

NAME: _____



An International Feast



Canada's population is made up of people from many different countries around the world. Some Canadians have been living in Canada for generations, while others have come more recently. Whether people have been in Canada for a short while or a long time, the customs and traditions they bring with them enriches Canadian culture.

Here is a list of some of the countries from which Canadians have originated:

- | | | | | |
|------------------------|---------------|----------------------------|---------------------------|------------------|
| China | India | Caribbean countries | Pakistan | Sri Lanka |
| The Philippines | Korea | The United States | Israel | |
| Romania | France | Germany | The United Kingdom | |

Suppose you were planning a big party for many different Canadians from these countries and others. Use the Internet or an encyclopedia to find at least one kind of food from each country. Then make a menu listing all the different kinds of foods that people have brought to Canada.

You Are Invited to an International Feast!

To honor the diversity of Canadians we are having a party with food from around the world.

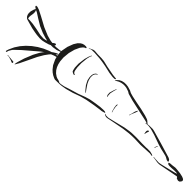
Our menu will be:



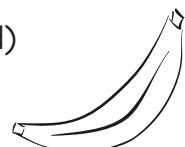
- _____ (Chinese food)
- _____ (Indian food)
- _____ (Caribbean food)
- _____ (Pakistani food)



- _____ (food from the Philippines)
- _____ (Korean food)
- _____ (French food)
- _____ (German food)



- _____ (U.S. food)
- _____ (food from Israel)
- _____ (Romanian food)
- _____ (British food)
- _____ (Sri Lankan food)

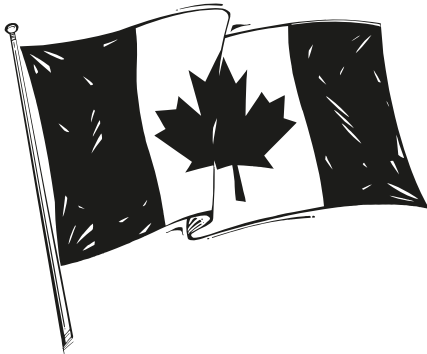


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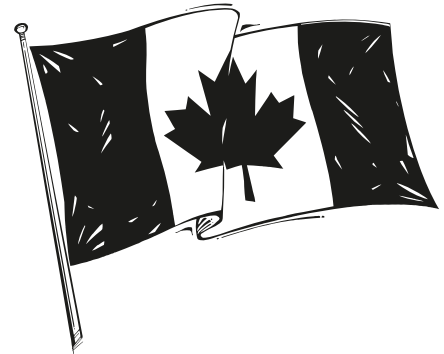


The Fathers of Confederation

The following men are among the Fathers of Confederation. They worked very hard to make the dream of an independent nation called Canada a reality.



Sir John A. Macdonald
George Brown
George-Étienne Cartier
Alexander Tilloch Galt
Sir Charles Napier Tupper
Thomas D'Arcy McGee
Hector-Louis Langevin



For this activity, choose one of these men that you would like to find more about. Research information on the Internet, in an encyclopedia, or using other resources to find as many important facts as you can.

Here are some questions for you to consider as you conduct your research:

- What was the person's date and place of birth?
- What role did he play in Confederation?
- What occupations (jobs) did he have?
- What was his personal and family life like?
- When did he die? Where is he buried?
- Any other interesting facts

Once you have collected your information, write up your findings as a **biography**. Use each topic for a separate paragraph. Be sure to include a picture of the person in your biography.

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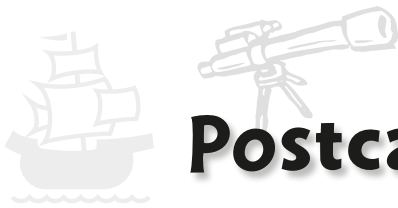


"Cabot Lands on the Shores of Newfoundland!"

Imagine that you were a newspaper reporter on the shores of Newfoundland in 1497 when **John Cabot** landed there. Write a **news story** about the event. Remember to include the five Ws and H (Who? What? Where? When? Why? How?) You will need to use the Internet or an encyclopedia to find out the facts about Cabot's voyage. Be sure to read about his naming of the new land!

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Postcards about Canada

You have already learned a great deal about Canada. Using websites and books suggested by your teacher, find one important bit of knowledge about Canada. You may choose a famous Canadian, a famous landmark or building, a city or province or territory, or even a geographical feature such as a mountain or river.

Choose a topic that you would like to learn more about and would like to share with someone else. Then, follow the steps below.

1. Research some interesting **facts** about your topic and write them down.
2. Begin to **plan** a postcard. Ask your teacher for an index card. You will also need markers or crayons and something for writing.
3. **On the FRONT of the index card** draw a picture of the topic you have chosen. Do your best work so that the person who receives your postcard can recognize what you've drawn.
4. Then turn the index card over. **On the BACK of the card**, identify what you've drawn. Tell why you found this person, place or thing interesting and representative of Canada.
5. Write your first and last initials in very small letters on the lower right corner of the front of your postcard. Then give your teacher your finished postcard.

Now you are ready to play the Postcard Game!

Your teacher will mix up the postcards and pass one out to each person in the class. When you receive the postcard, look carefully at the picture on it. Write down who or what you think the picture is. After you have recorded your idea, turn the card over and read the description on the back.

If you correctly identified the picture on the postcard, **receive FIVE points**. Give your card back to your teacher so that he or she can mix up the cards again. The game will continue this way, and each time you will get a new postcard.

The person or people with the most points at the end of the game, wins. Good luck and have fun learning more about Canada!





Aboriginal Peoples and European Explorers



Long before European explorers arrived, many people lived in the country that we now call Canada. They were the Aboriginal peoples of Canada and indigenous to the land. They welcomed the first explorers to their home. The Aboriginal peoples are recognized in the Canadian Constitution Act, 1982 as Indians (First Nations), Métis, and Inuit.

Listed below are the names of a few of the groups of Aboriginal peoples living in Canada today.

Algonquin Chippewa Cree Haida Huron
Iroquois Micmac Ojibwe

For this activity you will choose **ONE** of the following tasks:

- A.** Imagine that you are a **member** of one of the Aboriginal groups listed above, or of another group of your choice. (If you select another group, make sure you have your teacher's permission.) You are one of the first people to meet the European explorers when they arrive for the first time.

Write a SHORT STORY about your experiences with the explorers. Where do you take them? How do you travel around? Who do they meet? What do you show them about your way of life (i.e., food, celebrations)? What do you teach them about your government?

OR

- B.** Imagine that you are one of the **European explorers** when they arrived for the first time. Choose one of the groups of Aboriginal peoples above, or choose another group. (If you select another group, make sure you have your teacher's permission.)

Write a LETTER to your family back home in Iceland, France or England. Tell them about the people you have met, and what you have learned about their way of life. Where and how do they live? How do they travel around? What food do they eat? What kind of celebrations do they have? What is their government like?

Before you begin your story or letter, you will need to collect facts about the Aboriginal group you have chosen. Use the Internet or other reference materials to find your information. Write jot notes as you do your research. Then, write your story or letter with the details (facts) that you have found.

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Provincial and Territorial Governments

For this activity you will choose ONE of the provinces or territories of Canada and research its government. If you live in Canada, you may want to choose your home province or territory.

Research information to answer the following questions about the province or territory that you have chosen:

- Is there a **political party** in power in this province / territory? (Or are the politicians independents?) If there is a party in power, which one is it? How long has this party been in power?
- Who is the **premier**?
- What are the **ridings**? Who holds office in each riding?
- What **issues** are important to the party (or individuals) in power? What is their position on education? Healthcare? Welfare? The environment?
- **At least three** other important facts that are of interest to you.

Use the Internet, library books or other sources to gather your information. Then, present your findings as a **BULLETIN BOARD DISPLAY** or as a **BROCHURE**. Include a map of your province / territory with the ridings labeled, and other pictures or illustrations. Share your work with your classmates.

A large rectangular area with a decorative, wavy border, containing ten horizontal lines for writing.