

CHAPTER 1

PO 101 – PARTICIPATE IN CITIZENSHIP ACTIVITIES



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M101.01 – PARTICIPATE IN A DISCUSSION ON CANADIAN SYMBOLS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor is required to:

- review the lesson content, and become familiar with the material;
- prepare a suitable classroom area;
- prepare a large diagram or an OHP transparency of the Canadian Coat of Arms;
- prepare pre-cut circles of yellow bristol board;
- prepare envelopes filled with pieces of the Canadian Coat of Arms; and
- have flipchart paper and markers readily available.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize and/or appreciate the significance of The National Flag of Canada, the national anthem, the Canadian Coat of Arms and the maple leaf.

IMPORTANCE

Recognizing and knowing the significance of Canadian symbols is an important aspect of being a Canadian citizen and a member of the Canadian Cadet Movement.

Teaching Point 1

Discuss The National Flag of Canada

Time: 7 min

Method: Activity/Interactive Lecture

ACTIVITY

Time: 3 min

OBJECTIVE

An introductory brainstorming activity to focus the mind around Canadian symbols.

RESOURCES

- Flipchart paper.
- Markers.

ACTIVITY LAYOUT

- Divide cadets into small groups.
- Issue one piece of flipchart paper and several markers to each group.
- Direct cadets to brainstorm symbols they associate with Canada. Have the cadets draw these symbols on the provided flipchart paper. When the cadets have completed their illustrations, direct each group to present their thoughts to the larger group.
- When cadets have finished presenting their symbols, provide positive feedback and proceed with TP1.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Ensure cadets complete this activity within the time allotted.
- Supervise groups throughout the activity.



If the cadets present symbols included in this lesson, the instructor shall link back to them when delivering the lesson material.



The first Canadian flags should be discussed briefly with more emphasis placed on the current national flag.

FIRST CANADIAN FLAGS

St. George's Cross

The St. George's Cross was an English flag of the 15th century. It was carried by John Cabot and flown over Canadian soil when he reached the east coast of Canada in 1497.

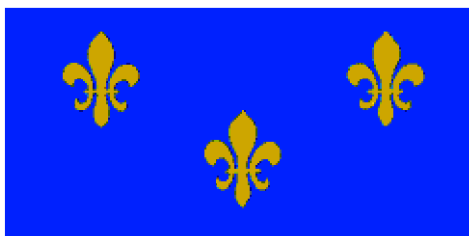


Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-1 St. George's Cross

Fleur-de-Lis

When Jacques Cartier landed and claimed the new world for France in 1534, the Fleur-de-Lis was flown as a symbol of French sovereignty in Canada. It was flown until the early 1760s when Canada was surrendered to the United Kingdom.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-2 Fleur-de-Lis

Royal Union Flag

The two crossed Royal Union Flag was the official British flag in the early 1760s. This flag was flown over Canadian soil until the Act of the Union between Great Britain and Ireland in 1801 when Ireland's diagonal cross of St. Patrick was incorporated. This gave the Royal Union Flag its present day configuration.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-3 Two Crossed Royal Union Flag

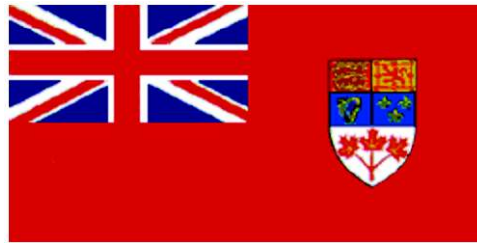


Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-4 Present Day Royal Union Flag

Canadian Red Ensign

The Canadian Red Ensign is a red flag with the Royal Union Flag in the corner. It was created in 1707 as the flag of the British Merchant Marine. It replaced the Royal Union flag on government buildings abroad in 1924. Starting in 1945, it was flown on federal buildings in Canada until a new national flag was adopted.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-5 Canadian Red Ensign

THE CURRENT NATIONAL FLAG OF CANADA

The red and white maple leaf flag replaced the Canadian Red Ensign on February 15th, 1965. The maple leaf has been a national emblem of Canada since 1860 and was deemed a suitable symbol for the current national flag. During the crusades, two different colours distinguished the countries of England and France, England by the colour white and France by red. Throughout history, red and white have been the colours of England and France. In 1921, red and white were approved as the official colours of Canada in the proclamation of the Royal Arms.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-6 The National Flag of Canada

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What was the first flag flown over Canadian soil?
- Q2. What are the two official colours of Canada that are incorporated in the current National Flag of Canada?
- Q3. On what date was the current National Flag of Canada made official?

ANTICIPATED ANSWERS

- A1. The St. George's Cross.
- A2. Red and white.
- A3. 15 February 1965.

Teaching Point 2**Discuss the Canadian National Anthem**

Time: 5 min

Method: Interactive Lecture

THE CANADIAN NATIONAL ANTHEM

“O Canada” was proclaimed as Canada’s national anthem on July 1st, 1980. It was first performed 100 years previous on June 24th, 1880. The music was composed by Calixa Lavallée. The French lyrics were written by Sir Adolphe-Basile Routhier. The official English lyrics were written by Mr. Justice Robert Stanley Weir in 1908. In 1968, a Special Joint Committee of the Senate and the House of Commons made changes to the English lyrics. The French lyrics remain unaltered.

NATIONAL ANTHEM / HYMNE NATIONAL
O CANADA

The image displays the musical score for the Canadian National Anthem. It consists of ten staves of music in G major, 4/4 time. The lyrics are provided in both English and French. The English lyrics are: "O Canada - our home and native land! True patriot love in all thy sons command. With glowing hearts we see thee rise, The True North strong and free! From far and wide O Canada, we stand on guard for thee. God keep our land glorious and free! O Canada, we stand on guard for thee." The French lyrics are: "O Can - a - da! Our home and na - tive land! True pa - triot love in all thy sons com - mand. With glow - ing hearts we see thee rise, The True North strong and free! From far and wide O Can - a - da, we stand on guard for thee. God keep our land glo - rious and free! O Can - a - da, we stand on guard for thee." The French lyrics are unaltered.

Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-7 The Canadian National Anthem



The instructor may have the cadets sing or listen to the national anthem.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. On what date did the national anthem become official?
- Q2. Who wrote the French lyrics to “O Canada”?
- Q3. In what year were the English lyrics written?

ANTICIPATED ANSWERS

- A1. 1 July 1980.
- A2. Sir Adolphe-Basile Routhier.
- A3. 1908.

Teaching Point 3

Time: 7 min

Discuss the Canadian Coat of Arms

Method: Activity/Interactive Lecture

BACKGROUND

His Majesty King George V appointed the Canadian Coat of Arms to Canada in the court of Buckingham Palace on 21 November 1921.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-8 The Canadian Coat of Arms

DESCRIPTION OF THE ARMS

The Shield

The shield represents Canada's origins by depicting the three royal lions of England, the royal lion of Scotland, the royal fleur-de-lis of France, and the royal Irish harp of Tara. All of these nations played an integral roll in the settlement of Canada. At the base of the shield is a sprig of three Canadian maple leaves that represent Canadians of all origins.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-9 The Shield

The Ribbon

The ribbon was added to the Canadian Coat of Arms on 12 July 1994. It contains the motto of the Order of Canada, which in Latin reads: "Desiderantes Meliorem Patriam." This translates to "They desire a better country" in English.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-10 The Ribbon

The Crest

The crest consists of a wreath made of twisted red and white silk. On top of the wreath stands a crowned gold lion holding a red maple leaf in its right paw. The lion is a symbol of valour and courage. The crest is used to mark the sovereignty of Canada.

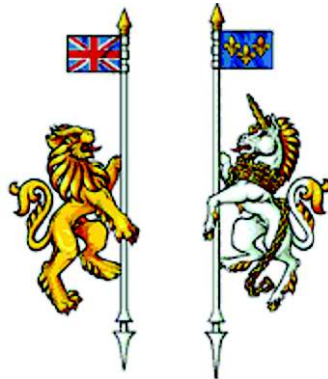


Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-11 The Crest

The Supporters

The supporters are depicted on either side of the shield. A lion is on the shield's right holding a gold pointed silver lance from which flies the Royal Union Flag. A unicorn is on the shield's left holding a lance flying the banner of royalist France. The two banners represent the two principle founding nations that established Canada's laws and customs.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-12 The Supporters

The Motto

The motto reads: *A mari usque ad mare* (From Sea to Sea). It was first used in 1906 during a sitting in the Legislative Assembly of Saskatchewan. It was proposed to be the new motto of the Coat of Arms and became official when the Arms was proclaimed in 1921.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-13 The Motto

The Four Floral Emblems

The four floral emblems are the English rose, the Scottish thistle, the Irish shamrock, and the French fleur-de-lis. They are located at the base of the Arms and are associated with the Canadian Monarchy.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-14 The Four Floral Emblems

The Imperial Crown

The imperial crown sits at the top of the Canadian Coat of Arms and indicates the presence of a monarch as Canada's head of state.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-15 The Imperial Crown

The Canadian Coat of Arms can be recognized as the Cadet Chief Petty Officer 1st Class/Cadet Chief Warrant Officer/Cadet Warrant Officer 1st Class rank badge.

ACTIVITY

Time: 3 min

OBJECTIVE

Confirm the material delivered in TP3 by completing puzzles of the Canadian Coat of Arms.

RESOURCES

- Cut outs of the different pieces of the Canadian Coat of Arms found in [Annex A](#).
- Envelopes.

ACTIVITY LAYOUT

- Prepare four to five envelopes containing cut out pieces of the Canadian Coat of Arms found at [Annex A](#).
- Have a large picture or OHP transparency of the Coat of Arms posted in the classroom where all can easily see it.
- Divide cadets into four to five small groups.
- Hand out one envelope per group.
- Using the large picture of the arms as a guide, have cadets build the Canadian Coat of Arms in their groups using the pieces provided in the envelopes.
- When groups are complete, confirm that the Coat of Arms is pieced together correctly.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Supervise this activity effectively.
 - Ensure activity is completed in a timely manner.
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CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. The supporters are two different animals. Which ones are they?
- Q2. On what date was the Canadian Coat of Arms proclaimed?
- Q3. The shield depicts four nations that played a large roll in the settlement of Canada. Which nations are they?

ANTICIPATED ANSWERS

- A1. A lion and a unicorn.
- A2. 21 November 1921.

A3. England, Scotland, France and Ireland.

Teaching Point 4

Discuss the Maple Leaf

Time: 2 min

Method: Interactive Lecture

THE CANADIAN MAPLE LEAF

The maple leaf began to serve as a Canadian symbol as early as 1700. In August 1860, the leaf was adopted as the national emblem of Canada for use as decorations during a visit by the Prince of Wales. During confederation in 1867, Toronto schoolmaster Alexander Muir composed *The Maple Leaf Forever* as Canada's confederation song. Many regiments during both World War I and II adorned uniforms with the maple leaf while over seas. The maple leaf was incorporated into The National Flag of Canada in 1965.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-16 The Maple Leaf

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. When was the maple leaf first adopted as a Canadian symbol?
- Q2. What is the title of Canada's confederation song?
- Q3. The maple leaf was incorporated into what other Canadian symbol in 1965?

ANTICIPATED ANSWERS

- A1. August 1860 for a visit by the Prince of Wales.
- A2. *The Maple Leaf Forever.*
- A3. The National Flag of Canada.

END OF LESSON CONFIRMATION

ACTIVITY

Time: 3 min

OBJECTIVE

Give the cadets the opportunity to make their own Canadian symbols.

RESOURCES

- Pre-cut circles of yellow bristol board (resembling large coins) for each cadet.
- Markers or pencil crayons.

ACTIVITY LAYOUT

- Prior to the lesson, cut out circles of yellow bristol board approximately 10 cm in diameter for each cadet.
- Have markers and pencil crayons ready for the activity.
- Hand out a yellow circle of bristol board to each cadet.
- Explain cadets that they now have the opportunity to create their own Canadian symbol in the form of a coin.
- Cadets may use the symbols discussed in the lesson or symbols they feel are uniquely Canadian.
- If there is insufficient time to complete the coin activity, cadets may finish in their spare time.
- Coins can be posted in flight classrooms when complete.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Cadets may complete the coins in their own time if time does not allow for the completion.
- **Teaching points may be confirmed orally.**

QUESTIONS

- Q1. What are the two official colours of Canada?
- Q2. What is the English meaning of "A mari usque ad mare?"
- Q3. What flag was used prior to the adoption of the current national flag?
- Q4. What language was our national anthem first written in?
- Q5. What does the imperial crown represent in the Canadian Coat of Arms?

ANTICIPATED ANSWERS

- A1. Red and white.

- A2. "From Sea to Sea."
- A3. The Canadian Red Ensign.
- A4. French.
- A5. The presence of a monarch as Canada's head of state.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets may use their spare time to complete the coin activity.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Identifying Canadian symbols is an important aspect of being a Canadian citizen and a member of the Canadian Cadet Movement. Cadets should be able to easily recognize Canadian symbols in the community and at the corps/squadron.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-012 Government of Canada. (1995). *Symbols of Canada*. Ottawa: ON.
- C0-013 *Canadian Heritage Website*. (2006). Retrieved 16 March 2006, from <http://www.canadianheritage.gc.ca>.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO C101.02 – WATCH *HISTORICA MINUTES* VIDEOS

Total Time:	30 min
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INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- watch the *Historica Minutes* videos as listed; and
- set up audio/visual equipment.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in a discussion on *Historica Minutes* videos that relate to significant Canadian symbols/figures/events.

IMPORTANCE

Gaining an awareness of and an appreciation for history and what makes them uniquely Canadian can foster a sense of pride and citizenship in cadets.

BACKGROUND KNOWLEDGE



This background information is provided for the instructor's reference only. Cadets are not required to learn this information.

WINNIE THE POOH

While en route to France during World War I, members of The Fort Garry Horse Canadian regiment of cavalry discovered Winnipeg a bear in White River, Ontario. The bear was smuggled to Britain as the unofficial regimental mascot. Affectionately named Winnie, the bear's first owner was Lt. Harry Colebourn. Winnie's eventual destination was to be the Assiniboine Park Zoo in Winnipeg. However, at the end of the War, the officers of the Fort Garry Horse decided to allow her to remain in the London Zoo, where she was much loved for her playfulness. She was known as a kind bear and never attacked. British author A.A. Milne and his young son, Christopher Robin, saw Winnipeg at the London Zoo. She inspired Milne to create and write about the popular character, Winnie the Pooh.

INUKSHUK

An inukshuk (Inuktitut: *inuksuk*, plural *inuksuit*) is a stone landmark used as a milestone or directional marker by the Inuit of the Canadian Arctic. The Arctic Circle, dominated by permafrost, has few natural land marks and thus the inukshuk was central to navigation across the barren tundra.

Inuksuit vary in shape and size, and serve a variety of purposes. It is a symbol with deep roots in the Inuit culture, a directional marker that signifies safety, hope and friendship. The word *inuksuk* means "something which acts for or performs the function of a man."

An inukshuk is shown on the flag and Coat of Arms of the Canadian territory of Nunavut. An inukshuk forms the basis of the logo of the 2010 Vancouver Winter Olympics.

MAPLE SYRUP

Canada produces more than three-quarters of the world's maple syrup, with more than 1000 maple syrup producers using nearly 34 000 000 taps. The province of Quebec is by far the world's largest producer of maple syrup, producing more than 15 000 000 litres annually. The provinces of Ontario and New Brunswick produce much smaller amounts, about 1 000 000 litres and 700 000 litres respectively. Nova Scotia also produces a small amount of syrup. Most maple trees can be used as a source of sap, but the sugar maple and black maple are the most favored. A maple syrup production farm is called a *sugarbush* or the *sugarwoods*. Sap is boiled in a "sugar shanty", "sugar shack", "sugarhouse" or "*cabane à sucre*".

North America's native peoples discovered how to make maple syrup from the sap of maple trees centuries ago. They relied on loaves of maple sugar for energy during the winter months when other food items were scarce. Settlers also enjoyed maple sugar as a sweet treat that was carefully rationed.

Maple syrup is harvested by tapping a maple tree and then letting the sap run into a bucket. Production is concentrated in February, March and April, depending on local weather conditions. To make the syrup, holes are bored into the maple trees and hollow tubes termed *spiles* or *spouts* are inserted. These drip the sap into

buckets or into plastic pipes. A new hole must be drilled each year, as the old hole will produce sap for only one season due to the natural healing process of the tree. It takes approximately 40 litres of sap to make one litre of maple syrup, and a mature sugar maple produces about 40 litres (10 gallons) of sap during the four- to six-week sugaring season.

BLUENOSE

The *Bluenose* was a Canadian schooner from Nova Scotia, a celebrated racing ship and a symbol of the province. *Bluenose* was launched at Lunenburg, Nova Scotia on March 26, 1921, as both a working cod-fishing schooner and a racing ship. During the next 17 years of racing, no challenger could beat her.

After World War II, the undefeated *Bluenose* was sold to work as a freighter in the West Indies. She foundered on a Haitian reef on January 28, 1946.

Bluenose has adorned the Canadian dime since 1937, has been portrayed on a postage stamp, and appears on the current Nova Scotia licence plate.

Her daughter, *Bluenose II*, was launched at Lunenburg on July 24, 1963. She serves as a goodwill ambassador, tourist attraction in Lunenburg, and symbol of the province.

AVRO ARROW

The CF-105 Arrow was a delta-wing interceptor aircraft, designed and built in Malton, Ontario, by Avro Canada during the late 1950s. The design was entering the middle stages of testing when it was cancelled in 1959. The prototypes and blueprints were then destroyed.

The flight requirements for the design of the Arrow included:

- a range of 300 nautical miles (556 km) for a normal low-speed mission;
- a range of 200 nautical miles (370 km) for a high-speed interception mission;
- speed of Mach 1.5;
- cruise at an altitude of 50 000 feet (15 000 m);
- ability to pull 2 g in maneuvers with no loss of speed or altitude; and
- ability to climb to 50 000 feet (15 000 m) and reach Mach 1.5 from engine start in less than five minutes.

The rollout of the first prototype, RL-201, took place October 4, 1957, the same day the Russians launched the first satellite, Sputnik 1. RL-201 first flew on March 25, 1958. Four more Arrows were delivered in the next two years. The plane demonstrated excellent handling at all extremes of the flight envelope. The aircraft achieved a speed of over 1000 miles per hour at 50 000 feet, while climbing and still accelerating. A top speed of Mach 1.98 would eventually be reached at three quarters throttle.

The Mark 2 version was to be fitted with the Iroquois engine. At the time of cancellation of the entire program, the first Arrow Mk.2, RL-206, was nearly complete. It was expected to break the world speed record but never had the chance.

On February 20, 1959, Prime Minister Diefenbaker announced to the Canadian House of Commons that the Arrow and Iroquois programs were to be immediately cancelled, due to various economic, political and technological reasons. Within two months, all aircraft and engines, production tooling and technical data were ordered scrapped.

ACTIVITY

Time: 27 min

OBJECTIVE

This activity will expose cadets to short videos that highlight significant Canadian symbols, figures and events. The videos serve as discussion points to draw out further examples.

RESOURCES

- Audio/visual equipment.
- *Historica Minutes* videos.
- Flipchart or whiteboard.
- Markers.

ACTIVITY LAYOUT

1. Show each video:
 - Video 1 #33 Winnie;
 - Video 2 #6 Syrup;
 - Video 3 #44 Inukshuk; and
 - Video 4 #47 Bluenose and Video 5 #54 Avro Arrow (show together) (#s refer to the *Historica Minutes* video number).
2. Follow each video with a five-minute discussion, using the questions provided in the Reflection section as a guide.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Ensure the cadets are paying attention to the videos.
- Encourage participation from all cadets.
- Record discussion answers on flipchart or whiteboard.

REFLECTION

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

VIDEO 1 – WINNIE

Q1. What other famous Canadian mascots are there?

Q2. What other animals are Canadian symbols?

VIDEO 2 – SYRUP

Q1. Have you ever made or had fresh maple syrup? Tell the class about the experience.

Q2. What other foods are uniquely Canadian?

Q3. Have you ever seen maple syrup at an airport gift shop or a souvenir shop? What other Canadian souvenirs have you seen there? What makes those things symbolic of Canada?

VIDEO 3 – INUKSHUK

Q1. Have you ever seen an inukshuk? Real or pictures? Where have you seen inuksuit?

Q2. What do you know about inuksuit?

Q3. What other buildings or structures can be recognized as representative of Canada?

VIDEO 4/5 – BLUENOSE/AVRO ARROW

Q1. What other technologies are recognized as being Canadian in origin, or associated with Canada?

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this lesson.

CLOSING STATEMENT

There are many items that are uniquely Canadian or commonly associated with Canada. Becoming aware of these items and their background can develop an awareness and appreciation for history and what makes us uniquely Canadian.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C3-030 Historica Foundation of Canada. (n.d.) *Historica Minutes*. Toronto: ON.
- C3-031 Winnie the Pooh (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Winnie_the_pooh.
- C3-032 Inukshuk (2006). Retrieved 5 May 2006, from <http://en.wikipedia.org/wiki/inukshuk>.
- C3-033 Maple Syrup (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Maple_syrup.
- C3-034 Bluenose (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Blue_nose.
- C3-035 Avro Arrow (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Avro_arrow.

THE CANADIAN COAT OF ARMS



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