resource provides ready-to-use information and activities for remedial students in grades five to eight. Written to grade and using simplified language and vocabulary, social studies concepts are presented in a way that makes them more accessible to students and easier to understand. Comprised of reading passages, student activities and overhead transparencies, our resource can be used effectively for whole-class, small group and independent work.



**Writing Tasks** are included to further develop students' thinking skills and understanding of the concepts. The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to many of the activities in our resource. The **Comprehension Quiz** (page 48) can be used for either a follow-up review or assessment at the completion of the unit.

## PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.



### Teacher Guide

• Information and tools for the teacher



### Student Handout

• Reproducible worksheets and activities



### Easy Marking™ Answer Key

• Answers for student activities

## How Is Our Resource Organized?

### STUDENT HANDOUTS

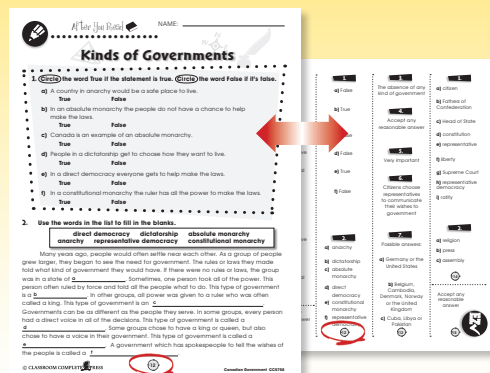
**Reading passages and activities** (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what they have read.

For each reading passage there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary are also presented.
- The **AFTER YOU READ** activities check students' comprehension of the concepts presented in the reading passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

## EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!



Every question matches up with its answer!



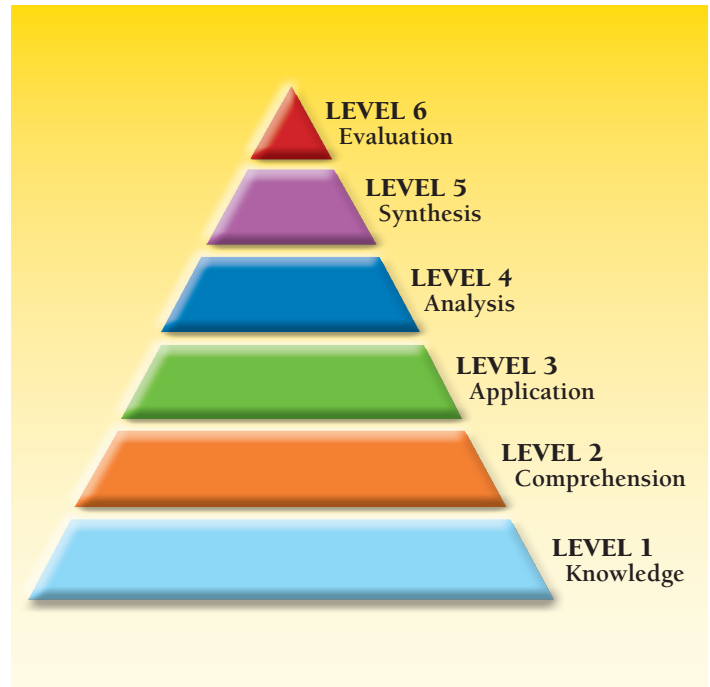
# Bloom's Taxonomy

Our resource is an effective tool for any **SOCIAL STUDIES PROGRAM.**

## Bloom's Taxonomy\* for Reading Comprehension

The activities in our resource engage and build the full range of thinking skills that are essential for students' reading comprehension and understanding of important social studies concepts. Based on the six levels of thinking in Bloom's Taxonomy, and using language at a remedial level, information and questions are given that challenge students to not only recall what they have read, but move beyond this to understand the text and concepts through higher-order thinking. By using higher-order skills of application, analysis, synthesis and evaluation, students become active readers, drawing more meaning from the text, attaining a greater understanding of concepts, and applying and extending their learning in more sophisticated ways.

Our resource, therefore, is an effective tool for any Social Studies program. Whether it is used in whole or in part, or adapted to meet individual student needs, our resource provides teachers with essential information and questions to ask, inspiring students' interest, creativity, and promoting meaningful learning.



### BLOOM'S TAXONOMY: 6 LEVELS OF THINKING

*\*Bloom's Taxonomy is a widely used tool by educators for classifying learning objectives, and is based on the work of Benjamin Bloom.*



## Vocabulary



- enforce • government • defend • rights • legislate • authority • power • conflicts • security • consent
- common good • dictatorship • anarchy • absolute monarchy • direct democracy • constitutional monarchy
- representative democracy • constitution • liberty • supreme law • citizen • ratify • Confederation
- legislature • popular sovereignty • executive • legislative • judicial • prime minister • Supreme Court
- Parliament • Senate • House of Commons • Governor General • Cabinet • Member of Parliament
- premier • justices • committees • appointed • elected • election • amendments • sponsor • debate
- proclamation • propose • Royal Assent • Lieutenant-Governor • Commissioner • delegated power
- legislative assemblies • federation • unicameral • Crown • secret ballot • majority government
- minority government • political parties • nominate • campaign • vote • senator



# The Canadian Constitution



1. Complete each sentence with a word from the list. Use a dictionary to help you.

Constitution	liberty	democracy	supreme law	citizen
Head of State	representative	ratify	Fathers of Confederation	

- a) A person who has rights within a government is called a \_\_\_\_\_.
- b) The writers of the Canadian Constitution of 1867 are called the \_\_\_\_\_.
- c) The King or Queen of Great Britain is the \_\_\_\_\_ of Canada.
- d) A set of written rules which set up a government is called a \_\_\_\_\_.
- e) A person who is chosen to state the beliefs of and to make laws for others is called a \_\_\_\_\_.
- f) Another word for freedom is \_\_\_\_\_.
- g) The highest or most powerful law in the country is called the \_\_\_\_\_.
- h) A \_\_\_\_\_ is a form of government in which the people choose who governs them.
- i) \_\_\_\_\_ also means to approve something.

2. Fill in the blanks below with one of these words:

press                      religion                      assembly

**Every Canadian citizen has the following fundamental freedoms:**

- a) freedom of conscience and \_\_\_\_\_;
- b) freedom of thought, belief, opinion, and expression, including freedom of the \_\_\_\_\_ and other media of communication;
- c) freedom of peaceful \_\_\_\_\_; and
- d) freedom of association.

*The Constitution Act, 1982*



# The Canadian Constitution

## A Brief History

**T**he first people in Canada were the **Aboriginal peoples**. They lived in various groups or tribes and had their own types of government. Their way of life continued for hundreds of years. The Vikings came to Canada about the year 1000. Their arrival was recorded by Icelandic **sagas**, or spoken tales of adventure and achievement.



**What do you think?** Why do you think sagas were spoken tales of adventure and discovery? (Hint - were writing materials easy to obtain at that time?)

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Later, **John Cabot**, an English explorer, landed on the east coast in 1497. In 1534, the Frenchman **Jacques Cartier** planted a cross on the Gaspé Peninsula (on the Gulf of the St. Lawrence River, in Quebec). After this, the French and the British competed for land and power in Canada. Finally, in 1763, all French claims to Canada were transferred to the British. Canada was under the government of the British monarchy.

For the next hundred years, the Canadian people followed the customs and laws of the English crown. In 1867, the four original provinces, Ontario, Quebec, Nova Scotia, and New Brunswick, formed a **federation**, or a group of separate provinces with a central government.

The plan that described the federation and the kind of government that Canada would have is the **Constitution Act of 1867**. This act was the first plan of government for the nation of Canada. It described which duties would belong to the federal government and which ones would belong to the government of the provinces. It also said that all Canadians had complete **liberty** or freedom. The men who wrote the Constitution Act of 1867 are called the **Fathers of Confederation**.

A constitution is the **supreme law** of a country. The basic rule of government of the Constitution Act of 1867 is that any power not assigned to **legislatures**, or governing bodies of the provinces, belongs to the Parliament of Canada.





# The Canadian Constitution

Canada is a **democracy** and a **constitutional monarchy**. The **head of state** of Canada is the Monarch (king or queen) of Canada, who is also Monarch of Britain, Australia, and New Zealand. Although there is no single constitution in Canadian law, the **Constitution Act** – a part of the **Canada Act of 1982** - declares the Constitution of Canada to be the **supreme law** of Canada and includes some 30 acts and orders that are part of it.

**The Canadian Charter of Rights and Freedoms** is a very important part of the Canadian Constitution. It explains the rights of each Canadian citizen. These rights are:

- the freedom of choice of religion
- the freedom of speech, expression, and thought
- the freedom to meet peacefully with other people
- the right to vote
- the right to be treated equally by the government regardless of age, sex, race, ethnic origin, or mental or physical disability.

## Responsibilities of the Federal Government

The Canadian Constitution explains which things are the jobs of the federal government and which are the jobs of the provincial governments. The federal government's jobs are:

1. National defense
2. Operating a post office system
3. Making criminal laws
4. Making immigration laws
5. Regulating foreign trade
6. Supervising Indian affairs
7. Supervising all national parks
8. Regulating employment

## Parts of the Federal Government

The federal government of Canada is divided into the **executive, legislative, and judicial branches**. It is set up as a **democracy**, or a government in which the people choose who governs them. The belief that the people hold the highest power in a government is called **popular sovereignty**.

NAME: \_\_\_\_\_



# The Canadian Constitution

1. Number the events from **1** to **5** in the order they happened.

- \_\_\_\_\_ a) John Cabot, an English explorer, landed on the east coast in 1497.
- \_\_\_\_\_ b) The Fathers of Confederation wrote the Constitution Act, 1867.
- \_\_\_\_\_ c) Aboriginal peoples lived in various groups or tribes and had their own types of government.
- \_\_\_\_\_ d) In 1763, all French claims to Canada were transferred to the British.
- \_\_\_\_\_ e) The Vikings came to Canada.

2. **Circle** the word True if the statement is true. **Circle** the word False if it's false. If it is false, rewrite the statement to make it correct.

- a) Aboriginal peoples were first to live in what is now called Canada.  
True      False      \_\_\_\_\_
- b) Canada's head of state is the prime minister.  
True      False      \_\_\_\_\_
- c) Canadians cannot choose their own religions.  
True      False      \_\_\_\_\_
- d) The men who wrote the Constitution Act of 1867 are called the Fathers of Confederation.  
True      False      \_\_\_\_\_
- e) The federal government of Canada is divided into two parts.  
True      False      \_\_\_\_\_



# The Canadian Constitution

Answer each question with a complete sentence.

3. The **Charter of Rights and Freedoms** explains the rights of each Canadian citizen. Explain at least four of these rights.

\_\_\_\_\_

4. Describe a democracy.

\_\_\_\_\_

5. Canada is a **constitutional monarchy**. Who is the monarch of Great Britain at this time? Explain what a constitutional monarchy is.

\_\_\_\_\_

6. A **saga** is a spoken or sung tale of adventure and achievement. In your notebook, write a short saga about John Cabot landing on the coast of Canada for the first time.

7. What are the **three branches** of the federal government?

\_\_\_\_\_

8. What document was the first written plan of government for the new nation of Canada? Who wrote it?

\_\_\_\_\_

9. Use the Internet or an encyclopedia to find ten important dates in Canadian history. Be sure to include the dates when European explorers came to the new country, and the writing of the Constitution Act of 1867. Record the events on the timeline on the next page.

10. **Become a Research Detective!** Use the Internet or encyclopedia to find the names of three of Canada's Fathers of Confederation.

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

After You Read 



# Important Events in the History of Canada

	↑	
	🍁	
	↑	
	🍁	
	↑	
	🍁	
	↑	
	🍁	
	↑	
	🍁	
	↑	
	🍁	
	↑	
	🍁	
	↑	
	🍁	



**Here are five writing tasks about the Canadian government. Be sure to think about all that you have learned about the Canadian government as you write. Write your answers in complete sentences in your notebook.**

**Task #1** Every country on Earth has some kind of government even though all governments are not alike. Organize your thoughts and knowledge about government and discuss the purpose(s) of government. In Canada's system of government, who or what are most important?

**Task #2** On July 1, 1867, Canada became a new nation. The Fathers of Confederation wrote the Constitution Act of 1867 to describe the kind of government the new country would have. They also wrote about the rights that Canadian citizens would have. Suppose you had the responsibility of writing a constitution for a new country. What items would you make sure to include? Describe how you would address the rights of the citizens; the manner in which laws would be made; and how the leaders of government would be selected.

**Task #3** Canadians share common responsibilities, too. Why do you think that it's important that Canadians should:

- understand and obey Canadian laws?
- participate in Canada's democratic political system?
- vote in elections?
- allow other Canadians to enjoy their rights and freedoms?

**Task #4** The federal government has many important jobs. It is in charge of employment for all Canadian citizens, national defense (the military), the post office system, and other important departments. Your task is to choose one of these departments and do some research about it. Collect as many facts about it as you can. Present your information as a Bulletin board display or a PowerPoint presentation. Then share your project with your classmates.

**Task #5** All countries have problems which must be solved. Some of these problems are so serious that they are present in most governments; for example, child poverty. If you were the Prime Minister of Canada which three problems would you try to solve and what would you do to solve them?

NAME: \_\_\_\_\_



# Crossword Puzzle!

### Word List

- |        |             |            |               |
|--------|-------------|------------|---------------|
| saga   | legislative | election   | leader        |
| assent | government  | Parliament | judicial      |
| Ottawa | monarchy    | executive  | senate        |
| MP     | democracy   | candidate  | prime         |
|        |             | cabinet    | confederation |
|        |             | law        | enforce       |
|        |             | liberty    | queen         |
|        |             | committee  | debate        |

### Down

1. a person who seeks elected office
4. a group of people who discuss the bills in Parliament
5. command obedience to a law
7. to discuss a subject such as a bill
9. approval of a bill to become law, or Royal \_\_\_\_\_
10. female monarch
13. a form of government in which the people have supreme power
16. the branch of government that makes sure the laws are constitutional
17. the group of people who make the laws for everyone else
18. the head of the government is called the \_\_\_\_\_ Minister
19. the abbreviation for Member of Parliament
20. a rule that must be obeyed
23. the legislative body of Canadian government

### Across

2. the capital city of Canada
3. This branch enforces the laws
6. another word for freedom
8. a story of brave deeds that is sung or told
11. the prime minister's advisors
12. one of the houses of Parliament
14. a guide or director
15. A campaign ends on \_\_\_\_\_ Day
19. a form of government led by a queen or king
21. the branch of government that makes laws
22. Fathers of \_\_\_\_\_



# Word Search



Find all of the words in the Word Search. Words may be horizontal, vertical, or diagonal. A few may even be backwards! Look carefully!

freedom  
committee  
federation  
campaign  
anarchy  
cabinet  
legislature

candidate  
amendment  
parliament  
Ottawa  
bill  
leader  
monarch

debate  
rights  
Cartier  
government  
executive  
vote  
prime minister

power  
democracy  
election  
politics  
enforce  
constitution  
House of Commons

n	l	e	u	v	z	p	a	r	l	i	a	m	e	n	t	a	s
t	e	e	f	g	h	j	w	k	l	l	m	o	a	q	w	l	n
e	r	t	y	h	h	f	a	d	s	l	e	a	d	e	r	e	o
n	k	t	l	m	n	b	t	v	m	x	a	x	e	z	q	g	m
i	r	i	g	h	t	s	t	z	a	o	c	s	r	f	g	i	m
b	g	m	w	x	y	g	o	v	e	r	n	m	e	n	t	s	o
a	l	m	l	f	g	h	i	r	x	o	p	a	o	c	d	l	c
c	n	o	i	t	a	r	e	d	e	f	c	d	r	n	r	a	f
f	g	c	b	y	z	a	b	c	c	f	e	h	i	c	a	t	o
l	m	n	e	f	g	h	i	b	u	w	c	n	e	s	h	u	e
a	n	a	r	c	h	y	f	g	t	c	u	a	f	x	y	r	s
m	f	g	t	f	g	h	i	b	i	a	i	c	r	o	b	e	u
e	k	l	y	f	g	e	t	o	v	m	l	o	a	t	r	c	o
n	f	r	e	e	d	o	m	e	e	p	i	n	r	r	i	c	h
d	a	b	c	d	e	f	g	h	l	a	n	s	k	l	t	e	e
m	b	p	r	i	m	e	m	i	n	i	s	t	e	r	b	i	r
e	r	o	r	s	t	u	v	w	x	g	b	i	o	p	q	l	e
n	r	w	e	l	e	c	t	i	o	n	z	t	z	a	b	c	b
t	d	e	m	o	c	r	a	c	y	h	i	u	p	v	b	h	g
h	i	r	b	l	y	z	a	b	c	r	e	t	a	b	e	d	c
c	d	i	s	a	e	d	y	h	g	f	r	i	o	p	q	e	t
o	l	q	s	c	i	t	i	l	o	p	r	o	t	u	v	w	x
l	m	n	r	s	t	e	t	a	d	i	d	n	a	c	b	h	g

NAME: \_\_\_\_\_

After You Read 



# Comprehension Quiz



## Part A

**Circle** the word **True** if the statement is true. **Circle** the word **False** if it's false. If the statement is false, rewrite it to make it true.

1. A government is the person or group of people who make the rules for everyone else in a country.  
**True**    **False**    \_\_\_\_\_
2. For some countries, anarchy is a good type of government to have.  
**True**    **False**    \_\_\_\_\_
3. Canada is a constitutional monarchy and a parliamentary democracy.  
**True**    **False**    \_\_\_\_\_
4. Each provincial government is in charge of healthcare, education, welfare and transportation for its citizens.  
**True**    **False**    \_\_\_\_\_
5. The Constitution of Canada is the supreme law of the country.  
**True**    **False**    \_\_\_\_\_
6. In Canada, federal elections are held every three years.  
**True**    **False**    \_\_\_\_\_
7. In a country with popular sovereignty the citizens do not hold the highest power in the government.  
**True**    **False**    \_\_\_\_\_
8. The Supreme Court is the only branch of the federal government in which the people cannot directly vote for its members.  
**True**    **False**    \_\_\_\_\_
9. A person who wishes to hold public office should have a good sense of right and wrong.  
**True**    **False**    \_\_\_\_\_
10. Territorial governments get their power from the federal government of Canada while provincial governments get their power from the Crown.  
**True**    **False**    \_\_\_\_\_

**SUBTOTAL:**    /10





# Comprehension Quiz



## Part B

Answer each question in complete sentences.

1. Briefly tell how a bill becomes a federal law.

---

---

3

2. Name each **branch** of the federal government and tell what each one does.

---

---

---

6

3. What form(s) of government is the best for its citizens and why?

---

---

2

4. Discuss **three** of the duties of the federal government of Canada.

---

---

3

5. Discuss some of the problems that might occur if a **minority government** is elected. ("Minority" means that there are more seats in the House of Commons held by members of other parties than those held by the party of the prime minister.)

---

---

---

2

**SUBTOTAL: /16**



**1.**

- a) citizen
- b) Fathers of Confederation
- c) Head of State
- d) constitution
- e) representative
- f) liberty
- g) Supreme Court
- h) representative democracy
- i) ratify

**2.**

- a) religion
- b) press
- c) assembly

**6.**

Accept any reasonable answer

**7.**

**1.**

- a) **3**
- b) **5**
- c) **1**
- d) **4**
- e) **2**

**2.**

- a) True
- b) False – the British Monarch
- c) False – can choose their own religions
- d) True
- e) False – three parts

**9.**

**3.**

Accept any reasonable response

**4.**

Accept any reasonable response

**5.**

Accept a response that can be verified

**6.**

Answers will vary

**7.**

Executive, legislative, judicial

**8.**

Constitution Act of 1867, the Fathers of Confederation

**9.**

Accept any response that can be verified

**10.**

Accept any response that can be verified

**10.**

**13.**

**Across:**

- 2.** Ottawa
- 3.** executive
- 6.** liberty
- 8.** saga
- 11.** Cabinet
- 12.** Senate
- 14.** leader
- 15.** election
- 19.** monarchy
- 21.** legislative
- 22.** Confederation

**Down:**

- 1.** candidate
- 4.** committee
- 5.** enforce
- 7.** debate
- 9.** Assent
- 10.** queen
- 13.** democracy
- 16.** judicial
- 17.** government
- 18.** Prime
- 19.** MP
- 20.** law
- 23.** Parliament



**Part B**

- 1. Accept any reasonable response
- 2. Legislative – makes laws for the country  
Judicial – makes sure the laws conform to the constitution  
Executive – makes sure laws are obeyed
- 3. Accept any reasonable response
- 4. Accept any reasonable response
- 5. Accept any reasonable response

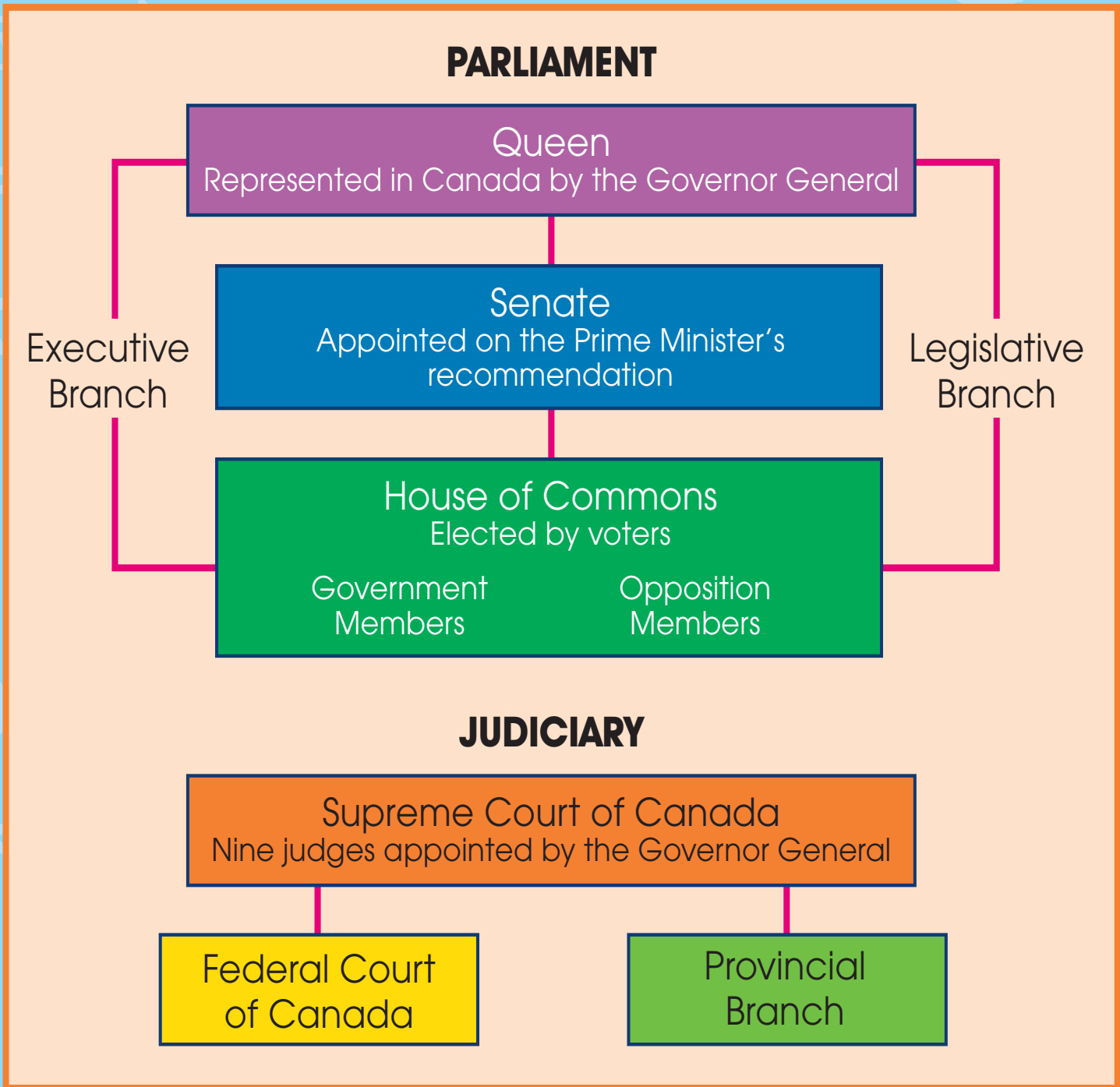
**Part A**

- 1. True
- 2. False – Not good for any country
- 3. True
- 4. True
- 5. True
- 6. False – Every four years
- 7. False – Citizens do hold the highest power
- 8. False – The Supreme Court and the Senate are parts of two branches where people do not vote for the members.
- 9. True
- 10. True

# Word Search Answers

n	l	e	u	v	z	p	a	r	l	i	a	m	e	n	t	a	s
f	e	r	y	h	h	j	w	k	l	l	i	m	o	a	q	l	n
n	k	t	l	m	n	b	f	d	s	l	e	a	d	e	r	o	
i	r	i	g	h	t	s	t	v	z	m	x	a	e	z	q	m	
b	g	m	w	x	y	g	o	v	e	r	n	m	e	n	t	o	
a	l	m	l	f	g	h	i	r	x	o	p	a	o	c	d	l	
c	n	o	i	t	a	r	e	d	e	f	c	d	a	r	a	f	
f	g	c	b	y	z	a	b	c	c	f	e	h	i	c	a	o	
l	m	n	e	f	g	h	i	b	u	w	e	n	e	s	h	e	
a	n	a	r	c	h	y	f	g	t	c	u	a	f	x	y	r	
m	f	g	t	f	g	h	i	b	i	a	i	c	i	o	b	e	
e	k	l	y	f	g	e	t	o	v	e	l	o	a	t	t	u	
n	f	r	e	e	d	o	m	e	e	p	i	n	r	i	c	h	
d	a	b	c	d	e	f	g	h	i	a	n	s	k	i	t	e	
m	b	p	r	i	m	e	m	i	n	i	s	t	e	r	b	i	
e	r	o	r	s	t	u	v	w	x	g	b	i	o	p	q	e	
n	r	w	e	l	e	c	t	i	o	n	z	t	u	p	a	b	
t	d	e	m	o	c	r	a	c	y	h	i	e	t	a	v	h	
h	i	r	b	l	y	z	a	a	b	c	r	e	t	a	b	e	
c	d	i	s	a	e	d	y	h	g	f	r	i	o	p	q	e	
o	l	q	s	c	i	t	i	l	o	p	r	o	t	u	v	w	
l	m	n	r	s	t	e	t	a	d	i	n	d	a	c	b	h	

# Three Branches of the Federal Government



# Canada's Major Political Parties



The Conservative Party



The Bloc Quebecois



The New Democratic Party



The Liberal Party



The Green Party

# Canadian Parliament Senate Throne



# Queen's Park



# The House of Commons





# The Parliament Buildings

