



**Canadian Government**

**CCP5758-6**

# **How a Bill Becomes a Law**

**Chapter Slice**



# CANADIAN GOVERNMENT

## How a Bill Becomes a Law

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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
<b>LEVEL 1</b> 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>	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
<b>LEVEL 2</b> Comprehension	<ul style="list-style-type: none"> <li>Compare &amp; Contrast</li> <li>Summarize</li> <li>State Main Idea</li> <li>Describe</li> </ul>	✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓	✓ ✓	✓	✓ ✓
<b>LEVEL 3</b> Application	<ul style="list-style-type: none"> <li>Apply What Is Learned</li> <li>Infer Outcomes</li> </ul>	✓ ✓			✓	✓		✓	✓	
<b>LEVEL 4</b> Analysis	<ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Make Inferences</li> <li>Identify Cause &amp; Effect</li> </ul>	✓	✓ ✓	✓		✓ ✓	✓ ✓	✓	✓	✓ ✓
<b>LEVEL 5</b> Synthesis	<ul style="list-style-type: none"> <li>Predict</li> <li>Design</li> <li>Create</li> <li>Compile Research</li> </ul>		✓ ✓	✓	✓	✓ ✓	✓	✓ ✓	✓ ✓	✓ ✓
<b>LEVEL 6</b> 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

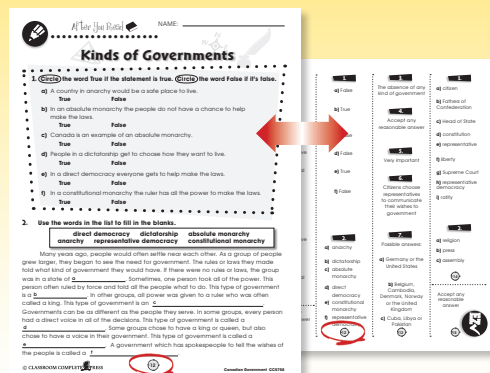
**Reading passages and activities** (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand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



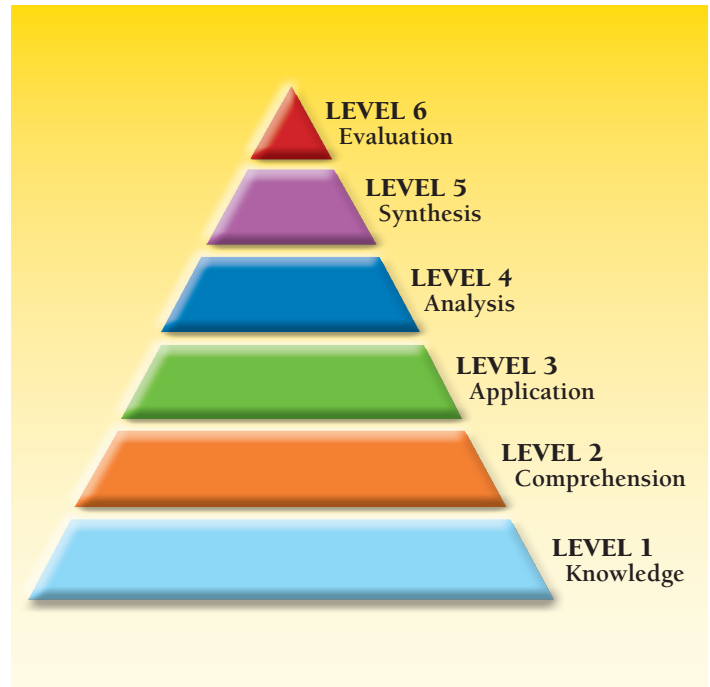
# Bloom's Taxonomy

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

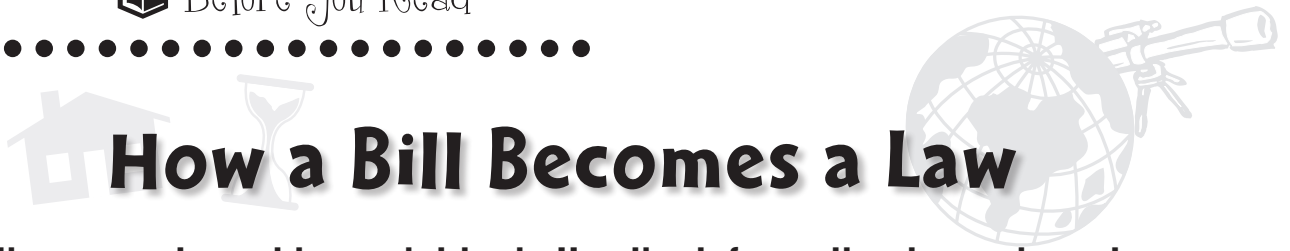
*\*Bloom's Taxonomy is a widely used tool by educators for classifying learning objectives, and is based on the work of Benjamin Bloom.*



# 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



# How a Bill Becomes a Law

1. Put the correct word in each blank. Use the information in each sentence or a dictionary to help you.

reading	sponsor	majority	debate	committee	bill
amendments	royal assent	proclamation	48 hours	propose	

- a) A \_\_\_\_\_ is a suggestion for a law.
- b) The person who introduces the bill is called its \_\_\_\_\_.
- c) The first \_\_\_\_\_ of the bill happens as soon as the bill is introduced.
- d) After they are introduced, all bills go to a \_\_\_\_\_, or smaller group of legislators to be studied and discussed.
- e) \_\_\_\_\_ means the same thing as "introduce".
- f) The sponsor of a bill must give \_\_\_\_\_ notice before the bill can be introduced.
- g) \_\_\_\_\_ means "to discuss".
- h) A \_\_\_\_\_ of votes means "more than half of the total number" of votes.
- i) \_\_\_\_\_ are any changes added to a bill.
- j) \_\_\_\_\_ is the last stage a bill goes through before it becomes a law.
- k) A \_\_\_\_\_ is an official public announcement.

2. After a bill has been approved by Parliament, it must be signed by the Queen's representative to the Canadian government. What is the title of the person who signs the bills into laws?

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



# How a Bill Becomes a Law

**M**embers of Parliament (MPs) spend most of their time making laws. When an MP has an idea for a new law, he or she first schedules a time to **propose**, or introduce the **bill** (legislation that is not yet a law) to the other members of Parliament. This appointment must be made at least 48 hours in advance.

All new bills are first proposed in the House of Commons. During the **first reading** each member of the House of Commons gets a copy of the bill to study. Also, during this time, members vote for the **second reading** of the bill.

The second reading of the bill gives the members a chance to **debate** or discuss the bill. When they finish, the bill is sent to **committee** for more study. While a bill is in committee it may have **amendments** added to it. An amendment is any kind of change or addition made to the bill. Finally, the members are asked to vote whether or not the bill should be studied more and read for a third time. If the **majority** (more than half of the total number) of members vote “yes”, the bill is sent for more debate and the third vote. If there is not a majority of “yes” votes, the bill is withdrawn.

The **third reading** is the last stage a bill goes through in the House of Commons. The members must decide whether the bill should be adopted as a law. Another vote is taken during the third reading. If the majority votes that the bill should become a law, it is sent to the Senate. There, the bill also goes through a process of three readings and three votes.

If the bill wins a majority in all three votes in the Senate, it is ready to be sent to the Governor General. The **Governor General** decides that the bill is ready for **adoption** (acceptance) and gives it the **Royal Assent**. This means that the Governor General, who is the Queen’s representative, agrees that the bill should become a law. Then the Governor General signs the bill into law. Finally, once a bill has been given Royal Assent, it becomes law.





# How a Bill Becomes a Law

1. Fill in each blank with a word from the list.

- |                  |                  |          |              |               |
|------------------|------------------|----------|--------------|---------------|
| sponsor          | propose          | bill     | amendments   | first reading |
| debate           | committee        | majority | Royal Assent |               |
| Governor General | House of Commons |          |              |               |

Anyone can have an idea for a new law or \_\_\_\_\_, but a member of Parliament has to \_\_\_\_\_ it. The member of Parliament who introduces the bill is called its \_\_\_\_\_. The bill is given a name and is ready to be introduced to the group. This introduction is called the bill's \_\_\_\_\_. From there, the bill goes to a smaller group of people called a \_\_\_\_\_ for discussion and \_\_\_\_\_. Every bill must be introduced in the \_\_\_\_\_. Each time a bill is read, it must pass by a \_\_\_\_\_ vote. When a bill is in committee, MPs may make changes or additions called \_\_\_\_\_ to the bill. The Queen's representative in Canada is the \_\_\_\_\_. When a bill is ready to be adopted as a law, the Governor General gives it the \_\_\_\_\_.

## 2. Become a Research Detective!

Use the Internet to find out the sponsor(s) of one bill that is presently being considered in the House of Commons. Write a complete sentence telling the number of the bill and who the sponsor(s) is. (Hint: look at the website for the Parliament of Canada.)

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



# How a Bill Becomes a Law

## 3. Number the events from **1** to **6** in the order they occur.

- \_\_\_\_\_ a) The Governor General approves the bill and gives it the Royal Assent.
- \_\_\_\_\_ b) The bill goes to a smaller group, called a committee, for discussion and debate.
- \_\_\_\_\_ c) A bill is introduced by an MP who sponsors it.
- \_\_\_\_\_ d) The bill is named and read to the entire group which is its first reading.
- \_\_\_\_\_ e) Amendments may be added while the bill is in committee.
- \_\_\_\_\_ f) The bill has its second reading.

**Answer each question with a complete sentence.**

4. Why do you think the law-making process requires so much **debate** and **discussion**?  
(Hint: remember that this is a democracy where people's opinions matter greatly.)

\_\_\_\_\_

5. Do you think that the law-making process is a very quick one? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_

6. What can a voter do if he or she doesn't approve of a bill that is being debated in Parliament?

\_\_\_\_\_  
\_\_\_\_\_

7. Does the prime minister have more power than the members of Parliament in the law-making process? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_



**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     | candidate  | debate         | power            |
| committee   | amendment  | rights         | democracy        |
| federation  | parliament | Cartier        | election         |
| campaign    | Ottawa     | government     | politics         |
| anarchy     | bill       | executive      | enforce          |
| cabinet     | leader     | vote           | constitution     |
| legislature | monarch    | prime minister | 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: \_\_\_\_\_



# Comprehension Quiz

## Part A

26

**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.

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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.)

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---

---

2

**SUBTOTAL: /16**



**1.**

- a) bill
- b) sponsor
- c) reading
- d) committee
- e) propose
- f) 48 hours
- g) debate
- h) majority
- i) amendments
- j) Royal Assent
- k) proclamation

**2.**

Accept any answer that can be verified

6

**1.**

- a) bill
- b) propose
- c) sponsor
- d) first reading
- e) committee
- f) debate
- g) House of Commons
- h) majority
- i) amendments
- j) Governor General
- k) Royal Assent

**2.**

Accept any answer that can be verified

8

**3.**

- a) **6**
- b) **3**
- c) **1**
- d) **2**
- e) **4**
- f) **5**

**4.**

Accept any reasonable response

**5.**

Accept any reasonable response

**6.**

Accept any reasonable response

**7.**

Accept any reasonable response

9

**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

11





**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

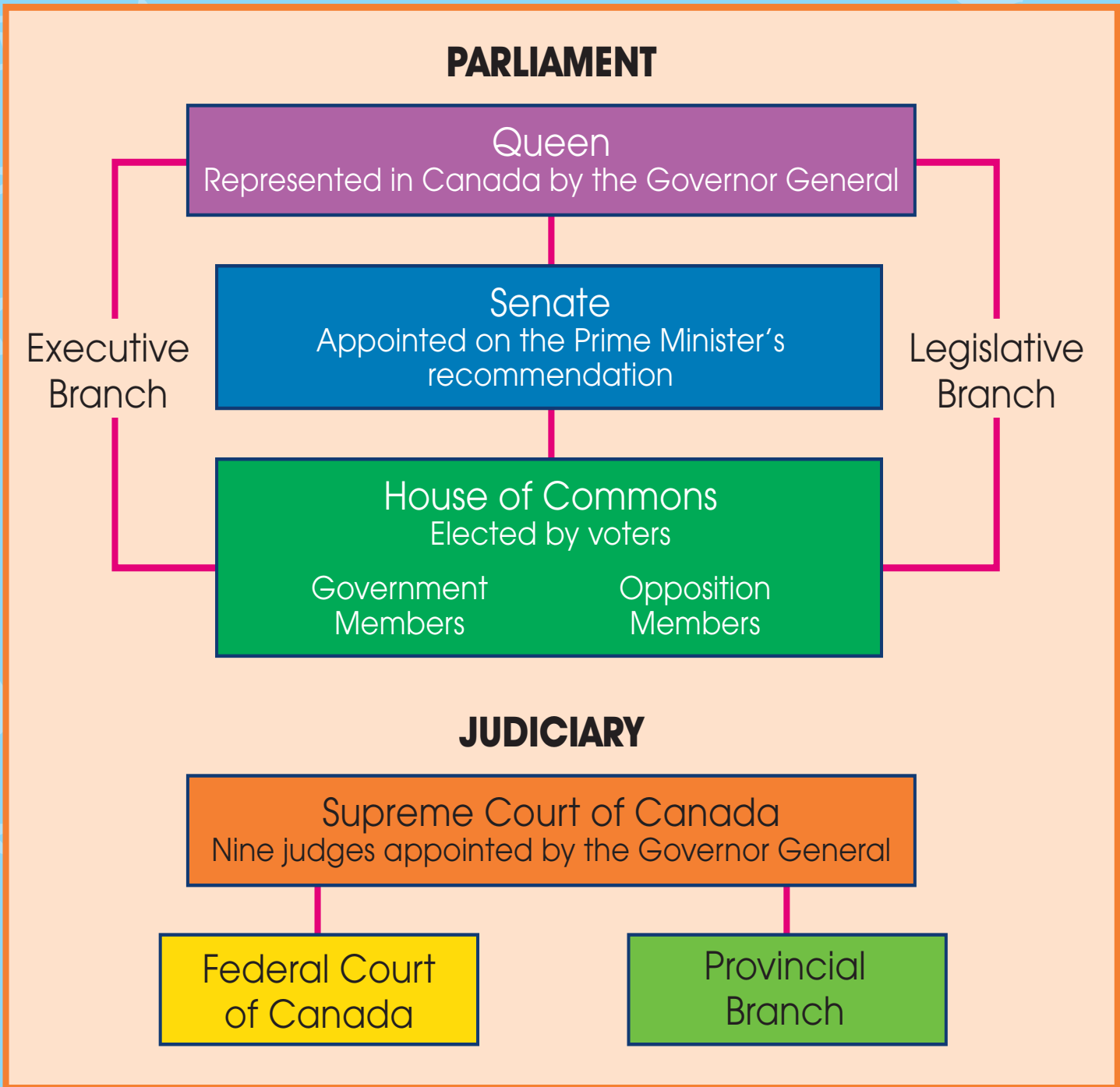
**Part A**

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

