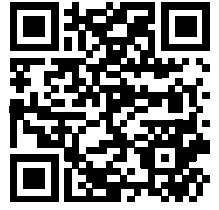


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# Learning in Early Canada



The education system in \_\_\_\_\_ has evolved significantly since the early days of the country. Initially, \_\_\_\_\_ were few and primarily run by religious organizations. The curriculum was basic, focusing on reading, writing, and \_\_\_\_\_, with a strong emphasis on religious instruction. In these early times, \_\_\_\_\_ were often community members or clergy with a \_\_\_\_\_ for education but without formal training. The classroom was a diverse place, with \_\_\_\_\_ of different ages and levels of knowledge sharing the same space. Education was not accessible to \_\_\_\_\_; only children from wealthier families could afford to attend. Indigenous \_\_\_\_\_ had their own methods of knowledge transmission, which were largely ignored by the colonial \_\_\_\_\_. The government began to take a more active role in education during the 19th century, establishing more \_\_\_\_\_ schools and making education accessible to a broader population. This period also saw the introduction of \_\_\_\_\_ and more structured curriculums. However, the approach to education was not without its flaws, notably in the \_\_\_\_\_ of Indigenous peoples, whose cultures and languages were often suppressed. Over \_\_\_\_\_, the education system became more inclusive, recognizing the value of \_\_\_\_\_ and the importance of providing education to all citizens, regardless of background. Today, the \_\_\_\_\_ of early education efforts is evident in Canada's commitment to a multicultural and inclusive \_\_\_\_\_ system.

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