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What Does It Mean to Be Canadian?

Information for students

Below you will find a series of pictures and quotes from [Reader's Digest](#) in which five famous Canadians share their answer to the question "What does it mean to be Canadian?"

View the pictures and read the quotes with the following questions in mind:

1. Are you familiar with these five Canadians? If not, do a quick internet search or ask a family member to get an idea of who they are
2. Are there any quotes you agree with more than the others? Any that you agree with less than the others? Think about why.
3. Are there common threads or ideas that link them all?
4. Imagine you were asked by *Reader's Digest* to write your own quote on what being a Canadian means to you. Write it based on your own beliefs and experiences.

Materials required

- Device or other tools for writing
- Device with Internet access (optional)

Information for parents

Parents could:

- share their knowledge of these five Canadians (below) with your child if they ask you
- discuss their own quote, once they have completed the task of writing it
- consider sharing your perspective with them



From: <https://www.readersdigest.ca/travel/canada/being-canadian-meaning/>

POWERED BY **Our Canada**
Our Country, Our Stories

5 Famous Canadians Share What It Means to Be Canadian

 *From The World Needs More Canada by Heather Reisman*

Five of Canada's most celebrated figures attempt to answer the age-old question: "What does it mean to be Canadian?"



PHOTO: MERILYN WALTON/GETTY IMAGES

Donald Sutherland, actor

"To whom? To me? To someone wishing they were Canadian? To someone waiting in line for a doctor? To someone listening to a loon out on the lake? To someone wishing that the flag had blue in it? Truth be told when you get right down to it, this is what it means to be Canadian. In 1954, coming back from Finland on my way home, I went through Holland. Through the Netherlands. They thought I was American. They were decent to me. Courteous. But when someone asked what part of the States I was from, I said, 'No, not me, I'm Canadian.' And they started to cry, the older ones, and they all ran and embraced me and took me inside and fed me and invited neighbours in to see me saying something like 'hij is een Canadees.' I've never forgotten sitting there proudly thinking this is what it is to be Canadian. This is what my cousin Lew, shot by a sniper not far from here two days after D-Day, was fighting for. For this, and for me."



PHOTO: PHOTOFESTIVAL/GETTY IMAGES

Alanis Morissette, singer-songwriter

"It means one is conversational, curious, filled with self-deprecating humour, and internationally minded, if I dare generalize. Polite until we aren't. And yes we say 'sorry' often enough for it to be noticeable... but we truly are an empathic bunch."



PHOTO: WAM/ALAMY/GETTY IMAGES

Margaret Atwood, author and poet

"I have just come back from the United States, where Canada is having an unaccustomed moment in the spotlight. Once, Canada was the great blank space on the map above the 49th parallel where the cold weather came from. Now it is seen by many Americans as a beacon of light in a darkening world—a place you might escape to if things get too negative south of the border: still welcoming, still kindly, still pluralistic and committed to fairness. We need to remember that, and to hold our country to the standards it likes to believe it believes in—but nonetheless, at the moment it shines, at least by comparison. 'As Canadian as possible under the circumstances' used to be a joke. Now it's a hope. Yes, Canada: be as Canadian as possible. Under the circumstances. And good luck."



PHOTO: KEVIN MAZUR/GETTY IMAGES

Dan Aykroyd, actor and writer

"Being Canadian really does mean always having to say: 'I'm sorry.' But I myself haven't yet figured out why we do this. Perhaps Canadians apologize all the time because we live in a country that has so much more going for it than almost any other place on the planet, and it makes us feel a little guilty."



PHOTO: MIT BARCHAN/ISTOCK

David Suzuki, environmentalist and activist

"I have never been more aware of what it means than when I was living and studying in the United States from 1954 to 1962. Sputnik was launched by the Soviet Union in 1957 and triggered a space race between the two superpowers. The U.S. poured massive amounts of money and effort into NASA, universities, and research facilities, and even as a foreigner, I was offered several university positions without even applying. It was a golden time for budding scientists. Nevertheless, I decided to decline all American offers and returned to Canada, because Canada was different from the U.S., and for me, that difference was preferable. Canada to me meant the CCF, later called the NDP, could be a legitimate and respected political party. To me, Tommy Douglas, an idealistic politician, was a hero and role model. Canada meant equalization payments whereby the good fortunes of the wealthy provinces were shared with those less fortunate. Canada meant medicare and a society that tried to care for all instead of allowing Darwinian competition and survival of the fittest. Quebec, the National Film Board, and the Canadian Broadcasting Corporation were also critical differences that appealed to me, and I have never regretted committing to Canada as my home."



Qu'est-ce que je connais sur les commotions cérébrales?

Information for students

Suivre les consignes suivantes:

- Écoutez deux fois la capsule vidéo suivante sur les commotions cérébrales : <https://safeyoutube.net/w/ippH>.
- Répondez aux questions qui se retrouvent en annexe.
- Vérifiez votre compréhension au sujet des informations présentées dans ce reportage avec la clé de correction fournie.

Materials required

- Computer with Internet access
- Printer (for the questionnaire)
- Scissors
- Writing materials

Information for parents

Children should:

- watch the video twice (or more, if needed)
- answer all questions on a sheet of paper
- check their answers with the correction key (held by the parent)

Parents could:

- cut the answer part from the questionnaire and keep it
- review the answer with the correction key
- discuss the answers with the child



Annexe : Questionnaire sur les commotions cérébrales et la dépression

Consignes

- Répondez aux questions suivantes en lien avec le Reportage intitulé : « *Découverte - Commotions cérébrales et dépression* ». Écrivez vos réponses sur une feuille mobile.
- Vérifiez ensuite vos réponses avec la clé de correction.

Questionnaire

1. Nommez deux sports dans lesquels il est fréquent de constater des commotions cérébrales.
2. Identifiez deux symptômes ressentis suite à une commotion cérébrale.
3. Quel est le pourcentage pour ceux ayant subi un choc à la tête de souffrir de dépression ?
4. Pour quelle raison les joueurs de football de McGill passent-ils une IRM en début de saison ?
5. Quelle manifestation similaire y a-t-il entre une personne dépressive et une ayant subi une commotion ?
6. Combien de temps le cerveau prend-il pour récupérer ?
7. Compléter la phrase suivante :
« Plus une personne a eu de commotions cérébrales dans sa vie, plus ... »

For Parents : CUT HERE

✂ _____ ✂

1. Football, hockey ou soccer.
2. Nausées, mal de tête ou trouble de la vision.
3. 40%
4. Établir leur portrait de base pour comparer si une commotion survient durant la saison.
5. Moins de mémoire de travail (planification des tâches quotidiennes) ET plus de mouvement dans les zones reliées aux émotions.
6. Cela varie entre des semaines, des mois ou des années.
7. « ... plus grande est la probabilité qu'elle va faire une dépression, plus tard. »

CLÉ DE CORRECTION :



Cylinders, Cones and Spheres

Information for students

In this activity, you will use what you know about various solids to find their volume or their dimensions from their volume. You will also apply your understanding of volume to analyze different problems.

Instructions

- Read each problem in Appendix A – Volume of Solids
- Solve each problem one at a time
- Show all your work to justify your reasoning. You may find it helpful to draw sketches of the problems

Materials required

- Appendix A
- Writing materials
- Calculator

Information for parents

About the activity

Children could:

- complete the activity on their own
- refer to various sources to review the formulas for the volume of cylinders, cones and spheres (class notes, textbooks, Internet sources, etc.)

Parents should:

- help their child organize the required materials, if necessary
- read the instructions to their child, if necessary
- have their child explain how they went about solving each problem
- consider asking their child to solve only some of the problems, not all of them, especially if they are struggling
- review the solutions to the problems with their child, which can be found in Appendix B



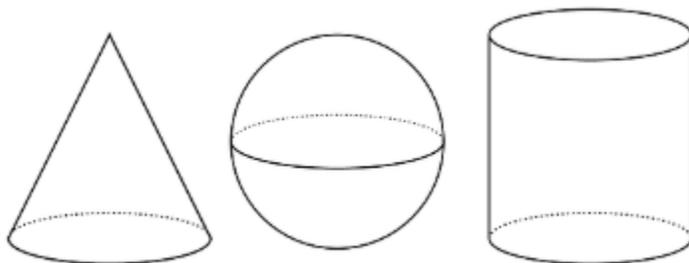
Appendix A – Volume of Solids¹

Information for students

Instructions

- Read each problem in Appendix A – Volume of Solids
- Solve each problem one at a time
- Show all your work to justify your reasoning. You may find it helpful to draw sketches of the problems

Problem A



Here are a cone, a sphere and a cylinder that all have the same radii and heights. The radius of the cylinder is 5 units. When necessary, express all answers in terms of π .

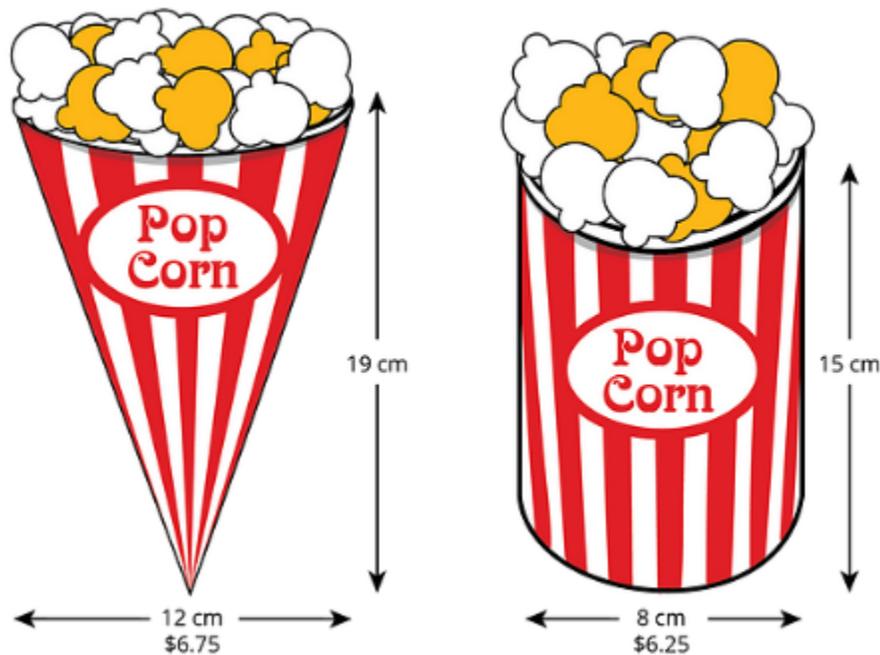
1. What is the height of the cylinder?
2. What is the volume of the cylinder?
3. What is the volume of the cone?
4. What is the volume of the sphere?
5. How are the 3 volumes related? Explain your reasoning.

¹ All problems adapted from Open-up Resources, accessed May 21, 2020, <https://openupresources.org/math-curriculum/6-8-math/>



Problem B

A movie theatre offers two containers of popcorn:



1. Which container is a better value? Use 3.14 as an approximation of π
2. Do you think your volume calculations overestimate or underestimate the amount of popcorn each container holds?
3. Why do you think movie theatres charge more for the cone?
4. Do you think a lot of people would buy the cone rather than the cylinder?

Problem C

Noah and Lin are making paper cones to hold popcorn that will be given out at parents' night. They want the cones to hold 18π cubic centimetres of popcorn. What are two different possible values for the height and the radius of the cone?

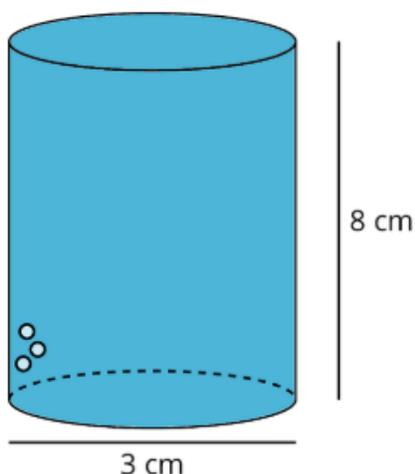


Problem D

Some information is given about each of the following spheres. List them in order, from the one with the smallest volume to the one with the largest volume. Sketch the spheres to help you visualize. Explain your reasoning.

- Sphere A: Has a radius of 4
- Sphere B: Has a diameter of 6
- Sphere C: Has a volume of 64π
- Sphere D: Has a radius double that of sphere B

Problem E



A cylinder with a diameter of 3 cm and a height of 8 cm is filled with water. Decide which figures described below, if any, could hold all the water from the cylinder. Explain your reasoning.

1. Cone with a height of 8 cm and a radius of 3 cm
2. Cylinder with a diameter of 6 cm and height of 2 cm
3. Rectangular prism with a length of 3 cm, a width of 4 cm and height of 8 cm
4. Sphere with a radius of 2 cm



Appendix B – Solutions

Information for students

Problem A:

1. 10 units. The top of the sphere touches the top of the cylinder, so the diameter of the sphere is the height of the cylinder
2. 250π cubic units because $V = \pi 5^5 \times 10$
3. $\frac{250}{3}\pi$ cubic units because $V = \frac{1}{3} \pi 5^2 \times 10$
4. $\frac{500}{3}\pi$ cubic units. Answers vary. Sample response: Subtracting the volume of the cone from the volume of the cylinder gives you the volume of the sphere. Therefore, the volume of the sphere is $\frac{500}{3}\pi$ cubic units because $250\pi - \frac{250}{3}\pi = \frac{500}{3}\pi$

Problem B:

1. The cylindrical container is a better value. The cone's volume is about 715.92 cubic centimetres. With the conical container, you get about 106.07 cubic centimetres per dollar ($715.92 \div 6.75 \approx 106.07$). The cylinder's volume is about 753.6 cubic centimetres. The cylindrical container gives you about 120.58 cubic centimetres per dollar ($753.6 \div 6.25 \approx 120.58$). Since the cylinder gives you more volume per dollar, it is a better value
2. Answers will vary. Sample response: I think the calculations underestimate the amount of popcorn each container holds because the popcorn piles higher than the lip of the container
3. Answers will vary. Sample response: Some people may think the cone has a greater volume, since it has a larger diameter and height. It may be easier to place in a cup holder
4. Answers will vary. Sample response: Yes, the 50-cent difference is not a lot, and since it is taller and wider, people may think the cone is bigger. Although the cylinder is a better value, there may be other considerations like how easy it is to hold the cone or to put it in the cup holder in the seat, or whether you have time in line to calculate the actual value



Problem C:

Answers vary. Sample responses:

- A radius of 3 cm and a height of 6 cm, since $\frac{1}{3}\pi \cdot 3^2 \cdot 6 = 18\pi$
- A radius of 2 cm and a height of 13.5 cm, since $\frac{1}{3}\pi \cdot 2^2 \cdot 13.5 = 18\pi$

Problem D:

B, C, A, D

Sphere A: Has a radius of 4, so its volume is $\frac{256}{3}\pi$.

Sphere B: Has a diameter of 6, so its radius is 3, and its volume is 36π .

Sphere C: Has a volume of 64π .

Sphere D: Has a radius twice that of Sphere B, so its radius is 6, and its volume is 288π .

Problem E:

The cone, cylinder and rectangular prism can hold the water. The sphere cannot. Explanations vary. Sample responses could include:

The volume of the given cylinder is 18π , or around 56.5 cubic centimetres

$$(V = \pi \left(\frac{3}{2}\right)^2 (8) = \pi \left(\frac{9}{4}\right)(8) = 18\pi).$$

1. Cone: $V = \frac{1}{3}\pi(3^2)(8) = \frac{1}{3}\pi(9)(8) = 24\pi$. Since the volume is greater than 18π , the cone can hold the water
2. Cylinder: $V = \pi(3^2)(2) = \pi(9)(2) = 18\pi$. Since the volume is equal to 18π , the cylinder can hold the water
3. Rectangular prism: $V = (3)(4)(8) = 96$. Since the volume is greater than 56.6, the rectangular prism can hold the water
4. Sphere: $V = \frac{4}{3}\pi(2^3) = \frac{4}{3}\pi(8) = \frac{20}{3}\pi$. Since the volume is less than 18π , the sphere cannot hold the water



Snack Attack

Information for students

What do you reach for when you want a snack? In this activity, you will evaluate the nutritional value of the foods in your home that you might choose to snack on. Then you will plan what snacks to pack for a challenging hike.

Instructions

- Complete the tasks provided in the Appendix

Materials required

- Textbook and/or device with Internet access
- Appendix
- 7-10 examples of foods with nutritional labels

Information for parents

About the activity

Children should:

- analyze the nutritional value of different foods
- consult information in their textbooks or in [Canada's Food Guide](#) to help them answer the questions

Parents could:

- encourage independent research
- discuss the answers with their child
- help their child find examples of foods with food labels



Appendix – Snack Attack

What is the nutritional value of your snacks?

Nutrients

The snacks you eat may contain a variety of nutrients that your body needs to function. Different snacks may contain different nutrients.

The six types of nutrients are fats, carbohydrates, protein, vitamins, minerals, and water.

- What is the role (biological function) of each of these nutrients in the human body? Use your textbook or do some research online to find out

Evaluating the nutritional value of foods

The energy and nutritional value of foods can be evaluated by using food labels. A food label² is shown below.

The food label provides information on serving size, calories, and the nutrients in the food

- The % Daily Value, or %DV, is used to indicate how much of a nutrient a serving of the food contains. According to [Canada's Food Guide](#):
 - 5% DV or less is a little
 - 15% DV or more is a lot
- You can use the information on food labels to help you make informed choices about what you eat. This includes choosing foods based on the nutrients they contain

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

² Image: U.S. Food and Drug Administration, FDA Nutrition Facts Label, 2016, PNG, Wikimedia Commons, https://commons.wikimedia.org/wiki/File:FDA_Nutrition_Facts_Label_2016.png



Science & Technology

1. Follow the instructions on the next page to evaluate the nutritional value of your snacks
 1. Find 7-10 different packaged foods that you might eat as a snack in your home. Use the nutrient facts label to help you answer the questions below
 - How many grams of fats, carbohydrates and protein does each serving contain?
 - What do you notice about the vitamins and minerals?

You may find it useful to organize the information in a table as shown below.

Food	Fat (g)	Carbohydrates (g)	Protein (g)	What do you notice about the vitamins and minerals?

Note: You can find the nutrition facts for some foods online if you are interested in finding out about foods that you do not have in your home.

2. Now that you have collected the information on the different foods, answer the questions below
 - Did you notice any trends for the nutrient facts of the foods? For example, did certain types of food have more protein or more carbohydrates? Is there anything else you noticed?
 - Did anything about the nutritional value of the foods surprise you?
3. Which 3 of the foods that you analyzed do you think have the best nutritional value? Which of the foods that you analyzed do you think has the least value nutritionally? The information on this [Website on healthy eating from Canada's Food Guide](#) might help you decide
 - What criteria did you use to decide?
 - Was it difficult to choose? Why or why not?
 - Do you think different people with different needs might answer this question differently? Why or why not?
4. You are planning a hike in the mountains on your favorite trail. This 10 km hike is rated as difficult and will take about 5 hours to complete. What could you pack as snacks for the hike? Justify your answer by referring to the biological function of the different nutrients in your choices



The Importance of Mindfulness

Information for students

Activity 1: Practicing mindfulness

- Watch the following video to learn about the importance of Mindfulness:
 - Video: [Why Mindfulness is the New Superpower – Featuring Dan Harris](#)
- Read through the following infographic for daily mindfulness practices:
 - Infographic: [Making Mindfulness a Way of Life and Work](#)
- What did you learn from the video? Why is it important to practice mindfulness? Do you think you could find one thing to be mindful about during your day? What would that be?
- Discuss what you learned about mindfulness with a member of your family

Activity 2: Yoga for mindfulness

- Try the exercises in the following video:
 - Video: [10 Minute Morning Yoga for All Levels](#)
 - If necessary, adapt the movements to your abilities

Materials required

- Device with Internet access

Information for parents

About the activity

Children should:

- learn about the importance of mindfulness
- practice mindfulness
- try the yoga workout

Parents could:

- support their children by asking them what they have learned about mindfulness
- support their children by practicing mindfulness with them
- support their children by doing the workout with them or encourage them be more autonomous during the activity



The Writing's on the Wall

Information for students

Inspired by an activity created by the Musée de la civilisation à Québec, explore the origins of rock art and discover other forms of art that occupy our public spaces today.

- Rock art can be described as art created by hand using natural surfaces as a canvas, specifically drawings or paintings on stone
- It can be traced back to the prehistoric times as a tool of expression and the opportunity to pass on a message or one's history. An example of a prehistoric cave painting of animals from Spain can be found in [Example #1](#) in the appendix
- Rock art can be found in Canada, as seen in [Example #2](#) in the Appendix
- As civilizations began to evolve, along with changes in tools and innovations, the styles of art changed too. For example, instead of using rock and nature, the side of a building or wall has become the canvas. Around cities, you can see the history and the present being displayed on murals. [Example #3](#) in the appendix showcases the mural "Fresque des Québécois" in Old Quebec, which shows the history of the city
- In addition to the three examples provided, take the time to discover other types of wall art, including graffiti art, yarn bombing, and sculptures in an outdoor space
- As a challenge, you can try to create your own variation at home. Make sure you have permission to use the space/canvas/materials

Materials required

- Device with Internet access
- Paper, writing, and drawing materials
- Art materials (if necessary)
- Music and/or instruments (if necessary)
- Space to move and create (if necessary)
- iPod, CD player or Bluetooth speakers



Information for parents

About the activity

The original idea for the activity can be found at <https://imagesdanslapierre.mcq.org/en/rock-art-in-class/lets-create-on-stone/>

Children should:

- view the examples listed in the appendix
- visit <https://imagesdanslapierre.mcq.org/en/rock-art-in-class/lets-create-on-stone/> for additional examples of rock art
- visit <https://www.quebec-cite.com/en/quebec-city/murals-of-the-city> for additional examples of murals

Parents could:

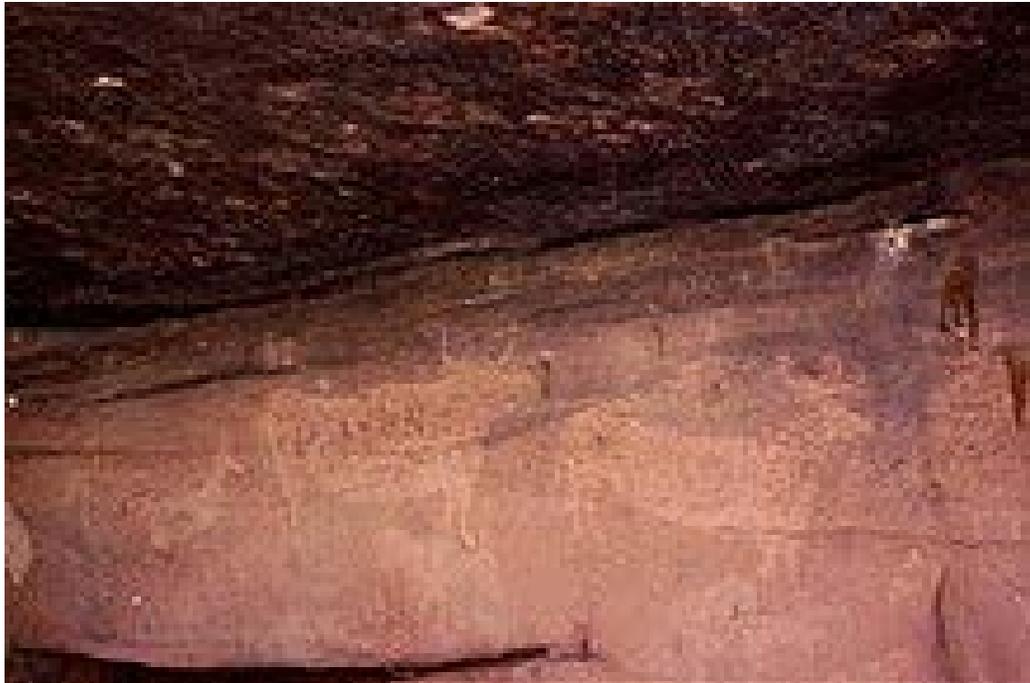
- view the examples listed in the appendix (and suggested websites)
- have a discussion with their child on their thoughts about the works of art



Appendix: The Writing's on the Wall

Examples of art

Example 1: Prehistoric cave painting of animals at Albarracín, Teruel, Spain (Rock art in the Iberian Mediterranean basin)



Source: https://commons.wikimedia.org/wiki/File:Rock_art_bull.jpg



Example 2: "Hell's Gate: A Red Ochre Quarry Along the Mattawa River (Ontario), A Major Waterway Across the Canadian Shield"

Source: <https://imagesdanslapierre.mcq.org/en/discover/how/>





Example 3: "Fresque des Québécois"



Source: <https://www.quebec-cite.com/en/quebec-city/murals-of-the-city>



1760-1791 – The American Revolution (1765-1783)

Information for students

In the midst of the American Revolution, the Thirteen Colonies declared their independence from Great Britain in 1776 and called themselves the United States of America. The Revolution finally came to an end in 1783, with the Americans victorious.

Intellectual operation: Determine causes (explanatory factor) and consequences.

Task: Identify two causes of the American Revolution and two consequences of the American Revolution for the Province of Quebec.

- Using the documents in **Appendix 1**, indicate whether they represent a cause or a consequence by writing the document numbers in the appropriate box
- Using the documents as a guide, write a text that explains two causes of the American Revolution and a text outlining two consequences that this revolution had for the province of Quebec
- You may use your *Reflections.qc.ca* textbook, your workbook or the following website to learn more about the American Revolution and its effect on the Province of Quebec: <https://www.thecanadianencyclopedia.ca/en/article/american-revolution>

Take it to the next level:

- Take your analysis further by researching and answering the following question:
 - Why did both the *Canadiens* and the British merchants in the Province of Quebec refuse to join the American insurgents in their fight against the British?

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing materials (paper, pencil, etc.)
- Textbook or workbook



Information for parents

About the activity

Students could:

- take their knowledge further by doing the extra activity suggested above
- learn more about the American Revolution and its effect on the Province of Quebec by watching the following video: [Canada: A People's History - Episode 5 - A Question of Loyalties](#)

Parents should:

- help their child to understand the documents, if necessary, and review possible answers with them

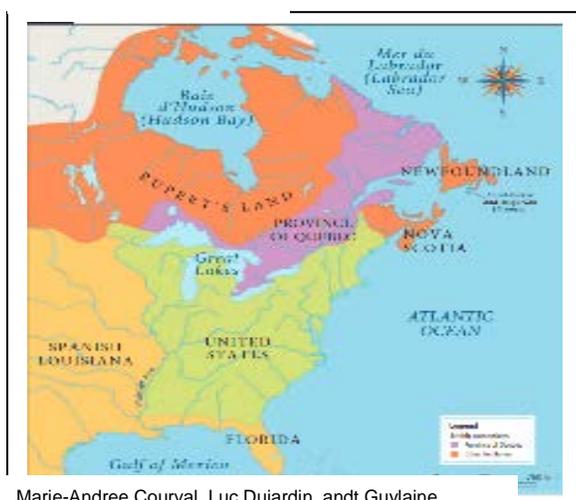


Appendix 1 – Determine Causes and Consequences

Information for students:

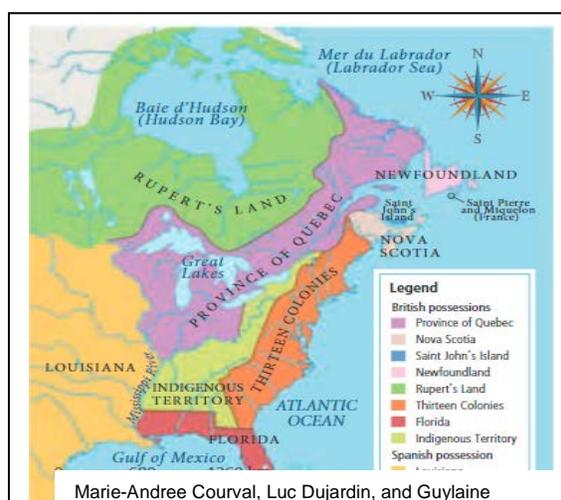
Indicate whether the following documents represent a cause of the American Revolution or a consequence for the Province of Quebec by writing the document numbers in the appropriate box on the following page.

Document 1



Marie-Andree Courval, Luc Dujardin, andt Guylaine Labonte, *Journeys: Origins to 1840*, Secondary III (Anjou, Quebec: Les Éditions CEC, 2018), Content Workbook, 160.

Document 2



Marie-Andree Courval, Luc Dujardin, and Guylaine Labonte, *Journeys: Origins to 1840*, Secondary III (Anjou, Quebec: Les Éditions CEC, 2018), Content Workbook, 152.

Document 3

LAW
The <i>Sugar Act</i> imposed a tax on several imported products (sugar, molasses, rum, timber and iron).
The <i>Stamp Act</i> imposed a tax on all official documents, including newspapers.
The <i>Quartering Act</i> required American colonists to provide food and housing to British soldiers in the colonies.
The <i>Townshend Acts</i> (laws proposed by Charles Townshend, British Chancellor of the Exchequer) imposed taxes on a variety of the colony's imported products.
The <i>Tea Act</i> allowed the British East India Company to sell its tea in the Thirteen Colonies without paying tax, which was not the case for American merchants.

Marie-Andree Courval, Luc Dujardin, and Guylaine Labonte, *Journeys: Origins to 1840*, Secondary III (Anjou, Quebec: Les Éditions CEC, 2018), Content Workbook, 155.

Document 4

The Province of Quebec received close to 10 000 Loyalists, which caused a sudden increase in the Anglophone population a colony that, until that point, had been predominantly francophone...

Marie-Andree Courval, Luc Dujardin, and Guylaine Labonte, *Journeys: Origins to 1840*, Secondary III (Anjou, Quebec: Les Éditions CEC, 2018), Content Workbook, 162.



History of Québec and Canada

Indicate whether the documents represent a cause of the American Revolution or a consequence for the Province of Quebec by writing the document numbers in the appropriate box below.

Causes (Explanatory Factors) of the American Revolution	THE AMERICAN REVOLUTION	Consequences of the American Revolution for Quebec	
<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/>	

Using the documents as a guide, write a text that explains two causes of the American Revolution and a text outlining two consequences that this revolution had for the Province of Quebec.

Two Causes (Explanatory Factors) of the American Revolution	THE AMERICAN REVOLUTION	Two Consequences of the American Revolution for Quebec



Appendix 2 – Answer Key

Indicate whether the documents represent a cause of the American Revolution or a consequence for the Province of Quebec by writing the document numbers in the appropriate box below.

Causes (Explanatory Factors) of the American Revolution	THE AMERICAN REVOLUTION	Consequences of the American Revolution for Quebec	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">2</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">3</div> </div>		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">1</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">4</div> </div>	

Using the documents as a guide, write a text that explains two causes of the American Revolution and a text outlining two consequences that this revolution had for the Province of Quebec.

Two Causes (Explanatory Factors) of the American Revolution	THE AMERICAN REVOLUTION	Two Consequences of the American Revolution for Quebec
<p><i>In the 1760s and 1770s, Great Britain imposed a series of taxes on the Thirteen Colonies. The Thirteen Colonies felt that because they had no elected representatives in Parliament, Britain had no right to tax them and so they declared these taxes illegal.</i></p> <p><i>Among the Intolerable Acts imposed by Great Britain, the Thirteen Colonies found the Quebec Act to be the most infuriating because it meant that they were once again denied access to the land in the Ohio Valley and the Western Territories that they so desperately wanted. This land was given to Quebec instead, which made the Thirteen Colonies very angry.</i></p>		<p><i>The Treaty of Paris in 1783 officially recognized the independence of the United States of America. This treaty took away all of Quebec's land south of the Great Lakes and granted it to the Americans instead.</i></p> <p><i>During and after the American Revolution, many Americans who remained loyal to Britain left America. Almost 10 000 loyalists settled in Quebec, which caused a large increase in the anglophone population.</i></p>