

Celebrating Ontario Day

Guidelines for Kindergarten to Grade 12



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Purpose

The purpose of these guidelines is to outline requirements for school boards in observing Ontario Day. These guidelines are issued under paragraph 0.1 of subsection 8(1) of the *Education Act* and school boards are required to comply with them. These guidelines support the provincial priority in education of student engagement and well-being and are intended to provide consistent foundations for implementation of Ontario Day activities across the Ontario education system.

The Ministry of Education is committed to student engagement and well-being. To achieve this, the ministry aims to foster a culture of success and shared sense of community among students. While Ontario is a tapestry of diversity, it is important to remember what brings us together despite those differences. Understanding Ontario's history is important to advancing our collective appreciation for what it means to live in this province and how we can work together to build a better future for the people of Ontario.

Ontario Day provides students with dedicated time to come together to learn about and celebrate the key contributions that have been made to better our communities, our province, and our country.

Context

Ontario's story is one of growth, innovation, and diversity. The province has been shaped by generations of people and communities, including First Nations, Métis, and Inuit peoples, and newcomers who helped build Ontario's communities, industries, and institutions over time. From the North to the Great Lakes, from small towns to major cities, the province's people, resources, and achievements have helped drive progress across the country and beyond. Understanding Ontario's history helps students better appreciate the shared experiences, milestones, and contributions that continue to shape the province today.

Ontario is an economic powerhouse with vast resources that contribute to its economic growth, namely mining, forestry, nuclear energy, agriculture, and manufacturing. It has a varied landscape and is rich in natural resources, including the Great Lakes – the world's biggest continuous body of fresh water by area – featuring natural wonders like Niagara Falls.

Ontario Day is an opportunity to celebrate the province and the significant milestones and contributions of past and present generations, highlighting the

province's important role in Canada. It is also a time for students to deepen their understanding of Ontario's history and develop a shared appreciation for the province and its future.

Implementation Requirements

Timing of Ontario Day

Ontario Day is on June 1st each year. As per R.R.O. 1990, Reg. 304: *School Year Calendar, Professional Activity Days*, school boards are required to identify on their school year calendar for each year the school day on which Ontario Day is to be observed, which shall be June 1, or if June 1 is a Saturday or Sunday, the preceding Friday.

To avoid scheduling conflicts, the regulation also stipulates that none of the following should be scheduled on the same day as Ontario Day:

- professional activity days,
- examination days,
- a test required under the *Education Quality and Accountability Office Act, 1996*,
- the financial literacy assessment required to graduate secondary school.

The day must be communicated in advance to the school community, including students, parents, and educators.

Criteria for Selecting Milestones to Celebrate Ontario Day

To celebrate Ontario Day, schools will engage in activities that highlight milestones from Ontario's past and present, including recent or emerging developments. These milestones must:

- Be aligned with a goal of celebrating Ontario's impact on Canada and the world.
- Focus on significant people, actions, events, inventions, legislation, public policy, or initiatives that have resulted in a change for the betterment of Ontario.
- Have a direct and significant link to Ontario.
- Be discussed in a developmentally/grade appropriate and accessible way to support the participation of all students.

- Be fact-based with appropriate historical context setting. For example, acknowledging where milestones have a direct link to the historic treatment of First Nations, Métis, and Inuit in Ontario, as well as connections to reconciliation of these relationships.
- Recognize the diversity of voices and experiences that have shaped Ontario.
- Where appropriate, acknowledge that milestones may have impacted Ontarians differently.

When determining specific milestones to celebrate, schools will focus on topics related to:

- Ontario's Role in Canada: Ontario's contributions as a province, important events and figures from Ontario's history, and progress made towards the equality or equity of representation and inclusion of diverse peoples, and their perspectives and experiences.
- Economic prosperity: contributions to economic growth and diversification; cultural industries; significant investments in infrastructure and technology; advancements in labour laws, practices and skills development; contributions of the not-for-profit and volunteer sectors; and strategic public-private partnerships.
- Creative and scientific innovation: notable innovations, achievements and advances in the arts, sciences, and sports.

Conducting Ontario Day Activities

Ontario Day is an instructional day. Activities to celebrate Ontario Day will take place during school hours and every effort should be made ensure students are able to participate. These activities should also be planned and undertaken in alignment with other ministry policies, including the ministry's guidance on Guest (Third Party) Speakers and Presentations in Ontario Schools. Schools are encouraged to engage with their local community when selecting milestones and activities.

Schools have discretion to choose the activities that they will carry out, provided they are conducted in alignment with these guidelines. The following are examples of activities that schools may wish to undertake in meeting the requirements for Ontario Day:

- school assemblies,
- field trips,

- guest speakers,
- plays or performances,
- in-class learning,
- independent and/or group student projects,
- online virtual tours,
- participation in heritage fairs,
- school announcements within the classroom or other opportunities for discussion.

Expected Outcomes

Ontario Day provides a unique opportunity for schools to recognize what the province means to Canadian history. While this day is a focal point, the Ontario curriculum also offers many opportunities throughout the year to explore aspects of provincial life, experiences, and histories. Educators may find that resources and ideas developed in preparation for Ontario Day can be leveraged across multiple subjects and learning activities throughout the school year.

It is the ministry's expectation that Ontario Day activities work toward the following outcomes:

- Developing an Ontario provincial identity that all students can relate to.
- Strengthening community and a sense of belonging by coming together to collectively celebrate the local, regional, or provincial milestones that have resulted in the betterment of Ontario.
- Building students' civic awareness and pride by recognizing the unique contributions Ontario has made to life in Canada and beyond.
- Enhancing students' understanding of the diverse people who have shaped the province and the ways we can work together to build a better future for all people in Ontario.

Appendix A: Examples of Milestones and Notable Ontarians

Schools may engage with their local communities to help identify people and milestones that reflect the geographic, cultural, and linguistic diversity of their school community as needed. The following are examples of celebrated Ontarians and significant milestones that could be considered for learning on Ontario Day. This list is not exhaustive and is provided only for reference.

Economic Prosperity

- As of 2024, Ontario represents over 38 per cent of Canada's population with over 16 million residents and is the single-largest contributor to Canada's national GDP, contributing nearly 40% or \$1.1 trillion.
- The Wataynikaneyap Power Project was completed in 2024 and is the largest Indigenous-led infrastructure project in Canada, and the most far-reaching remote First Nations grid connection initiative in Ontario's history.
- Established in 1901, the Algoma Iron, Nickel and Steel Company (later Algoma Steel) in Sault Ste. Marie became a major Canadian steel producer, supplying everything from munitions to automotive parts.
- Opened in 1829, the 43.5 km long Welland Canal provided a crucial trade and commerce corridor by linking Port Weller on Lake Ontario to Port Colborne on Lake Erie.
- As of 2024, the forestry sector has contributed over \$20 billion to Ontario's economy and supports more than 128,000 direct and indirect jobs: many in Indigenous, rural and Northern communities.
- Known as the birthplace of hard rock mining in Canada, Cobalt Lake saw the discovery of silver in 1903, sparking the Cobalt Silver Rush. The Cobalt Mining Camps, renowned worldwide for their rich deposits of pure silver, significantly contributed to the growth of Ontario's mining industry.
- Ontario has a long history of being one of the top auto-producing jurisdictions in North America, which has made the sector an essential part of Ontario's economy. As of 2019, the auto sector contributed \$13.9 billion in GDP to the provincial

economy and employed 100,000 people in both the assembly and parts manufacturing.

- Ontario's electrical grid is almost 100% carbon-free due to strategic investments in nuclear energy, which made up 51% of all energy generated in Ontario as of 2025.
- Ontario has a significant share of Canada's highest-quality farmland, and its agriculture and food production sector is the largest and most diverse in Canada, crucial to the provincial and national economy and food security.

Creative and Scientific Innovation

- On July 24, 1874, Henry Woodward and Mathew Evans patented an electric light bulb in Toronto, Ontario, that was sold to Thomas Edison in 1879.
- Established in 1893, Algonquin Park was the first provincial park in Canada. Originally proposed by the Ontario Department of Crown Lands to preserve important headwaters and protect wildlife and forests.
- Founded in 1900 by a group of private citizens, the Art Gallery of Ontario is one of the largest art museums in North America, with over 90,000 works in its collection and a physical facility of 583,000 square feet.
- The discovery of insulin in 1921 in a University of Toronto laboratory was a significant, life-saving medical breakthrough.
- Invented at the Royal Canadian Air Force institute of aviation medicine, the "Franks Flying Suit Mark II" first saw use by the British Royal Navy's Fleet Air Arm in 1942. The G-suits worn by aviators and astronauts are based on this design.
- In the 1960s, the Yukon Gold potato was developed at the University of Guelph for its disease resistance and growing performance in North America.
- An Artificial Intelligence (AI) workshop at the University of Western Ontario in 1973 resulted in the establishment of one of the world's first national AI organizations - now known as the Canadian Artificial Intelligence Association / Association pour l'Intelligence Artificielle au Canada (CAIAC).
- In 1976, the CN Tower, world's tallest free-standing structure at that time (555 m/1,815.3 ft), built by Canadian National Railway, opened in downtown Toronto, Ontario.

- Founded in Waterloo, Ontario, Research in Motion (RIM) introduces the first BlackBerry device in 1999 – considered a breakthrough wireless email solution for professionals.
- Beginning its operations in 1998, Sudbury's SNOLAB is a world-famous science lab known for its work in particle physics and its low-radioactivity environment. It has attracted new research projects in dark matter, life sciences, nuclear safety, and quantum technology.

Ontario's Role in Canada

- In 1917, Ontario became the fifth province in Canada to grant women the right to vote provincially.
- Proclaimed in 1944, the *Racial Discrimination Act* made Ontario the first jurisdiction in Canada to prohibit publishing or displaying symbols that expressed racial or religious discrimination.
- The *Ontario Human Rights Code*, which established the first comprehensive provincial human rights framework in Canada, was enacted in 1962.
- The Franco-Ontarian flag was first flown in Sudbury on September 25, 1975.
- In 1967, the Caribbean community hosted the first Caribana in Toronto, now one of North America's largest Caribbean cultural festivals.
- The Chiefs of Ontario draws its roots from a 1975 joint committee of Ontario's four major First Nation organizations to provide unified representation to the National Indian Brotherhood (now the Assembly of First Nations). The Chiefs of Ontario emerged to collectively address regional, provincial, and national priorities affecting First Nations in Ontario.
- The Métis Nation of Ontario is established in 1993 as a Métis-specific governance structure through the will of Métis people and Métis communities in Ontario.
- On June 10, 2003, Ontario became the first province in Canada to license and register same-sex marriage.
- On June 13, 2005, Ontario passed the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA); a landmark law to remove barriers for people with disabilities.
- In 2016, Ontario passed the first legislation of its kind in Canada declaring the first full week of November as Treaties Recognition Week.

Notable Ontarians

Supplementary to Ontario milestones, the following list of notable Ontarians has been included for reference.

- Lincoln Alexander became a Member of Parliament on June 25, 1968, representing Hamilton West. He was appointed Minister of Labour, becoming the Government of Canada's first Black Cabinet Minister. In September 1985, he became Ontario's 24th lieutenant-governor.
- Jean Augustine became the first Black woman elected as a Member of Parliament on October 25, 1993, representing Etobicoke–Lakeshore. From 2007 to 2015, she was Ontario's first-ever Fairness Commissioner.
- Ontario's first Indigenous Lieutenant Governor was the Honourable James K. Bartleman, a member of the Chippewas of Rama First Nation. He served from 2002 to 2007 and was also a diplomat and an author.
- Charles Best, together with Frederick Banting, revolutionized the treatment of Diabetes with their discovery of insulin in 1921.
- Born and educated in Ontario, Roberta Bondar is Canada's first woman in space after a mission on board the Discovery shuttle in 1992.
- Ontario and Canada's first Black Member of Provincial Parliament, Leonard Braithwaite, pushed for the Separate Schools clause on racially segregated schools to be officially removed from provincial education policy. He represented the riding of Etobicoke from 1967 until 1975. A month after Braithwaite's first speech at Queen's Park addressing segregated schools in the *Act*, former premier Bill Davis amended the Act to repeal this provision.
- Representing the riding of Hamilton West, Ellen Fairclough was the first female Federal Cabinet Minister (1957-62).
- Ontario's first Deaf teacher, Samuel Greene, taught at the Ontario School for the Deaf (currently Sir James Whitney School for the Deaf) in Belleville when it opened in 1870 until his passing in 1890. He developed a progressive and highly successful method of teaching that used sign language and written English. His legacy lives on through the Ontario Association of the Deaf (formerly known as the Ontario Deaf-Mute Association), a non-profit organization supporting the Deaf and Hard of Hearing Community in Ontario, which he cofounded in 1886.

- Tim Horton was a professional hockey player and a member of four Stanley Cup winning teams with the Toronto Maple Leafs. He is now best remembered for co-founding the Tim Hortons franchise in 1964.
- Thomas Charles Longboat (Gagwe:gih) was an Onondaga distance runner from Ohsweken, Six Nations of the Grand River. He pioneered marathon running as an international sport, becoming the first Indigenous person to win the Boston Marathon in 1907.
- Agnes Macphail was the first woman elected as a Member of Parliament on December 6, 1921, representing the riding of Grey County.
- David Onley was Ontario's 28th Lieutenant Governor, and the first person with a disability to serve in that role. A former journalist and longtime champion for accessibility and disability rights, he was the inaugural chair of the Ontario's Accessibility Standards Advisory Council and led the 2019 legislative review of the Accessibility for Ontarians with Disabilities Act, 2005.
- Born in Bowland's Bay, Ontario, George "Chief" Armstrong was one of the most prominent Indigenous athletes of his era. As team captain for the Toronto Maple Leafs, Armstrong scored the final goal to win the 1967 Stanley Cup and is the longest-serving team captain with 12 seasons under his belt.
- Alex Trebek was born a Franco-Ontarian in Sudbury, Ontario. He began his broadcasting career at the CBC with programs like *Music Hop* and *Reach for the Top*. He was most well-known as the long-time host of the TV game show *Jeopardy!*
- Known as the Canadian Van Gogh, Tom Thompson is one of the most prolific artists in Canadian history. Although not a member of the Group of Seven, Thomson introduced future members to the Canadian landscape. His paintings, including *The West Wind* and *The Jack Pine* are icons of Canadian culture.
- Sir Arthur Currie was the first Canadian commander of the Canadian Corps during the First World War. After the war, Currie became principal and vice-chancellor of McGill University.
- Sir Isaac Brock, known as the "Hero of Upper Canada," was a Commander of Upper Canada during the War of 1812. He died defending Upper Canada from American invasion during the Battle of Queenston Heights.

- Tecumseh was a Shawnee chief prior to the War of 1812. Aligned with the British, Tecumseh is remembered as the leader of the Indian Confederacy that formed to resist American intrusion and capture of Indigenous land. His protection of Indigenous lands and cultures was pivotal in turning the tide of the War of 1812.
- Laura Secord was a Loyalist during the War of 1812. Although she did not fight in the war, she became aware of an American plan to attack on British forces at Beaver Dam and walked over 30 kilometers to warn British Lieutenant James FitzGibbon. She is widely considered as an icon of courage, devotion, and loyalty.

Appendix B: Example Lesson Plan

The following lesson plans are provided to give educators examples of how they could integrate Ontario Day into the normal course of students' studies for different subjects at different grade levels. These plans are provided for information only.

Example Science Lesson Plan

Lesson Title: Exploring Light through the CN Tower

Grade Level: 4

Subject/Course: Science and Technology – Matter and Energy: Light and Sound
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Duration: 80 minutes

Curriculum Expectations

Overall Expectations:

A1. STEM Investigation and Communication Skills: use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures.

C1. Relating Science and Technology to Our Changing World: assess the impacts on society and the environment of technological innovations related to light and sound.
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C2. Exploring and Understanding Concepts: demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.
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Specific Expectations:

A1.2 use a scientific experimentation process and associated skills to conduct investigations

A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes

C1.1 assess the impacts on society of devices that use the properties of light or sound, or both.

C2.3 describe properties of light, including that light travels in a straight path and that light can be absorbed, reflected, and refracted.

C2.6 describe how different objects and materials interact with light and sound energy.

Learning Goals

Using a real-world example, we are learning how light travels and interacts with various materials.

Success Criteria

- Students can:
 - explain how light travels in straight lines and interacts with different materials.
 - students can investigate how different materials interact with light.

Materials & Resources

- Images of the CN Tower.
- Chart paper or digital drawing tools.
- Flashlights
- Mirrors
- Colour filters
- A variety of materials (e.g., wax paper, aluminum foil, white paper)

Instructional Approaches

A differentiated approach to teaching and learning is an important part of a framework for effective classroom practice. It involves adapting instruction and assessment to suit individual students' interests, learning preferences, and readiness in order to promote learning. For more information about differentiating instruction, see the [Program Planning](#) section of the Curriculum and Resources website.

Content

- Provide visuals, short videos, and text summaries about the CN Tower.

Process

- Allow students to work individually, in pairs, or in small groups.
- Provide step-by-step guides for students, while allowing space for independent exploration.
- Incorporate digital tools and physical drawing for tactile learners.

Product

- Allow choice in demonstrating understanding:
 - Accept alternative formats (e.g., oral responses, digital drawings).

Environment

- Ensure physical accessibility for all students, especially if rearranging classroom for working in small groups.
- Provide both digital and paper-based options for students with technology or accessibility needs.
- Ensure materials meet AODA accessibility standards (e.g., screen-reader friendly resources).

Minds-On (10 mins)

- Show a photo or video of the CN Tower's light display. Ask: "Why do you think the CN Tower uses lights at night?"
- Discuss how light can be used for decoration, communication, and celebration. Give examples from around the world.
- Discuss the social, cultural, and environmental impacts of light displays.

Action (60 mins)

- Step 1: Explore Light Properties
 - Demonstrate light traveling in straight lines using a flashlight and mirrors.
 - Show how coloured filters change light color.
 - Explain how the CN Tower uses LED lights to create patterns and colours for events and messages.
- Step 2: Design and Conduct an Experiment
 - Pose an open-ended inquiry question for students to explore: "How might different materials used in or around the CN Tower affect how light is reflected, absorbed, or refracted?"
 - Facilitate the design of simple experiments with flashlights and various materials to test student hypotheses.
- Step 3: Record Observations
 - Students record their observations by creating diagrams that illustrate how light interacts with different materials during their experiments.

Consolidation (10 mins)

- Students share findings of their investigations with the whole group.

Assessment

- *For Learning*: Teacher observations and feedback provided during work, through discussion and experimentation.
- *As Learning*: Peer discussion and self-reflection on diagrams using the success criteria
- *Of Learning*: Completed diagrams and explanations based on the success criteria and the achievement chart categories

For more information about assessment and evaluation of student achievement in Science and Technology, [visit the Curriculum and Resources website.](#)

Next Steps

Create a digital simulation of how different materials interact with light.

Example Math Lesson Plan

Lesson Title: Exploring Ontario's Growth and Innovation through Algebra

Grade Level: 10

Subject/Course: Mathematics (MPM2D / MFM2P)

Duration: 75 minutes

Curriculum Expectations

Overall Expectations:

MPM2D: solve problems involving quadratic relations.

MFM2P: identify characteristics of quadratic relations.

Specific Expectations:

MPM2D: solve problems arising from a realistic situation represented by a graph or an equation of a quadratic relation, with and without the use of technology.

MFM2P: collect data that can be represented as a quadratic relation, from experiments using appropriate equipment and technology, or from secondary sources; graph the data and draw a curve of best fit.

Learning Goals

We are learning to use algebra to analyze real-world data about Ontario's economic growth over time. This will help us learn to model data using quadratic functions.

Success Criteria

- Students can:
 - collect economic data related to a chosen Ontario milestone.
 - create a graph and determine an appropriate mathematical model.
 - use algebra to understand more about Ontario's economic development.

Materials & Resources

- Graphing calculator
- Ontario economic growth data, for example:
 - Gross Domestic Product
 - Power generation (e.g., nuclear, renewables)
 - Sectoral investment (e.g., technology, research & development)
 - Consumer spending

Instructional Approaches

A differentiated approach to teaching and learning is an important part of a framework for effective classroom practice. It involves adapting instruction and assessment to suit individual students' interests, learning preferences, and readiness in order to promote learning. For more information about differentiating instruction, see the [Program Planning](#) section of the Curriculum and Resources website.

Content

- Provide multiple representations of data (tables, graphs, infographics) to support different learning preferences.
- Offer background context on Ontario milestones through short videos, text summaries, and visuals (see Appendix A for additional resources).

Process

- Allow students to work individually, in pairs, or in small groups.
- Provide step-by-step guides for students, while allowing space for independent exploration.
- Incorporate digital graphing tools and physical graphing calculators for tactile learners.

Product

- Allow choice in demonstrating understanding:
 - Accept alternative formats (e.g., oral responses, digital graphs).

Environment

- Ensure physical accessibility for all students, especially if rearranging classroom for working in small groups.
- Provide both digital and paper-based options for students with technology or accessibility needs.
- Ensure materials meet AODA accessibility standards (e.g., screen-reader friendly resources).

The thoughtful use of high-impact instructional practices – including knowing when to use them and how they might be combined to best support the achievement of specific math goals – is an essential component of effective math instruction. For more information about high-impact instructional practices, please visit the [Curriculum and Resources website](#).

Minds-On (15 mins)

- Show an infographic of Ontario's population growth since 1975.
- Ask: "How can algebra help us understand Ontario's growth?"

- Potential answer: Algebra helps us understand Ontario's growth by allowing us to analyze data, identify patterns, and make predictions. For example, using population data, math provides us a way to measure growth, visualize changes over time, and plan for future needs based on population size.

Action (45 mins)

- Step 1: Select a Milestone
 - Students choose data relating to Ontario milestones (e.g., Toronto Stock exchange data, nuclear or renewable power generation, agri-food production, etc.).
- Step 2: Analyze the Data
 - Review the dataset chosen and identify the variables (e.g., year and amount of renewable energy produced).
- Step 3: Create a Graph
 - Plot the data on graph paper or using a digital tool.
 - Label axes clearly and include units.
 - Choose an appropriate scale for the data.
- Step 4: Determine the Trend
 - Decide on the type of function the data shows.
 - Justify your choice based on the shape of the graph and rate of change.
- Step 5: Apply Math Concepts
 - Determine the equation of the line or curve of best fit (using technology or manual methods).
 - Make a prediction.
 - Show all calculations.
- Step 6: Reflect
 - Write a short explanation: "What does this data tell us about Ontario's growth or achievements? How does math help us understand this?"

Consolidation (15 mins)

- Students share findings and discuss reflection question in small groups.

Assessment

- *For Learning*: Teacher observations and feedback provided during group work.
- *As Learning*: Peer discussion and self-reflection using the success criteria.
- *Of Learning*: Collected graphs and calculations based on the success criteria and achievement chart categories as appropriate.
- For more information about assessment and evaluation of student achievement, please visit the [Curriculum and Resources website](#).

Next Steps

Connect to learning in other strands and subject areas such as Business Studies (e.g., modeling stock growth using Toronto Stock Exchange data).

Appendix C: Additional Resources

When choosing what to celebrate for Ontario Day, schools may wish to leverage milestones that are already recognized in legislation or access additional resources. The following Government and Agency resources are provided as a starting place for consideration.

The Government of Ontario

The Government of Ontario's official website contains up-to-date information about the province, including sources that can be leveraged for educational purposes. The Government's website also contains links to agencies and other organizations dedicated to preserving and uplifting Ontario's history.

TVO

TVO is a publicly funded media organization and agency of the Ontario Ministry of Education. TVO offers many educational resources for students, parents, and educators. Topics cover a wide range of themes for various grade levels.

TFO

TFO is the only public French-language media outlet entirely dedicated to Ontario's Francophone community. TFO broadcasts and produces educational content primarily intended for this community. Rooted in the diversity of Ontario's Francophone community and committed to its needs and interests, TFO offers learners, parents, and educators cutting-edge educational and cultural content.

Ontario Heritage Trust

An agency of the province responsible for identifying, preserving, protecting, and promoting built, cultural, and natural heritage of the province. Ontario Heritage Trust (OHT) provides learning resources as well as education and outreach programs, including:

- Heritage Matters (e-magazine with years of articles on a wide variety of subjects).

- Collections database (a link to all cultural collections, artifacts related to the properties owned by OHT, and archaeology collection).
- Online exhibits (e.g., early parliament and War of 1812, First Nations, Métis, Inuit, Franco-Ontarian and Black heritage, sport heritage, military heritage).
- Museum sites (e.g., Josiah Henson Museum of African Canada History in Dresden and Enoch Turner School House in Toronto).
- Resources to support learning about Indigenous languages, residential schools, and First Nations, Métis, and Inuit stories, traditions, and teachings about land and water.

The Archives of Ontario

This is the largest provincial archives in Canada, with information about the history of Ontario and its people. It provides access to unique and multi-faceted records dating back to the 16th century. Educational resources, lesson plan kits, and workshops align with Ontario's curriculum, and emphasize critical literacy, historical inquiry, interpretation, and analysis. The "Education at the Archives of Ontario" section provides the following:

- Free workshops (grades 5 and up).
- Online learning resources for students from grades 3 to 12.
- Free workshops for educators.
- Free resources for educators on topics such as:
 - Black Canadian History, early Ontario, environment, conflict and change, interwar Years, Indigenous traditions & histories, diaries and letters, French Ontario, geographic history, politics, post-World War II, posters and pamphlets, Upper Canada, War of 1812, women, and World Wars I & II.

Legislative Assembly of Ontario

The Legislative Assembly of Ontario is made up of members of provincial Parliament who are elected by Ontarians to represent them and their constituencies. The Assembly's website has several resources online. The "Teach, Learn and Play" section provides various tools to support educators with student learning - for

example, the history of the women's vote in Ontario. Educators can access various resources such as:

- Activities
- Quizzes
- Games
- Teacher Resources (e.g., lesson plans, in-class presentations, education kits, etc.)