Social Studies
Grade Nine
Issues for Canadians
Part A
Grade Nine Social Studies

Canada: Opportunities and Challenges
**Required Resources**

The Grade Nine Lesson Plans are designed to be used with:

**Issues for Canadians** (Nelson)

Issues for Canadians (Student Resource)

Issue for Canadians (Teacher Resource)

*Handouts* and *Rubrics* are available in the teacher resource.
Important

To accompany the grades six and nine social studies lesson plans, you may want your students to have their own copy of the *Canadian Charter of Rights and Freedoms*. If a copy of the Charter was not included in the lesson plans package, you can get copies from your local Member of Parliament or by telephone from Heritage Canada at (819) 953-6112.
OVERVIEW

Grade 9 students will analyze the relationship between Canada’s political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.

9.1 Issues for Canadians: Governance and Rights

General Outcome
Students will demonstrate an understanding and appreciation of how Canada’s political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

Specific Outcomes

➤ Values and Attitudes

Students will:

9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada

9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society

9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada

➤ Knowledge and Understanding

Students will:

9.1.4 examine the structure of Canada’s federal political system by exploring and reflecting upon the following questions and issues:
- How are laws passed in the federal political system?
- What is the relationship between the executive, legislative and judicial branches of Canada’s federal political system?
- What processes are used to determine Members of Parliament (MPs) and Senators?
- To whom are Members of Parliament and Senators accountable?
- What is the role of political parties within Canada’s federal political system?
- What is the role of the media in relation to political issues?
- How do lobby groups impact government decision making?
- To what extent do political and legislative processes meet the needs of all Canadians?
9.1.5 analyze the role that citizens and organizations play in Canada’s justice system by exploring and reflecting upon the following questions and issues:
- How do citizens and organizations participate in Canada’s justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?
- What are citizens’ legal roles and their responsibilities?
- What is the intention of the *Youth Criminal Justice Act*?

9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:
- In what ways has the Canadian Charter of Rights and Freedoms fostered the recognition of individual rights in Canada?
- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?
- In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)?
- What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?

9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:
- In what ways has the Canadian Charter of Rights and Freedoms fostered the recognition of collective rights in Canada?
- In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings?
- To what extent does the Canadian Charter of Rights and Freedoms meet the need of Francophones in Québec?
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada?
- How does the *Indian Act* recognize the status and identity of Aboriginal peoples?
- How does legislation such as Treaty 6, Treaty 7, and Treaty 8 recognize the status and identity of Aboriginal peoples?
- How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)?

9.1.8 assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:
- What factors influence immigration policies in Canada (i.e., economic, political, health, security)?
- How are changes to Canadian policies on immigration and refugees a reflection of world issues?
- What impact does increasing immigration have on Aboriginal peoples and communities?
- How are provincial governments able to influence and implement immigration policies?
- How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America?
- What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms?
- To what extent does Canada benefit from immigration?
9.2 Issues for Canadians: Economic Systems in Canada and the United States

General Outcome
Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.

Specific Outcomes

➢ Values and Attitudes

Students will:

9.2.1 appreciate the values underlying economic decision making in Canada and the United States
9.2.2 appreciate the relationship between consumerism and quality of life
9.2.3 appreciate the impact of government decision making on quality of life

➢ Knowledge and Understanding

Students will:

9.2.4 compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:
- What are the principles of a market economy?
- Why do governments intervene in a market economy?
- Why is Canada viewed as having a mixed economy?
- What is the role of the consumer in market and mixed economies?
- To what extent do consumer actions reflect individual and collective identities?
- How has the emergence of labour unions impacted the way governments in Canada and the United States intervene in the market economies?
- How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity?

9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:
- What are the indicators of quality of life?
- How does individual consumer behaviour impact quality of life (e.g., environmental issues)?
- How does marketing impact consumerism?
- How does consumerism provide opportunities for and limitations on impacting quality of life?
- How is consumerism used as a power of a collective (e.g., boycotts)?
- To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America?
- What societal values underlie social programs in Canada and the United States?
9.2.6 assess, critically, the interrelationship between political decision and economic systems by exploring and reflecting upon the following questions and issues:

- How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)?
- How is a political party’s philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)?
- How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)?
- How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)?
SKILLS AND PROCESSES FOR GRADE 9

➢ DIMENSIONS OF THINKING

Students will:

9.S.1 develop skills of critical thinking and creative thinking:
- determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue
- evaluate, critically, ideas, information and positions from multiple perspectives
- demonstrate the ability to analyze current affairs from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
- access diverse viewpoints on particular topics by using appropriate technologies
- assemble and organize different viewpoints in order to assess their validity

9.S.2 develop skills of historical thinking:
- analyze selected issues and problems from the past, placing people and events in a context of time and place
- distinguish cause, effect, sequence and correlation in historical events and issues, including the long-and short-term causal relations
- use historical and community resources to organize the sequence of historical events
- analyze the historical contexts of key events of a given time period
- identify patterns in organized information

9.S.3 develop skills of geographic thinking:
- interpret thematic maps to analyze economic and political issues
- construct diagrams, charts, graphs and tables to analyze geographic information
- define geographic problems and issues and pose geographic questions

9.S.4 demonstrate skills of decision making and problem solving:
- take appropriate action and initiative when required in decision-making and problem-solving scenarios
- participate in and predict outcomes of problem-solving and decision-making scenarios
- propose and apply strategies or options to solve problems and deal with issues
- propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

9.5 demonstrate skills of cooperation, conflict resolution and consensus building:
  • demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
  • demonstrate a positive attitude regarding the needs and perspectives of others

9.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
  • develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

9.7 apply the research process:
  • reflect on changes of perspective or opinion based on information gathered and research conducted
  • integrate and synthesize concepts to provide an informed point of view on a research question or an issue
  • develop a position supported by information gathered during research
  • draw conclusions based upon research and evidence
  • determine how information serves a variety of purposes and that the accuracy or relevance may need verification
  • organize and synthesize researched information
  • formulate new questions as research progresses
  • practise responsible and ethical use of information and technology
  • include and organize references as part of research
  • create a plan for an inquiry that includes consideration of time management
  • analyze and synthesize information to create a product

COMMUNICATION

Students will:

9.8 demonstrate skills of oral, written and visual literacy:
  • communicate in a persuasive and engaging manner through speeches, written and oral reports, taking particular audiences and purposes into consideration
  • use skills of informal debate to persuasively express differing viewpoints regarding an issue
  • elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions
  • make reasoned comments relating to the topic of discussion
  • listen to others to understand their perspective

9.9 develop skills of media literacy:
  • examine techniques used to enhance the authority and authenticity of media messages
  • examine the values, lifestyles and points of view represented in a media message
  • analyze the impact of print media on a particular current affairs issue
Glossary of Terms and Concepts – Grade 9

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

**Canadian Charter of Rights and Freedoms**
Document entrenched in the *Constitutional Act*, 1982 that lists and describes the fundamental rights and freedoms guaranteed to Canadians.

**consumerism**
Economic theory concerned specifically with the purchase and/or use of goods and services.

**executive branch**
Government body that ensures the administration of laws and of the country, comprised of the Prime Minister of Canada and the Cabinet.

**governance**
The act, process or power of governing.

**Indian Act**
Law pertaining to the rights and status of Aboriginal peoples; initially enacted in 1867 and amended several times.

**judicial branch**
Government body that ensures the interpretation of laws, comprised of the Supreme Court of Canada.

**legislative branch**
Government body that is authorized to pass federal laws/legislation, comprised of the House of Commons and the Senate.

**market economy**
Economic system in which individuals are free to make their own decisions with little or no intervention from the government and where resources are the private property of persons or companies.

**mixed economy**
Economic system in which both the public and the private sectors play a significant role in the economy and where some resources are owned by the private sector and some by the public sector.

**social programs**
Programs established by the government to reduce economic inequalities and to promote the well-being of citizens.

**tax base**
Total amount of taxes paid to the government by citizens and companies used to finance economic and social programs and the functioning of government.

**underground economy**
Pertaining to secretive economic activities that are not within the law, often referred to as the “black market.”
Unit 1

Governance and Rights

Chapter 1: How effectively does Canada’s federal political system govern Canada for all Canadians?
Chapter 2: To what extent is the justice system fair and equitable for youth?
Chapter 3: How effectively does Canada’s Charter of Rights and Freedoms protect your individual rights?
Chapter 4: To what extent has Canada affirmed collective rights?
Chapter 5: How well do Canada’s immigration laws and policies respond to immigration issues?
Introductory Comments

These lesson plans have been designed primarily for use in Hutterite colony schools. Typically colony teachers groups students in Division III (grades 7, 8, and 9) for instructional purposes. Because the developmental range in this grouping can be quite large, beginning with Chapter 1 there are usually two suggestions for independent activities, one which requires more sophisticated responses than the other. Teachers should choose the activity(ies) they feel are most appropriate for their students. In some instances this may mean that all students are assigned the same activity, while in others, some students may be asked to do one assignment and others a different assignment.

In accordance with the outcomes outlined in the grade nine Social Studies Program of Studies, students are asked to investigate, analyze, and report on various issues facing Canadians today. Issues for Canadians addresses this by suggesting a Chapter Task for each chapter in the student resource. This is quite often difficult for Hutterite colony students due to restrictions on the types and number of resources they can access. Nonetheless, teachers are encouraged to have students undertake at least a few of these projects as they are a way for students to synthesize and evaluate information. Where possible and practicable, additional information for research purposes has been provided.
Introductory Activities
Lesson 1.1

Concept: Course Introduction

Resources/Materials: Issues for Canadians, page 2 (and whole textbook)
Worksheet #9.1.1a (teacher copy)
Worksheets #9.1.1b and #9.1.c (harder, student copies)
Worksheet #9.1.1d (easier, student copies)

NOTE: Teachers should proceed with caution when deciding which of the issues on Worksheet #9.1.1a with which they choose to introduce the course. When in doubt, err on the conservative side. Which ever one you end up using, be sure to be nonjudgmental and inoffensive.

Introduction: Read to the students about one of the issues dealing with Hutterites from Worksheet #9.1.1a (OR think of one of your own.) Discuss with students that where you stand depends on who you are, your past experiences, and what is personally at stake. There does not appear to be an answer to the question on which everyone agrees. This question is an example of an issue. Issues are the core around which the grade nine Social Studies program is based.

Procedure:

1. Distribute the textbooks. Have students flip through the text so they can get familiar with its organization, general content, and features.

2. Direct students to glance over the Contents page. Then have them turn to textbook, page 2. Guide the reading of the page. If possible, pause when appropriate to explain each of the boldfaced vocabulary words as well as any others you may feel students may not understand.

3. Distribute Worksheet #9.1.1b OR Worksheet #9.1.1c as you see fit. Go over the directions.

4. If you like, have students make a title page.

Assignments:

2. Do either Worksheets #9.1.1b and #9.1.1c or Worksheet #9.1.1d.
3. OPTIONAL. Make a title page.
Directions: Read about one of the issues outlined below to students.

**Issue: Should Hutterites be required to have their photographs on driver’s licenses?**

In 2003 the Province Alberta made it a requirement that a person’s photograph appear on his or her driver’s license. Two Hutterite colonies in Alberta, the Wilson Colony and the Three Hills Colony, took the Province of Alberta to court over this requirement. They argued that it went against their faith because they feel that a photograph is a graven image. The Second Commandment forbids worshipping idols, and that a photograph could be considered a type of idol.

The Wilson and Three Hills colonies took their case to the Supreme Court of Alberta which sided with the colonies. The Province then took the case to the Supreme Court of Canada, who by a slim 4 – 3 margin sided with the Province of Alberta.

Chief Justice Beverley McLachlin wrote that the majority of the judges of the Supreme Court of Canada feels that the benefits of requiring photographs on driver’s licenses outweighs the impact this requirement will have on colony members.

Speaking for the three judges that sided with the Hutterites, Madam Justice Rosalie Abella said that not requiring Hutterites to have photographs on driver’s licenses only applies to about 280 Albertans. Hutterites have existed with photo-less driver’s licenses for 29 years and there have been no problems.

Sam Wurz from the Wilson Colony says that the colony must now decide what to do – hire outside drivers, move from Alberta, or some other course of action.

**Issue: Should computers be allowed in Hutterite colony schools?**

One of the reasons that Hutterite colonies are able to preserve their traditional way of life is because Hutterites are very careful about the kinds of influences to which their children are exposed. For the most part Hutterites have not allowed computers into their English schools for fear that school-aged children will learn about ideas that go against Hutterite beliefs and teachings. On the other hand, there is a growing number of Hutterites who believe that using computers in the school, in homes, and in business is part of living in a modern world.

Those who disapprove of computer use in schools feel that the use of computer programs and especially the use of the internet will, in the end, spell the end of the traditional Hutterite culture. They are afraid that children will be tempted to abandon Hutterite ways in favour of some of the evils of the outside world. Most say that children can be taught basic skills effectively without using computers. They acknowledge that using computers may have some benefits, but the possible risk of children learning things they should not, is not worth the risk.

Many Hutterites, however, feel that using computers in schools is necessary if we are to prepare children for the future. They feel that the benefits of being able to use computers far outweigh any disadvantages. After all, virtually all colonies use computer technology in their farm and business operations. It is a computer world and if we want to exist in that world, our children need to learn how to use computer technology. “With the teacher’s ability to control what kinds of activities and ideas to which the children are exposed, we no longer have to fear that our youngsters will learn anything undesirable,” says one minister. “We cannot forget that there was a lot of fear when we decided to switch from using horses to using tractors. Now we are leaders in farm technology use. Hutterites made that change and still maintained their traditional way of life, and we will survive the switch to computer use as well.”
Grade Nine Social Studies
Issues for Canadians

Issues for Canadians: Introduction

Directions: Use Issues for Canadians, page 2 to help you with the crossword below. Then on the next page match the words or phrases in the box with the sentences.

Vocabulary

ACROSS
4 A measure of personal adn collective well-being (3 words)
5 A societal system where a group of people share a common geographic region, sense of common identity and culture, and who participate in shared political and economic institutions for a communal purpose or interest
6 A topic that connects to citizenship, identity and quality of life, and on which well-informed people have different views and perspectives

DOWN
1 Opinions and preferences of an individual based on personal experiences (3 words)
2 What individuals and groups are allowed to do in society, usually as established by law
3 Values and ideas shared by people with a common language, culture and history

Worksheet #9.11b
Vocabulary

QUALITY

OF

LIFE

IN

SOCIETY

OF

V

ISSUE

W
1. ______________________ In Canada every citizen who is eighteen years of age or older is allowed to vote in federal elections.

2. ______________________ Judy thinks that children should be allowed to drink as much pop as they like, but Martha feels that pop should be saved as a treat for good behaviour.

3. ______________________ There is a huge debate going on at Alberta Colony. Some people feel that the telephone should be used only for business purposes. Others feel that it is quite alright for people to use the telephone for whatever reason they please. Both sides have positive and negative consequences. There does not appear to be a clearly right solution to this question.

4. ______________________ Hutterites feel that it is best if everything on the farm is shared by all the members of the colony.

5. ______________________ We live a good life because we have enough to eat, warm clothes to wear, and nice houses for shelter.

6. ______________________ The Hutterian Brethren are a group that started in Europe long ago. They started as a religious group and religion remains the centre of their lives today. All Hutterites share a common history and, for the most part, share a common way of life.
<table>
<thead>
<tr>
<th>issue</th>
<th>perspective</th>
<th>point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>quality of life</td>
<td>rights</td>
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1. **rights**        In Canada every citizen who is eighteen years of age or older is allowed to vote in federal elections.

2. **point of view** Judy thinks that children should be allowed to drink as much pop as they like, but Martha feels that pop should be saved as a treat for good behaviour.

3. **issue**          There is a huge debate going on at Alberta Colony. Some people feel that the telephone should be used only for business purposes. Others feel that it is quite alright for people to use the telephone for whatever reason they please. Both sides have positive and negative consequences. There does not appear to be a clearly right solution to this question.

4. **perspective**    Hutterites feel that it is best if everything on the farm is shared by all the members of the colony.

5. **quality of life** We live a good life because we have enough to eat, warm warm clothes to wear, and nice houses for shelter.

6. **society**         The Hutterian Brethren are a group that started in Europe long ago. They started as a religious group and religion remains the centre of their lives today. All Hutterites share a common history and, for the most part, share a common way of life.
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<td>1. issue</td>
<td>values and ideas shared by people with a common language, culture and history</td>
<td>how a person feels about an event, object, or questions</td>
<td>Hutterites as a group feel that everything should be shared.</td>
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<td>2. perspective</td>
<td>a measure of personal and collective well-being</td>
<td>a question to which there is no clear right or wrong answer.</td>
<td>Should everyone be allowed to use the telephone only for business or is it okay to use it for other purposes as well?</td>
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<td>3. point of view</td>
<td>a topic or questions that connects to citizenship, identity, and quality of life for which there are different views and perspectives</td>
<td>a group of people who have something in common and who live under the same rules</td>
<td>We have enough food to eat, warm clothes to wear, and nice homes to live in.</td>
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<td>4. quality of life</td>
<td>opinions and preferences of an individual based on personal experience</td>
<td>how good or bad a person’s or group’s life is</td>
<td>As Canadians, we are allowed to travel anywhere in Canada.</td>
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<td>5. rights</td>
<td>a social system where a group share a common geographic region, sense of common identity and culture</td>
<td>what you are allowed to do just because you are a member of a group or a citizen of a country</td>
<td>The mechanic thinks it is time to get all new combines.</td>
</tr>
<tr>
<td>6. society</td>
<td>what individuals and groups are allowed to do in society, usually as established in law</td>
<td>What a group feels about a particular situation</td>
<td>The Hutterites began in Europe and now live in part of Canada and the U.S. They live in communities called colonies.</td>
</tr>
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Worksheet #9.1.1d
### Directions: Use Issue for Canadians, page 2 to match the words, definitions, plain-language meanings, and examples. In the boxes in columns 2, 3 and 4 write the correct numbers.

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Lesson 1.2

Concepts: Governance and Economics

Resources/Materials: Issues for Canadians, pages 3 and 4
Worksheet #9.1.2 (student copies)

Introduction: Briefly discuss with students how decisions that affect the whole colony are made. Some of these decisions become laws; others apply to just one instance that happens to come up. The way that a community, province, or country governs itself is referred to as governance. Write the word on the board.

Next discuss what kinds of things the colony produces that it can sell and the types of things and services it buys. This is referred to as economics. Today’s lesson is about how governance and economics connect to citizenship and identity.

NOTE: Some students may not be able to grasp the concepts of governance and economics in this lesson alone, as the text descriptions are rather technical. If this is the case, it will be important to help students develop these concepts as the year progresses as they are fundamental to understanding the key concepts of the grade nine program.

Procedure:

1. Have students turn to textbook, page 4. Guide the reading of pages 3 and 4. As these pages are relatively vocabulary rich, you may need to rephrase much of the text into simpler language.

2. Conclude that just as Hutterites’ identity and citizenship is directly linked to governance and economics, Canadians’ identity and citizenship are directly linked to governance and economics.

3. Distribute Worksheet #9.1.2. Go over the instructions.

4. Alternately, have students make two webs. One with governance in the centre spot and the other with economics in the centre spot. In the spokes of the webs have students write key words about what each involves.

Assignments:

1. Read Issues for Canadians, pages 3 and 4
2. Do Worksheet #9.1.2.
3. OR Make two webs to summarize the content of pages 3 and 4.
Governance and Economics

Directions: Use Issues for Canadians, pages 3 and 4 to answer the questions.

1. Put a X in front of the statements that have to do with governance.
   _____ It is the process of governing.
   _____ It has to do with how the government is selected.
   _____ It has to do with how the government’s decision affect citizens.
   _____ It has to do with how individual rights affect what governments can do.
   _____ It has to do with how the rights of groups (collective rights) affect what government
   can do.
   _____ It has to do with how the political system affects government decision making.
   _____ It has to do with how much you are allowed to spend on farm equipment each year.
   _____ It has to with how the government tries to build a country where its citizens’ needs
   are met and where its citizens’ rights are respected.

2. Put an X in front of those statements that have to do with economics.
   _____ It involves using resources to create goods and services, and distributing and
   consuming goods and services.
   _____ It has to do with choosing what colour Popsicle you will have.
   _____ It affects the quality of life of a country’s citizens.
   _____ It affects the type of work you can do and how much you will earn from doing that
   work.
   _____ It has to do with how you will sell the grain that you grow and the cattle you raise.
   _____ It has to do with how much citizens think government should help them get what they
   need.
   _____ It has to do with starting and operating a business or a farm.
   _____ It has to do with your daily church service.
   _____ It affects who is able to get rich, who will be poor, and who will be in the middle.
Directions: Use Issues for Canadians, pages 3 and 4 to answer the questions.

1. Put a X in front of the statements that have to do with governance.
   - It is the process of governing.
   - It has to do with how the government is selected.
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   - It has to do with how much you are allowed to spend on farm equipment each year.
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2. Put an X in front of those statements that have to do with economics.
   - It involves using resources to create goods and services, and distributing and consuming goods and services.
   - It has to do with choosing what colour Popsicle you will have.
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   - It affects the type of work you can do and how much you will earn from doing that work.
   - It has to do with how you will sell the grain that you grow and the cattle you raise.
   - It has to do with how much citizens think government should help them get what they need.
   - It has to do with starting and operating a business or a farm.
   - It has to do with your daily church service.
   - It affects who is able to get rich, who will be poor, and who will be in the middle.
Lesson 1.3

Concept: Quality of Life

Resources/Materials: Issues for Canadians, pages 5 – 7
Worksheet #9.1.3 (easier) (optional, student copies)
OR Handout I-2 (harder) (optional, student copies)
Handout I-1 (student copies)

Introduction: Briefly relate to students the positives and negatives about your own life. (e.g., loving family, fulfilling job, good house, good friends; can’t afford to go on a decent vacation, live away from family, have to travel long distances to work) Explain that the things you mention have to do with quality of life. Note that what you use to determine quality of life varies from person to person depending on what you think is important.

Give one or two students a chance to describe their quality of life. Then have students share what they think contributes to a colony’s quality of life. Note that an individual’s and a group’s quality of life are not always identical.

Procedure:

1. Have students turn to textbook, page 5. Guide the reading.

2. Direct students to read, independently, textbook, pages 6 and 7. Tell students that these pages tell about the different criteria people use decide about their quality of life.

3. If you like, have students do Worksheet #9.1.3 or Handout I-2. (Handout I-2 is more difficult because it requires that students synthesize what each of the speakers feels is important, while Worksheet #9.1.3 asks for more literal comprehension.)

4. Distribute Handout I-1. Go over the directions. (This should be done individually, but in some cases pairs might be more appropriate, depending on your students.)

5. Conclude that how a person perceives his/her quality of life depends on his/her values.

Assignments:

2. OPTIONAL. Do Worksheet #9.1.3 OR Handout I-2.
3. Do Handout I-1.
Directions: Use Issues for Canadians, pages 5 – 7 to help you with the questions.

1. Define quality of life.


2. An individual might think his or her quality of life is very good, but that his or her country's quality of life is poor. Explain.


3. Read about Elder Albert Yellowknee, Sandra Vidakovic, and Dolorès Nolette. What factors do each of them consider when they think about the quality of their lives?

   a. Elder Albert Yellowknee


   b. Sandra Vidakovic


   c. Dolorès Nolette


Worksheet #9.13
Directions: Use Issues for Canadians, pages 5 – 7 to help you with the questions.

1. Define quality of life. *a person or group's values and what is important to him or her or the group*

2. An individual might think his or her quality of life is very good, but that his or her country's quality of life is poor. Explain.
   *There can be variance between what an individual values and what a group values as a whole*

3. Read about Elder Albert Yellowknee, Sandra Vidakovic, and Dolorèse Nolette. What factors do each of them consider when they think about the quality of their lives?

   a. Elder Albert Yellowknee
      *traditional ways*
      *morals*
      *language*
      *spirituality*

   b. Sandra Vidakovic
      *safety*
      *public health care*
      *education*

   c. Dolorèse Nolette
      *be a contributing member of society*
      *French language*
Lesson 1.4

Concept: Issues

   Handout G-2 (harder) (student copies)
   Worksheet #9.1.4a (easier) (student copies)
   Worksheet #9.1.4b (optional, student copies)

Introduction: Review with students the concept of “issue”. If necessary have them look in the textbook glossary to find the meaning. With students discuss some of the issues that are pertinent to your colony or your area (e.g., homelessness, drug abuse, stereotyping of Hutterites, etc.) Explain that the next several pages in the textbook have to do with exploring the concept of issues.

Procedure:


2. You may want students to summarize the “beige” section on textbook page 9 in their notebooks.

3. If you have time, also guide pages 10 – 13; otherwise, have them read the pages independently.

4. Distribute either Worksheet #9.1.4a or Handout G-2. If you assign Handout G-2, you may want students to select one of the photos on textbook, pages 8 and 9 to work on. Explain that at this point, they may not be able to fill in all the spaces.

5. Optional. Distribute Worksheet #9.1.4b to help students with the comprehension of textbook, pages 10 – 13.

Assignments:

2. Do either Handout G-2 (harder) about one of the photographs OR Worksheet #9.1.4a (easier)
3. OPTIONAL. Do Worksheet #9.1.4b.
Issues

Directions: Read Issues for Canadians, pages 8 – 10. Match the issues from the bottom of the page with the pictures. Be sure to read the captions that go with the pictures.

_____ airport screening

_____ windmills

_____ tents outside city at night

_____ girls with decals on their faces

_____ First Nations people in traditional dress

_____ vehicles on road in cold weather

_____ man speaking into microphone

---

a. What should be done to reduce the pollution caused by motor vehicles?

b. To what extent should electricity be generated using renewable resources?

c. What is the best way to deal with homelessness?

d. Should the Métis be allowed to hunt and fish all year round without licenses when other citizens cannot?

e. To what extent can governments look into our private things in trying to keep us safe?

f. Is our present system of electing government effective in improving the quality of life of all Canadians?

g. Is it best to encourage Aboriginal peoples to maintain their languages and traditions or should we work toward creating Canadian traditions and adopt one language for all Canadians?
Issues

Directions: Read Issues for Canadians, pages 8 – 10. Match the issues from the bottom of the page with the pictures. Be sure to read the captions that go with the pictures.

a. airport screening

b. windmills

c. tents outside city at night

d. girls with decals on their faces

e. First Nations people in traditional dress

f. vehicles on road in cold weather

g. man speaking into microphone

a. What should be done to reduce the pollution caused by motor vehicles?
b. To what extent should electricity be generated using renewable resources?
c. What is the best way to deal with homelessness?
d. Should the Métis be allowed to hunt and fish all year round without licenses when other citizens cannot?
e. To what extent can governments look into our private things in trying to keep us safe?
f. Is our present system of electing government effective in improving the quality of life of all Canadians?
g. Is it best to encourage Aboriginal peoples to maintain their languages and traditions or should we work toward creating Canadian traditions and adopt one language for all Canadians?
**The Gun Control Issue**

**Directions:** Use *Issues for Canadians*, pages 10 – 13 to help you answer the question.

Think about the question “Should gun ownership be restricted in Canada?” In a few words tell what each response each person or group had. Tell how you think a representative of the Hutterite community might respond to the question. Then tell what you think about the issue.

<table>
<thead>
<tr>
<th>Should gun ownership be restricted in Canada?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Worthington, columnist</td>
</tr>
<tr>
<td>Stephen Hume, columnist</td>
</tr>
<tr>
<td>B.C. Assembly of First Nations</td>
</tr>
<tr>
<td>National Firearms Association</td>
</tr>
<tr>
<td>Coalition for Gun Control</td>
</tr>
<tr>
<td>Representative for the Hutterian Brethren</td>
</tr>
<tr>
<td>What I think about the issue.</td>
</tr>
</tbody>
</table>

Worksheet #9.1.4b
The Gun Control Issue

Directions: Use Issues for Canadians, pages 10 – 13 to help you answer the question.

Think about the question “Should gun ownership be restricted in Canada?” In a few words tell what each response each person or group had. Tell how you think a representative of the Hutterite community might respond to the question. Then tell what you think about the issue.

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<tbody>
<tr>
<td>Peter Worthington, columnist</td>
</tr>
<tr>
<td>Gun control will make criminals out of law-abiding citizens who fail to get permits</td>
</tr>
<tr>
<td>Stephen Hume, columnist</td>
</tr>
<tr>
<td>Tragedy can be avoided with gun control</td>
</tr>
<tr>
<td>B.C. Assembly of First Nations</td>
</tr>
<tr>
<td>Gun control would interfere with Aboriginals right to hunt</td>
</tr>
<tr>
<td>National Firearms Association</td>
</tr>
<tr>
<td>Gun control would make society less safe</td>
</tr>
<tr>
<td>Coalition for Gun Control</td>
</tr>
<tr>
<td>Gun control would help police</td>
</tr>
<tr>
<td>Representative for the Hutterian Brethren</td>
</tr>
<tr>
<td>What I think about the issue.</td>
</tr>
</tbody>
</table>
Lesson 1.5

Concept: Initial Responses to the Big Ideas of the Text

Resources/Materials: Issues for Canadians, pages 14 and 15
Handout I-4 (harder) (student copies)
Worksheet #9.I.5 (easier) (student copies)
OPTIONAL. Handout I-5 (student copies)
OPTIONAL. Handout I-6 (2 pages, student copies)

Introduction: Briefly go over the terms: governance, economics, individual identity, collective identity, and issue. If you can, try to relate each of the terms to the Hutterite existence.

Explain that it is quite natural that these terms might seem a little unclear to students at this point. The students’ challenge is to use the material in the text to understand them as the year progresses.

Procedure:

1. Have students turn to textbook, page 14. With students go over the page.

2. Then with students read textbook, page 15. With students discuss responses to each question to give students an idea of appropriate responses.

3. Distribute Handout I-4 or Worksheet #9.I.5. Go over the directions.

4. If you like, have students do Handout I-5 which helps them become familiar with the text features of their textbook. Go over the directions.

5. OPTIONAL. You can assign Handout I-6 which has the same basic content as Worksheet #9.I.5, but which will take more time.

Assignments:

2. Do either Handout I-4 or Worksheet #9.I.5.
3. OPTIONAL. Do Handout I-5.
4. OPTIONAL. Do Handout I-6. (Should not be assigned to students doing Worksheet #9.I.5.)
**Vocabulary Review**

**Directions:** Think about some of the new words you have come across so far. Match the words or phrases from the box with their meanings.

<table>
<thead>
<tr>
<th>criteria</th>
<th>economic system</th>
<th>governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>opinion</td>
<td>perspective</td>
<td>point of view</td>
</tr>
<tr>
<td>political system</td>
<td>quality of life</td>
<td>issue</td>
</tr>
<tr>
<td>rights</td>
<td>society</td>
<td>unbiased</td>
</tr>
</tbody>
</table>

________________________ how good the well-being of the citizens of a country is
________________________ what you use to decide how good something is
________________________ without judging ahead of time
________________________ how a country produces, distributes and consumes goods and services
________________________ what individuals and groups are allowed to do as members of a society
________________________ a topic or question about citizenship, identity and quality of life to which there are several different perspectives and no clear right or wrong solution
________________________ the structure of government
________________________ a group of people that live in the same region, have the same sense of identity, and who work together to try to make things good for all
________________________ the values and ideas shared by a group with the same language, culture and history
________________________ the process of governing
________________________ how an individual feels about an issue
________________________ opinions and preferences or an individual based on personal experiences
**Vocabulary Review**

**Directions**: Think about some of the new words you have come across so far. Match the words or phrases from the box with their meanings.

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<td>issue</td>
</tr>
<tr>
<td>rights</td>
<td>society</td>
<td>unbiased</td>
</tr>
</tbody>
</table>

- **quality of life**: how good the well-being of the citizens of a country is
- **criteria**: what you use to decide how good something is
- **unbiased**: without judging ahead of time
- **economic system**: how a country produces, distributes and consumes goods and services
- **rights**: what individuals and groups are allowed to do as members of a society
- **issue**: a topic or question about citizenship, identity and quality of life to which there are several different perspectives and no clear right or wrong solution
- **political system**: the structure of government
- **society**: a group of people that live in the same region, have the same sense of identity, and who work together to try to make things good for all
- **perspective**: the values and ideas shared by a group with the same language, culture and history
- **governance**: the process of governing
- **opinion**: how an individual feels about an issue
- **point of view**: opinions and preferences or an individual based on personal experiences
Getting to Know the Textbook

**Instructions:** Skim and scan your textbook to help you get to know each of the book’s features. Use the organizer below to describe each feature and its function in helping you explore issues.

<table>
<thead>
<tr>
<th>Textbook Feature</th>
<th>Description</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Questions and Critical Thinking Challenge</td>
<td>blue rectangle with question mark</td>
<td>• investigate&lt;br&gt; • think critically</td>
</tr>
<tr>
<td>Spot and Respond to the Issue</td>
<td>white star/asterisk</td>
<td>• address an issue by going through steps</td>
</tr>
<tr>
<td>Nine on 9</td>
<td>photo of student</td>
<td>• show how to use a particular skill</td>
</tr>
<tr>
<td>What’s in This Section</td>
<td>rectangle with purple band</td>
<td>• summarizes section content</td>
</tr>
<tr>
<td>What are you looking for?</td>
<td>blue rectangle</td>
<td>• main ideas to look for</td>
</tr>
<tr>
<td>Your Task</td>
<td>red circle</td>
<td>• explain Chapter Task</td>
</tr>
<tr>
<td>Task Alert!</td>
<td>orange circle</td>
<td>• strategies on how to address Chapter Task</td>
</tr>
<tr>
<td>Did you know?</td>
<td>light purple rectangle</td>
<td>• facts and figures</td>
</tr>
<tr>
<td>Connect to the Big Ideas</td>
<td>rectangle with turquoise band</td>
<td>• questions/activities that help understand chapter content</td>
</tr>
<tr>
<td>Profile</td>
<td>green page with photo</td>
<td>• inform about a particular person who has a particular point of view or opinion</td>
</tr>
<tr>
<td>Case Study</td>
<td>light green page</td>
<td>• examine an example of a situation or issue</td>
</tr>
<tr>
<td>How To</td>
<td>light purple rectangle</td>
<td>• information on how to use a skill/strategy</td>
</tr>
<tr>
<td>Chapter Review</td>
<td>final page of chapter</td>
<td>• review key concepts/skills</td>
</tr>
</tbody>
</table>
Word Splash

Instructions: Write or sketch ideas or definitions for each of the terms below. Branch out your ideas from each term and draw lines showing how the terms are connected.

**point of view**
- opinions and preferences of an individual based on personal experiences

**quality of life**
- measure of personal and collective well-being

**governance**
- the process of governing

**economics**
- the study of the production, distribution and consumption of goods and services
political system
- the structure of government

perspectives
- values and ideas shared by people with a common heritage, language, culture, history

economic system
- how a society organizes the production, distribution and consumption of goods and services

citizenship
- what individuals and groups are allowed to do in society, as established by law

individual identity
- how a person sees him/herself and those things that help define him/herself

rights

collective identity
- how an identifiable group sees itself, and those things that help define the group
Chapter One

How effectively does Canada’s federal political system govern Canada for all Canadians?

Focus Questions

What is the structure of Canada’s federal political system?  
How do laws become laws?  
How do the media connect Canadians to their government?  
What do lobbyists do?
Chapter 1

How effectively does Canada’s federal political system govern Canada for all Canadians?

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Lesson 1.1

Concept: The Federal Political System: Introduction and the Chapter Task

   Worksheet #9.1.1 (student copies)
   OPTIONAL. Handouts I-3 and I-4

Introduction: Recall with students the three levels of government: local, provincial, and federal. Remind students that the various levels of government have different responsibilities. The structure of government at each level is supposed to ensure that that particular level of government can carry out its responsibilities effectively. Tell students that the grade nine program deals mainly with studying the federal government.

Procedure:

1. Have students turn to textbook, pages 16 and 17. Go over the chapter title and the focus questions on page 16.

2. Guide the reading of textbook, page 16. With students examine the photo on the page. Have them make observations. Note that these people made the decisions that affected how Canada was governed.

3. Have students examine the photos on textbook, page 17. Have them make observations. Then discuss with students how the people in the photos on page 16 are the same and different from those on page 17.

4. Discuss how the introduction of cultural minorities to government might affect decisions made by government.

5. Next have students turn to textbook, pages 18 and 19. Go over the chapter task with students. NOTE: Teachers may feel that some students are not yet read to make a prepared speech. In this case, teachers may want students just to keep track of the issues that come up in the chapter as per the chart on page 19 or skip the task altogether.

6. Distribute Handouts I-3 and I-4 if you plan to have students complete the Chapter Task as outlined on textbook, pages 18 and 19. Go over how to use the worksheets.


Assignments:

2. Do Worksheet #9.1.1.
3. Distribute Handouts I-3 and I-4 if students will be completely the Chapter Task.
The Federal Government

Directions: Use 16 and 17 of Issues for Canadians to answer the questions.

1. Fill in the chart based on your observations of the photos and what you read in the captions.

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gender</td>
</tr>
<tr>
<td>Fathers of Confederation</td>
<td></td>
</tr>
<tr>
<td>Nancy Karetk-Lindell</td>
<td></td>
</tr>
<tr>
<td>Vivian Barbot</td>
<td></td>
</tr>
<tr>
<td>Rahim Jaffer</td>
<td></td>
</tr>
<tr>
<td>Paul Stecke</td>
<td></td>
</tr>
</tbody>
</table>

2. The photos on textbook, page 17 are representative of some members of today’s federal government. What inferences can you make about the types of issues and decisions of today’s federal government might face compared to those of the Fathers of Confederation?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
### The Federal Government

**Directions:** Use 16 and 17 of Issues for Canadians to answer the questions.

1. Fill in the chart based on your observations of the photos and what you read in the captions.

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Gender</th>
<th>Type of Minority Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fathers of Confederation</td>
<td>male</td>
<td>European descent</td>
</tr>
<tr>
<td>Nancy Karetak-Lindell</td>
<td>female</td>
<td>Inuit</td>
</tr>
<tr>
<td>Vivian Barbot</td>
<td>female</td>
<td>African descent</td>
</tr>
<tr>
<td>Rahim Jaffer</td>
<td>male</td>
<td>Indian descent</td>
</tr>
<tr>
<td>Paul Stecke</td>
<td>male</td>
<td>European descent</td>
</tr>
</tbody>
</table>

2. The photos on textbook, page 17 are representative of some members of today’s federal government. What inferences can you make about the types of issues and decisions of today’s federal government might face compared to those of the Fathers of Confederation?

- gender issues
- multicultural issues
- religion issues
Lesson 1.2

Concept: Canada’s Federal Political System: Overview

Resources/Materials: Issues for Canadians, pages 20 – 22
  Worksheet #9.1.2a (will take more time) (student copies)
  Worksheet #9.1.2b (will take less time) (student copies)

Introduction: Ask students to think about a situation where they thought that every colony member sixteen years of age or older should have their own vehicle. What would be the procedure that would need to be followed in order for this to become a colony rule or law? Discuss. Then ask students what would happen if a fifteen-year-old somehow got enough money and went to town and bought a car.

Tell students that in the federal government there are similar procedures that must be followed? The work of the federal government is so big and complex that it has been divided into three main parts.

Procedure:

1. Have students turn to textbook, page 20. Guide the reading of the page. Some students may not understand the meaning of the word structure. Explain that it structure has to do with the parts and how they work with each other.

2. Then guide the reading of textbook, pages 21 and 22. Note that our system of government is called a constitutional monarchy. It is modelled after the British system of government. A monarch is a king or queen. Whereas once the king or queen had absolute power, in a constitutional monarchy, he or she is only a figurehead.

3. Canada still maintains the monarch as the head of government. The monarch is represented in Canada by the governor general. The governor general is a Canadian.

4. Help students interpret the graphic on textbook, page 22.
   - Executive Branch comprised of prime minister and the cabinet
   - Legislative Branch comprised of Governor General, House of Commons and the Senate
   - Judicial Branch comprised of The Supreme Court of Canada and Provincial and Territorial Courts

5. Note that the entire Executive Branch is also part of the Legislative Branch.

6. Distribute either Worksheet #9.1.2a or Worksheet#9.1.2b. They are of equal difficulty, but Worksheet #9.1.2a required more writing. Go over the directions.

Assignments:

2. Do Worksheet #9.1.2 or Worksheet #9.1.2b.
Directions: Use pages 20 – 22 of Issues for Canadians to answer the questions.

1. Canada’s constitution is the law that describes governance in Canada. Tell about four things it describes.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What are two facts about the governor general?

________________________________________________________________________

________________________________________________________________________

3. Fill in the chart about the three branches of the Federal Government.

<table>
<thead>
<tr>
<th>Branch</th>
<th>Role</th>
<th>Made Up of Who/What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legislative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judicial</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Canada’s Federal Political System

Directions: Use Issues for Canadians, pages 20 – 22 to answer the questions.

1. What is Canada’s constitution?

2. Underline all the things that tell what it does.
   - sets out the role of the governor general
   - tells the responsibilities of each of the branches of the federal government
   - describes how the branches of the federal government should work together
   - contains the Charter of Rights and Freedoms

3. Read the sentences below. Write:
   - G if it refers to the governor general.
   - E if it refers to the executive branch.
   - L if it refers to the legislative branch.
   - J if it refers to the judicial branch.

   _____ appointed by the king or queen of Britain
   _____ is made up of the House of Commons and the Senate.
   _____ runs the day-to-day business of government
   _____ puts laws into action
   _____ is made up of the Supreme Court and the Provincial and Territorial Courts
   _____ makes laws
   _____ is the monarch’s representative in Canada
   _____ proposes most laws
   _____ applies and interprets laws
   _____ represents the interests and rights of Canada’s regions
   _____ does not play an active role in the government
   _____ is part of both the executive and legislative branches
Canada’s Federal Political System

Directions: Use pages 20 – 22 of Issues for Canadians to answer the questions.

1. Canada’s constitution is the law that describes governance in Canada. Tell about four things it describes.

- role of governor general
- roles of three branches of government
- how three branches work together
- sets out other institutions such as the Charter of Rights & Freedom

2. What are two facts about the governor general?

- represents British monarch
- does not play active role in government
- part of executive and legislative branches

3. Fill in the chart about the three branches of the Federal Government.

<table>
<thead>
<tr>
<th>Branch</th>
<th>Role</th>
<th>Made Up of Who/What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>proposes most laws</td>
<td>governor general</td>
</tr>
<tr>
<td></td>
<td>puts laws into action</td>
<td>prime minister</td>
</tr>
<tr>
<td></td>
<td>runs day-to-day business of government</td>
<td>cabinet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legislative</td>
<td>makes laws</td>
<td>House of Commons</td>
</tr>
<tr>
<td></td>
<td>represents interests and</td>
<td>Senate</td>
</tr>
<tr>
<td></td>
<td>rights of Canada’s regions</td>
<td>Governor General</td>
</tr>
<tr>
<td>Judicial</td>
<td>applies and interprets laws</td>
<td>Supreme Court</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Provincial/ Territorial Courts)</td>
</tr>
</tbody>
</table>
Canada's Federal Political System

Directions: Use Issues for Canadians, pages 20 – 22 to answer the questions.

1. What is Canada's constitution?
   _law that describes governance in Canada_

2. Underline all the things that tell what it does.
   - sets out the role of the governor general
   - tells the responsibilities of each of the branches of the federal government
   - describes how the branches of the federal government should work together
   - contains the Charter of Rights and Freedoms

3. Read the sentences below. Write:

   G if it refers to the governor general.
   E if it refers to the executive branch.
   L if it refers to the legislative branch.
   J if it refers to the judicial branch.

   _G_ appointed by the king or queen of Britain
   _L_ is made up of the House of Commons and the Senate.
   _E_ runs the day-to-day business of government
   _E_ puts laws into action
   _J_ is made up of the Supreme Court and the Provincial and Territorial Courts
   _L_ makes laws
   _G_ is the monarch’s representative in Canada
   _E_ proposes most laws
   _J_ applies and interprets laws
   _L_ represents the interests and rights of Canada's regions
   _G_ does not play an active role in the government
   _G_ is part of both the executive and legislative branches

Worksheet #9.1.2b
Lesson 1.3

Concept: The Executive Branch

Resources/Materials: Issues for Canadians, pages 23 – 25
    Worksheet #9.1.3a (student copies) NOTE: This worksheet lists the federal cabinet ministers as of September 2009.
    Worksheet #9.1.3b (harder) (student copies)
    Worksheet #9.1.3c (easier) (student copies)

Introduction: Remind students of the three branches of the federal government and their responsibilities. Tell students that today they will be concentrating on the executive branch. (The executive branch in a colony is roughly comprised of the ministers and elders.)

Procedure:

1. Have students turn to textbook, page 23. With students read the comic strip. Then have them turn to page 24. Guide the reading of the page.

2. Make sure that students understand that the cabinet is usually made up only of people from the political party that won the most seats the latest federal election.

2. Have students examine the federal cabinet of 2007. Distribute Worksheet #9.1.3a which shows the cabinet as of September 2009. Have students compare. Discuss why some of the cabinet ministers may have changed.

3. Distribute Worksheet #9.1.3b OR Worksheet #9.1.3c. Go over the directions.

Assignments:

2. Do Worksheet #9.1.3b OR Worksheet #9.1.3c.
<table>
<thead>
<tr>
<th>Position</th>
<th>Ministry/Office</th>
<th>Minister/Leader</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Attorney General</td>
<td>National Revenue</td>
<td>Veteran Affairs</td>
<td>Seniors Leader of the Senate</td>
</tr>
<tr>
<td>Rob Nicolson</td>
<td>Jean-Pierre Blackburn</td>
<td>Greg Thompson</td>
<td>Marjory LeBreton</td>
</tr>
<tr>
<td>Indian, Northern and Métis Affairs</td>
<td>Defence, Atlantic Gateway</td>
<td>International Trade Asia-Pacific Gateway Stockwell Day</td>
<td>Treasury Board Vic Toews</td>
</tr>
<tr>
<td>Chuck Strahl</td>
<td>Peter MacKay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labour</td>
<td>Human Resources</td>
<td>International Cooperation Bev Oda</td>
<td>Environment Jim Prentice</td>
</tr>
<tr>
<td>Rona Ambrose</td>
<td>Diane Finley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Affairs</td>
<td>Transport, Infrastructure</td>
<td>Industry Tony Clement</td>
<td>Finance Jim Flaherty</td>
</tr>
<tr>
<td>Lawrence Cannon</td>
<td>John Baird</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intergovernmental Affairs Minister/Francophonie</td>
<td>Leader of House of Commons</td>
<td>Public Safety Peter Van Loan</td>
<td>Agriculture Gerry Ritz</td>
</tr>
<tr>
<td>Josée Verner</td>
<td>Jay Hill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship, Immigration, and Multiculturalism</td>
<td>Public Works Christian Paradis</td>
<td>Canadian Heritage, Official Languages James Moore</td>
<td>Health Leona Aglukkaq</td>
</tr>
<tr>
<td>Jason Kenney</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Resources</td>
<td>Fisheries and Oceans Gail Shea</td>
<td>Sport Gary Lunn</td>
<td>Minister of State Gordon O'Connor</td>
</tr>
<tr>
<td>Lisa Raitt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>Small Business, Tourism Dianne Ablonczy</td>
<td>Transport Rob Merrifield</td>
<td>Western Economic Development Lynne Yelich</td>
</tr>
<tr>
<td>Helena Guergis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democratic Reform</td>
<td>Science and Technology Gary Goodyear</td>
<td>Regions of Québec Denis Lebel</td>
<td>Atlantic Canada Opportunities Agency Keith Ashfield</td>
</tr>
<tr>
<td>Steven Fletcher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Americas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter Kent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use pages 23 – 25 of Issues for Canadians to answer the questions.

1. Unscramble the words to make sentences about the executive branch.
   a. The includes the prime executive branch minister and the cabinet.
   b. is the head of the government The prime minister.
   c. The cabinet who are responsible is made up of people for different departments.
   d. chooses the The prime minister cabinet.
   e. The which ideas that cabinet proposes become laws.

2. Examine the cabinet from January 2007 on textbook, page 25. Then look at the cabinet of September 2009 on Worksheet #9.1.3a. Compare the two.
   a. Make three observations you noted while comparing the two cabinets.
   b. Why do you think some people are no longer in the cabinet?
   c. Why do you think there are more portfolios in the 2009 cabinet than in the 2007 cabinet?
Directions: Use pages 23 – 25 of Issues for Canadians to answer the questions.

1. Fill in the spaces to make statements about the executive branch. The first letter of the missing word(s) is shown.
   a. The e _ _ _ _ _ _ _ _ b _ _ _ _ include the prime minister and the cabinet.
   b. The prime minister is the head of Canada’s g _ _ _ _ _ _ _ _ _.
   c. The prime minister is the leader of the p _ _ _ _ _ _ _ p _ _ _ _ that wins the most seats in the House of Commons.
   d. The cabinet includes people with responsibility for different government p _ _ _ _ _ _ _ _ _.
   e. The members of the cabinet are called c _ _ _ _ _ _ m _ _ _ _ _ _ _ _ _.
   f. The prime minister chooses what portfolios to include in the cabinet and c _ _ _ _ _ _ _ the cabinet ministers.
   g. The prime minister and the cabinet run the day-to-day b _ _ _ _ _ _ _ of government.

2. Compare the cabinet listed on page 25 of your textbook with the cabinet on Worksheet #9.1.3a. Then answer the questions.
   a. How many portfolios were there in January 2007? __________
      in September 2009? __________
   b. What are three portfolios whose ministers have not changed?
      __________________________________________________________
      __________________________________________________________
      __________________________________________________________
   c. What are three portfolios whose ministers have changed?
      __________________________________________________________
      __________________________________________________________
      __________________________________________________________
Directions: Use pages 23 – 25 of *Issues for Canadians* to answer the questions.

1. Unscramble the words to make sentences about the executive branch.
   
a. The includes the prime executive branch minister and the cabinet.
   
   The executive branch includes the prime minister and the cabinet.

   b. is the head of the government The prime minister.
   
   The prime minister is the head of the government.

   c. The cabinet who are responsible is made up of people for different departments.
   
   The cabinet is made up of people who are responsible for different departments.

   d. chooses the The prime minister cabinet.
   
   The prime minister chooses the cabinet

   e. The which ideas that cabinet proposes become laws.
   
   The cabinets proposes ideas that become laws.

2. Examine the cabinet from January 2007 on textbook, page 25. Then look at the cabinet of September 2009 on Worksheet #9.1.3a. Compare the two.
   
a. Make three observations you noted while comparing the two cabinets.
   
   Examples:

   - more cabinet ministers in 2009
   - some cabinet ministers have been added, some shifted, some dropped
   - more portfolios in 2009

   b. Why do you think some people are no longer in the cabinet?
   
   Examples:

   - did not run in next election or were defeated, did not want another cabinet post
   - PM did not like how person did his job

   c. Why do you think there are more portfolios in the 2009 cabinet than in the 2007 cabinet?
   
   Examples:

   - new issues gained prominence and require more attention
   - PM wanted to reward people by giving them a cabinet post
Directions: Use pages 23 – 25 of Issues for Canadians to answer the questions.

1. Fill in the spaces to make statements about the executive branch. The first letter of the missing word(s) is shown.
   a. The executive branch include the prime minister and the cabinet.
   b. The prime minister is the head of Canada’s government.
   c. The prime minister is the leader of the political party that wins the most seats in the House of Commons.
   d. The cabinet includes people with responsibility for different government portfolios.
   e. The members of the cabinet are called cabinet ministers.
   f. The prime minister chooses what portfolios to include in the cabinet and chooses the cabinet ministers.
   g. The prime minister and the cabinet run the day-to-day business of government.

2. Compare the cabinet listed on page 25 of your textbook with the cabinet on Worksheet #9.1.3a. Then answer the questions.
   a. How many portfolios were there in January 2007? 26
      in September 2009? 28
   b. What are three portfolios whose ministers have not changed? Answer may vary

   c. What are three portfolios whose ministers have changed? Answers may vary

Worksheet #9.1.3c
Lesson 1.4

Concept: The Legislative Branch: The House of Commons

Resources/Materials: Issues for Canadians, pages 26 – 30
Worksheets #9.1.4a and #9.1.4b (student copies)

Introduction: Recall that the members of the executive branch decide which ideas the government should consider making into laws. The executive branch is almost always made up of people from the political party who won the most seats in the last federal election.

Explain that today’s lesson is about the legislative branch – the branch of government that deals with actually making laws. It is comprised of the governor general, the House of Commons and the Senate. The people in the legislative branch are from all political parties who have members in the House of Commons and the Senate.

Procedure:

1. Have students turn to textbook, page 26. Guide the reading. Note that a proposed law is referred to as a bill.

2. Then guide the reading of textbook, pages 27 and 28.

3. Ask students to independently read textbook, pages 29 and 30 to find out the role of Members of Parliament and how they are elected.

4. Distribute Worksheets #9.1.4a and #9.1.4b. Go over the directions.

Assignments:


2. Do Worksheets #9.1.4a and #9.1.4b.
Directions: Use Issues for Canadians, pages 21, 23, and 26 – 30 to help you answer the questions.

1. In the space below make a flow chart which shows the steps involved in making an idea into a law.

2. What are the three parts of the legislative branch?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

3. Answer true or false about these statements about the legislative branch.

   _____ The legislative branch makes laws.

   _____ A proposed law is called a bill.

   _____ The members of the Senate are the first groups to debate, study, and vote on a bill.

   _____ Members of parliament are elected and form the House of Commons.
Grade Nine Social Studies
Issues for Canadians

_____ An MP can represent one or more ridings.

_____ Every MP must belong to a political party.

_____ The political party that wins the most seats in an election forms the government.

_____ The political parties that do not form the government are referred to as the opposition.

_____ Representation in the House of Commons is by popular vote.

_____ In the House of Commons business is conducted in both official languages.

_____ When a political party wins more than half the seats in an election, it forms a majority government. When a political party wins more seats than any of the other political parties, but does not win at least half, it forms a minority government.

_____ A constituent is a person living in a city that is north of the Arctic Circle.

4. What are the two main responsibilities of an MP?

5. Which of the following is true about how an MP is elected?

- A candidate must get the most votes in his or her constituency.
- A candidate must have a business in his or her constituency.
- A candidate must get more votes than any of the other candidates.
- A candidate must know the prime minister before he or she is elected.

Use the following information to answer question 7.

The **popular vote** refers to the total number of votes cast in an election. It shows how many people actually voted for a particular political party. In some countries the number of MPs a political party has in the House of Commons is determined by how much of the popular vote it received. So if a political party got 30% of the popular vote, it would have 30% of the seats in the House of Commons.

7. Pretend you live in country where popular vote is used to determine the number of seat a party has in the House of Commons. If there are a total of 300 seats in the House of Commons and a particular political party got 10% of the popular vote, how many seats would the political party have in the House of Commons?

Worksheet #9.1.4b
The Legislative Branch: The House of Commons

Directions: Use Issues for Canadians, pages 21, 23, and 26 – 30 to help you answer the questions.

1. In the space below make a flow chart which shows the steps involved in making an idea into a law.

   1. Have idea
   2. Convince cabinet that idea is good
   3. House of Commons debates bill and approves it
   4. Senate debates bill and approves it
   5. Governor General signs bill; it is now a law

2. What are the three parts of the legislative branch?
   - Governor General
   - House of Commons
   - Senate

3. Answer true or false about these statements about the legislative branch.

   - T The legislative branch makes laws.
   - T A proposed law is called a bill.
   - F The members of the Senate are the first groups to debate, study, and vote on a bill.
   - T Members of parliament are elected and form the House of Commons.
An MP can represent one or more ridings.

Every MP must belong to a political party.

The political party that wins the most seats in an election forms the government.

The political parties that do not form the government are referred to as the opposition.

Representation in the House of Commons is by popular vote.

In the House of Commons business is conducted in both official languages.

When a political party wins more than half the seats in an election, it forms a majority government. When a political party wins more seats than any of the other political parties, but does not win at least half, it forms a minority government.

A constituent is a person living in a city that is north of the Arctic Circle.

4. What are the two main responsibilities of an MP?

- Represent his/her constituents
- Create legislation for the peace, order and good government of all Canadians.

5. Which of the following is true about how an MP is elected?

- A candidate must get the most votes in his or her constituency.
- A candidate must have a business in his or her constituency.
- A candidate must get more votes than any of the other candidates.
- A candidate must know the prime minister before he or she is elected.

Use the following information to answer question 7.

The popular vote refers to the total number of votes cast in an election. It shows how many people actually voted for a particular political party. In some countries the number of MPs a political party has in the House of Commons is determined by how much of the popular vote it received. So if a political party got 30% of the popular vote, it would have 30% of the seats in the House of Commons.

7. Pretend you live in country where popular vote is used to determine the number of seat a party has in the House of Commons. If there are a total of 300 seats in the House of Commons and a particular political party got 10% of the popular vote, how many seats would the political party have in the House of Commons?

\[
\frac{10\%}{300} = 30
\]
Lesson 1.5

Concept: The Legislative Branch: The Senate

Resources/Materials: Issues for Canadians, pages 31 – 33
Worksheet #9.1.5a (harder) (student copies)
Worksheet #9.1.5b (easier) (student copies)
Handout 1-10 (optional, student copies)

Introduction: Recall with students that the House of Commons, Senate and the governor general make up the legislative branch of the federal government. Review that the role of the legislative branch is to make laws.

Review also that the House of Commons members debate bills and propose any changes. Once the House of Commons approves a bill, it goes to the Senate.

Procedure:

1. Have students turn to textbook, page 31. Read the page with students with the goal of determining the role of the Senate and how it compares to the House of Commons.

2. Direct students to read textbook, pages 32 and 33 to find out more about the Senate and senators. They are to keep in mind how the Senate is similar and how it is different from the House of Commons.

3. Distribute Worksheet #9.1.5a or Worksheet #9.1.5b as you see fit. Go over the directions, if necessary.

4. OPTIONAL. You may want some or all of your students to create notes using a branching diagram using Handout 1-10. Students would make the diagram in their notebooks. Handout 1-10 shows them which headings to use.

Assignments:

1. Read Issues for Canadians, pages 31 – 33.
2. Do either Worksheet #9.1.5a OR Worksheet #9.1.5b.
3. OPTIONAL. Do Handout 1-10.
Directions: Use the information about the Senate (Issues for Canadians, pages 31 – 33) as well as what you know about the House of Commons to fill the chart.

<table>
<thead>
<tr>
<th>What the members are called.</th>
<th>The House of Commons</th>
<th>The Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>How they become members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whom they represent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Their role</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representation throughout Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of seats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #9.1.5a
### Directions:
Use the information about the Senate (Issues for Canadians, pages 31 - 33) and the information about the House of Commons to help you with this page.

In each box draw lines between the phrases to the correct body in the legislative branch.

<table>
<thead>
<tr>
<th>1. what members are called</th>
<th>House of Commons</th>
<th>senators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate</td>
<td></td>
<td>members of parliament</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. how many there are</th>
<th>House of Commons</th>
<th>308</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate</td>
<td></td>
<td>105</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. how they are selected</th>
<th>House of Commons</th>
<th>elected by constituents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate</td>
<td></td>
<td>appointed by prime minister</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. whom they represent</th>
<th>House of Commons</th>
<th>people in Canada's regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate</td>
<td></td>
<td>voters in their ridings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. languages used</th>
<th>House of Commons</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate</td>
<td></td>
<td>French</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. their role</th>
<th>House of Commons</th>
<th>represent his/her region and protect interests of minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate</td>
<td></td>
<td>represent the constituents that elected them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. representation throughout Canada</th>
<th>House of Commons</th>
<th>representation is by population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate</td>
<td></td>
<td>representation is by region</td>
</tr>
</tbody>
</table>

Worksheet #9.1.5b
Directions: Use the information about the Senate (*Issues for Canadians*, pages 31 – 33) as well as what you know about the House of Commons to fill the chart.

<table>
<thead>
<tr>
<th></th>
<th>The House of Commons</th>
<th>The Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the members are called:</td>
<td>Member of Parliament</td>
<td>Senator</td>
</tr>
<tr>
<td>How they become members</td>
<td>elected by constituents</td>
<td>appointed by prime minister</td>
</tr>
<tr>
<td>Whom they represent</td>
<td>their constituents</td>
<td>regions and minorities</td>
</tr>
<tr>
<td>Their role</td>
<td>represent constituents</td>
<td>propose laws</td>
</tr>
<tr>
<td></td>
<td>create legislation</td>
<td>give careful reconsideration to proposed legislation</td>
</tr>
<tr>
<td>Representation throughout Canada</td>
<td>by population</td>
<td>by region</td>
</tr>
<tr>
<td>Languages used</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Number of seats</td>
<td>308</td>
<td>105</td>
</tr>
</tbody>
</table>
**Grade Nine Social Studies**  
**Issues for Canadians**  
**The Senate**

**Directions:** Use the information about the Senate (Issues for Canadians, pages 31 - 33) and the information about the House of Commons to help you with this page.

In each box draw lines between the phrases to the correct body in the legislative branch.

<table>
<thead>
<tr>
<th>1. what members are called</th>
<th>House of Commons — senators</th>
<th>Senate — members of parliament</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. how many there are</td>
<td>House of Commons — 208</td>
<td>Senate — 105</td>
</tr>
<tr>
<td>3. how they are selected</td>
<td>House of Commons — elected by constituents</td>
<td>Senate — appointed by prime minister</td>
</tr>
<tr>
<td>4. whom they represent</td>
<td>House of Commons — people in Canada's regions</td>
<td>Senate — voters in their ridings</td>
</tr>
<tr>
<td>5. languages used</td>
<td>House of Commons — English</td>
<td>Senate — French</td>
</tr>
<tr>
<td>6. their role</td>
<td>House of Commons — represent his/her region and protect interests of minorities</td>
<td>Senate — represent the constituents that elected them</td>
</tr>
<tr>
<td>7. representation throughout Canada</td>
<td>House of Commons — representation is by population</td>
<td>Senate — representation is by region</td>
</tr>
</tbody>
</table>
Lesson 1.6

Concept: The Judicial Branch

Resources/Materials: Issues for Canadians, pages 34 and 35
Handout 1-8 (harder) (student copies)
AND/OR Worksheet #9.1.6 (easier) (student copies)

Introduction: Present this real scenario: People of the Sikh religion are required to wear a kirpan. A kirpan is shaped something like a knife and must be made of metal. It is usually worn under clothing and not visible. One day a high school boy accidentally dropped his kirpan. The principal of the school forbid him from wearing his kirpan. His parents and the Sikh community were very upset because not wearing the kirpan went against the Charter of Rights and Freedoms which guarantees a person’s religious rights. The school board, on the other hand said that it did not allow weapons on school property and that a kirpan was a weapon. In the end the Supreme Court of Canada decided that the kirpan could be worn.

Explain that the Canadian Charter of Rights and Freedoms is part of the constitution and that laws in Canada must respect the charter. In the above case, it was not clear whether not allowing the boy to wear his kirpan was really going against his right to religious freedom or not. The Supreme Court of Canada had to make this decision. When the Supreme Court of Canada made this decision, it was interpreting the law.

Procedure:

1. The Supreme Court of Canada is part of the judicial branch of government.

2. The role of the judicial branch is to interpret the laws of the country. In almost all cases the law is clearly understood by everyone. But there are some cases where it is just not clear as to whether a law has been broken or not. This is where the Supreme Court comes in.

3. Have students turn to textbook, pages 34 and 35. Guide the reading if at all possible.

4. Distribute Handout 1-8 AND/OR Worksheet #9.1.6 as you see fit. Go over the directions.

Assignments:

1. Read Issues for Canadians, pages 34 and 35.
2. Do Handout 1-8 AND/OR Worksheet #9.1.6.
What is the structure of Canada's political system?

1. Roles and Responsibilities
As you read the chapter, write jot notes in the chart summarizing the key information about the roles and responsibilities of the executive, legislative and judicial branches of government.

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Branch</strong></td>
</tr>
<tr>
<td>• propose laws</td>
</tr>
<tr>
<td>• put laws into action</td>
</tr>
<tr>
<td>• run day-to-day business of government</td>
</tr>
<tr>
<td><strong>Legislative Branch</strong></td>
</tr>
<tr>
<td>• make laws</td>
</tr>
<tr>
<td>• represent interests and rights of Canada's</td>
</tr>
<tr>
<td>regions</td>
</tr>
<tr>
<td><strong>Judicial Branch</strong></td>
</tr>
<tr>
<td>• apply/interpret laws</td>
</tr>
</tbody>
</table>

2. Based on the readings, write a short paragraph describing the relationship between the executive, legislative and judicial branches of government. Consider how their roles and responsibilities are similar and different.

- executive branch proposes laws (bills)
- then legislative branch debates and refines bills and makes them laws
- judicial branch applies and interprets those laws

3. In your opinion, do the political and legislative processes meet the needs of Canadians? Why or why not? When forming your response, use what you know about developing an informed position.
Directions: Use Issues for Canadians, pages 34 and 35 to help you answer the questions.

1. **What** is the judicial branch?

2. **What** is the main responsibility of the judicial branch of the federal government?

3. **Who** are members of the judicial branch?

4. **Why** is it challenging to be a judge that serves on the Supreme Court of Canada?

5. **How** does a judge get appointed to the Supreme Court of Canada?

6. **When** does a new judge get appointed?

7. **How many** judges are part of the Supreme Court of Canada?
Directions: Use Issues for Canadians, pages 34 and 35 to help you answer the questions.

1. **What** is the judicial branch?
   - the part of government that interprets and applies the law
   - by making legal judgements

2. **What** is the main responsibility of the judicial branch of the federal government?
   - highest court in Canada

3. **Who** are members of the judicial branch?
   - members of Supreme Court

4. **Why** is it challenging to be a judge that serves on the Supreme Court of Canada?
   - presented with difficult questions
   - deal with many societal issues

5. **How** does a judge get appointed to the Supreme Court of Canada?
   - appointed by PM and cabinet

6. **When** does a new judge get appointed?
   - when a sitting judge retires

7. **How many** judges are part of the Supreme Court of Canada?
   - 9
NOTE: This lesson is for teachers who have opted to have students do the Chapter Task.

Lesson 1.7

Concept: Steps to Persuasive Communication

Resources/Materials: Issues for Canadians, pages 18 and 19, 36 and 37
Handouts 1-3, 1-4, 1-5 and 1-6 (student copies)

Introduction: Review with students the Chapter Task as outlined on textbook, pages 18 and 19. Explain that a speech where a person tries to persuade the audience to accept a certain point of view must not only be organized and written well, but it must also be delivered well.

Procedure:


2. Distribute Handouts 1-3, 1-4, 1-5 and 1-6. Have students use the handouts to help them decide on an issue to speak about. They should jot down some possibilities.

Assignments:

2. Read Issues for Canadians, pages 36 and 37.
3. Use Handouts 1-3, 1-4, 1-5 and 1-6 to help you decide about which issue you will speak.
Lesson 1.8

Concept: Passing a Law

Resources/Materials: Issues for Canadians, pages 38 – 42
Handout 1-11 (student copies)
Worksheet #9.1.8 (optional, student copies)

Introduction: Discuss with students that the reason we have laws is to help us live together in a respectful, fair and just way. The laws are a way for our country to treat all of us equitably. Laws usually come about because someone or group has identified a need of some kind.

Tell students that today they will find out more about the process that the legislative branch of government goes through in passing a law.

Procedure:

1. Have students turn to textbook, pages 38 – 40. Explain that this section shows students why and how a law is passed. It does this partly by starting off with an example of someone identifying a need for a new law.

2. Distribute Handout 1-11. Examine the worksheet with students. Have them read textbook, page 39 to get the information they need to complete the worksheet.

3. Tell students to read pages 40 – 42 which shows the steps involved in passing a law.

4. In their notebooks or on Worksheet #9.1.8 have students create a flow chart that summarizes the steps involved in passing a law in each house of the legislative branch.

Assignments:

1. Read Issues for Canadians, pages 38 – 42.
2. Do Handout 1-11.
3. Make flow chart illustrating steps in making a law OR do this on Worksheet #9.1.8.
The Federal Accountability Act

Instructions: Read the article on page 39 about the Federal Accountability Act (FAA) and identify the main points using the 5Ws + H. Then, write a summary statement in your notebook about the FAA and how laws like the FAA relate to government accountability.

Answers may vary

What?
- Government created secret fund and used it for own interests, not interests of all Canadians

Who?
- Government

When?
- February 2004

Where?
- Québec

How?
- Globe and Mail discovered that money for cultural events was not being used as it should

Why?
- PMChrétien asked auditor-general to launch investigation
- Liberals were rewarding political friends

Article: Scandalous! Appalling! Watchdog slams government in sponsorship scandal
Directions: Use Issues for Canada, pages 40 and 41 to make a flow chart illustrating the steps involved in making a law. (Hint: use the information along the bottom of the textbook pages.) Do not forget to include "Royal Assent" in your flow chart.
Directions: Use Issues for Canada, pages 40 and 41 to make a flow chart illustrating the steps involved in making a law. (Hint: use the information along the bottom of the textbook pages.) Do not forget to include "Royal Assent" in your flow chart.

1. First Reading
   Copies of bill made available
   No debate

2. Second Reading
   Debate and vote on the principle of bill

3. Committee Stage
   Detailed study of the bill

4. Report Stage
   Debate and vote on amendments to bill

5. Third Reading
   Debate and vote on final form of bill

6. Royal Assent
   Bill becomes law after Governor General signs it
Lesson 1.9

Concept: Parliamentary Pages, The Voice of Aboriginals, Examples of Bills

Resources/Materials: Issues for Canada, pages 43 – 45
Worksheet #9.1.9 (optional, student copies)

Introduction: Tell students that today’s lesson involves examining some people, issues, and bills associated with government.

Procedure:

1. First have students turn to textbook, page 43. Tell them that the person in the photo is a parliamentary page. Ask them to read the page to find out what a parliamentary page does and how he feels about the government.

2. Then have students turn to textbook, page 44. Explain that many Aboriginal people do not feel part of the democratic system. Direct students to read the page to find out why.

3. Finally, have students read textbook, page 45 which describes some of the bills that have been proposed.

4. Consider having students do all or part of the “Connect to the Big Ideas” activity on textbook, page 45.

5. OR have students do Worksheet #9.1.9 which assesses students literal comprehension of the textbook pages.

Assignments:

1. Read Issues for Canadians, pages 43 – 45.
2. Do all or part of the “Connect to the Big Ideas” activity on textbook, page 45
3. OR do Worksheet #9.1.9.
Some People Associated with Canada’s Democratic System

Directions: Use Issues for Canada, pages 43 – 45 to help you with these activities.

Answer these “short” questions with “short” answers.

A. Parliamentary Pages

How many? _______ Why do they have them? __________________________________________

What are some duties? _____________________________________________________________

B. First Nations, Métis and Inuit Perspective

Why don’t they feel represented? __________________________________________________

Why can’t they elect more representatives? __________________________________________

Many don’t vote. Why? __________________________________________________________

C. Bills! Bills! Bills!

How many bills introduced in 2007? _______________

What’s Bill C-30 about? _________________________________________________________

What’s Bill C-19 about? _________________________________________________________

What’s Bill C-321 about? _________________________________________________________

Match the bills with the values they reflect. (Draw lines.)

C-30 sports
C-19 clean environment
C-321 road safety
Some People Associated with Canada’s Democratic System

Directions: Use Issues for Canada, pages 43 – 45 to help you with these activities.

Answer these “short” questions with “short” answers.

A. Parliamentary Pages

How many? 40
Why do they have them? chance to learn about legislative process
What are some duties? assist MPs, retrieve documents, run messages between MPs

B. First Nations, Métis and Inuit Perspective

Why don’t they feel represented? did not play role in designing Canadian system of government
Why can’t they elect more representatives? make up 10% of population

Many don’t vote. Why? feel Canada’s government does not reflect their traditions and values

C. Bills! Bills! Bills!

How many bills introduced in 2007? 300+

What’s Bill C-30 about? increase production of biofuels
What’s Bill C-19 about? make street racing a criminal offence
What’s Bill C-321 about? establish National Hockey Day

Match the bills with the values they reflect. (Draw lines.)

C-30 — sports
C-19 — clean environment
C-321 — road safety

Worksheet #9.1.9
Lesson 1.10

Concept: The Role of Media; Bias

Resources/Materials: Issues for Canadians, pages 47 – 50
Handouts 1-12 (2 of 2 only) (harder) (student copies)
Handout 1-13 (student copies)
Worksheet #9.1.10a (teacher copy)
Worksheets #9.1.10b and #9.1.10c (easier) (student copies)

Introduction: Discuss with students the hypothetical situation where there was an outbreak of the H1N1 flu at their colony, either in the hog barn, or among its citizens. Then ask them to imagine that a news reporter drove out to the colony to get information so that he/she could write an article about the situation. Ask students what kinds of criteria they would use to decide if the reporter did a good job on writing about the outbreak. (e.g., got the facts, was unbiased, did not make judgments, etc.)

Read the news article on Worksheet #9.1.10a which is a Globe and Mail news article posted on the internet and was written on September 25, 2009. Ask students to decide if it fit their criteria for good reporting.

Tell students that today’s lesson is about how the media helps connect Canadians with the activities of the government.

Procedure:

1. Have students turn to textbook, page 47. Guide the reading. Then tell students to read textbook, pages 47 and 48 to find out about the roles and responsibilities of the media.

2. Guide the reading of textbook, page 49, explaining that it is important for consumers of media to be able to detect biases in news stories.

3. Distribute Handout 1-12 (2 of 2). Students are to answer the questions on the worksheet as a response to the news article “Law to Fix Election Dates” on textbook, page 49. Distribute Handout 1-13 and show students how to use the rubric to assess the presence of bias.

4. Alternately, have students do Worksheets #9.1.10b and #9.1.10c as these exercises are less demanding.

5. OPTIONAL. Some teachers may want their students to try some of the activities on textbook, page 50, “Connect to the Big Ideas”.

Assignments:

1. Read Issues for Canadians, pages 46 - 50
2. Do Handout 1-12 (2 of 2) as a response to the article on textbook, page 49.
3. OR Do Worksheets #9.1.10b and #9.1.10c.
4. OPTIONALLY. Do the “Connect to the Big Ideas” on textbook, page 50.
Detecting Bias

**Instructions:** Practise your skills of detecting bias using the article on the previous page. The following questions will help you pull apart and evaluate information for bias.

1. Who are the writers or speakers?

   *news reporter*

2. Do they have authority to speak about the subject?

   *most likely*

3. Does the information provide facts and evidence?

   *provides information on the bill*
   *quotes both PM and the minister proposing the bill*
   *gives opposition’s point of view*

4. Does it use stereotyping, or appeal to fear or emotion?

   *not really*

5. Does it ignore any people or groups?

   *voters*

6. How does the information fit with what you already know?
'Stupid" is the only word for it. If the Health Canada bureaucracy thinks that sending body bags to Manitoba's native communities at the same time as hand sanitizers, gloves and masks is the way to inspire confidence in federal leadership on H1N1, it could not be more wrong. This seemed to be either someone's ghoulish sense of humour, or Ottawa fears 1918 all over again. What does it know, as one native leader asked, that it isn’t telling us?

But maybe it was just stupid, and nothing more. Much more troubling is that Canada’s Public Health Agency finally got around on Wednesday to releasing its priority list for vaccination against swine flu. The U.S. Centers for Disease Control and Prevention released a list on July 29. The World Health Organization came out with a list on July 13. The Canadian release was long-awaited - too long; with an epidemic perhaps just weeks away, the country's health leaders inexplicably required scads of time to cobble together the obvious.

Now Health Minister Leona Aglukkaq, in deep damage-control mode, has ordered an inquiry into the shipment of body bags. But leadership demands more than a promise from the Health Minister to get to the bottom of the strangely timed shipment. It demands readiness. The minister's inquiry should ask urgently why Canada’s priority list landed nearly two months after the U.S. one. Does this mean Canada’s ability to roll out the vaccine will suffer from a similar time lag? Will those at the most risk be immunized in time? Will this country perpetually be playing catch-up to other developed countries?

Ms. Aglukkaq should also be asking what is the plan to actually vaccinate the millions on the priority list, and why, on her watch, Health Canada is bungling its efforts to protect aboriginal communities, who will inevitably be hit hard in a severe outbreak, because of crowded living conditions and widespread ill health.

By yesterday afternoon, Health Canada announced that the body-bag shipments were a routine preparation for the unforeseen, and had nothing to do with H1N1. At the very least, the irony is discomfiting. Officials debated for weeks about sending alcohol-based sanitizers to northern communities, during the initial outbreak of swine flu in the spring, leaving anxious communities without emergency supplies such as flu masks and respirators. Yet they move with alacrity to distribute receptacles for the dead.

Some mistakes annoy, others unnerve. These events shine a worrisome light on the government’s command of an urgent public-health matter.
Directions: Use Issues for Canadians, pages 47 – 49 to help you answer these questions.

1. One word in each sentence is wrong. Cross it out and write the correct word above it.
   
a. The media include newspapers, magazines, film, radio, television, the Internet, boxes and billboards.

b. The media influence our personal understanding of the woods and how it works.

c. Media messages are created by people who intercept the facts and make choices about how to tell the story.

d. Politicians develop key massages for the media, to control how the media present them, and to communicate what they want Canadians to know.

e. Journalists make decisions about what news stories to cover and whose personalities to include.

f. Don Martin says that the role of a newspaper columnist is to inform puppies about the impact government is having in their lives.

g. A challenge for the new media is to get to the trump by digging around.

h. The Parliamentary Press Gallery is an association of reporters who covet the decisions and actions of the Canadian government.

i. Bias is a type of thinking rooted in a person’s point of view. It is an option based on unchallenged assumptions.

j. The king is to be open-minded when presenting and analyzing issues.

2. Read about each of the following issues. Then underline the person or organization that would most likely write in the least biased way about the issue.

a. There is a lot of discussion in Ottawa these days about changing the immigration laws. Some people say that only English-speaking immigrants from the United Kingdom, the U.S.A., Australia, or New Zealand should be allowed into Canada. Still others feel that Canada should be open to anyone who wanted to come.

- English speakers for Canada – an organization that promotes an English-only Canada.
- Equal and Free – a group that wants to see Canada be a country of many countries
- Canadian Workers Association – a group that wants all people in Canada to have employment and all businesses and factories to have good qualified workers.
b. Many people feel that our air is becoming far too polluted because of the large numbers of vehicles on the road that burn fuels made from crude oil. Others feel we shouldn’t be too quick to do away with those vehicles because the oil industry provides good profits for oil companies and creates many jobs throughout Canada.

- **Canadian Association of Oil Producers** – a group of oil companies
- **Peter Hofer** – a scientist at the University of Peace who has been studying the good and bad about burning oil products in motor vehicles.
- **Health Association of Canada** – a group of medical experts who study the effects of air pollution on people’s health

c. Many schools are cutting back on the amount of time students spend on art, music and drama. This is because some of these programs are relatively expensive to run. Others feel that the cutting back on these programs is a big mistake.

- **Barbara Wipf** – an education consultant who studies the benefits of each subject in the school curriculum
- **Arts Alive** – a group that promotes the visual and performing arts
- **Get Back to the Basics** – a group that feels that only Language Arts, Mathematics, Science and Social Studies should be taught in schools.

The costs of health care in Canada is rising at an alarming rate. There is a large number of people who feel that the government cannot keep raising taxes to pay for health care; that we simply must cut down on what kinds of health care the government can provide. There is another group who feels that government-provided health care is a right in Canada and no one should have to pay directly for it.

- **Friends of Free Health Care** – group who would like to see every Canadian get good health care, regardless of whether they are rich or poor
- **The Canadian Taxpayers Group** – an association that works to lower the amount Canadians are required to pay in taxes
- **The Health and Welfare Association** – group that is promoting good health and wellness for all Canadians at a reasonable cost
Directions: Use Issues for Canadians, pages 47 – 49 to help you answer these questions.

1. One word in each sentence is wrong. Cross it out and write the correct word above it.
   a. The media include newspapers, magazines, film, radio, television, the Internet, boxes, and billboards.
   b. The media influence our personal understanding of the world and how it works.
   c. Media messages are created by people who interpret the facts and make choices about how to tell the story.
   d. Politicians develop key messages for the media, to control how the media present them, and to communicate what they want Canadians to know.
   e. Journalists make decisions about what news stories to cover and whose perspectives to include.
   f. Don Martin says that the role of a newspaper columnist is to inform people about the impact government is having in their lives.
   g. A challenge for the new media is to get to the truth by digging around.
   h. The Parliamentary Press Gallery is an association of reporters who cover the decisions and actions of the Canadian government.
   i. Bias is a type of thinking rooted in a person's point of view. It is an opinion based on unchallenged assumptions.
   j. The key is to be open-minded when presenting and analyzing issues.

2. Read about each of the following issues. Then underline the person or organization that would most likely write in the least biased way about the issue.

   a. There is a lot of discussion in Ottawa these days about changing the immigration laws. Some people say that only English-speaking immigrants from the United Kingdom, the U.S.A., Australia, or New Zealand should be allowed into Canada. Still others feel that Canada should be open to anyone who wanted to come.

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   • Equal and Free – a group that wants to see Canada be a country of many countries
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Many people feel that our air is becoming far too polluted because of the large numbers of vehicles on the road that burn fuels made from crude oil. Others feel we shouldn’t be too quick to do away with those vehicles because the oil industry provides good profits for oil companies and creates many jobs throughout Canada.

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- The Health and Welfare Association – group that is promoting good health and wellness for all Canadians at a reasonable cost
Lesson 1.11

Concept: Lobbyists

Worksheet #1.1.11a (harder) (student copies)
Worksheet #1.1.11b (easier) (student copies)

Introduction: Recall with students that the members of the cabinet and the legislative branch of government try to make regulations that laws that benefit the whole of Canada. In order to make good decisions, they must have information from a variety of sources. One source of information is lobbyists.

Procedure:

1. Have students turn to textbook, page 51. Guide the reading to find out what a lobbyist does and the regulations under which a lobbyist works.

2. Tell students that in a loose sort of way, lobbyists are like two children trying to convince their mother that they should get the last piece of cake – only in a more mature fashion. In the end the mother often ends up trying please both children by giving each part of the cake.

3. Next have students read about two lobbyists who would represent opposite sides of an issue – namely the oil and gas industry. If possible, orally complete a graphic organizer like the one in question #1 of “Connect to the Big Ideas” on textbook, page 53. (This same exercise is on Worksheet #1.1.11b.)

4. Distribute either Worksheet #1.1.11a or Worksheet #1.1.11b. Go over the directions.

Assignments:

2. Do either Worksheet #1.1.11a OR Worksheet #1.1.11b.
Lobbyists

Directions: Use Issues for Canadians, pages 51 – 53 to help you answer the questions.

1. What is a lobbyist? 

2. What might happen if lobbyists were not required to register with the Commissioner of Lobbyists?

3. The Federal Accountability Act requires that lobbyists show which MPs and government officials they meet with. Why do you think this is required?

4. Issue: There is growing pressure on the Canadian government to do something about putting in stiffer regulations for the consumption of tobacco products. Two lobby groups that are trying to influence MPs and government officials are the Tobacco Growers Association and the Non-smokers’ Rights Association. Why kinds of arguments might each use to try to influence MPs and government officials?

Tobacco Growers Association

Non-smokers’ Rights Association

Worksheet #9.1.11a
Directions: Use Issues for Canadians, pages 51 – 53 to answer the questions.

1. Fill the spaces with words that make sense about lobbyists.
   a. A lobbyist is someone hired by a group to __________________________ MPs and government officials.
   b. Lobbyists must register with the __________________________, so everyone in Canada can know who they are and who they represent.
   c. Lobbyists voice the views of groups on issues that affect their __________________________, products or services.
   d. Lobbyists provide different perspectives and in-depth __________________________.
   e. Lobbyists are required to __________________________ which MPs and government officials they meet with.

3. Think about the issue: To what extent should government regulate the oil and gas industry? Pierre Alvarez and Chris Severson-Baker (textbook, pages 52 and 53) are lobbyists who represent two groups. Fill in the chart below to summarize their points of view.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Point of View of CAPP</th>
<th>The Issue</th>
<th>Point of View of Pembina Institute</th>
<th>Reasons</th>
</tr>
</thead>
</table>

Worksheet #1.1.11b
Lobbyists

Directions: Use Issues for Canadians, pages 51 – 53 to help you answer the questions.

1. What is a lobbyist? A person hired by a group to influence MPs and government officials.

2. What might happen if lobbyists were not required to register with the Commissioner of Lobbyists?
   - might try to bribe
   - might be from a terrorist or very radical group

3. The Federal Accountability Act requires that lobbyists show which MPs and government officials they meet with. Why do you think this is required?
   - make MPs and officials accountable for actions

4. Issue: There is growing pressure on the Canadian government to do something about putting in stiffer regulations for the consumption of tobacco products. Two lobby groups that are trying to influence MPs and government officials are the Tobacco Growers Association and the Non-smokers’ Rights Association. Why kinds of arguments might each use to try to influence MPs and government officials?

   Tobacco Growers Association
   - tobacco growers provide jobs / add to economy
   - use of tobacco products → freedom of choice

   Non-smokers’ Rights Association
   - health risks to smokers
   - health risks of second-hand smoke
**Lobbyists**

**Directions:** Use *Issues for Canadians*, pages 51 – 53 to answer the questions.

1. Fill the spaces with words that make sense about lobbyists.
   
a. A lobbyist is someone hired by a group to ___influence_____ MPs and government officials.
   
b. Lobbyists must register with the **Commissioner of Lobbyists**, so everyone in Canada can know who they are and who they represent.
   
c. Lobbyists voice the views of groups on issues that affect their ___members_____.
   
d. Lobbyists provide different perspectives and in-depth ___expertise_____.
   
e. Lobbyists are required to ___document_____ which MPs and government officials they meet with.

3. Think about the issue: To what extent should government regulate the oil and gas industry? Pierre Alvarez and Chris Severson-Baker (textbook, pages 52 and 53) are lobbyists who represent two groups. Fill in the chart below to summarize their points of view.

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<th>The Issue</th>
<th>Point of View of Pembina Institute</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look after interests of</td>
<td>Government should work with CAPP and the environmental community to make legislation</td>
<td>To what extent should government regulate the oil and gas industry?</td>
<td>Raise awareness of environmental consequences of oil sands development</td>
<td>Want to keep environment safe</td>
</tr>
<tr>
<td>oil and gas industries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Worksheet #1.1.11b*
Lesson 1.12

NOTE: Some teachers may have elected not to have students do this particular Chapter Task. If so, skip the lesson and proceed to the Chapter One Review.

Concept: The Chapter Task

Resources/Materials: Issues for Canadians, pages 18 and 19, 36 and 37, 54
Handouts 1-3, 1-4, 1-5, 1-6 and 1-7 (student may already have these)
Reference books, articles from the internet, newspapers, magazines, etc.

Introduction: Remind student of the Chapter Task – to give a persuasive speech on what he/she thinks is the most important issue about government today. (The issue they choose is probably not as important as the student’s understanding that an issue has more than one perspective and that its solution is not clear.)

Procedure:

1. For students who have not yet chosen an issue, you may want to brainstorm with them for some ideas around:
   - The environment
   - National security
   - Universal health care
   - Poverty
   - Canadian Wheat Board
   - Health
   - Agriculture

2. Give students a structure for their speeches. You may want to use something similar to that of a personal essay:

   Introduction: Introduces the topic (issue)
   Tells why the issue is important
   States speaker’s point of view

   Body: Elaborates on speaker’s point of view
   Gives supporting details

   Conclusion: Restates speaker’s point of view
   Gives implications related issues and the future

3. Use textbook, page 54 to help students with their oral presentation skills.

4. Handouts 1-3, 1-4, 1-5, 1-6 and 1-7 can be used for assessment purposes.

Assignments:

1. Prepare and deliver the speech.
2. Assess your speech.
Lesson 1.13

Concept: Chapter One Review

Resources/Materials: Issues for Canadians, page 55
Review Sheets

Introduction: Tell students that now that they have completed the first chapter, it is time to prepare for a test. The test covers the textbook Introduction as well as Chapter One.

Procedure:

1. With students go over some of the vocabulary: issue, perspective, point of view, quality of life, rights, society, governance, political system, economic system, etc.

2. Have students do the Chapter 1 Review on textbook, page 55 OR the Chapter One Review sheets.

Assignment:

Do the Chapter 1 Review exercise in the textbook, page 55 of the Chapter One Review sheets.
### Introduction and Chapter One

How effectively does Canada’s federal political system govern Canada for all Canadians?

**Review**

1. Match the words with their meanings.

<table>
<thead>
<tr>
<th>issue</th>
<th>perspective</th>
<th>point of view</th>
<th>opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>quality of life</td>
<td>rights</td>
<td>society</td>
<td>political system</td>
</tr>
<tr>
<td>governance</td>
<td>economic system</td>
<td>bias</td>
<td>criteria</td>
</tr>
<tr>
<td>government</td>
<td>constituent</td>
<td>popular vote</td>
<td>minority</td>
</tr>
<tr>
<td>assimilation</td>
<td>civil service</td>
<td>accountable</td>
<td>constitution</td>
</tr>
</tbody>
</table>


a. _________________ the process of becoming part of a different cultural group

b. _________________ an opinion based on unchallenged assumptions

c. _________________ employees of the government

d. _________________ someone who lives in a riding and is represented by an elected official from that riding

e. _________________ a special set of laws that establishes a framework of governance.

f. _________________ standards for evaluating something

g. _________________ how a society organizes the production, distribution and consumption of goods and services

h. _________________ the process of governing

i. _________________ the body with the power to make decisions for a society

j. _________________ a topic that connects to citizenship, identity and quality of life, and on which well-informed people have different views and perspectives

k. _________________ a group in society that does not form the majority of population

l. _________________ personal reaction to an issue

m. _________________ values and ideas shared by people with a common language, culture and history
Grade Nine Social Studies
Issues for Canadian

n. ______________ opinions and preferences of an individual based on personal experiences

o. ______________ the structure of government

p. ______________ the total votes cast in an election, as different from the total seats won in an election

q. ______________ a measure of personal and collective well-being

r. ______________ what individuals and groups are allowed to do in society, as established in law

s. ______________ answerable to someone for your actions

t. ______________ social system where a group of people share a common geographic region, sense of common identity and culture, and who participate in shared political and economic institutions for a communal purpose or interest

2. Tell about three things that affect your quality of life.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Based on the photographs on pages 16 and 17 of Issues for Canadians what evidence can you identify that governance in Canada has changed since 1867?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What are the three branches of the federal government?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
5. Fill in the chart to show the roles of each branch of government.

<table>
<thead>
<tr>
<th>Branch</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Match (Draw lines):

- executive branch
- legislative branch
- judicial branch

- applies and interprets laws
- proposes most laws; responsible for putting laws into action
- makes laws

7. Who am I?

<table>
<thead>
<tr>
<th>J – Supreme Court judge</th>
<th>C – cabinet minister</th>
<th>S – senator</th>
</tr>
</thead>
<tbody>
<tr>
<td>G – governor general</td>
<td>MP – member of parliament</td>
<td>P – prime minister</td>
</tr>
</tbody>
</table>

a. I am elected by the constituents in my riding. I serve in the legislative branch of government. I am part of a group called the House of Commons.

Who am I? _______

b. I am the representative of the British monarch. Although I do not play an active role in Canada’s government, a bill does not become a law until I sign it.

Who am I? _______
c. I am selected by the prime minister to head up a government department. The executive branch is made up of the prime minister and other department heads like me.

Who am I? ______

d. I am part of the judicial branch of government. My job is very difficult because I have to make rulings on very challenging questions.

Who am I? ______

e. I am appointed by the prime minister. I am part of the legislative branch of government. My colleagues and I can, but rarely reject bills from the House of Commons. The people in my group represent Canada's regions and minorities.

Who am I? ______

8. Number these steps in the correct order.

_____ The Members of Parliament of the House of Commons debate, amend, and vote on the bill.

_____ The cabinet proposes a bill.

_____ The governor general gives royal assent.

_____ The members of the Senate debate, amend, and vote on the bill.

9. Underline all the sentences that tell about the executive branch.

- It includes the PM and MPs.
- The PM is the elected leader of the political party that won the most seats in a federal election.
- The cabinet includes the people with responsibility for different government departments and agencies. These departments are called portfolios.
- The cabinet members are called ministers
- The PM decides who will be cabinet ministers and which portfolios they will look after.
- The executive branch members must all come from the city of Ottawa.
- The cabinet proposes most bills.
- The executive branch runs the day-to-day business of government.
10. The House of Commons is part of the legislative branch. In each statement about the House of Commons, cross out the word that is wrong and write the correct word above it.

- The members of the House of Commons are called senators.
- The House of Commons is the major law-making body in the federal economic system.
- MPs debate, study and vote on proposed legislation called “maybes”
- MPs are elected by constituents in their houses.
- Representation in the House of Commons is by practicality.
- The party with the fewest MPs in the House of Commons forms the government. The other MPs form the opposition.
- All proceedings in the House of Commons are in Chinese and French.

11. The table below shows the number of seats won by each of the political parties. Calculate the number of seats each would have won if this was determined by popular vote.

**Results, 2008 Federal Election**

<table>
<thead>
<tr>
<th>Party</th>
<th>Seats in House of Commons</th>
<th>Popular Vote (%)</th>
<th>Seats if Calculated Using Popular Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloc Québécois</td>
<td>49</td>
<td>10.00</td>
<td></td>
</tr>
<tr>
<td>Conservative</td>
<td>143</td>
<td>37.6</td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td>0</td>
<td>6.8</td>
<td></td>
</tr>
<tr>
<td>Liberal</td>
<td>77</td>
<td>26.2</td>
<td></td>
</tr>
<tr>
<td>New Democratic</td>
<td>37</td>
<td>18.2</td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>2</td>
<td>1.2</td>
<td></td>
</tr>
</tbody>
</table>

**Total Number of Seats: 308**

12. Which of the following tell about the **differences** between the House of Commons and the Senate? Underline all correct answers.

- Senators are appointed and MPs are elected.
- MPs are accountable to their constituents and Senators represent regions and minorities.
- The proceedings in the Senate are in French and in English in the House of Commons.
- The Senate cannot propose laws that create or spend taxes, whereas the House of Commons can.
- The Senate very often rejects bills passed by the House of Commons.
13. Underline all the correct sentences about the judicial branch.

- It includes all Canada’s courts of law.
- It’s role is to interpret and apply laws by making legal judgements.
- The Supreme Court of Canada is made up of nine judges.
- The Supreme Court of Canada is Canada’s highest court.
- The judicial branch acts as a check on the other two branches of government.
- The judges of the Supreme Court must deal with very challenging questions.

14. Number the following in order to show the steps in law-making in the House of Commons and the Senate.

____ Second Reading: Debate and vote on the principle of the bill.
____ Committee Stage: Detailed study of the bill.
____ Report Stage: Debate and vote on amendments (changes) to the bill.
____ First Reading: Printed copies of the bill are made available for the first time.
____ Third Reading: Debate and vote on the final form of the bill.

15. Answer true or false.

______ Many Aboriginal peoples do not feel part of Canada’s political system.
______ Luckily, all media reports are totally unbiased.
_______ One role of news reporters is to inform people about how the government’s activities will affect their lives.
_______ The Parliamentary Press Gallery is an association of reporters who cover the decisions and actions of the government.
_______ Lobbyists try to look after the interests of all Canadians.

16. Which of the following would not be considered an issue?

- What was the population of Canada according to the 2009 census?
- To what extent should oil sands development be regulated?
- Should there be more reserves for Aboriginals?
- What are the natural resources found in Manitoba?
- Should computers be allowed in Hutterite colony schools?
- Which is more important, national security or freedom of religion?
17. You will be asked to answer two of the following short answer questions.

**Short Answer Questions**

a. Explain how the three branches of government work together.

b. What makes the role of the judges on the Supreme Court of Canada so challenging?

c. Explain the roles and powers of the governor general.

d. Briefly explain the difference between a majority government and a minority government.

e. In Canada how do we determine which political party forms the government?

18. You will be asked to answer one of these essay questions.

**Essay Questions**

a. Describe an issue that is important to Canadian citizens. Be sure to explain the issue in detail and provide information from a variety of perspectives.

b. What are the similarities and differences between the House of Commons and the Senate?

c. Do you think lobbyists should be allowed to try to influence MPs and government officials? Explain why.
Introduction and Chapter One
How effectively does Canada’s federal political system govern Canada for all Canadians?

Review

1. Match the words with their meanings.

<table>
<thead>
<tr>
<th>issue</th>
<th>perspective</th>
<th>point of view</th>
<th>opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>quality of life</td>
<td>rights</td>
<td>society</td>
<td>political system</td>
</tr>
<tr>
<td>governance</td>
<td>economic system</td>
<td>bias</td>
<td>criteria</td>
</tr>
<tr>
<td>government</td>
<td>constituent</td>
<td>popular vote</td>
<td>minority</td>
</tr>
<tr>
<td>assimilation</td>
<td>civil service</td>
<td>accountable</td>
<td>constitution</td>
</tr>
</tbody>
</table>

a. **assimilation** — the process of becoming part of a different cultural group

b. **bias** — an opinion based on unchallenged assumptions

c. **civil service** — employees of the government

d. **constituent** — someone who lives in a riding and is represented by an elected official from that riding

e. **constitution** — a special set of laws that establishes a framework of governance.

f. **criteria** — standards for evaluating something

g. **economic system** — how a society organizes the production, distribution and consumption of goods and services

h. **governance** — the process of governing

i. **government** — the body with the power to make decisions for a society

j. **issue** — a topic that connects to citizenship, identity and quality of life, and on which well-informed people have different views and perspectives

k. **minority** — a group in society that does not form the majority of population

l. **opinion** — personal reaction to an issue

m. **perspective** — values and ideas shared by people with a common language, culture and history
n. point of view opinions and preferences of an individual based on personal experiences

o. political system the structure of government

p. popular vote the total votes cast in an election, as different from the total seats won in an election

q. quality of life a measure of personal and collective well-being

r. rights what individuals and groups are allowed to do in society, as established in law

s. accountable answerable to someone for your actions

t. society social system where a group of people share a common geographic region, sense of common identity and culture, and who participate in shared political and economic institutions for a communal purpose or interest

2. Tell about three things that affect your quality of life.

Examples:
- basic needs satisfied (food, clothing, shelter)
- security (safety, family)
- friendships, education

3. Based on the photographs on pages 16 and 17 of Issues for Canadians, what evidence can you identify that governance in Canada has changed since 1867?

- more minorities in government

4. What are the three branches of the federal government?

- legislative
- executive
- judicial
5. Fill in the chart to show the roles of each branch of government.

<table>
<thead>
<tr>
<th>Branch</th>
<th>Roles</th>
</tr>
</thead>
</table>
| Executive  | • proposes most laws  
             | • puts laws into action  
             | • runs day-to-day business of government |
| Legislative| • makes laws  
             | • represents interests and rights of Canada's regions       |
| Judicial   | • applies and interprets laws                                      |

6. Match (Draw lines):

executive branch \(\rightarrow\) applies and interprets laws

legislative branch \(\rightarrow\) proposes most laws; responsible for putting laws into action

judicial branch \(\rightarrow\) makes laws

7. Who am I?

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c. I am selected by the prime minister to head up a government department. The executive branch is made up of the prime minister and other department heads like me.

Who am I?  

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d. I am part of the judicial branch of government. My job is very difficult because I have to make rulings on very challenging questions.

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Who am I?  

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8. Number these steps in the correct order.


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<td>31</td>
</tr>
<tr>
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<td>143</td>
<td>37.6</td>
<td>116</td>
</tr>
<tr>
<td>Green</td>
<td>0</td>
<td>6.8</td>
<td>2.1</td>
</tr>
<tr>
<td>Liberal</td>
<td>77</td>
<td>26.2</td>
<td>8.1</td>
</tr>
<tr>
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<td>5.6</td>
</tr>
<tr>
<td>Independent</td>
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<td>1.2</td>
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15. Answer true or false.

True  Many Aboriginal peoples do not feel part of Canada’s political system.

False Luckily, all media reports are totally unbiased.

True  One role of news reporters is to inform people about how the government’s activities will affect their lives.

True  The Parliamentary Press Gallery is an association of reporters who cover the decisions and actions of the government.

False  Lobbyists try to look after the interests of all Canadians.

16. Which of the following would not be considered an issue?

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- Should there be more reserves for Aboriginals?
- What are the natural resources found in Manitoba?
- Should computers be allowed in Hutterite colony schools?
- Which is more important, national security or freedom of religion?
Lesson 1.14

Concept: Chapter One Test

Resources/Materials: Chapter One Test

The Chapter One Test is in two parts. Part A can be done using an answer sheet and is comprised of matching, true/false and multiple choice questions. Part B is to be done on lined paper like foolscap and is comprised of short answer and essay questions.

Teachers who have students complete the Chapter Task, may want them to complete only one of the parts of the Chapter One Test.
Grade Nine Social Studies

Introduction and Chapter One
How effectively does Canada’s federal political system govern Canada for all Canadians?

Test

Part A

Directions: Write the correct letter for each question on the answer sheet. Do not write in this booklet.

Match the words with their meanings.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. bias</td>
<td>b. criteria</td>
</tr>
<tr>
<td>e. issue</td>
<td>f. opinion</td>
</tr>
<tr>
<td>i. political system</td>
<td>j. quality of life</td>
</tr>
<tr>
<td>c. economic system</td>
<td>d. governance</td>
</tr>
<tr>
<td>g. perspective</td>
<td>h. point of view</td>
</tr>
<tr>
<td>k. right</td>
<td>l. society</td>
</tr>
</tbody>
</table>

1. how a society organizes the production, distribution and consumption of goods and services
2. a topic that connects to citizenship, identity and quality of life, and on which well-informed people have different views and perspectives
3. what individuals and groups are allowed to do in society
4. values and ideas shared by people with a common language, culture and history
5. a measure of personal and collective well-being
6. the process of governing
7. the structure of government
8. a social system where a group of people share a common geographic region, sense of common identity and culture, and who participate in shared political and economic institutions for a communal purpose or interest
9. an opinion based on unchallenged assumptions
10. a personal reaction to an issue
11. opinions and preferences of an individual based on personal experiences
12. standards for evaluating something
13. Issues are usually worded as open-ended, unbiased questions, and are about a complex problem for which there appears to be no one clear right or wrong solution.

14. Collective citizenship refers to an individual’s or group’s existence in society.

15. New laws in Canada must follow the rules, rights and regulations set out in Canada’s constitution.

16. The Canadian Charter of Rights and Freedoms is linked to, but not part of, Canada’s constitution.

17. The governor general is part of the executive branch of government, but not part of the legislative or judicial branches.

18. The prime minister is the elected leader of the political party that won the most seats in a federal election.

19. As a group Members of Parliament form the House of Commons.

20. The prime minister can only choose cabinet ministers from the House of Commons.

21. The legislative branch of government makes laws.

22. In a minority government, the political party that forms the government has won more seats than all the other political parties combined.

23. It is important that MPs look after the needs of all Canadians, and that they should leave the needs of the constituents in their ridings to local and provincial governments.

24. Senators are elected by Members of Parliament.

25. The Senate has the power to reject bills from the House of Commons, but this does not happen often.

26. The judicial branch of government applies and interprets laws.

27. A proposed law is referred to as bill.

28. The final step in the procedure to make a bill into a law is that the members of the Senate must vote on the final form of the bill.

29. Many Aboriginals do not feel they are an important part of Canada’s political system because they have decided it is not good for them.

30. One of the roles of news reporters is to inform people about the impact government is having on their lives.
Choose the best answer to each question.

31. Which statement best describes how today's federal government is different from the government in 1867?
   a. The government was larger in 1867 than it is today.
   b. The government of 1867 did not have a constitution.
   c. The government of 1867 did not use a democratic system.
   d. The government of 1867 did not have as many representatives from minority groups.

32. The three main branches of the federal government are
   a. judicial, legislative and executive.
   b. judicial, executive and formative.
   c. House of Commons, Supreme Court and Senate.
   d. Supreme Court, Governor General and executive.

33. Which of the following is not a responsibility of the executive branch?
   a. propose bills
   b. make laws
   c. put laws into action
   d. run the day-to-day business of government

Use the information below to answer question 34.

<table>
<thead>
<tr>
<th>Some Federal Government Cabinet Ministers (September 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
</tr>
<tr>
<td>Gerry Ritz, Saskatchewan</td>
</tr>
<tr>
<td>Intergovernmental Affairs</td>
</tr>
<tr>
<td>Josée Vernier, Québec</td>
</tr>
<tr>
<td>Defence</td>
</tr>
<tr>
<td>Peter MacKay, Nova Scotia</td>
</tr>
<tr>
<td>Treasury</td>
</tr>
<tr>
<td>Vic Toews, Manitoba</td>
</tr>
<tr>
<td>Environment</td>
</tr>
<tr>
<td>Jim Prentice, Alberta</td>
</tr>
<tr>
<td>Minister of State</td>
</tr>
<tr>
<td>Gordon O’Connor, B.C.</td>
</tr>
<tr>
<td>Foreign Affairs</td>
</tr>
<tr>
<td>Lawrence Cannon, Quebec</td>
</tr>
<tr>
<td>Transport, Infrastructure</td>
</tr>
<tr>
<td>John Baird, Ontario</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Leona Aghukkaq, Nunavut</td>
</tr>
<tr>
<td>Finance</td>
</tr>
<tr>
<td>Jim Flaherty, Ontario</td>
</tr>
<tr>
<td>International Cooperation</td>
</tr>
<tr>
<td>Bev Oda, Ontario</td>
</tr>
<tr>
<td>Indian, Northern, Métis Affairs</td>
</tr>
<tr>
<td>Chuck Strahl, B.C.</td>
</tr>
<tr>
<td>Veteran Affairs</td>
</tr>
<tr>
<td>Greg Thompson, New Bruns.</td>
</tr>
<tr>
<td>Labour</td>
</tr>
<tr>
<td>Rona Ambrose, Alberta</td>
</tr>
<tr>
<td>Industry</td>
</tr>
<tr>
<td>Tony Clement, Ontario</td>
</tr>
<tr>
<td>Citizenship and Immigration</td>
</tr>
<tr>
<td>Diane Finley, Ontario</td>
</tr>
</tbody>
</table>

34. You can infer from the above information that
   a. the prime minister appoints his friends to the cabinet.
   b. the prime minister tries to appoint a cabinet that represents all areas of the country.
   c. the prime minister appoints cabinet ministers who won their seats by a large majority.
   d. a Member of Parliament is not allowed to refuse an appointment to the cabinet.
35. Which of the following is not true of the House of Commons?

a. The House of Commons is part of the legislative branch of government.
b. The political party with the most MPs in the House of Commons forms the government.
c. Representation in the House of Commons is by region.
d. The House of Commons is the major law-making body in Canada’s federal political system.

Use the information below to answer question 36.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Party</th>
<th>Votes</th>
<th>% of Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coates, Nathan</td>
<td>Green</td>
<td>3 403</td>
<td>10.61</td>
</tr>
<tr>
<td>Devine, Jason</td>
<td>Communist</td>
<td>325</td>
<td>1.01</td>
</tr>
<tr>
<td>Kennedy, Bernie</td>
<td>Liberal</td>
<td>3 255</td>
<td>10.51</td>
</tr>
<tr>
<td>Obhrai, Deepak</td>
<td>Conservative</td>
<td>21 311</td>
<td>66.47</td>
</tr>
<tr>
<td>Vaughan, Ian</td>
<td>New Democratic</td>
<td>3 767</td>
<td>11.75</td>
</tr>
</tbody>
</table>

36. According to the table, the results of the 2008 federal election show that the representative from Calgary East in the House of Commons was

a. from the Conservative Party.
b. from the Communist Party.
c. from the New Democratic Party.
d. from the Green Party.

Use the information below to answer question 37.

<table>
<thead>
<tr>
<th>Party</th>
<th>Seats in House of Commons</th>
<th>Popular Vote (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloc Québécois</td>
<td>49</td>
<td>10.0</td>
</tr>
<tr>
<td>Conservative</td>
<td>143</td>
<td>37.6</td>
</tr>
<tr>
<td>Green</td>
<td>0</td>
<td>6.8</td>
</tr>
<tr>
<td>Liberal</td>
<td>77</td>
<td>26.2</td>
</tr>
<tr>
<td>New Democratic</td>
<td>37</td>
<td>18.2</td>
</tr>
<tr>
<td>Independent</td>
<td>2</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Total Number of Seats: 308
37. According to the table, in the 2008 federal election, if the number of seats each party won was determined by the popular vote,

a. the Bloc Québécois would have won more seats.
b. the Conservative Party would have won more seats.
c. the Liberal Party would have won fewer seats.
d. the Conservative Party would have won fewer seats.

38. Which of the following is not true about the Senate?

a. Senators are appointed by the prime minister.
b. Senators represent the interests and rights of Canada’s regions and minorities.
c. All the proceedings in the Senate are held in English.
d. The Senate has the power to reject bills.

39. The main responsibility of the judicial branch of government is

a. to interpret and apply laws by making legal judgements.
b. put criminals in jail.
c. decide if the prime minister is doing a good job.
d. amend laws.

Use the information below to answer question 40.

<table>
<thead>
<tr>
<th>Law-making Steps in the House of Commons and the Senate</th>
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<tr>
<td><strong>First Reading:</strong> Printed copies of the bill are made available for the first time.</td>
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<td><strong>Second Reading:</strong> Debate and vote on the principle of the bill.</td>
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<td><strong>Committee Stage:</strong> Detailed study of the bill.</td>
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<td><strong>Report Stage:</strong> Debate and vote on amendments (changes) to the bill.</td>
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<td><strong>Third Reading:</strong> Debate and vote on the final form of the bill.</td>
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40. According to the information above you can conclude that

a. a great deal of thought and consideration is given to a bill before it becomes a law.
b. once a bill has been introduced, it cannot be changed before it becomes a law.
c. all bills eventually become laws.
d. the process of making a bill into a law should take no more than two weeks.
41. The final step in a bill becoming a law is

a. approval by the prime minister.
b. approval by the cabinet.
c. a vote in the Senate.
d. Royal assent as given by the Governor General.

*Use the following information to answer question 42.*

Aboriginal people did not play a role in designing the Canadian system of government, and they do not see themselves represented in its institutions...Aboriginal peoples need to see representation and inclusion of their leaders and their ceremonies, symbols and practices in the political processes and institutions of the Canadian state.


42. According to Anna Hunter

a. Aboriginal peoples do not care about participating in federal elections.
b. The Canadian system of government was designed before Aboriginal people were residents of Canada.
c. Aboriginal peoples do not want their elders to be placed in institutions.
d. Aboriginal peoples do not feel that the Canadian system of government takes their culture and traditions into consideration.

43. The media can influence how we see an issue because

a. people in the media are part of lobby groups.
b. reporters use the media to promote the opinions of the rich and powerful.
c. media messages are created by people who interpret the facts and make choices about how to tell the story.
d. they are paid by businesses to tell a story in a particular way.

44. Lobbyists must register with the Commissioner of Lobbyists so that

a. everyone in Canada can know who they are and who they represent.
b. the legislative branch can collect a fee from them.
c. Senators know who to call if they need favours.
d. the prime minister can warn them of dangers.
Use the information below to answer question 45.

We need to preserve the wetlands on the Prairies. The wetlands are home to millions of ducks who are migrating from their winter homes in the south to their summer homes in the north. If we pollute wetlands, or worse yet, let them dry out, the migrating ducks would have nowhere to call home. Wetlands provide all of us with natural beauty. Without wetlands, it would be difficult for hunters to locate large flocks of waterfowl.

- Bruce McHunter, The Duck Hunters Association of Alberta

45. Which of the following statements is most likely true of the above passage?

a. It is written in an unbiased way.
b. It says very little about the environment.
c. It is written with a bias.
d. It is supported with facts and figures.
Part B

46. **Short Answer Questions** (Answer any two.)

   a. Explain how the three branches of government work together.

   b. What makes the role of the judges on the Supreme Court of Canada so challenging?

   c. Explain the roles and powers of the governor general.

   d. Briefly explain the difference between a majority government and a minority government.

   e. In Canada how do we determine which political party forms the government?

46. **Essay Questions** (Answer one.)

   a. Describe an issue that is important to Canadian citizens. Be sure to explain the issue in detail and provide information from a variety of perspectives.

   b. What are the similarities and differences between the House of Commons and the Senate?

   c. Do you think lobbyists should be allowed to try to influence MPs and government officials? Explain why.
Grade Nine Social Studies

Introduction and Chapter One
How effectively does Canada's federal political system govern Canada for all Canadians?

Test Answer Sheet

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Grade Nine Social Studies

Introduction and Chapter One

How effectively does Canada’s federal political system govern Canada for all Canadians?

Test

Answer Sheet

1. C
2. C
3. K
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6. D
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26. T
27. T
28. F
29. F
30. T
31. D
32. A
33. B
34. B
35. C
36. A
37. D
38. C
39. A
40. A
41. D
42. D
43. C
44. A
45. C
Chapter Two

To what extent is the justice system fair and equitable for youth?

Focus Questions

How do Canada’s justice system and the Youth Criminal Justice Act attempt to treat young offenders fairly and equitably?
What role do Canadian citizens and organizations play in the fairness and equity of Canada’s justice system for youth?
Grade Nine Social Studies
Issues for Canadians

Grade 9 Social Studies

Chapter 2

To what extent is the justice system fair and equitable for youth?

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Lesson 2.11 Chapter Two Test 13
Lesson 2.1

Concept: Introduction and Chapter Task

Resources/Materials: Issues for Canadians, pages 56 – 59
Handout G-1 (student copies)
AND/OR Worksheet #9.2.1 (student copies)
Handouts 2-3, 2-4, 2-5, 2-6 and 2-7 (optional) (student copies)

Concept: Ask students to speculate about a situation where a six-year-old girl and a fifty-year-old woman caught shoplifting. Should the consequences for breaking the law (stealing) be the same for the girl and the woman? Discuss why.

Explain to students that in Canada, the consequences for breaking the law for those under eighteen years of age are usually different than for adults. Chapter 2 deals with how the justice system in Canada deals with youth crime.

Procedure:

1. Have students turn to textbook, page 56. Guide the reading of pages 56 and 57.

2. Discuss that the idea of justice is to ensure that people are treated appropriately and fairly when it comes to rules, regulations, and laws. The statue of “Justice” conveys two things: Crime must fit the punishment, symbolized by the scales. The law is enforced equally regardless of personal wealth, gender, religion, ethnic minority, etc., symbolizes by the blindfold.

3. If you like, you may want students to begin a glossary of vocabulary in a section of their binders. A glossary entry should include the entry word as well as a definition, along with any other type of information that will help clarify the word’s meaning (e.g., sentence using the word, example, illustration) Alternate to a glossary students could complete charts like the one on Handout 2-3.

4. With students go over the Chapter Task. You may want to use Handouts 2-4, 2-5, 2-6 and 2-7. These can be distributed now or later on in the chapter.

5. Most Hutterite students will not be able to complete a multimedia presentation. As an alternative, you may want them to make a display using something like those cardboard displays often used in science fairs. They are readily available in big box stationery stores like Staples and Office Depot.

6. As preparation for starting the chapter, have students complete either Handout G-1 AND/OR Worksheet #9.2.1.

Assignments:

2. Do Handout G-1 AND/OR Worksheet #9.2.1.
3. Start thinking about the Chapter Task.
Exploring the Chapter Issue

**Instructions:** Use this chart to organize your information as you develop an informed response to the chapter issue. Use the information in your textbook to gather evidence to support your position. Refer to pages 12 and 13 in your textbook for more ideas about how to spot and respond to an issue.

<table>
<thead>
<tr>
<th>What is the chapter issue?</th>
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<tr>
<th>Why is this issue important?</th>
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<tr>
<th>What criteria will you use to help you evaluate information, views and perspectives on this issue?</th>
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<th>What are other positions on the issue? Who might have these positions?</th>
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<th>State your position on the issue.</th>
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<tr>
<th>Support your position with facts and evidence.</th>
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<tr>
<th>What action will you take on this issue?</th>
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</table>
Directions: Use Issues for Canadians, pages 56 and 57 to help you with these questions.

1. The Canadian justice system is based on the idea that justice should be fair and equitable. In your opinion what should be the consequence for knocking down and then stealing an elderly lady’s purse for each of these people?

<table>
<thead>
<tr>
<th>Person</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>eight-year-old girl</td>
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<tr>
<td>fifteen-year-old girl</td>
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<tr>
<td>forty-year-old woman</td>
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2. Justice is served when consequences are given when laws are broken. In your opinion, why is it important that laws be enforced?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. Recently, while driving on one of Calgary’s main roads, a sixteen-year-old boy drove through a red light, hitting and killing a twelve-year-old girl who had been crossing the street at the intersection. Not only did the boy not have a valid driver’s license, but the police determined that he was legally drunk at the time. What do you think should happen to the boy? Explain why.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Conservatives vow to toughen youth justice act

Youth 14 and over would be named when convicted of serious crimes

Last Updated: Monday, September 22, 2008 | 10:29 AM ET

Comments 901 Recommend 203

CBC News

Conservative Leader Stephen Harper said tougher sentences for young people who commit crimes will serve as a deterrent. (CBC)

Stephen Harper vowed Monday that a re-elected Conservative government would reduce protections under the Youth Criminal Justice Act for young people convicted of serious crimes.

Under the Conservative leader's proposal, young people 14 and over found guilty of crimes such as manslaughter, murder or aggravated assault would face tougher sentences, and no longer have their identities protected.

The act currently forbids the release of young offenders' identities, unless the accused are found guilty and handed adult sentences.

Judges would also be allowed to decide whether a young offender who is convicted again for a less serious crime should be identified.

"Of course offenders have rights," said Harper while campaigning in Ottawa for the Oct. 14 federal election. "But we believe those rights must be balanced with responsibilities, and that victims have rights too."

The Conservatives also vowed to extend the youth gang prevention fund established in early 2007 and increase its budget to $10 million a year. The fund provides communities with money to combat street gangs.

Liberals, BQ against Tory youth crime plan

IN DEPTH: CRIME

Youth Criminal Justice Act: Changing the law on young criminals
CBC News Online | June 23, 2006

Prior to the Juvenile Delinquents Act in 1908, young offenders were treated much like adults — they were held with adults while awaiting trial and received the same sentences as adults. Under the act a youth was treated "not as a criminal, but as a misguided and misguided child."

Youths were not charged with specific offences, but with delinquency. Sentencing was left to the discretion of the judge and was based on the rehabilitation of the offender. Over time, the broad guidelines produced a wide disparity of sentences and the law was criticized for failing to recognize the rights of the child.

The Young Offenders Act in 1984 was an attempt to establish a tighter legal framework by allowing charges on specific offences, and by placing responsibility on the offender. It was criticized on many counts: for being too soft on the offender; for lacking a clear philosophy on youth justice in Canada; for inconsistent and unfair sentences; for not properly addressing serious and violent offences; for an overuse of the system; and for not giving enough recognition to the victims.

On April 1, 2003, the Youth Criminal Justice Act (YCJA) officially replaced the Young Offenders Act. It aims to emphasize the rehabilitation and re-entry of a young offender into society. The new act addresses the criticism that Canada's youth justice system lacked a clear philosophy, laying out a Declaration of Principles:

"The youth criminal justice system is to prevent crime by addressing the circumstances underlying a young person's offending behaviour, rehabilitate young persons who commit offences and reintegrate them back into society, and ensure that a young person is subject to meaningful consequences for his or her offences, in order to promote the long-term protection of the public."

Highlights of the act include:

- An end to transfers to adult court. If the offender is found guilty in a youth court, the judge has the authority to impose an adult sentence.

- Lowering the age of presumption to 14. Under the YOA, it was presumed youths aged 16 and over convicted of a serious offence such as murder were transferred to adult court. The new act lowers the age to 14, but individual provinces can adjust the age to 15 or 16.

- Less emphasis on custody as a sentence for non-violent or less serious offences. Custody is to be reserved for violent and repeat offenders.

- Emphasis on alternative youth sentencing methods (out of court), such as referrals to community programs, formal letters of warning.
to parents, meetings with police.

- Access by victims to youth court records, and notification of victims if the offender is sentenced out of court.
- Imposition of a new mandatory period of intensive supervision on all young offenders following their release from jail.

Critics of the YCJA felt it was too lenient and when the Conservative Harper government came into power in January 2006, it lobbied for harsher sentences, arguing that they would be a deterrent to would-be youth criminals and cut down on repeat offenders.

In June 2006, the Supreme Court of Canada ruled "since no basis can be found in the Youth Criminal Justice Act for imposing a harsher sanction than would otherwise be called for to deter others from committing crimes, general deterrence is not a principle of youth sentence under the new regime."

June 22, 2006: Top court finds deterrence has no place in youth sentences
May 30, 2001: Quebec preparing to fight Young Offenders Act changes
Feb 5, 2001: Ottawa introduces new youth law
Dec 4, 1999: Ontario wants tougher Young Offenders Act
Mar 11, 1999: Ottawa replaces Young Offenders Act
NUPGE urges amendments to Youth Criminal Justice Act

'The goal is not to simply incarcerate or punish more youth but to help them become contributing members of Canadian society.' - James Clancy

Ottawa (6 Dec. 2007) - The National Union of Public and General Employees (NUPGE) is urging the Harper government to make changes in C-25, a bill now before the Commons to amend the Youth Criminal Justice Act (YCJA).

James Clancy, national president of the 340,000-member union, says in a letter to Justice Minister Robert Nicholson that the bill as drafted would make improvements in areas related to pre-trial detention and breach of conditions but overall it will be ineffective unless additional amendments are made in important areas.

Specifically, Clancy outlines several areas of concern about C-25 as now drafted:

- It should do more to protect especially vulnerable youth, including amendments to allow for temporary child welfare detention.
- It should place greater emphasis on root causes of youth crime, including educational, social, rehabilitative and employment initiatives.
- It should ensure that more federal resources are available to deal properly with young offenders.

"We are concerned that the facilities and resources do not exist should an amended YCJA result in an increase of the number of youth placed in custody," Clancy says.

"It is not an acceptable option to place young offenders in adult facilities. This would only exacerbate efforts to rehabilitate young offenders and must be avoided. The federal government must provide increased funding to assist the provinces in funding an adequate and appropriate response to youth crime in our communities."

Clancy said the principal focus of the YCJA must be on the needs of young people and public safety.

"The goal is not to simply incarcerate or punish more youth but to help them become contributing members of Canadian society. This will ultimately make our communities safer places to live," Clancy said. NUPGE
October 21, 2001

The Honourable Senator Lorna Milne
Chair, Standing Senate Committee on
Legal and Constitutional Affairs
The Senate of Canada
Ottawa, Ontario
K1A 0A4

Dear Senator Milne:

Re: Bill C-7 – Proposed *Youth Criminal Justice Act*

On behalf of the Canadian Association of Elizabeth Fry Societies (CAEFS), I am writing to thank you for inviting us to appear before your committee and requesting that you forward this letter and attachments to the other committee members. CAEFS is pleased to continue our involvement in efforts to improve the legal, policy, programming and services available to youth, especially young women and girls, involved in the juvenile justice system.

**Historical Context**

The process of replacing the *Young Offenders Act (YOA)* commenced after little more than a decade of implementation. Originally paraded internationally as one of the most innovative and progressive legislative responses to juvenile justice, the Act suffered serious chiseling and atrophy of its most progressive elements virtually from its inception. Indeed, even before it was proclaimed on April 2, 1984, some of the most proactive elements of the Act were threatened following its enactment in 1982.

A major reason for the delay in proclamation related to negotiations between the federal government and provinces regarding the manner in which monies could be utilized pursuant to cost-sharing agreements. Despite the commitment of the federal government to provide more resources for the development of community-based programming and services for young people, the provinces negotiated long and hard for monies to build new prisons for youth. We live with the unfortunate results of those negotiations and now see a revisiting and furtheance of pre-existing deficits in terms of community-based diversion, sentencing and releasing options.

In spite of the best intentions and concerns of many at the Department of Justice, calls for toughening and opening up of the *Young Offenders Act* continued -- indeed, even with the prospect of the *Youth Criminal Justice Act (YCJA)*, the media depiction of perceived public animosity toward youth still show no signs of dissipating. It is indeed time that we all took a closer look at how regressive amendments to the *YOA* have severely limited the positive approaches initially envisioned for young people. It seems unconscionable to consider addressing concerns regarding youth by merely off-loading them into the ordinary court and the criminal justice system designed for adults.

It is also distressing to consider the possibility that, without federal guidelines, resources
and monitoring, Bill C-7 could merely serve to continue attempts to erode and chisel the fundamental tenants and guiding principles of the juvenile justice system. CAEFS remains committed to retaining young people in the community utilizing the least restrictive interventions and alternative social support systems for as many youth as possible. In fact, both pieces of legislation call for an examination of all other systems prior to invoking the juvenile justice provisions.

Alternative or diversionary options are entrenched in the proposed Act; but so were they in the YOA. Paradoxically, the past decades have seen just the opposite developments. In most schools or child welfare group homes, for instance, matters that previously might have been dealt with by the relevant administrative authority are increasingly more likely to be referred externally to the juvenile justice or young offender system.

Rather than adopt a 'zero violence' approach, 'zero tolerance' policies are resulting in ever increasing numbers of disenfranchised youth being jettisoned out of schools and communities, usually through, rather than into, an ever more drafty social safety net. Rather than nurturing our youth, we are increasingly scapegoating and disposing them as though they are expendable human refuse. Recognizing the current stresses of fiscal restraint and downsizing, more focus upon consolidating creative energies, as well as upon encouraging a more empowered student body to provide peer and mentoring support are but examples of the manner in which schools might re-direct energies.

In terms of custodial sanctions, both the YOA and the proposed YCJA stipulate that such dispositions should be viewed as extraordinary and must only to be used as a last resort. Further, where a custodial disposition is resorted to, the expectation is that open custody be utilized before the employment of secure or closed custody.

Clearly, it was initially anticipated that the use of secure custodial settings for young people was to be the absolute last resort in terms of sentencing young people under the Young Offenders Act. Moreover, it was envisioned that open custody would be easily distinguishable from secure custody settings. Open custody was anticipated to denote a group-home type of setting, as opposed to an institutional setting. This fact notwithstanding, in most provinces, the two forms of custody have been virtually indistinguishable, given that most open custody settings have either evaporated or are mostly institutional in nature.

To make matters worse, young women remain disproportionately disadvantaged in terms of access to open custody settings. The majority of young women who receive open custody dispositions must serve their sentences in secure custody and/or co-correctional facilities. Consequently, they tend to have more limited access to the community as well as institutional services and programs. In many of the young offender centres across the country, incidents of sexual assault and/or pregnancies have led to the further segregation of young women within co-correctional facilities.

Statistics reveal that there has been an overall reduction of youth crime rates generally as well as a relatively low incidence of violent and repeat youth crime more specifically. These realities notwithstanding, by providing the media with access the YOA, the legislators guaranteed increased police, media and general community focus on youth crime. The increased attention upon a previously inaccessible area has also quickened a tendency to criminalize the behaviour of young people. The result is that many more youth are being jettisoned into the ever wider, deeper and stickier nets of the juvenile
justice system.

It is clear that all young people suffer as a result of the lack of adequate support services and other systems-based deficiencies. Members of the Standing Committee will be all too familiar with the erosion of resources for our community-based support systems for young people. The overall situation is all the more acute for young women. Young women are disproportionately disadvantaged as a result of a lack of gender-focused community and institutional programming and services, extremely limited access to open custody settings and consequent systems-dictated secure custody re-sentencing, over-representation of young women in custody for administrative breaches and child welfare types of concerns.

Systemic bias and discriminatory practices undergo a multiplier effect where gender, race, class, ethnicity and/or sexual orientation converge. Accordingly, immediate action is required in order to develop more comprehensive understanding and concerted efforts to address issues of bias within the youth justice system.

**Bill C-7 – Youth Criminal Justice Act**

CAEFS very much appreciates being provided with this opportunity to present its views to the Senate Committee on Legal and Constitutional Affairs. At this stage, while CAEFS remains extremely concerned about the resourcing and thus the implementation implications of Bill C-7, we are generally supportive of its passage. If implemented as intended, *Youth Criminal Justice Act* could mean a significant new direction for youth justice in Canada. Most young people self report behaviour that could result in their criminalization and those who are criminalized generally come into conflict with the law as a result of fairly minor and isolated incidents.

Rather than dealing with offending incidents in a way that ensures a youth's continuation in the criminal justice system, CAEFS supports the proposals that are designed to improve the circumstances of marginalized youths within the criminal justice system. We will be more likely to achieve societal goals of public safety and accountability through crime prevention, diversion and provision of services that meet the needs of youth than by the continued over use of incarceration for young people. Indeed, young people themselves repeatedly request that they have access toward services that promote treatment and rehabilitation. Obviously, for community-based social services and justice alternatives to succeed, both levels of government must be committed to providing the necessary resources for those services.

Bill C-7 recognizes the importance of extra judicial measures, such as warnings, cautions and referrals to victim/offender mediation and family conferencing, and encourages increased community involvement and responsibility toward young people via the utilization of Youth Justice Committees. Both the Preamble and the Purpose and Principles of the Bill underscore the importance of the provision of appropriate interventions and services in order to promote the rehabilitation and integration of young people into society.

Some of the concerns that many expressed in relation to the previous iteration of the proposed *Youth Criminal Justice Act*, Bill C-3, have been partially resolved by Bill C-7. For instance, the distinctions between "non-violent," "violent" and "serious violent" offences and the changes to the protections with respect to statements made by youths to
police are improvements. CAEFS remains concerned, however, about an erosion of the legal protections currently afforded young people pursuant to the provisions of the **Young Offenders Act**.

Section 56 of the current **YOA** recognizes the importance of addressing the vulnerability of young people in relation to police by requiring that special provisions apply before a youth's statement may be considered admissible in court. Bill C-3 would have allowed the admission of an otherwise inadmissible statement if a judge determined that its admission would not bring the administration of justice into disrepute. The revisions to this area in Bill C-7 have partially quieted CAEFS' concerns.

We recognize the reflex of attempts to distinguish between the treatment of youth who are labelled as violent and the majority of young people who come in contact with the law on fairly minor matters. Indeed, as the most recent statistical data and analyses reveal, however, media depictions and public attitudes are not reflective of the reality. We have enclosed several articles in an effort to elucidate this area further for you and your committee and urge the Standing Senate Committee on Legal and Constitutional Affairs to reject all provisions that stand to publicly identify and therefore permanently stigmatize youth.

CAEFS also encourages the Senate to reject any provisions that will make it easier for the youth justice system to throw youth into adult prisons. We absolutely support the notion that young people need to be treated in a manner that holds them accountable in ways that they are able to comprehend and utilizing means that will address the harm done by them as well as discourage the likelihood of any future transgressions.

On the whole, as we articulated before the House of Commons Standing Committee on Justice and Human Rights, we believe that the current test for the triggering of an adult sentence might prevent some of the transfers, particularly of young Aboriginal women [please refer to the article attached entitled, *The Jettisoning of Juvenile Justice? The Story of K*]. However, we object to the "three strikes" approach promoted in paragraphs 62(a) and 2(1) of Bill C-7, which stipulate that once a judge has designated two offences as "serious violent offences," a third such offence will trigger a presumptive move to adult court. In addition to carefully circumscribing the occasions when youths will be subjected to an adult sentence, we support the position of the Canadian Bar Association that the Bill include an explicit statement that dangerous offender proceedings will not be an option that may be considered for youth. For more information regarding the impact of the dangerous offender provisions on young women in particular, please contact the Department of Justice to obtain a copy of a paper completed for them entitled, *The Risky Business of Risk Assessment*.

**Preferred Approaches**

Since existing programs and services are inadequate to address the needs of young people or the protection of society, the first priority must be to address such service or programming deficits. Provinces and territories must be encouraged to develop more gender-specific and culturally appropriate services and programs for young people. Too frequently, services and programs which do exist are ill-equipped to deal with such intersecting issues as gender, race, class and sexual orientation. More community-based dispositional options and fewer custodial beds should exist throughout the country for all youth, but the need is particularly acute for young women. To this end, CAEFS would
support the cessation of federal transfer of resources to provinces and territories for custody beds, provided there was a corresponding increase in the transfer of monies for community resource development for young people.

Rather than resort to the "adult" criminal justice context at ever earlier ages, CAEFS supports the development and enhancement of youth-positive community-based dispositional options, as well as the development of improved educational and psycho-social programs and services both in community and institutional settings. CAEFS is particularly concerned about the paucity of community-based and therapeutic alternatives for young people in general and young women in particular.

We believe that the Minister of Justice might better address some of these issues via altering cost-sharing agreements with the provinces and territories, than by additional legislative proposals. Despite the best efforts of many to work to create positive options for youth, current legislative proposals may unfortunately divert additional resources to fund custodial options and thereby serve to diminish the pressure to create more proactive and preventative means of addressing the complex issues and concerns that contribute to the criminalization of young people.

It should be noted that federally sentenced women have repeatedly expressed concern with respect to the increased numbers of young women in the segregated maximum security units in men's prisons. Federally sentenced women and men alike, have voiced opposition to the rendering of young people subject to federal penitentiary sentences. Lifers in particular, some of whom entered prison during their teens, have expressed concern that other young people not face a similar fate.

Young people are best served by supportive and proactive interventions, as opposed to the punitive and reactive types of approaches characterized by and endemic to criminal justice responses. Indeed, CAEFS supports the broadest interpretations of crime prevention within the context of socio-economic, health, educational and cultural realities. There is sufficient evidence that preventative approaches to addressing crime are far more cost-effective than current criminal justice approaches. Accordingly, CAEFS supports the enhancement and development of high quality supportive services and assistance for children, youth and adults alike -- from universal and enriched health, child care and educational opportunities to effective gender, anti-poverty and anti-racism and conflict resolution programs.

For young women in particular, women-centred approaches are required. Because of their relatively low numbers in comparison to those of young men in the youth justice system, their specific needs are often ignored or at best subsumed by those of young men. While there is greater gender parity in terms of childhood experiences of abuse, this situation changes drastically around puberty and certainly into adolescence. Unfortunately, the youth justice system is rarely equipped with adequate understanding, much less skills or services to address, the differing gender-based manifestations of abusive histories.

Much is already known about effective and empowering ways of meeting the needs of young women. This information, combined with more adequate resourcing of existing support services and networks, as well as increased funding to enable and improve the exploration, documentation, and implementation of additional approaches, would undoubtedly result in ever more effective interventions, increased prevention and decreased recidivism rates.
CAEFS supports federal-provincial/territorial cooperative and collaborative work in this area. Cost-sharing for the advancement of relevant health/treatment services are recommended. It is our view that the youth justice system must not remain the catch-all for other systemic inadequacies. Young people are best served by supportive and proactive interventions, as opposed to the punitive and reactive types of approaches characterized by and endemic to criminal justice responses.

Within the criminal justice system more specifically, CAEFS reiterates that we believe much more emphasis needs to be placed upon the creation of community-based alternatives for young people. At the very least, resource allocations to custody and community need to be flipped, one to the other. Additionally, a refocus on the front-end of the process is vital. Such an orientation would entail increased use of alternative measures programs, reduced caseloads and more holistic probationary practices, vocational and educational foci, as well as increased emphasis on moral, cognitive and personal development generally. Furthermore, all such approaches would require the integration of gender-based as well as racially and culturally-specific foci.

Providing supportive and empowering services to young people at the time of their first contact with the youth justice system generally reduces the likelihood of future "criminal" involvement. A caveat, of course, is that if such services are present only in the youth justice system, it is likely that more youth will be caught in ever wider, deeper and stickier nets of social control and more young people and youthful behaviour will be criminalized. Accordingly, CAEFS reiterates the need for cost-sharing agreements to prioritize the development of preventative and proactive approaches within the child welfare, educational, medical and mental health systems as well as the youth justice systems.

In order to ensure significant short as well as long term change, proactive education and training programs is required for judges, lawyers, probation officers, police officers and all other youth justice personnel. The reorientation of those who work with or are otherwise involved with young people is a prerequisite component to the development of positive and effective change within the youth justice and all other youth-serving systems.

In addition to more traditional training approaches, CAEFS encourages the involvement of young people themselves, as well as front line workers in the development of professional and practical training programs as well as in the development of the services and programs. We endorse the efforts of groups such as Justice for Girls in Vancouver and the National Youth in Care Network. Supporting the efforts of these and other young people to define issues and design youth-directed approaches to addressing their concerns are crucial to the success of any legislation, policies or services designed to address the needs of youth.

**Committee Appearance**

Please allow me to take this opportunity to thank you once again for providing time in your agenda to consult with the Canadian Association of Elizabeth Fry Societies. Due primarily to the temporal proximity of this appearance to our Annual General Meeting, members of the Board of Directors are not available to attend the hearing. We are very pleased to advise, however, that our Executive Director, Kim Pate, will appear on behalf of CAEFS.
Ms. Pate has conducted a great deal of research, has written extensively and has also worked directly on legislative, policy, program design and service-delivery options for youth over the past two decades. Accordingly, we feel that she will be well able to answer your questions and represent the interests of our Association; and, most importantly, Kim will also present the views of young women with and on behalf of whom we work.

Sincerely,

Dawn McBride
President

Enclosures

CAEFS Home
Bill C-3: Youth Criminal Justice Act changes the rules of publication of the identity of young accused, victims, and witnesses

From Ad IDEM / CMLA

An early federal election ended parliamentary consideration of Bill C-3: The Youth Criminal Justice Act before the House of Commons. The Bill would have revamped publicity provisions dealing with youths involved in prosecutions. The Minister tabled amendments which responded to media representations, though they left a lot to be desired. They clarified that there was to be a publication ban on a young person's identity until that person has been convicted and sentenced, no matter what the age or crime. This is quite a departure from today's practice, where once a young person in serious cases is transferred to adult court, that person's identity can be published and the community can read and hear about who is on trial. The amendments also clarified that a young person and their parents, or, if the young person is no longer living, just the parents can agree to identification of the young person. On the latter point, the media took the position that no permission should be required to identify a person for whom funerals are held and in respect of whom history may be written.

Ad IDEM had joined the Canadian Newspaper Association in writing the House of Commons Standing Committee on Justice and Human Rights and the Minister of Justice to support CBC's submission (en français) to permit greater identification of youths charged with offences for which they could potentially receive adult sentences. The government proposed that publication of who is on trial in such offences wait for a conviction.

There were a number of other provisions affecting publication in Bill C-3.

The Bill cleared Committee in the House on September 20, 2000. See the last version of Bill C-3.

Retrieved from "http://www.adidem.org/Bill_C-3:_Youth_Criminal_Justice_Act_changes_the_rules_of_publication_of_the_identity_of_young_accused,_victims,_and_witnesses"
Category: Communiques

This page was last modified on 16 March 2009, at 19:12.
Sometimes the Youth Criminal Justice Act shouldn’t apply

August 14, 2009 @ 12:00 By: gordon Category: General, In the news

The Youth Criminal Justice Act prohibits the names of young offenders and victims from being identified. Sometimes this means that adults involved in the crime and/or related to the youth can’t be identified. Occasionally, a young offender is charged as an adult, such as the recent case of one of the killers of Stefanie Rengel. Melissa Todorovic was only identified as M.T. until she was finally sentenced as an adult, at which point it entered the public record.

In the case of young victims, I can understand why their names are suppressed and I don’t have a problem with this. There are even some crimes that I can accept the name of a young offender not being published — petty crimes rather than violent crimes, for example. Kids do stupid things when they’re growing up, but this doesn’t mean their name should be splashed across the news à la “Timmy Smith convicted of stealing a chocolate bar, full story at 11!”

But when it comes to crimes involving motor vehicles, such as the seventeen-year-old street racer in Orleans who smashed his car, shattered a bus shelter, broke a wall and landed on someone’s front lawn, I don’t think the anonymity afforded by the Youth Criminal Justice Act should apply. If you are old enough to possess a license to drive a motor vehicle, you are old enough to have your name published if you do something stupid or illegal while driving. Driving is a privilege, not a right, and with it comes responsibility.

Share and Enjoy:

2 Responses to “Sometimes the Youth Criminal Justice Act shouldn’t apply”

1. Joseph Mallozzi says:
   15 Aug 2009 at 00:43

   Hey Gordon,

   I couldn’t agree more. Don’t get me started…

   Reply
INDEPTH: CRIME

Youth Criminal Justice Act: Changing the law on young criminals
CBC News Online | June 23, 2006

Prior to the Juvenile Delinquents Act in 1908, young offenders were treated much like adults – they were held with adults while awaiting trial and received the same sentences as adults. Under the act a youth was treated "not as a criminal, but as a misguided child."

Youths were not charged with specific offences, but with delinquency. Sentencing was left to the discretion of the judge and was based on the rehabilitation of the offender. Over time, the broad guidelines produced a wide disparity of sentences and the law was criticized for failing to recognize the rights of the child.

The Young Offenders Act in 1984 was an attempt to establish a tighter legal framework by allowing charges on specific offences, and by placing responsibility for the offence on the offender. It was criticized on many counts: for being too soft on the offender; for lacking a clear philosophy on youth justice in Canada; for inconsistent and unfair sentences; for not properly addressing serious and violent offences; for an overuse of the court system; and for not giving enough recognition to the victims.

On April 1, 2003, the Youth Criminal Justice Act (YCJA) officially replaced the Young Offenders Act. It aims to emphasize the rehabilitation and re-entry of a young offender into society. The new act addresses the criticism that Canada's youth justice system lacked a clear philosophy, laying out a Declaration of Principles:

"The youth criminal justice system is to prevent crime by addressing the circumstances underlying a young person's offending behaviour; rehabilitate young persons who commit offences and reintegrate them back into society, and ensure that a young person is subject to meaningful consequences for his or her offences, in order to promote the long-term protection of the public."

Highlights of the act include:

- An end to transfers to adult court. If the offender is found guilty in a youth court, the judge has the authority to impose an adult sentence.
- Lowering the age of presumption to 14. Under the YOA, it was presumed youths aged 16 and over convicted of a serious offence such as murder were transferred to adult court. The new act lowers the age to 14, but individual provinces can adjust the age to 15 or 16.
- Less emphasis on custody as a sentence for non-violent or less serious offences. Custody is to be reserved for violent and repeat offenders.
- Emphasis on alternative youth sentencing methods (out of court), such as referrals to community programs, formal letters of warning.


28/09/2009
to parents, meetings with police.

- Access by victims to youth court records, and notification of victims if the offender is sentenced out of court.

- Imposition of a new mandatory period of intensive supervision on all young offenders following their release from jail.

Critics of the YCJA felt it was too lenient and when the Conservative Harper government came into power in January 2006, it lobbied for harsher sentences, arguing that they would be a deterrent to would-be youth criminals and cut down on repeat offenders.

In June 2006, the Supreme Court of Canada ruled "since no basis can be found in the Youth Criminal Justice Act for imposing a harsher sanction than would otherwise be called for to deter others from committing crimes, general deterrence is not a principle of youth sentence under the new regime."

June 22, 2006:
Top court finds deterrence has no place in youth sentences

Feb 5, 2002:
New Youth Justice Act clears Parliament, opposition unimpressed

May 30, 2001:
Quebec preparing to fight Young Offenders Act changes

Feb 5, 2001:
Ottawa introduces new youth law

Dec4, 1999:
Ontario wants tougher Young Offenders Act

Mar 11, 1999:
Ottawa replaces Young Offenders Act

EXTERNAL LINKS:

CBC does not endorse and is not responsible for the content of external sites. Links will open in new window.

Youth Criminal Justice Act

MORE:

Print this page
Send a comment
Indepth Index

MORE:

Print this page
Send a comment
Indepth Index
Police officer has reasonable grounds to believe that a YP has committed an offence.

MUST consider one of the following:
- taking no further action
- warning the YP
- administering a caution, if program exists
- referring the YP to a community program or agency that will assist him or her to not commit offences

s.6 / The principles and objectives in s.3.4 and 5 apply.

Issuing a warning or caution, or making a referral is considered adequate and is applied.

END

CROWN

Police consider Extrajudicial Sanctions.

Police charge YP

Crown given file from police.

Extrajudicial sanctions are only to be considered when the options in s.6 and 8 are inadequate because of seriousness of offence, the nature and number of previous offences committed by the YP, or other aggravating circumstances. s.10(1)

The police officer or crown considers whether to use extrajudicial sanctions by referring it to Restorative Justice.

Conditions in s.10(2) MUST be satisfied.

The restrictions in s.10(3) MUST NOT be present.

The principles and objectives in s.3.4 and 5 apply.

Crown considers whether to administer a caution to the YP.

This option is only available if the AG in the province or territory has established a program of Crown cautions.

s.6 / The principles and objectives in s.3.4 and 5 apply.

Crown caution is administered.

END

Crown caution is NOT administered.

Crown considers an Extrajudicial Sanction.

Crown proceeds with charge.

NOTE: If a charge is laid after an extrajudicial sanction has been used, the court must dismiss the charge if the sanction has been totally complied with, and may dismiss the charge if the sanction has been partially complied with. s.10(5)
Lesson 2.2

Concept: Inside the Justice System

Resources/Materials: Issues for Canadians, pages 60 – 63
Worksheet #9.2.2a (harder) (student copies)
Worksheet #9.2.2b (easier) (student copies)

Introduction: Ask students if they know of anyone youth (i.e., under eighteen years of age) who has ever been arrested. If so, have them share the details they know. Explain that youth crimes are common and range from misdemeanours to serious crimes like murder.

Explain that this section of the chapter deals with the processes involved when a youth is caught breaking the law.

Procedure:

1. Have students turn to textbook, page 60. Guide the reading of the page.

2. Explain that on the next three pages tell a true story of a teenaged girl who was arrested for shoplifting. It is written as a comic, but the story is serious.

3. Discuss the steps the girl went through:
   - Arrested for theft under $5000
   - Interviewed by police officer
   - Put in jail cell
   - Finger printed and photographed
   - Parents called to pick up daughter
   - Appeared in court in front of judge
   - Appeared in front of Youth Justice Committee
   - Told to complete community service

4. If you have the time, discuss ideas such as why fingerprints are taken, why parents are called in, why the victim might be present when the youth appear before the judge or Youth Justice Committee.

5. Distribute either Worksheet #9.2.2a or Worksheet #9.2.2b. Go over the directions.

6. OPTIONAL. Teachers may want students to write a story over the next several days about a youth who gets into trouble with the law.

Assignments:

2. Do either Worksheet #9.2.2a or Worksheet #9.2.2b.
3. OPTIONAL. Write a story over the next several days about a youth who gets into trouble with the law.
Inside the Justice System

Directions: Use Issues for Canadians, pages 60 – 63 to help you with these questions.

1. In the space below make flow chart which shows the steps that a youth would go through when he or she enters the justice system.

2. Tell what influence each of the following might have on the youth in the story.
   a. calling the parents to pick her up
   b. photographing and fingerprinting
   c. meeting the person she stole from
   d. doing the community service

3. In your opinion, what factor had the biggest impact on the young offender’s change of attitude? Explain why.

Worksheet #9.2.2a
Directions: Use Issues for Canadians, pages 60 – 63 to help you with these questions.

1. In the space below make flow chart which shows the steps that a youth would go through when he or she enters the justice system.

   1. Youth arrested
   2. Police Custody
   3. Right read Photograph Fingerprinting
   4. Parents contacted
   5. Go to court with family
   6. Meet with Youth Justice Committee
   7. Met and listened to victim
   8. Community service

2. Tell what influence each of the following might have on the youth in the story.
   Answers may vary
   a. calling the parents to pick her up    parents disappointed/ashamed/angry
      youth let parents down

   b. photographing and fingerprinting    feels like "real" criminal

   c. meeting the person she stole from    appreciated how crime affected victim

   d. doing the community service    act as deterrent
      way to use energies positively

3. In your opinion, what factor had the biggest impact on the young offender’s change of attitude? Explain why.

__________________________________________________________________________

Worksheet #9.2.2a
Directions: Use Issues for Canadians, pages 60 – 63 to help you with these questions.

1. Read the story on textbook, pages 61 – 63. Number the steps involved when a youth enters the justice system.

   _____ The youth is placed in a jail cell.
   _____ The youth meets the victim of the crime.
   _____ The youth is photographed and fingerprinted.
   _____ The youth’s parents are called.
   _____ The youth and his/her family must go to court and appear before a judge.
   _____ The youth appears before the judge again.
   _____ The youth is arrested and brought to the police station.
   _____ The youth and his/her family must appear before the Youth Justice Committee.
   _____ The youth is given consequences.

2. Match each of the people with their roles. Draw lines.
   a. police officer - decide on the specific consequences for the youth
   b. youth - cooperate with members of the justice system; pay the consequences of the crime
   c. parents - appear before the youth and the Youth Justice Committee to tell how the crime impacted him/her
   d. judge - arrest the youth and transport him/her to the police station; register youth
   e. Youth Victim Committee - appear with their child in front of the judge and the Youth Justice Committee
   f. victim - decide the best way to apply the law

3. In your opinion, is community service a good consequence for youth who break the law?
   Tell why. 

Worksheet #9.2.2b
Directions: Use Issues for Canadians, pages 60 – 63 to help you with these questions.

1. Read the story on textbook, pages 61 – 63. Number the steps involved when a youth enters the justice system.

   3. The youth is placed in a jail cell.
   7. The youth meets the victim of the crime.
   4. The youth is photographed and fingerprinted.
   2. The youth’s parents are called.
   5. The youth and his/her family must go to court and appear before a judge.
   8. The youth appears before the judge again.
   1. The youth is arrested and brought to the police station.
   6. The youth and his/her family must appear before the Youth Justice Committee.
   9. The youth is given consequences.

2. Match each of the people with their roles. Draw lines.

   a. police officer  
   - decide on the specific consequences for the youth
   b. youth  
   - cooperate with members of the justice system; pay the consequences of the crime
   c. parents  
   - appear before the youth and the Youth Justice Committee to tell how the crime impacted him/her
   d. judge  
   - arrest the youth and transport him/her to the police station; register youth
   e. Youth Victim Committee  
   - appear with their child in front of the judge and the Youth Justice Committee
   f. victim  
   - decide the best way to apply the law

3. In your opinion, is community service a good consequence for youth who break the law? Tell why.
Lesson 2.3

Concept: Youth and Adult Justice

Resources/Materials: Issues for Canada, pages 64 – 68
Worksheets #9.2.3a and #9.2.3b (harder) (student copies)
Worksheets #9.2.3c and #9.2.3d (easier) (student copies)

Introduction: Discuss with students that the Youth Justice System is in place because most people feel that youth do not understand their actions in the same way that adults do. (Also review that a person is legally an adult in Canada on his/her eighteenth birthday.) For this reason there are separate ways that handle justice for youth than for adults. Today’s lesson compares the two.

Procedure:

1. Have students turn to textbook, page 64. As this page includes some relatively technical language, it is important that the reading be guided.

2. Explain to students that one of the goals of the justice system is keep youth from re-entering the justice system. For that reason they have included opportunities for youth to make amends and receive counselling.

3. Explain also that people in the justice system do realize that some youth are more adult-like than others and that they should be treated as adults.

4. Refer students to textbook, pages 66 and 67. Briefly explain how the flow chart works, noting that when two or more arrows go off from a box of circle, it means that there are choices.

5. Finally, have students turn to textbook, page 68. Read the page title.

6. Assign students to read textbook, pages 66 – 68 independently.

7. Distribute Worksheets #9.2.3a and #9.2.3b or Worksheets #9.2.3c and #9.2.3d.

Assignments:

1. Read Issues for Canadians, pages 64 – 68.
2. Do either Worksheets #9.2.3a and #9.2.3b or Worksheets #9.2.3c and #9.2.3d.
Directions: Use *Issues for Canadians*, pages 64 – 68 to answer the questions.

1. Match the words and phrases with their meanings. You may have to use a dictionary as well as your textbook.

<table>
<thead>
<tr>
<th>community service</th>
<th>criminal record</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>equitable</td>
<td>social worker</td>
<td>prosecutor</td>
</tr>
<tr>
<td>restitution</td>
<td>counselling</td>
<td></td>
</tr>
</tbody>
</table>

a. __________________________ a lawyer who uses evidence to show that someone has broken the law
b. __________________________ a consequence for a crime
c. __________________________ help in a community performed as part of a sentence
d. __________________________ fair, taking into account individual needs and circumstances
e. __________________________ the act of making up for or paying back for something
f. __________________________ giving of advice; giving of assistance in solving a problem
g. __________________________ permanent record of breaking the law, which is public information
h. __________________________ professional involved in investigating and treating people who are experiencing difficulty financially or socially

2. Fill in the missing information.

<table>
<thead>
<tr>
<th>Youth Criminal Justice Act</th>
<th>Criminal Code of Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deals with 12- to 17-year old</td>
<td>Consequence for breaking law is going to court</td>
</tr>
<tr>
<td></td>
<td>Sentences can include long periods of imprisonment.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Youth Criminal Justice Act</th>
<th>Criminal Code of Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually news media may not publish names</td>
<td></td>
</tr>
<tr>
<td>Usually avoid criminal record</td>
<td>More emphasis on ensuring that society is</td>
</tr>
<tr>
<td></td>
<td>protected from the offender and on punishing</td>
</tr>
<tr>
<td></td>
<td>the offender</td>
</tr>
</tbody>
</table>

3. Examine the flow chart on textbook, pages 66 and 67. In several instances, the people involved have choices. What choices do each of the following have?

a. police officer: ____________________________________________
   ____________________________________________

b. prosecutor: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

c. judge: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. In paragraph form respond to this question: Is it fair to vary the consequences that young offenders receive, even though they may have committed the same crime? 

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

Worksheet #9.2.3b
Directions: Use Issues for Canadians, pages 64 – 68 to answer the questions.

1. Match the words and phrases with their meanings. You may have to use a dictionary as well as your textbook.

<table>
<thead>
<tr>
<th>community service</th>
<th>criminal record</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>equitable</td>
<td>social worker</td>
<td>prosecutor</td>
</tr>
<tr>
<td>restitution</td>
<td>counselling</td>
<td></td>
</tr>
</tbody>
</table>

a. **prosecutor** — a lawyer who uses evidence to show that someone has broken the law
b. **sentence** — a consequence for a crime
c. **community service** — help in a community performed as part of a sentence
d. **equitable** — fair, taking into account individual needs and circumstances
e. **restitution** — the act of making up for or paying back for something
f. **counselling** — giving of advice; giving of assistance in solving a problem
g. **criminal record** — permanent record of breaking the law, which is public information
h. **social worker** — professional involved in investigating and treating people who are experiencing difficulty financially or socially

2. Fill in the missing information.

<table>
<thead>
<tr>
<th>Youth Criminal Justice Act</th>
<th>Criminal Code of Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deals with 12- to 17-year old</td>
<td>adults</td>
</tr>
<tr>
<td>counselling, community service</td>
<td>Consequence for breaking law is going to court</td>
</tr>
<tr>
<td>no adult sentences</td>
<td>Sentences can include long periods of imprisonment.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Youth Criminal Justice Act</th>
<th>Criminal Code of Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually news media may not publish names</td>
<td>Names may be published</td>
</tr>
<tr>
<td>Usually avoid criminal record</td>
<td>Creates criminal record</td>
</tr>
<tr>
<td>Tries to educate/counsel offender</td>
<td>More emphasis on ensuring that society is protected from the offender and on punishing the offender</td>
</tr>
</tbody>
</table>

3. Examine the flow chart on textbook, pages 66 and 67. In several instances, the people involved have choices. What choices do each of the following have?

a. police officer:  
   - change youth  
   - do not change youth

b. prosecutor:  
   - go to court  
   - recommend Youth Justice Committee, sentencing circle, or work with social workers and other professionals

c. judge:  
   - give sentence  
   - require person to complete measures designed by Youth Justice Committee, sentencing circle, social workers, other professionals

4. In paragraph form respond to this question: Is it fair to vary the consequences that young offenders receive, even though they may have committed the same crime?
Directions: Use Issues for Canadians, pages 64 – 68 to help you answer the questions.

1. Match the words and phrases with their meanings. You may have to use a dictionary as well as your textbook.

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<tr>
<td>equitable</td>
<td>social worker</td>
<td>prosecutor</td>
</tr>
<tr>
<td>restitution</td>
<td>counselling</td>
<td></td>
</tr>
</tbody>
</table>

a. ________________ a lawyer who uses evidence to show that someone has broken the law
b. ________________ a consequence for a crime
c. ________________ help in a community performed as part of a sentence
d. ________________ fair, taking into account individual needs and circumstances
e. ________________ the act of making up for or paying back for something
f. ________________ giving of advice; giving of assistance in solving a problem
g. ________________ permanent record of breaking the law, which is public information
h. ________________ professional involved in investigating and treating people who are experiencing difficulty financially or socially

2. Answer true or false.

_______ The Youth Criminal Justice Act allow for some young offenders to do community service as a consequence for their crimes

_______ News media are always allowed to publish the names of offenders, whether they are youths or adults.

_______ There are no exceptions. If you break the law, you have a criminal record.

_______ Young offenders are not usually given long periods of imprisonment as a consequence for their crimes.

_______ The Criminal Code of Canada is applied to adult offenders.
3. Examine the chart on textbook, pages 66 and 67 to fill in the blanks.

a. When a young person breaks the law, the investigating police officer has the choice of charging the young person or _________________.

b. If the young offender is charged, then he/she must go to court where a ________________ will give evidence that shows the law was broken.

c. The prosecutor or a ________________ may decide that the youth enter a program.

d. Even if the youth is not charged, that person may be required to get the help of social workers and/or _________________.

e. A judge has the option of giving a young person a sentence that may include community services, counselling, prison, a criminal record, or _________________.

4. What factors determine the consequences young offenders face?

a. ________________

b. ________________

c. ________________

d. ________________
Grade Nine Social Studies
Issues for Canadians

Youth and Adult Justice in Canada

Directions: Use Issues for Canadians, pages 64 – 68 to help you answer the questions.

1. Match the words and phrases with their meanings. You may have to use a dictionary as well as your textbook.

<table>
<thead>
<tr>
<th>community service</th>
<th>criminal record</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>equitable</td>
<td>social worker</td>
<td>prosecutor</td>
</tr>
<tr>
<td>restitution</td>
<td>counselling</td>
<td></td>
</tr>
</tbody>
</table>

a. **prosecutor** — a lawyer who uses evidence to show that someone has broken the law

b. **sentence** — a consequence for a crime

c. **community service** — help in a community performed as part of a sentence

d. **equitable** — fair, taking into account individual needs and circumstances

e. **restitution** — the act of making up for or paying back for something

f. **counselling** — giving of advice; giving of assistance in solving a problem

g. **criminal record** — permanent record of breaking the law, which is public information

h. **social worker** — professional involved in investigating and treating people who are experiencing difficulty financially or socially

2. Answer true or false.

  **True**  The Youth Criminal Justice Act allow for some young offenders to do community service as a consequence for their crimes

  **False**  News media are always allowed to publish the names of offenders, whether they are youths or adults.

  **False**  There are no exceptions. If you break the law, you have a criminal record.

  **True**  Young offenders are not usually given long periods of imprisonment as a consequence for their crimes.

  **True**  The Criminal Code of Canada is applied to adult offenders.
3. Examine the chart on textbook, pages 66 and 67 to fill in the blanks.

a. When a young person breaks the law, the investigating police officer has the choice of charging the young person or giving a warning.

b. If the young offender is charged, then he/she must go to court where a prosecutor will give evidence that shows the law was broken.

c. The prosecutor or a judge may decide that the youth enter a program.

d. Even if the youth is not charged, that person may be required to get the help of social workers and/or mental health workers (other professionals).

e. A judge has the option of giving a young person a sentence that may include community services, counselling, prison, a criminal record, or restitution, such as paying for damaged property.

4. What factors determine the consequences young offenders face?

a. seriousness of offence

b. history of the young person

c. attitude of the young person

d. circumstance of the young person
Lesson 2.4

Concept: Objectives of the Youth Criminal Justice Act

Resources/Materials: Issues for Canadians, pages 69 – 71
Worksheets #9.2.4a (harder) (student copies)
Worksheets #9.2.4b (easier) (student copies)

Introduction: Recall from the last lesson that justice officials consider many factors when deciding on the consequences for youth offenders. The Youth Criminal Justice Act gives justice officials much more leeway in the consequences they decide upon than does the Criminal Code. Discuss the merits of this situation.

Explain to students that today’s lesson deals with objectives of the Youth Criminal Justice Act.

Procedure:

1. Have student turn to textbook, page 69. Explain that the woman in the photo is Anne McLellan who was Canada’s minister of justice when the YCJA became law. Guide the reading of pages 69.

2. Have students examine textbook, pages 70 and 71. Have them read the pages independently. (Note that questions #2 at the bottom of page 71 is part of Worksheet #9.2.4a.

Assignments:

2. Do either Worksheet #9.2.4a or Worksheet #9.2.4b.
**The Objectives of the Youth Criminal Justice Act**

**Directions:** Use *Issues for Canadians*, pages 69 – 71 to help you with these questions.

1. Read the interview with Anne McLellan on textbook, page 69. For each question write one sentence that gives the main idea of her response.
   
a. Why does the YCJA establish a difference between young offenders and adult offenders?

   

b. What do you think every young person should know about the YCJA?

   

c. Should young people contribute their ideas to youth justice?

   

2. Consider each objective of the YCJA. Whom does each objective affect most: young offenders, victims, or everyone in society. Organize your ideas in the chart below.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Whom It Affects Most</th>
<th>Reasons Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>prevent crime by addressing the circumstances underlying a young person’s offending behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rehabilitate young persons who commit offences and reintegrate them into society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ensure that a young person is subject to meaningful consequences for his or her offence in order to promote long-term protection of society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The criminal justice system for young persons must be separate from that of adults and [recognize]...their reduced level of maturity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Issues for Canadians, pages 69 – 71 to help you with these questions.

1. Read the interview with Anne McLellan on textbook, page 69. For each question write one sentence that gives the main idea of her response.
   Answers may vary.
   a. Why does the YCJA establish a difference between young offenders and adult offenders?  
      Young persons do not understand their actions the way we expect to do.
   b. What do you think every young person should know about the YCJA?  
      If you break the law, you must face the consequences.
   c. Should young people contribute their ideas to youth justice?  
      Yes. They can tell us how they see their responsibilities and how they feel they should be treated, and how young offenders will respond to particular consequences.

2. Consider each objective of the YCJA. Whom does each objective affect most: young offenders, victims, or everyone in society. Organize your ideas in the chart below.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Answers may vary Whom It Affects Most</th>
<th>Reasons Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>prevent crime by addressing the circumstances underlying a young person’s offending behaviour</td>
<td>young offenders or everyone in society</td>
<td>the underlying circumstances are signs of people “falling through the cracks”</td>
</tr>
<tr>
<td>rehabilitate young persons who commit offences and reintegrate them into society</td>
<td>young offenders</td>
<td>gives them chance to learn to cope</td>
</tr>
<tr>
<td>ensure that a young person is subject to meaningful consequences for his or her offence in order to promote long-term protection of society</td>
<td>everyone, victims</td>
<td>when young person behaves appropriately, it helps society be safer and more content</td>
</tr>
<tr>
<td>The criminal justice system for young persons must be separate from that of adults and [recognize]…their reduced level of maturity.</td>
<td>young offenders</td>
<td>gives young person chance to live life without stigma of criminal record</td>
</tr>
</tbody>
</table>
The Objectives of the Youth Criminal Justice Act

Directions: Use Issues for Canadians, pages 69 – 71 to help you with the questions.

1. Read the interview with Anne McLellan on textbook, page 69. Then underline all the statements that are true with regard to her responses to the interview questions.

   - It is not reasonable to treat young offenders the same as adult offenders.
   - Young people are still forming their views.
   - Our research shows that if you committed a crime when you are young, you will commit more crimes when you are an adult. There is absolutely no chance you will change.
   - Every youth should know that if you commit a crime, there will be consequences.
   - The consequences given can be adjusted, depending on the situation.
   - Adults always know best and that is why we only asked experts about what should be in the YCJA. Young people haven’t lived long enough to know what to do.
   - One of the best things young people can do is to volunteer to work with other young people who have committed crimes.

2. Match each YCJA objective to its “plain language” equivalent. Draw lines.

<table>
<thead>
<tr>
<th>What the YCJA Says</th>
<th>What It Means in Plain Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>prevent crime by addressing the circumstances underlying a young person’s offending behaviour</td>
<td>Help young people to understand what they did was wrong and teach them about things they can do instead that are not crimes.</td>
</tr>
<tr>
<td>rehabilitate young persons who commit offences and reintegrate them into society</td>
<td>You cannot treat young people as if they are adults because a lot of times they do not really understand who is affected and how.</td>
</tr>
<tr>
<td>ensure that a young person is subject to meaningful consequences for his or her offence in order to promote the long-term protection of society</td>
<td>We have to try to understand why youths commit crimes in the first place and do something about it.</td>
</tr>
<tr>
<td>The criminal justice system for young persons must be separate from that of adults and [recognize]…their reduced level of maturity</td>
<td>A good talking to is not enough. Young offenders have to be made to understand why what they did was wrong and be made to somehow try to make it right.</td>
</tr>
</tbody>
</table>

3. Examine graph on textbook, page 71. Then complete statements.

   a. With the introduction of the YCJA, both ____________________________
      and ____________________________ decreased.

   b. As the number of youth charged decreased, the number of ____________________________ increased.

Worksheet #9.2.4b
The Objectives of the Youth Criminal Justice Act

Directions: Use Issues for Canadians, pages 69 – 71 to help you with the questions.

1. Read the interview with Anne McLellan on textbook, page 69. Then underline all the statements that are true with regard to her responses to the interview questions.

- It is not reasonable to treat young offenders the same as adult offenders.
- Young people are still forming their views.
- Our research shows that if you committed a crime when you are young, you will commit more crimes when you are an adult. There is absolutely no chance you will change.
- Every youth should know that if you commit a crime, there will be consequences.
- The consequences given can be adjusted, depending on the situation.
- Adults always know best and that is why we only asked experts about what should be in the YCJA. Young people haven't lived long enough to know what to do.
- One of the best things young people can do is to volunteer to work with other young people who have committed crimes.

2. Match each YCJA objective to its “plain language” equivalent. Draw lines.

<table>
<thead>
<tr>
<th>What the YCJA Says</th>
<th>What It Means in Plain Language</th>
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<td>prevent crime by addressing the circumstances underlying a young person’s offending behaviour</td>
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<td>rehabilitate young persons who commit offences and reintegrate them into society</td>
<td>You cannot treat young people as if they are adults because a lot of times they do not really understand who is affected and how.</td>
</tr>
<tr>
<td>ensure that a young person is subject to meaningful consequences for his or her offence in order to promote the long-term protection of society</td>
<td>We have to try to understand why youths commit crimes in the first place and do something about it.</td>
</tr>
<tr>
<td>The criminal justice system for young persons must be separate from that of adults and [recognize]…their reduced level of maturity</td>
<td>A good talking to is not enough. Young offenders have to be made to understand why what they did was wrong and be made to somehow try to make it right.</td>
</tr>
</tbody>
</table>

3. Examine graph on textbook, page 71. Then complete statements.

a. With the introduction of the YCJA, both total youth charged with offences and youth charged decreased.

b. As the number of youth charged decreased, the number of youth cleared increased.

Worksheet #9.2.4b
Lesson 2.5

Concept: Consequences for Young Offenders

Resources/Materials: Issues for Canadians, pages 72 – 75
Handout 2-9 (student copies)
Newspaper editorial pages (with political cartoons)
Worksheet #9.2.5a or Worksheet #9.2.5b (student copies)

Introduction: Ask students “To what extent do you think the Youth Criminal Justice Act is useful and appropriate? Are there instances where you think a youth might “get off” having to deal with the appropriate consequences?”

Explain that although many Canadians are satisfied with the YCJA, many others are not.

Procedure:

1. Have students turn to textbook, pages 72 and 73. Explain that the photo cutline and the news articles tell about varying opinions on the YCJA. Guide the reading, if you have the time.

2. Explain that one way of expressing an opinion on an issue is by political cartoon. Have students turn to textbook, page 74. Bring attention to the political cartoon. It is making a commentary on the YCJA. Discuss its message with the students. The guide the reading of the page.

3. Have students use Handout 2-9 to analyze the political cartoon on textbook, page 29.

4. ALTERNATELY. Have students look through newspapers for political cartoons. Have them analyze one or more of them using Handout 2-9.

5. Distribute Worksheet #9.2.5a or Worksheet #9.2.5b. Go over the directions.

6. OPTIONAL. You might want your students to try drawing a political cartoon. They must first decide on an issue with which they are familiar, and on which they have an opinion.

7. OPTIONAL. Have students do question #2 on textbook, page 75

Assignments:

1. Read Issues for Canadians, pages 72 – 75
2. Do Handout 2-9 using the political cartoon on textbook, page 74 or a political cartoon from a local newspaper.
3. Do either Worksheet #9.2.5a or Worksheet #9.2.5b. .
4. OPTIONAL. Draw a political cartoon.
5. OPTIONAL. Do questions #2 on textbook, page 75.
How to Read a Political Cartoon

**Instructions:** Analyze and summarize the key messages of political cartoons you find using the questions below.

<table>
<thead>
<tr>
<th>Questions to Ask</th>
<th>Example</th>
<th>Example</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your reaction to the political cartoon?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the main idea?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are the characters represented?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do the symbols or objects contribute to the main idea?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the main message?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Assessment Rubric: Creating a Political Cartoon

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Proficient</th>
<th>Very Good</th>
<th>Emerging</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates the ability to analyze current affairs from multiple perspectives.</strong></td>
<td>Demonstrates a comprehensive, rich and detailed analysis of multiple perspectives found in current affairs information.</td>
<td>Demonstrates an accurate explanation of multiple perspectives found in current affairs information with some details.</td>
<td>Demonstrates a partial explanation of multiple perspectives found in current affairs information with few details.</td>
<td>Demonstrates a superficial explanation of multiple perspectives found in current affairs information with few or no details.</td>
</tr>
<tr>
<td><strong>Examines the values, lifestyles and views represented in a media message.</strong></td>
<td>Demonstrates a comprehensive, rich and detailed explanation of views represented in a media message.</td>
<td>Demonstrates an accurate explanation of views represented in a media message with some details.</td>
<td>Demonstrates a partial explanation of views represented in a media message with few details.</td>
<td>Demonstrates a superficial explanation of views represented in a media message with few or no details.</td>
</tr>
<tr>
<td><strong>Communicates in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports.</strong></td>
<td>Has a strong caption that is appropriate for the audience. Provides a clear, powerful sketch of the presenter’s position. Information is presented in a logical order.</td>
<td>Has an acceptable caption that is appropriate for the audience. Provides a clear sketch of the presenter’s position. Information is presented in a fairly logical order.</td>
<td>Has an interesting caption, but the connection to the topic is not clear. Provides a basic and fairly weak sketch of the presenter’s position on the topic. Information is presented in a slightly confusing sequence.</td>
<td>Caption is not related to the topic. Provides no sketch on the topic. Information lacks logical order and/or organization.</td>
</tr>
</tbody>
</table>

Assessed by:  
☐ Teacher  ☐ Self  ☐ Peer  
Assessor: ____________________________  
Date: ____________________________  
Comments: ____________________________
Directions: Use Issues for Canadians, pages 72 – 74 to answer these questions.

1. Read textbook, pages 72 and 73. What is the main idea of the picture caption and the news articles? What do they say about fairness and equity of the justice system? Do the same for the political cartoon.

<table>
<thead>
<tr>
<th>Picture/News Article</th>
<th>Main Idea</th>
<th>Comment on Fairness and Equity of Justice System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vic Toews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Automatic adult jail terms eyed for youth?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Justice System Discriminates Against Aboriginal People”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Justice can be seen to be done”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Identify violent youth offenders”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Image: Stephen Harper's gets booster seat for young offenders]
Consequences for Young Offenders

Directions: Use Issues for Canadians, pages 72 – 74 to answer these questions.

1. Read textbook, pages 72 and 73. What is the main idea of the picture caption and the news articles? What do they say about fairness and equity of the justice system? Do the same for the political cartoon.

<table>
<thead>
<tr>
<th>Picture/News Article</th>
<th>Main Idea</th>
<th>Comment on Fairness and Equity of Justice System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vic Toews</td>
<td>Lower age of children who can be charged under YCJA to 10 years old</td>
<td>10 year olds are more aware of their actions than we think</td>
</tr>
<tr>
<td>“Automatic adult jail terms eyed for youth?”</td>
<td>Youth under 14 years and older who are repeat offenders automatically receive adult sentences</td>
<td>All youth under 14 years and older are perfectly aware of their crimes and their impact</td>
</tr>
<tr>
<td>“Justice System Discriminates Against Aboriginal People”</td>
<td>Justice system does not respond to Aboriginal youth in a culturally appropriate way</td>
<td>Justice system is unfair to Aboriginal youth</td>
</tr>
<tr>
<td>“Justice can be seen to be done”</td>
<td>The YCJA is working</td>
<td>The justice system treats youth fairly and equitably</td>
</tr>
<tr>
<td>“Identify violent youth offenders”</td>
<td>Names of violent youth should be made public</td>
<td>Violent youth are well aware of what they did and should be treated like adults</td>
</tr>
<tr>
<td></td>
<td>We should treat young offenders like adults</td>
<td>No difference in how we should treat youth and adults</td>
</tr>
</tbody>
</table>

Stephen Harper's gets booster seat for young offenders

Worksheet #9.2.5a
Consequences for Young Offenders

Directions: Use Issues for Canadians, pages 72 – 74 to answer these questions.

1. For the picture caption, each news article and the political cartoon, choose the main idea and the opinion on the fairness and equity of the justice system.

<table>
<thead>
<tr>
<th>Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The justice system takes the needs and circumstances of young offenders into consideration.</td>
</tr>
<tr>
<td>b. The justice system discriminates against Aboriginal youth.</td>
</tr>
<tr>
<td>c. The age for which youth can be charged with a crime needs to be lowered.</td>
</tr>
<tr>
<td>d. Young offenders do not have to suffer any “real” consequences.</td>
</tr>
<tr>
<td>e. The justice system needs to treat older young offenders like it does adults.</td>
</tr>
<tr>
<td>f. If a young offender commits a very violent crimes, his or her name should be published.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opinions on Fairness and Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. The justice system is not being fair to a community if it does not make the names of dangerous offenders known.</td>
</tr>
<tr>
<td>ii. The justice system is not taking the circumstances of Aboriginal youths’ lives into consideration when it sentences them.</td>
</tr>
<tr>
<td>iii. Ten-year-olds are fully aware of what they are doing when they commit a crime, so we need to treat them like they do when they enter the justice system.</td>
</tr>
<tr>
<td>iv. The justice system treats youth fairly and equitably.</td>
</tr>
<tr>
<td>v. Our youth justice system is a joke because it lets young offenders off too easily.</td>
</tr>
<tr>
<td>vi. Older young offenders are more adult-like than many want to admit. The justice system should treat more of them as if they were adults.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Photo Caption, News Article or Political Cartoon</th>
<th>Main Idea</th>
<th>Opinion on Fairness and Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vic Toews photo caption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automatic adult jail terms eyed for youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justice System Discriminates Against Aboriginal People</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justice can be seen to be done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify violent youth offenders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Cartoon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Issues for Canadians, pages 72 – 74 to answers these questions.

1. For the picture caption, each news article and the political cartoon, choose the main idea and the opinion on the fairness and equity of the justice system.

Main Ideas

a. The justice system takes the needs and circumstances of young offenders into consideration.
b. The justice system discriminates against Aboriginal youth.
c. The age for which youth can be charged with a crime needs to be lowered.
d. Young offenders do not have to suffer any “real” consequences.
e. The justice system needs to treat older young offenders like it does adults.
f. If a young offender commits a very violent crimes, his or her name should be published.

Opinions on Fairness and Equity

i. The justice system is not being fair to a community if it does not make the names of dangerous offenders known.
ii. The justice system is not taking the circumstances of Aboriginal youths’ lives into consideration when it sentences them.
iii. Ten-year-olds are fully aware of what they are doing when they commit a crime, so we need to treat them like they do when they enter the justice system.
iv. The justice system treats youth fairly and equitably.
v. Our youth justice system is a joke because it lets young offenders off too easily.
vi. Older young offenders are more adult-like than many want to admit. The justice system should treat more of them as if they were adults.

<table>
<thead>
<tr>
<th>Photo Caption, News Article or Political Cartoon</th>
<th>Main Idea</th>
<th>Opinion on Fairness and Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vic Toews photo caption</td>
<td>c</td>
<td>vii</td>
</tr>
<tr>
<td>Automatic adult jail terms eyed for youth</td>
<td>e</td>
<td>vi</td>
</tr>
<tr>
<td>Justice System Discriminates Against Aboriginal People</td>
<td>b</td>
<td>ii</td>
</tr>
<tr>
<td>Justice can be seen to be done</td>
<td>a</td>
<td>iv</td>
</tr>
<tr>
<td>Identify violent youth offenders</td>
<td>f</td>
<td>i</td>
</tr>
<tr>
<td>Political Cartoon</td>
<td>d</td>
<td>v</td>
</tr>
</tbody>
</table>
Lesson 2.6

Concept: Determining Validity and Authority of Information

Resources/Materials: Issues for Canadians, pages 76 and 77
   Articles on Youth Criminal Justice Act
   Handout 2-6 (students may already have this)

Introduction: Discuss with students about the relative reliability various sources of information: gossip, encyclopedia articles, newspaper reports, elders, and so on. Discuss criteria students use to determine the reliability of information that comes their way: some people are prone to exaggeration; others like to gossip; some are biased; some are impartial, etc. We learn from experience about which sources of information are reliable and which are not.

Procedure:

1. Remind students of the Chapter Task. Refer back to textbook, pages 58 and 59, if necessary.

2. Have students turn to textbook, pages 76 and 77. Guide the reading of the pages.

3. Tell students they will get some practice in determining the validity and reliability of some news articles. Distribute some of the articles about the YCJA. Have students use some of the criteria from the chart on textbook, page 77 to help them. NOTE: This same chart is reproduced on Handout 2-6. (Students may already have this.) In most cases, for Hutterite colony schools, ignore the top row on the chart.

4. Tell students to analyze their news articles using Handout 2-6.

Assignments:

1. Read Issues for Canadians, pages 76 and 77.
2. Complete the “Findings” section of Handout 2-6.
Lesson 2.7

Concept: Role of Canadians in Canada’s Justice System for Youth

Resources/Materials: Issues for Canadians, pages 66 and 67, 78 – 81
   Worksheets #9.2.7a and #9.2.7b (optional, student copies)
   Worksheet #9.2.7c (student copies)

Introduction: Explain that many people spend a lot of time and energy to ensure that the justice system treats young people in a fair and equitable way. Different people have different points of view and different perspectives on any issue or individual case. Some of the most valuable input is given by ordinary Canadian citizens. This section deals with three instances where citizens contribute to the justice system.

Procedure:

1. Have students turn to the flow chart on textbook, pages 66 and 67. Note that if a young offender ends up in court, he or she may be “tried” by a judge or a judge and a jury. If the person is to be tried by a judge and a jury, the justice department officials must find members to serve on the jury.

2. Have students turn to textbook, pages 78 and 79. Tell them that juries are made up of ordinary citizens. Anyone can be asked to serve on a jury. If you are asked, you must serve unless you have a good excuse. If you like, distribute copies of Worksheets #9.2.7a and #9.2.7b which are copies of an actual tri-fold pamphlet made specifically for jury members.

3. Tell students to read textbook, pages 78 and 79 to find out more about juries. Then direct them to read textbook, pages 80 and 81. These pages tell an actual story of a juror’s experiences.

4. You may want students to role play the discussion taking place among jurors as they are deciding on a verdict.

5. Distribute Worksheet #9.2.7. Go over the directions.

6. ALTERNATELY. Have students write a few paragraphs about juries and their responsibilities.

Assignments:

2. Do Worksheet #9.2.7.
3. ALTERNATELY. Write a few paragraphs on juries.
instructions on the law which is known as charging the jury. Once this is done, the jury is 'sequestered'. This means jurors are supervised by a Jury Guard. While sequestered, jury members remain together and are not permitted to go home and may deliberate during evening hours. The Justice, clerk and lawyers stand by until the verdict is reached. If necessary, accommodations and meals are provided for the jury members while sequestered. In criminal cases, a verdict must be unanimous.

**Civil Cases**

Civil trials require 6 jurors, and criminal trials require 12. In a civil trial, only 5 of the 6 jurors must agree on a verdict. Civil juries are not sequestered.

**Fees and Expenses**

Prospective jurors are not paid for attending a jury selection. According to provincial legislation, jurors are paid $50 per day. Jurors will be reimbursed for reasonable travel expenses. Any other expenses such as parking and childcare (if applicable) must be supported by receipts.

Payment is made to you by cheque through the mail. It is important that you give your correct mailing address to the Jury Management Office or Court Administration Office.

**Questions**

If you have any questions, please contact the Jury Management Office named on your Summons. If you are calling long distance, telephone the RITE (Regional Information Telephone Enquiries) number at 310-0000 and ask to be connected to the Jury Management Office named on the Summons or visit the following website:

[www.justice.gov.ab.ca/courts/jury_duty.aspx](http://www.justice.gov.ab.ca/courts/jury_duty.aspx)

*This pamphlet is for informational purposes only. It is not to be interpreted as law. The contents cannot be reproduced for commercial purposes.*
The Summons

When called for jury selection, you receive a Juror Summons. This is a Court Order directing you to attend court on the specific date and time listed on the front of the Summons. **Complete the Juror Certification portion of the Summons and return the Office Copy (within five days of you receiving the Summons) to the Jury Management Office named on the Summons.** Keep the Prospective Juror copy of the Summons.

Failure to obey the Juror Summons is a punishable offence. You may be fined up to $1000 or sentenced to a jail term of up to one month, or both. Also, it is unlawful for your employer to refuse permission for you to be absent from work for jury selection or service.

**Eligibility to Serve on a Jury**

The back of the Juror Summons lists those who may not serve on a jury. If you believe you are not qualified, or if you fit into a category that may be excluded or exempted, fill out the Application To Be Excused and return it to the Jury Management Office named on the Summons.

Submitting the Application To Be Excused does not mean you are excused from jury duty. If you have not been notified by the Jury Management Office that you are excused, you should call the Jury Management Office listed on the Summons before your scheduled court date. If you cannot call, attend court in accordance with the Summons for the presiding Justice to consider your request to be excused.

**Dress Requirement**

There are no specific dress requirements for jurors. However, jurors should do their best to dress for the seriousness of the occasion. You should refrain from wearing extravagant, informal or distracting clothing.

**Getting to Court**

Prospective jurors are expected to provide their own transportation to court.

**At Court**

Arrive a few minutes before the time stated on the Juror Summons as security screening may be in force at your local courthouse. **Bring your Summons with you and present it to the Jury Officer or court staff.**

**Jury Selection**

Jury selection process may take the whole day. Prospective jurors assemble in the courtroom for roll call. The presiding Justice supervises the random selection of the jury. After all juries are selected you may be required to start your duty immediately or you may be excused until the trial date starts.

**Re-Election by Accused**

An accused who has elected to be tried by judge and jury may 're-elect' to be tried by judge alone. Sometimes such re-elections occur just prior to jury selection. Also an accused may plead guilty or a case may be unavoidably postponed.

It is possible that because of these unpredictable events, no juries are selected from the pool of prospective jurors present. When this occurs, it is important to realize that by your attendance and readiness to serve, you have performed an important duty of citizenship. Your participation helps to maintain the justice system.

**Swearing In**

Before the trial commences, each juror is sworn or affirmed by the clerk of the court. Each juror takes an oath or affirmation to try the case on the evidence heard during the trial.

**Length of Trial and Hours**

The Justice may tell you how many days the trial is expected to take at jury selection.

Courts generally sit from 10:00 AM to about 4:30 PM, depending on the court schedule. Jurors usually go home each evening during the trial. When all the evidence and final arguments have been given, the Judge gives the jury
Directions: Use the information on juries on pages 78 – 81 from Issues for Canadians to tell whether these statements are true (T) or false (F).

1. _____ Under the YCJA, a person who is over 13 years of age may choose to be tried by a judge and jury if he or she is accused of committing a serious crime.

2. _____ Jury members are made up of ordinary Canadian citizens.

3. _____ Juries can have as few as three but as many as twelve members.

4. _____ The responsibility of the jury is to listen to the evidence presented, and then decide whether the person is guilty or not.

5. _____ Every Canadian citizen is eligible to serve on a jury.

6. _____ Serving on a jury is a duty of Canadian citizens.

7. _____ Once you have been assigned to jury duty, it is your responsibility to get to the courthouse on time, take time off work, if necessary, and bring your family to the courthouse with you.

8. _____ If you are summoned to serve on a jury, your employer must give you time off and pay you.

9. _____ A person can only be excused from jury duty if he or she can demonstrate that serving on jury duty will cause hardship.

10. _____ Juries are sequestered to ensure they consider only the evidence presented in the courtroom.

11. _____ One of the first things that happens in a trial is the judge talks to the jury.

12. _____ Once the trial has started, jury members are not allowed to talk to anyone but other jury members, not even their families.

13. _____ A verdict is reached when the majority of jury members vote guilty or not guilty.

14. _____ Jurors must be open-minded when listening to the evidence.
Directions: Use in the information on juries on pages 78 – 81 from Issues for Canadians to tell whether these statements are true (T) or false (F).

1. T Under the YCJA, a person who is over 13 years of age may choose to be tried by a judge and jury if he or she is accused of committing a serious crime.

2. T Jury members are made up of ordinary Canadian citizens.

3. F Juries can have as few as three but as many as twelve members.

4. T The responsibility of the jury is to listen to the evidence presented, and then decide whether the person is guilty or not.

5. F Every Canadian citizen is eligible to serve on a jury.

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14. T Jurors must be open-minded when listening to the evidence.
Lesson 2.8

Concept: Justice Advocacy Groups and Elders

Resources/Materials: Issues for Canadians, pages 82 – 85
Worksheet #9.2.8a or Worksheet #9.2.8b (student copies)

Introduction: Read the following passage about a group of Hutterite men who were imprisoned in a jail called Alcatraz in the United States in the year 1918. They were put in jail for refusing to serve in the army.

“ For several days the young men slept on the cold, wet concrete floor wearing nothing but their light underwear. They received a half glass of water every twenty-four hours, but no food. They were placed at distances that made it impossible for them to speak to one another. They were beaten with clubs and, with arms crossed, were tied to the ceiling. After five days they were taken from the “hole” for a short time. Their wrists were so swollen from insect bites and skin eruptions that they could not put on their own jackets. For the remaining months at Alcatraz they were allowed one hour of outdoor exercise each Sunday afternoon.” (From Hostetler and Huntington. The Hutterites in North America. 1967)

Explain that in the days when these Hutterites were put in jail, people had an entirely different view of so-called criminals. Jails were a way of punishing people. Today, we still use jail as a punishment, but it is balanced with trying to find ways to work with people so they won’t end up in the justice system.

Procedure:

1. Have students turn to textbook, pages 82 and 83. Explain the John Howard Society and the Elizabeth Fry Society are organizations that try to work on preventing citizens from committing crimes in the first place. They are also concerned with the conditions in jails themselves. They are called “advocacy groups”. Advocacy groups try to look after the interests of a particular individual or group – in this case people who might be or are in trouble with the law.

2. Have students read about the John Howard and Elizabeth Fry Societies on textbook, pages 82 and 83.

3. Discuss with students that people in the justice system have observed that many Aboriginal youth end up committing crimes. This is recognized as a problem that needs to be addressed. The justice system has turned to Elders of Aboriginal communities for guidance.

4. Have students read textbook, pages 84 and 85 to find out more about the role Elders play.

5. Distribute Worksheet #9.2.8a or Worksheet #9.2.8b. Go over the directions.

Assignments:

1. Read Issues for Canadians, pages 82 – 85.
2. Do Worksheet #9.2.8a or Worksheet #9.2.8b.
The Roles of Advocacy Groups and Elders

Directions: Use Issues for Canadians, pages 82 – 85 to help you with these exercises.

1. Both the John Howard Society and the Elizabeth Fry Society try to work on crime prevention as opposed to creating more severe punishments. What are some ways they do this? List at least three things.

2. What are two ways that the Elizabeth Fry Society tries to help women who were in jail, re-enter society?

3. How is the work of these advocacy groups related to citizenship?

4. Who are the members of a sentencing circle?

5. What does a sentencing circle do?

6. Why do you think that sentencing circles are often more effective than the court system in dealing with Aboriginal youth?
The Roles of Advocacy Groups and Elders

Directions: Use Issues for Canadians, pages 82 – 85 to help you with these exercises.

1. Both the John Howard Society and the Elizabeth Fry Society try to work on crime prevention as opposed to creating more severe punishments. What are some ways they do this? List at least three things.

- Solve underlying reasons for crime
- Provide public education about laws and justice system
- Work with people who have broken the law to help them return to community
- Stand up for rights of those accused of crimes
- Try to improve fairness of justice system for those accused of crimes

2. What are two ways that the Elizabeth Fry Society tries to help women who were in jail, re-enter society?

- Help them go back to school
- Help get better job

3. How is the work of these advocacy groups related to citizenship?

- Want to help those who have committed crimes gain the skills and means to become better citizens

4. Who are the members of a sentencing circle?

Elders

5. What does a sentencing circle do?

- Decide on consequences of a crime for Aboriginal youth

6. Why do you think that sentencing circles are often more effective than the court system in dealing with Aboriginal youth?

- Members of sentencing circle understand Aboriginal cultures
The Roles of Advocacy Groups and Elders

Directions: Use Issues for Canadians, pages 82 – 85 to answer the questions.

1. Fill in the spaces.
   a. The John Howard Society and the Elizabeth Fry society are ________________ groups.
   b. They work ________________ of the government. They try to solve the underlying ________________ for crime.
   c. They provide public education about ________________ and the justice system.
   d. They work with youths and adults who have broken the law to help them return to their ________________.
   e. They stand up for the ________________ of youths and adults accused of crimes.
   f. They call for measures to ________________ the fairness of the justice system.
   g. The ________________ focuses on justice issues for women.
   h. The ________________ works with men, women, boys and girls in trouble with the law.
   i. According to Brad Odsen, the federal government really hasn’t helped with things that ________________ young people from getting involved in crime.
   j. Jacqueline Birol says, “People can make bad choices and end up in custody. But at some point, they are going to re-enter society, and society needs to help them become better ________________ in the future.

2. Find the missing words in these sentences about the role of Elders in Aboriginal communities.
   a. Youth Justice Committees reflect the idea of ________________ circles.
   b. Sentencing circles come from the ________________ of some Aboriginal peoples.
   c. The committees act on the idea that breaking a law ________________ everyone in the community, and that the community must become involved in the solutions.
   d. ________________ play an important role in this approach to justice.
   e. According to Elder Rita Auger, traditional ________________, language and culture are very important, especially for a young person who needs guidance and direction.
   f. Darrell Anderson Gerrits says, “An Elder represents a person ________________ by traditional culture – who that person can become.”
The Roles of Advocacy Groups and Elders

Directions: Use Issues for Canadians, pages 82 – 85 to answer the questions.

1. Fill in the spaces.
   
   a. The John Howard Society and the Elizabeth Fry society are advocacy groups.
   
   b. They work independently of the government. They try to solve the underlying reasons for crime.
   
   c. The provide public education about laws and the justice system.
   
   d. They stand up for the rights of youths and adults accused of crimes.
   
   e. They call for measures to improve the fairness of the justice system.
   
   f. The Elizabeth Fry Society focuses on justice issues for women.
   
   g. The John Howard Society works with men, women, boys and girls in trouble with the law.
   
   h. According to Brad Odsen, the federal government really hasn’t helped with things that prevent young people from getting involved in crime.
   
   i. Jacqueline Biollo says, “People can make bad choices and end up in custody. But at some point, they are going to re-enter society, and society needs to help them become better citizens in the future.”

2. Find the missing words in these sentences about the role of Elders in Aboriginal communities.

   a. Youth Justice Committees reflect the idea of sentencing circles.
   
   b. Sentencing circles come from the traditions of some Aboriginal peoples.
   
   c. The committees act on the idea that breaking a law harms everyone in the community, and that the community must become involved in the solutions.
   
   d. Elders play an important role in this approach to justice.
   
   e. According to Elder Rita Auger, traditional knowledge, language and culture are very important, especially for a young person who needs guidance and direction.
   
   f. Darrell Anderson Gerrits says, “An Elder represents a person molded by traditional culture – who that person can become.”
Lesson 2.9

Concept: Chapter Task Wrap-up

Resources/Materials: Issues for Canadians, page 86  
Handout 2-8 (student copies)

Introduction: Review the Chapter Task from the beginning of Chapter Two, if necessary.

Procedure:

1. If you are choosing to have the students make a display, you might want to give them pointers on how to organize their displays:
   - Eye-catching title
   - Organized in logical fashion; easy to follow
   - Clear message
   - Usually left to right progression, especially if using the three-panel display chart
   - Headings must stand out (larger lettering, brighter colours, etc.)
   - Neatness does count
   - Illustrations add interest.
   - Coloured borders are a nice finishing detail

2. Students and teacher may want to use Handout 2-7 (students may have this) to assess their work.

3. You may want to have students complete Handout 2-8 once the Chapter Task has been completed.

Assignments:

1. Complete the Chapter Task.
2. Assess your Chapter Task using Handout 2-7.
3. Once the Chapter Task has been completed, do Handout 2-8.
Lesson 2.10

**Concept:** Chapter Two Review

**Resources/Materials:** Issues for Canadians, page 87
Review Sheets (student copies)

**Introduction:** Explain that the unit on Canada’s justice system and young offenders has come to a close and it is now time to prepare for a test.

**Procedure:**

1. Read and discuss the focus questions with students on the first page of Chapter 2. (page 56).

2. Have students do all or some of the questions on the Chapter 2 Review on textbook, page 87.

3. You may want students to do the Review Sheets in addition to, or instead of the Chapter 2 Review activities.

**Assignment:**

Do some or all the activities on page 87 of Issues for Canadians OR do the Review Sheets.
Grade Nine Social Studies

Chapter Two
To what extent is the justice system fair and equitable for youth?

Review

1. Match the words with their meanings.

<table>
<thead>
<tr>
<th>fair and equitable sentence</th>
<th>justice system</th>
<th>criminal record</th>
<th>Criminal Code of Canada</th>
<th>community service</th>
<th>prosecutor</th>
</tr>
</thead>
</table>

a. ________________________ a lawyer who uses evidence to show that someone has broken the law

b. ________________________ help in the community performed as part of a sentence

c. ________________________ governed by rules that apply to everyone, taking into account individual needs and circumstances

d. ________________________ the institutions and procedures for applying laws in a society

e. ________________________ a consequence for a crime

f. ________________________ applying laws

g. ________________________ the law that defines the consequences adults face for criminal offences

2. Match the words with their meanings.

<table>
<thead>
<tr>
<th>legislation</th>
<th>Youth Criminal Justice Act</th>
<th>Youth Justice Committee</th>
<th>sentencing circle</th>
<th>justice advocacy group</th>
<th>reintegrate</th>
</tr>
</thead>
</table>

a. ________________________ group that stands up for the rights of youths and adults accused of crimes

b. ________________________ group, usually Aboriginal Elders, that decides on consequences for a crime

c. ________________________ laws created through the legislative process

d. ________________________ to make part of again

e. ________________________ to instill positive behaviours and attitudes
f. ______________________ a group of volunteers who decides on consequences for youth who have broken the law

g. ______________________ use humour for serious purposes: to make points about about public figures, government decisions, or news events

h. ______________________ the law that defines the consequences young people face for criminal offences

3. A balance scale is often used to symbolize justice. Why?

________________________________________________________________________

________________________________________________________________________

4. Number the steps in order to show what happens when a youth is arrested.
   _____ placed in a cell
   _____ call parents
   _____ photographed and fingerprinted
   _____ meet victim
   _____ appear before judge in court
   _____ face consequences
   _____ appear before Youth Justice Committee

5. Fill in the chart to compare young offenders and adult criminals.

<table>
<thead>
<tr>
<th>Young Offenders</th>
<th>Adult Criminals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Criminal Code of Canada</td>
</tr>
<tr>
<td></td>
<td>Going to court is usual consequence for breaking law</td>
</tr>
<tr>
<td></td>
<td>Defines adults sentences</td>
</tr>
<tr>
<td></td>
<td>Names can be published</td>
</tr>
<tr>
<td></td>
<td>Criminal record is created</td>
</tr>
</tbody>
</table>
6. Examine the flow chart on pages 66 and 67 of Issues for Canadians. What is the reason that there are so many ways the Youth Criminal Justice Act can deal with a youth who has committed a crime?

7. Tell about four factors that determine the consequences young offenders face.

8. The sentences below should tell about the objectives of the YCJA. Something is wrong with each sentence. Cross out the incorrect parts and make them correct.
   a. The YCJA tries to encourage crime by addressing the circumstances underlying a young person’s offending behaviours.
   b. The YCJA intends to rehabilitate young persons who commit offences and keep them out of society.
   c. The YCJA tries to ensure that a young person is subject to meaningful consequences for his or her defence in order to promote the short-term protection of society.
   d. The criminal justice system for young persons must be identical to that of adults, and recognizes their increased level of maturity.

9. Examine Issues for Canadians, pages 72 – 74. From that information, which of the following can you infer? Underline all appropriate sentences.
   - There are varying degrees of satisfaction with the YCJA.
   - A lot of Canadians are never satisfied with anything.
   - The YCJA is turning out to be a perfect piece of legislation.
   - There seem to be some instances where the YCJA is not working as well as hoped.

10. Which of the following should be considered when determining the validity and authority of information? Circle all appropriate answers.

   qualifications of speaker or writer
   if information is based on fact, opinion or bias
   if information is based on balanced points of view or perspectives
   if information comes from a reputable source
   if information meets your research needs
11. Use *Issues for Canadians*, pages 78 – 81 to answer these questions about juries.

a. How many members are in a jury? __________

b. How old must a juror be? ______

c. Do employers have to give a juror time off to serve on jury duty? ______

d. Do employees have to pay jurors? ______

e. Who can jury members talk to while they are deliberating? ________________

f. How many jury members must agree on a verdict? ________

12. Advocacy Groups

a. In Canada, what are the two major justice advocacy groups?

______________________________________________________________

______________________________________________________________

b. In one sentence tell what they see as their main purpose?

______________________________________________________________

______________________________________________________________

13. Why are sentencing circles important in getting fair and equitable treatment for Aboriginal youth?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
14. You will be asked to answer any two of these short answer questions.

**Short Answer Questions**

a. Why is justice often portrayed as blind?

b. Under the Youth Criminal Justice Act two young people of the same age who committed the same crime would not necessarily face the same consequences. Why is this?

c. Do you agree that young people do not understand their actions in the same way as adults? Why or why not?

d. How do crimes affect the quality of life and identity of victims?

e. Why does the Youth Criminal Justice Act usually not allow the names of young offenders to be published?

15. You will be asked to answer one of these essay questions.

**Essay Questions**

a. What factors determine the consequences young offenders face?

b. What are the differences in the way the justice system in Canada treats young offenders and adults?

c. What are the objectives of the Youth Criminal Justice Act?
Grade Nine Social Studies

Chapter Two

To what extent is the justice system fair and equitable for youth?

Review

1. Match the words with their meanings.

<table>
<thead>
<tr>
<th>fair and equitable sentence</th>
<th>justice</th>
<th>criminal record</th>
<th>justice system Criminal Code of Canada</th>
<th>community service prosecutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. prosecutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. community service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. fair and equitable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. justice system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Criminal Code of Canada</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Match the words with their meanings.

<table>
<thead>
<tr>
<th>legislation</th>
<th>Youth Criminal Justice Act</th>
<th>Youth Justice Committee political cartoon</th>
<th>sentencing circle justice advocacy group</th>
<th>rehabilitate reintegrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>justice advocacy group</td>
<td>group that stands up for the rights of youths and adults accused of crimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>sentencing circle</td>
<td>group, usually Aboriginal Elders, that decides on consequences for a crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>legislation</td>
<td>laws created through the legislative process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>reintegrate</td>
<td>to make part of again</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>rehabilitate</td>
<td>to instill positive behaviours and attitudes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
f. **Youth Justice Committee** — a group of volunteers who decides on consequences for youth who have broken the law.

g. **political cartoon** — use humour for serious purposes: to make points about public figures, government decisions, or news events.

h. **Youth Criminal Justice Act** — the law that defines the consequences young people face for criminal offences.

3. A balance scale is often used to symbolize justice. Why?

   Basically, need to balance rights and freedoms of the individual with the needs of society when applying justice.

4. Number the steps in order to show what happens when a youth is arrested.

   1. placed in a cell
   2. photographed and fingerprinted
   3. call parents
   4. appear before judge in court
   5. appear before Youth Justice Committee
   6. meet victim
   7. face consequences

5. Fill in the chart to compare young offenders and adult criminals.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Criminal Justice Act</strong></td>
<td>Criminal Code of Canada</td>
</tr>
<tr>
<td>Some may do community service, get counselling</td>
<td>Going to court is usual consequence for breaking law</td>
</tr>
<tr>
<td>Prohibits adult sentences for 12-14 year olds; Allows adults sentences for 14+ year old</td>
<td>Defines adults sentences</td>
</tr>
<tr>
<td>Names cannot be published unless receive adult sentence</td>
<td>Names can be published</td>
</tr>
<tr>
<td>Criminal record usually avoided</td>
<td>Criminal record is created</td>
</tr>
</tbody>
</table>
6. Examine the flow chart on pages 66 and 67 of Issues for Canadians. What is the reason that there are so many ways the Youth Criminal Justice Act can deal with a youth who has committed a crime?

   - Each case treated individually, taking into consideration the youth involved and the circumstances.
   - Part of fair and equitable treatment

7. Tell about four factors that determine the consequences young offenders face.

   - seriousness of offence
   - history of young person
   - attitude of young person
   - circumstances of young person

8. The sentences below should tell about the objectives of the YCJA. Something is wrong with each sentence. Cross out the incorrect parts and make them correct.

   a. The YCJA tries to encourage crime by addressing the circumstances underlying a young person's offending behaviours.
      Prevent encourage

   b. The YCJA intends to rehabilitate young persons who commit offences and reintegrate them into society.
      Intends to keep them out of society.

   c. The YCJA tries to ensure that a young person is subject to meaningful consequences for his or her defence in order to promote the long-term protection of society.
      The criminal justice system for young persons must be identical to that of adults, and recognizes their reduced level of maturity.

   d. The YCJA tries to ensure that a young person is subject to meaningful consequences for his or her defence in order to promote the short-term protection of society.

9. Examine Issues for Canadians, pages 72 – 74. From that information, which of the following can you infer? Underline all appropriate sentences.

   - There are varying degrees of satisfaction with the YCJA.
   - A lot of Canadians are never satisfied with anything.
   - The YCJA is turning out to be a perfect piece of legislation.
   - There seem to be some instances where the YCJA is not working as well as hoped.

10. Which of the following should be considered when determining the validity and authority of information? Circle all appropriate answers.

    - qualifications of speaker or writer
    - if information is based on fact, opinion or bias
    - if information is based on balanced points of view or perspectives
    - if information comes from a reputable source
    - if information meets your research needs
11. Use *Issues for Canadians*, pages 78 – 81 to answer these questions about juries.

a. How many members are in a jury? 12

b. How old must a juror be? 18

c. Do employers have to give a juror time off to serve on jury duty? yes

d. Do employees have to pay jurors? no

e. Who can jury members talk to while they are deliberating? other jurors

f. How many jury members must agree on a verdict? all (12)

12. Advocacy Groups

a. In Canada, what are the two major justice advocacy groups?

   John Howard Society
   Elizabeth Fry Society

b. In one sentence tell what they see as their main purpose?

   Advocate for rights of youths and adults accused of crimes and work on circumstances that could prevent people from committing crimes.

13. Why are sentencing circles important in getting fair and equitable treatment for Aboriginal youth?

   Members of sentencing circles understand traditional knowledge, language and culture. Thus, they are better equipped to know what consequences will most likely be effective in discouraging further crime.
Lesson 2.11

Concept: Chapter Two Test

Resources/Materials: Chapter Two Test

The Chapter Two Test is in two parts:

Part A: multiple choice, matching, true/false
Part B: short answer, essay

If students did the Chapter Task, you may not find it necessary to have them do some or all of the Chapter Two Test.
Grade Nine Social Studies

Chapter Two
To what extent is the justice system fair and equitable for youth?

Test

Part A

**Directions:** Write the correct letter for each question on the answer sheet. **Do not write in this booklet.**

Match the words with their meanings.

<table>
<thead>
<tr>
<th>a. advocacy group</th>
<th>b. community service</th>
<th>c. criminal record</th>
<th>d. fair and equitable</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. jury</td>
<td>f. justice system</td>
<td>g. legislation</td>
<td>h. prosecutor</td>
</tr>
<tr>
<td>i. rehabilitation</td>
<td>j. reintegrate</td>
<td>k. sentence</td>
<td>l. sentencing circle</td>
</tr>
</tbody>
</table>

1. a permanent record of breaking the law, which is public information
2. a consequence for a crime
3. organization that stands up for the rights of individuals and groups
4. group of ordinary citizens that tries to determine someone’s guilt or innocence
5. help in the community performed as part of a sentence
6. teach positive behaviours and attitudes
7. to make part of again
8. a group, most often Aboriginal, that decides on appropriate consequences for someone who has broken the law
9. laws created through the legislative process
10. governed by rules that apply to everyone, taking into account individual needs and circumstances
11. the institutions and procedures for applying the law in a society
12. lawyer who uses evidence to show that someone has broken the law
Write T for true and F for false.

13. A balance scale is often used to symbolize justice.  
14. A youth who has committed a crime must never face his or her victim.  
15. Sometimes young offenders can be tried as adults.  
16. The Youth Criminal Justice Act sets out the rules on how to apply justice to people under the age of twenty-one.  
17. Once a youth has been arrested, he has a criminal record.  
18. The YCJA tries to prevent crime by addressing circumstances underlying a young person’s offending behaviour.  
19. The YCJA has been accepted as a good law by all Canadians.  
20. Political cartoons use humour to make serious points about public figures, government decisions or news events.  
21. Although news articles found on the Internet usually do not have validity, all news articles found in newspapers and magazine do have validity.  
22. A jury can have as few as six people, but as many as twenty-four.

Choose the letter of the best answer.

23. Which of the following tells what happens when a youth enters the justice system?  
   a. placed in a cell; rights are read; photographed and fingerprinted; parents called  
   b. placed in a cell; rights are read; blood sample taken; parents called  
   c. rights are read; photographed and fingerprinted; criminal record started  
   d. rights are read; criminal record started; parents called

24. What is the main reason that a young offender must meet his/her victim?  
   a. The victim can find out the name, address, and telephone number of the young offender.  
   b. The young offender can find out how the crime has affected the victim.  
   c. The young offender can feel less guilty about the crime.  
   d. The victim can tell the young offender he or she is forgiven.
25. The Youth Criminal Justice Act is based on the idea that

a. young offenders should be treated the same as adults.
b. young offenders do not know they are doing wrong when they commit a crime.
c. once a young offender breaks the law, he or she can no longer be trusted.
d. young offenders do not understand their actions in the same way we expect of adults.

26. In which cases can young offenders be tried as adults?

a. anyone who has committed a serious crime
b. anyone who is fourteen years of age or older and who has committed a serious crime
c. anyone who committed a serious crime in the presence of an adult
d. the son or daughter of an adult criminal

27. Which of the following would not be a factor in determining the consequences for a young offender?

a. the seriousness of the offence
b. the attitude of the young person
c. the young offender’s teacher
d. the circumstances of the young person

28. Which of the following is not an objective of the YCJA?

a. ensure that no young person be faced with consequences for his or her bad behaviour
b. rehabilitate young persons who commit offences and reintegrate them into society
c. prevent crime by addressing the circumstances underlying a young person’s offending behaviour
d. ensure that a young person is subject to meaningful consequences for his or her offence

Use the following information to answer question 29.

"Those who want to change the Youth Criminal Justice Act want more young offenders put jail. This will not work unless we build more jails specifically for young offenders. It is not an acceptable option to place young offenders in adult facilities. This would only make matters worse if we want to help young offenders make better choices and become productive members of society. The main focus of the YCJA must be on the needs of young people and public safety."

29. From the above you can infer that the speaker feels that for young offenders,

a. more jail time would be a good idea.
b. the justice system must treat each case individually.
c. the justice system should treat them more like it treats adults.
d. the country would save money by putting them in regular adult jails.
Use the information below to answer question 30.

30. Which of the following best tells the message of this political cartoon?
   a. Young people should wear better fitting clothing.
   b. Today’s young people are not learning as much as they should.
   c. The justice system is not effective in discouraging young people from committing crimes.
   d. Today’s youth are much better at finding bargains than were their parents.

31. Jurors must swear an oath to use only evidence and the law to reach a verdict. The reason for this is to ensure that
   a. they do not talk to each other while they are sequestered.
   b. they minimize the influence of biases in their decision.
   c. each juror comes to the same conclusions as the others.
   d. the judge will have the final say.

32. One of the main goals of justice advocacy groups is to
   a. stand up for the rights of youths and adults accused of crimes.
   b. get accused criminals out of jail.
   c. let citizens know that the Youth Criminal Justice Act is not working properly.
   d. ensure that criminals are severely punished so that they will not be tempted to commit further crimes.
Use the information below to answer question 33.

When the committee meets, we begin with a smudging ceremony to get things started in the right direction. The ceremony represents truth, peace and understanding.

Traditional knowledge, language and culture are very important, especially for a young person who needs guidance and direction. We strive to show that person compassion. We strive for truth and honesty. We strive to make that person welcome and understand that they belong to our community.

33. The above was most likely written by

a. a member of a Youth Justice Committee.
b. a judge.
c. a prosecutor.
d. a member of a sentencing circle.

Use the following information to answer question 34.

Recently a fifteen-year-old boy and some of his friends were in a shopping mall. On a dare, he stole a watch from a jewellery store. The store clerk saw him take the watch and called the police. The police took him down to the police station and called his parents.

After investigating the situation, the police officer in charge determined that this was the first time he had ever broken the law. In fact, in every way he was a wonderful person who was always helping others, did well in school, and did his share of work around the house.

Upon learning this information, the store did not press charges. The police gave the boy a warning and released him.

34. The above story is an example of

a. the justice system being fair and equitable to a young offender.
b. a young offender being treated like an adult criminal.
c. the police not performing its duty correctly.
d. parents not carrying out their responsibilities.
Part B

35. **Short Answer Questions** (Answer any two.)

a. Why is justice often portrayed as blind?

b. Under the Youth Criminal Justice Act two young people of the same age who committed the same crime would not necessarily face the same consequences. Why is this?

c. Do you agree that young people do not understand their actions in the same way as adults? Why or why not?

d. How do crimes affect the quality of life and identity of victims?

e. Why does the Youth Criminal Justice Act usually not allow the names of young offenders to be published?

36. **Essay Questions** (Answer one.)

a. What factors determine the consequences young offenders face?

b. What are the differences in the way the justice system in Canada treats young offenders and adults?

c. What are the objectives of the Youth Criminal Justice Act?
Grade Nine Social Studies

Chapter Two
To what extent is the justice system fair and equitable for youth?

Test Answer Sheet

1. ______  
2. ______  
3. ______  
4. ______  
5. ______  
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7. ______  
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9. ______  
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30. ______  
31. ______  
32. ______  
33. ______  
34. ______
Grade Nine Social Studies

Chapter Two
To what extent is the justice system fair and equitable for youth?

Test

Answer Sheet

1. C
2. K
3. A
4. E
5. B
6. I
7. J
8. L
9. G
10. D
11. F
12. H

13. T
14. F
15. T
16. F
17. F
18. T
19. F
20. T
21. F
22. F
23. A
24. b
25. d
26. b
27. c
28. a
29. b
30. c
31. b
32. a
33. d
34. a
Chapter Three

How effectively does Canada’s Charter of Rights and Freedoms protect your individual rights?

Focus Questions

How does the Charter protect individual rights and freedoms?

How does the Charter affect law making in Canada?

How does the Charter affect the workplace?
Grade Nine Social Studies
Issues for Canadians

Grade 9 Social Studies

Chapter 3

How effectively does Canada’s Charter of Rights and Freedoms protect your individual rights?

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Lesson 3.2 How the Charter Protects Individual Rights and Freedoms
Lesson 3.3 Individual Rights Under the Charter
Lesson 3.4 The Charter Reflects Today’s Society
Lesson 3.5 How the Charter Affects Law Making
Lesson 3.6 Skillful Decision Making and Problem Solving
Lesson 3.7 How the Charter Affects the Workplace
Lesson 3.8 Chapter Task Wrap Up
Lesson 3.9 Chapter Three Review
Lesson 3.10 Chapter Three Test
Lesson 3.1

Concept: Introduction and Chapter Task

Resources/Materials: Issues for Canadians, pages 88 – 91
Charter of Rights and Freedoms (student copies)
Handout G-1 (student copies)
Handouts 3-3, 3-4, 3-5, 3-6 and 3-7 (student copies)
Worksheet #9.3.1a (harder) (student copies)
Worksheet #9.3.1b (easier) (student copies)

Introduction: Hold up a copy of the Canadian Charter of Rights and Freedoms. Explain that it is part of the constitution. A constitution is a set of rules and principles by which a governed will be governed. The Charter protects, affirms, and restricts individual and collective rights and freedoms.

Procedure:

1. Have students turn to textbook, pages 88 and 89. Read the title question and the focus questions. Discuss their meanings.

2. Guide the reading of textbook, pages 88 and 89.

3. Explain that rights and freedoms are closely related, but they do not mean exactly the same thing.

   Right – refers the things our society thinks we deserve as human beings (e.g., the right to clean water, food, shelter, reasonable access to health care). Legal rights refer to rights secured by law, which cannot be denied from one situation to the next.

   Freedom – refers to something that you are allowed to do (e.g., freedom to believe what you want). A freedom implies that no one can interfere with what you want to do. The government has the responsibility to ensure that legal rights do not unjustifiably limit your freedoms.

   You have the right to vote in elections. You have the freedom to vote for the candidate of your choice. **With freedoms you can choose whether you want to use them or not.** You have the right to be free of discrimination based on religion. You are free to choose your own religion. **You have rights no matter what. They are just there.**

4. Distribute either Worksheet #9.3.1a or Worksheet #9.3.1b. Go over the directions.

5. Next have students turn to textbook, pages 90 and 91. Guide the reading so that students understand the nature of the Chapter Task. This task gives students a chance to develop oral language skills. Feel free to adjust the task to suit your students.

6. If you choose to have students do the task, distribute the handouts. Briefly go over the intent of each to give students a chance to know what is expected.

Assignments:

2. Do either Worksheet #9.3.1a or Worksheet #9.3.1b.
Rights and Freedoms

Directions: Use Issues for Canadians, pages 88 and 89 to help you with this activity.

Create a charter of rights and freedoms for school. Divide the charter into two sections: rights and freedoms. This is an activity that requires a great deal of thought. When creating a school charter, you must keep in mind the rights and freedoms that will help children develop into good students.

Introduction:

________________________________________ School guarantees the rights and freedoms that will help its students achieve to their highest possible level and become good citizens of the colony.

Freedoms:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

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Rights:

________________________________________

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________________________________________
Right – something that we deserve to have as human beings. Legal rights refer to rights that are given by law.

Freedom – describes something we are allowed to do and no one will interfere with what you want to do.

1. _____ If I am eighteen years of age or over, I can vote in provincial and federal elections.
2. _____ I can vote for the candidate of my choice.
3. _____ I can choose my own religion.
4. _____ No one can discriminate against me because I am of the Hutterite religion.
5. _____ I can decide if I want to drink tap water or bottled water.
6. _____ I have the right to safe drinking water.
7. _____ I can associate with other people who have similar interests.
8. _____ Other people cannot treat me differently just because I have a disability.
9. _____ I can express my opinion without fear of being arrested.
10. _____ I can move anywhere within Canada and earn a living there.
11. _____ I can travel by car, train, airplane, motorcycle or even bicycle to any place in Canada.
12. _____ The students in my school can organize peace meetings and demonstrations if we do not like something that is being done to us as students.
13. _____ I am allowed to enter, stay in, or leave Canada.
14. _____ If I am arrested, I can have a fair and quick public trial, and I am assumed innocent until I am proven to be guilty.
15. _____ No one can put me in jail or search my property unless a judge decides there is a really good reason.

Worksheet #9.3.1b
Directions: Use Issues for Canadians, pages 88 and 89 to help you complete this activity.

Right - something that we deserve to have as human beings. Legal rights refer to rights that are given by law. Freedom - describes something we are allowed to do and no one will interfere with what you want to do.

1. R  If I am eighteen years of age or over, I can vote in provincial and federal elections.

2. F  I can vote for the candidate of my choice.

3. F  I can choose my own religion.

4. R  No one can discriminate against me because I am of the Hutterite religion.

5. F  I can decide if I want to drink tap water or bottled water.

6. R  I have the right to safe drinking water.

7. F  I can associate with other people who have similar interests.

8. R  Other people cannot treat me differently just because I have a disability.

9. F  I can express my opinion without fear of being arrested.

10. R  I can move anywhere within Canada and earn a living there.

11. F  I can travel by car, train, airplane, motorcycle or even bicycle to any place in Canada.

12. F  The students in my school can organize peace meetings and demonstrations if we do not like something that is being done to us as students.

13. R  I am allowed to enter, stay in, or leave Canada.

14. R  If I am arrested, I can have a fair and quick public trial, and I am assumed innocent until I am proven to be guilty.

15. R  No one can put me in jail or search my property unless a judge decides there is a really good reason.
Lesson 3.2

Concept: How the Charter Protects Individual Rights and Freedoms

Resources/Materials: Issues for Canadians, pages 92 – 95
Worksheet #9.3.2a or Worksheets #9.3.2b and #9.3.2c (student copies)

Introduction: Relate scenarios where in some countries it is not unheard of that the police come into a home and take some of the people away. These people are often never heard from again. Or relate situations that occur in some countries where people with similar interests are not allowed to do things together as a group.

Canada is a democratic country. Part of being a democratic country is to be allowed several different rights and freedoms.

Procedure:

1. Have students turn to textbook, pages 92 – 96. Go over the ideas as listed on page 92. If you have the time, read the story on pages 93 – 95 with the students and discuss the situation.

2. If you are unable to read the story with the students, flip over to textbook, page 96. Guide the reading of this page.

3. Distribute either Worksheet #9.3.2a or Worksheets #9.3.2b and #9.3.2c. Go over the directions.

4. OPTIONAL. Have students write about an instance where it is not clear whether people in positions of authority have behaved appropriately or not. They describe what happened and then give diverse reactions to what happened, just like in the textbook story.

Assignments:

2. Do either Worksheet #9.3.2a or Worksheets #9.3.2b and #9.3.2c.
3. OPTIONAL. Write about an instance where it is not clear whether a person in authority behaved appropriately.
Grade Nine Social Studies
Issues for Canadians

What Is the Charter of Rights and Freedoms?

Directions: Use Issues for Canadians, pages 92 – 96 to help you with these questions.

1. In the story, “Crossing the Line”, what was the issue?

2. In the end the court ruled for the student and against the police. Do you agree with reaction of Shanna Li or of Michael Johnson? Tell why.

3. Write five different sentences about the Charter of Rights and Freedoms. The sentences must contain the words in parentheses.
   a. (Charter, constitution)
   b. (law, consistent)
   c. (protections, apply)
   d. (judicial, challenges)
   e. (restrictions, rights)
What Is the Charter of Rights and Freedoms?

Directions: Use Issues for Canadians, pages 92 – 96 to help you with these questions.

1. In the story, “Crossing the Line”, what was the issue?

   "whether the police were allowed to search students’ lockers without probable cause"

2. In the end the court ruled for the student and against the police. Do you agree with reaction of Shanna Li or of Michael Johnson? Tell why.

3. Write five different sentences about the Charter of Rights and Freedoms. The sentences must contain the words in parentheses.

   Examples:
   a. (Charter, constitution) The Charter of Rights and Freedoms is part of Canada’s constitution
   b. (law, consistent) All laws must be consistent with the Charter
   c. (protections, apply) The Charter created constitutional protections for individual rights and freedoms, which apply to all laws and government in Canada.
   d. (judicial, challenges) With the Charter, Canadians can challenge laws, and the judicial branch makes decisions about these challenges.
   e. (restrictions, rights) According to the Charter, the Canadian government can place restrictions on rights, if they are necessary to maintain Canada as a free and democratic country.
Directions: Use Issues for Canadians, pages 92 – 96 to complete these questions.

1. Read the story called “Crossing the Line” on pages 93 – 95. Fill in the chart.

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2. What specific reason did the judge give for finding the student “not guilty”?

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3. Shanna Li agreed with the ruling. Why?

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4. Michael Johnson disagreed with the ruling. Why?

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5. Combine the phrases to make sentences that tell about the Charter of Rights and Freedoms.

a. The Charter is part of

b. All other laws must be consistent with

c. The charter for individual rights and freedoms created constitutional protections

d. Canadians can challenge in court laws that restrict their rights With the Charter

e. Canada’s government is justified if the restrictions to maintain Canada as a free and democratic society in restricting rights are necessary

Worksheet #9.3.2c
**What Is the Charter of Rights and Freedoms?**

**Directions:** Use *Issues for Canadians*, pages 92 – 96 to complete these questions.

1. Read the story called “Crossing the Line” on pages 93 – 95. Fill in the chart.
   
<table>
<thead>
<tr>
<th>Who?</th>
<th>Police</th>
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<tbody>
<tr>
<td>What?</td>
<td>Searched student lockers</td>
</tr>
<tr>
<td>When?</td>
<td>During school hours</td>
</tr>
<tr>
<td>Where?</td>
<td>High School</td>
</tr>
<tr>
<td>Why?</td>
<td>Wanted to see if any students had illegal drugs</td>
</tr>
<tr>
<td>How?</td>
<td>Drug dogs</td>
</tr>
</tbody>
</table>

2. What specific reason did the judge give for finding the student “not guilty”?
   
   Police had conducted unreasonable search based on the Charter

3. Shanna Li agreed with the ruling. Why?
   
   Police did not have a good reason to search all lockers at random.

4. Michael Johnson disagreed with the ruling. Why?
   
   Police need to catch people who have illegal weapons and drugs in order to keep everyone safe.
5. Combine the phrases to make sentences that tell about the Charter of Rights and Freedoms.

a. The Charter is part of Canada's constitution.

b. All other laws must be consistent with the Charter.

c. The charter created constitutional protections for individual rights and freedoms.

d. With the Charter, Canadians can challenge in court laws that restrict their rights.


e. Canada's government is justified in restricting rights if the restrictions are necessary to maintain Canada as a free and democratic society.
Lesson 3.3

Concept: Individual Rights Under the Charter

Resources/Materials: Issues for Canadians, pages 97 – 99
Charter of Rights and Freedoms (students already have this)
Worksheet #9.3.3 (easier) (student copies)

Introduction: Review with students the concepts of “rights” and “freedoms”. Have students take out their copies of the Charter. Have them begin reading it. Note that the language is very complex. Explain that today’s lesson examines the charter, but using “plain language”.

Procedure:

1. Have students turn to textbook, pages 97 and 98. Guide the reading.

2. Ask students which of these rights and freedoms directly affect them. (all of them do)

3. Explain that when citizens have rights, responsibilities go with them.

Example: In Alberta you have the right to a free education up the end of high school. So you have the responsibilities of attending school regularly, treating school property with respect, working hard in school, etc.

4. Have students read textbook, page 99. If possible, discuss how Emily’s group’s goals are related to the Charter.

5. Have students look at question #2 on “Connect the Big Ideas” at the bottom of page 98. Have them make a T-chart in their notebooks and complete the chart for each rights category.

6. You may want some students to do Worksheet #9.3.3 instead. This is a little easier than the textbook question.

Assignments:

2. Do question #2 of “Connect the Big Ideas”, page 98.
   OR Worksheet #9.3.3.
Directions: Use Issues for Canadians, pages 97 – 99 to answer the questions.

1. Decide if each of the situations applies to Fundamental Freedoms, Democratic Rights, Mobility Rights, Legal Rights or Equality Rights.

   a. Joe was walking down the street when a police car roared up. The police officer told Joe he wanted to search his backpack. In the backpack the officer found some illegal drugs. Joe was shocked as he did not know the drugs were in his backpack. In fact he had never seen them before. He explained the situation to the officer. Nonetheless, the officer arrested Joe. Joe was tried for possession of an illegal substance. When it was all over, Joe was pronounced innocent.

   b. It was election day. Ruth decided to walk over to the polling station which was just a couple blocks from her home. When she got to the polling station, the clerk asked for some identification. The clerk checked to see if her name was on the voters’ list. Ruth cast her vote and went home.

   c. Alice went with her friend who was applying for a job as a clerk in a store. Alice waited outside while friend was having her interview. In a few minutes, her friend came out looking disappointed and upset. Her friend had not been hired because she was Aboriginal. Alice was shocked and angry. She told her friend that this was against the Charter.

   d. It was going to be a great day. The Wipf family was heading for a vacation in Ukraine. They wanted to see where the Hutterites once lived. They made sure they had their passports.

   e. Hutterites were not allowed to practice their religion in some places. They can in Canada though.

2. Think about the activities of Diversity and Students for Change. If individual rights are guaranteed in the Charter, why do you suppose groups like this must still exist?
Directions: Use Issues for Canadians, pages 97 – 99 to answer the questions.

1. Decide if each of the situations applies to Fundamental Freedoms, Democratic Rights, Mobility Rights, Legal Rights or Equality Rights.

   a. Joe was walking down the street when a police car roared up. The police officer told Joe he wanted to search his backpack. In the backpack the officer found some illegal drugs. Joe was shocked as he did not know the drugs were in his backpack. In fact he had never seen them before. He explained the situation to the officer. Nonetheless, the officer arrested Joe. Joe was tried for possession of an illegal substance. When it was all over, Joe was pronounced innocent.

   Legal Rights

   b. It was election day. Ruth decided to walk over to the polling station which was just a couple blocks from her home. When she got to the polling station, the clerk asked for some identification. The clerk checked to see if her name was on the voters’ list. Ruth cast her vote and went home.

   Democratic Rights  Freedom of Expression

   c. Alice went with her friend who was applying for a job as a clerk in a store. Alice waited outside while friend was having her interview. In a few minutes, her friend came out looking disappointed and upset. Her friend had not been hired because she was Aboriginal. Alice was shocked and angry. She told her friend that this was against the Charter.

   Equality Rights

   d. It was going to be a great day. The Wipf family was heading for a vacation in Ukraine. They wanted to see where the Hutterites once lived. They made sure they had their passports.

   Mobility Rights

   e. Hutterites were not allowed to practice their religion in some places. They can in Canada though.

   Freedoms

2. Think about the activities of Diversity and Students for Change. If individual rights are guaranteed in the Charter, why do you suppose groups like this must still exist?

   Mostly because many people still do not accept some parts of the Charter or do not practise what it states.
Lesson 3.4

Concept: The Charter Reflects Today’s Society

Resources/Materials: Issues for Canadians, pages 100 – 104
Handout 3-9 (harder) (3 pages) (student copies)
Worksheet #9.3.4 (easier) (student copies)

Introduction: Explain that section of the Charter that deals with equality rights is very important to a multicultural nation like Canada. Remind students that in the past ethnic and cultural minorities, women, and the aged amongst others were not thought of to be equal other members of Canadian society. This has changed. Today we look back to see some instances in Canadian history that helped form some of the ideas behind the Charter.

Procedure:

1. Have students turn to textbook, pages 100 – 104. Explain that pages 100 – 103 relate instances where Canada did not treat some populations as they would today.

2. Guide the reading of textbook, page 100. Talk about the reasons the Indian Act was passed (causes). Then have the students read further about the Indian Act on textbook, page 137 to find out what effects the passing of the Indian Act has had.

3. Distribute Handout 3-9 (page 1 of 3). Have students complete the chart at the very least. You may choose to have students do the other activities suggested as well.

4. Have students read textbook, pages 101 – 103. Distribute Handout 3-9 (page 2 of 3 and page 3 of 3). They are to complete these handouts in a similar fashion. NOTE: Instead of completing page 3 of 3 with the Ukrainian Origin Recognition Act, students may substitute Italian-Canadians or Japanese-Canadians.

5. If you like, you can have students complete Worksheet #9.3.4 instead of Handout 3-9.

Assignments:

1. Read Issues for Canadians, pages 100 – 103.
2. Do Handout 3-9 or Worksheet #9.3.4.
Grade Nine Social Studies
Issues for Canadians

Today's Society Compared to the Past

Directions: Use Issues for Canadians, pages 100 – 103 to help you do the questions.


2. Read about Canadian women and the right to vote on textbook, page 101. Which parts of the Charter concerns these rights?

3. Read about the Ukrainian-Canadians on textbook, page 102. What did the Canadian government do then that it could not do today under the Charter?

4. Read about the Italian-Canadians on textbook, page 102. What did the Canadian government do then that it could not do today under the Charter?

5. Read about the Japanese-Canadians on textbook, page 103. What did the Canadian government do then that it could not do today under the Charter?
Directions: Use Issues for Canadians, pages 100 – 103 to help you do the questions.

   * Democratic +
     * Equality Rights - not allowed to vote.
   * Mobility Rights - not allowed to travel freely
   * Fundamental Freedoms - not free to practice own beliefs (religion)

2. Read about Canadian women and the right to vote on textbook, page 101. Which parts of the Charter concerns these rights?
   * Equality Rights
   * Democratic Rights

3. Read about the Ukrainian-Canadians on textbook, page 102. What did the Canadian government do then that it could not do today under the Charter?
   * Sent Ukrainian-Canadians to camps
   * Seized homes and possessions

4. Read about the Italian-Canadians on textbook, page 102. What did the Canadian government do then that it could not do today under the Charter?
   * Sent them to camps
   * Seized property

5. Read about the Japanese-Canadians on textbook, page 103. What did the Canadian government do then that it could not do today under the Charter?
   * Made them move
   * Seized and sold their property
Lesson 3.5

Concept: How the Charter Affects Law Making

Resources/Materials: Issues for Canadians, pages 105 – 109
Worksheet #9.3.5a and #9.3.5b (harder) (student copies)
Worksheet #9.3.5c and #9.3.5d (easier) (student copies)

Introduction: Refer students back to textbook, page 8 where people are lined up to go through security at an airport. As most Hutterite students have never been to an airport or flown in an airplane, explain how the security procedures work.

The pose the question “When security personnel search through your belongings in an airport, does this violate your rights under the Charter?” (Refer to “Legal Rights”, page 98.

Explain that in some cases the government has to decide if the “common good” outweighs individual rights. In the case of airport security searches, the government has deemed that addressing security risks through such searches outweighs the individual’s right to privacy.

Procedure:

1. Have students turn to textbook, pages 105. Guide the reading of the page and then with students try to come up with a statement that summarizes the issue involved. (Example: Did the hospital’s refusal to provide free interpreter’s violate the deaf people’s right to be free of discrimination based on physical disability.

2. Explain to students that textbook, pages 106 – 109 relates other instances where the Charter has affected law making and where the justice system has had to decide if the Charter has been violated. Instruct students to read about these instances.

3. Distribute either Worksheets #9.3.5a and #9.3.5b or Worksheets #9.3.5c and #9.3.5d. Go over the directions.

4. OPTIONAL. Do the “Connect to the Big Ideas” questions on textbook, page 109.

Assignments:

2. Do either Worksheets #9.2.5a and #9.3.5b or Worksheets #9.3.5c and #9.3.5d.
3. OPTIONAL. Do “Connect to the Big Ideas”, page 109.
How the Charter Affects Law Making

Directions: Use Issues for Canadians, pages 105 – 109 to help with these questions.

For each of the scenarios, tell what you think the issue is and explain your position on the issue.

1. Breaking the Communication Barrier

   Issue: ________________________________
   
   My Position: ________________________________
   
   ________________________________
   
   ________________________________
   
   ________________________________
   
   ________________________________

2. Always Open: 24 – 7

   Issue: ________________________________
   
   My Position: ________________________________
   
   ________________________________
   
   ________________________________
   
   ________________________________
   
   ________________________________
3. Restrictions on Flying

Issue: ____________________________________________________________
_______________________________________________________________
My Position: _______________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

4. Banning Junk Food Ads

Issue: ____________________________________________________________
My Position: _______________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Directions: Use Issues for Canadians, pages 105 – 109 to answer the questions.

For each situation described in your textbook, match the facts, views, and perspectives with person, group, or organization (Draw lines). Then decide what the issue is.

1. **Breaking the Communication Barrier**
   
   **B.C. Government**
   Tax payers should not be responsible for the any costs relating to health care that are not considered essential services.

   **Deaf People**
   Not providing interpreters is a violation of equality rights under the charter.

   Which sentence best expresses the issue?
   
   a. Should deaf people get more help than hearing people?
   b. Is not providing interpreters for deaf people discrimination based on physical disability?
   c. Can hospitals afford to provide interpreters for deaf people?
   d. Should the government have to cut back on some services to pay for others?

2. **Always Open 24 – 7**

   **City of Calgary**
   Canada is not just a country for Christians. It is home to people of many different faiths. Some faiths do not believe business should be open on Saturday, yet most stores are open on Saturday. This violates the Charter’s fundamental right to freedom of religion.

   **Big M Drug Mart**
   Stores must remain closed on Sundays. It goes against the Lord’s Day Act.

   Which sentence best expresses the issue?
   
   a. Is Christianity a better religion than the other religions?
   b. To what extent should newcomers to Canada have to adopt the existing rules, laws, and customs?
   c. Why should drug stores have to close on Sundays when restaurants and gas stations can stay open?
   d. Can a set of laws like the Lord’s Day Act be allowed to remain if it violates the Canadians’ fundamental right to freedom of conscience and religion?
3. **Restrictions on Flying**

**Canadian Government**
The no-fly list violates Canadians' right to privacy, as required under Canada's Privacy Act. This list is made up of people based on someone's suspicions.

**Privacy Commissioner**
Airline passengers have a right to feel reasonably safe when they board an airplane. In this case, having the no-fly list is completely justifiable.

Which sentence best expresses the issue?

a. Should the needs of society outweigh the rights of individuals?
b. Should a no-fly list only apply to people from certain countries?
c. Who should be on the no-fly list?
d. What can be used instead of a no-fly list?

---

4. **Banning Junk Food Ads**

**Government Health Food Experts**
Today's youth are influenced by junk food ads. The more advertising there is, the more junk food they eat. Eating an unhealthy diet leads to health problems. More health problems means more health care costs which means a less healthy population and higher taxes.

**Junk Food Manufacturers**
It is our right to advertise our products the way we see Fit. The Charter guarantees these rights under the freedom of expression.

Which sentence best expresses the issue?

a. Is junk food really bad for you?
b. Is public health safety more important than freedom of expression?
c. Is it the role of health experts to inform us about every health risk?
d. Should junk food manufacturers inform people of the nutritional content of their products?
How the Charter Affects Law Making

Directions: Use Issues for Canadians, pages 105 – 109 to answer the questions.

For each situation described in your textbook, match the facts, views, and perspectives with person, group, or organization (Draw lines). Then decide what the issue is.

1. Breaking the Communication Barrier

B.C. Government  Tax payers should not be responsible for the any costs relating to health care that are not considered essential services.

Deaf People  Not providing interpreters is a violation of equality rights under the charter.

Which sentence best expresses the issue?

a. Should deaf people get more help than hearing people?
b. Is not providing interpreters for deaf people discrimination based on physical disability?
c. Can hospitals afford to provide interpreters for deaf people?
d. Should the government have to cut back on some services to pay for others?

2. Always Open 24 – 7

City of Calgary  Canada is not just a country for Christians. It is home to people of many different faiths. Some faiths do not believe business should be open on Saturday, yet most stores are open on Saturday. This violates the Charter’s fundamental right to freedom of religion.

Big M Drug Mart  Stores must remain closed on Sundays. It goes against the Lord’s Day Act.

Which sentence best expresses the issue?

a. Is Christianity a better religion than the other religions?
b. To what extent should newcomers to Canada have to adopt the existing rules, laws, and customs?
c. Why should drug stores have to close on Sundays when restaurants and gas stations can stay open?
d. Can a set of laws like the Lord’s Day Act be allowed to remain if it violates the Canadians’ fundamental right to freedom of conscience and religion?
3. **Restrictions on Flying**

**Canadian Government**

The no-fly list violates Canadians’ right to privacy, as required under Canada’s Privacy Act. This list is made up of people based on someone’s suspicions.

**Privacy Commissioner**

Airline passengers have a right to feel reasonably safe when they board an airplane. In this case, having the no-fly list is completely justifiable.

Which sentence best expresses the issue?

a. Should the needs of society outweigh the rights of individuals?
b. Should a no-fly list only apply to people from certain countries?
c. Who should be on the no-fly list?
d. What can be used instead of a no-fly list?

4. **Banning Junk Food Ads**

**Government Health Food Experts**

Today’s youth are influenced by junk food ads. The more advertising there is, the more junk food they eat. Eating an unhealthy diet leads to health problems. More health problems means more health care costs which means a less healthy population and higher taxes.

**Junk Food Manufacturers**

It is our right to advertise our products the way we see Fit. The Charter guarantees these rights under the freedom of expression.

Which sentence best expresses the issue?

a. Is junk food really bad for you?
b. Is public health safety more important than freedom of expression?
c. Is it the role of health experts to inform us about every health risk?
d. Should junk food manufacturers inform people of the nutritional content of their products?
Lesson 3.6

NOTE: This lesson can be done as part of preparing for the Chapter Task or as a stand-alone lesson.

IT WOULD BE NICE TO BRING UP SOME OF THE ISSUES INVOLVING THE HUTTERIAN BRETHREN COMMUNITIES AT THIS POINT, BUT YOU SHOULD PROBABLY CHECK WITH THE GERMAN TEACHER FIRST. SOME COLONY PEOPLE MIGHT CONSIDER IT MEDDLING.

Concept: Skillful Decision Making and Problem Solving

Resources/Materials: Issues for Canadians, pages 110 and 111

Introduction: If you are having the students do the Chapter Task or a modification of it, review the Chapter Task with them.

Ask students to think about some of the issues that arose out of the situations covered in the previous lesson. All of the situations involved agreement with or possible violations of the Charter. How should a person decide about how to address some of these difficult issues?

Procedure:

1. Have students turn to textbook, pages 110 and 111. Guide the reading of page 110.

2. Then have students look the “Try this!” assignment on page 111. Go over the directions. Depending on your students, you may want them to work individually or in pairs.

Assignments:

1. Read Issues for Canadians, pages 110 and 111.
2. Do the Try this! assignment on page 111.
Lesson 3.7

Concept: How the Charter Affects the Workplace

Resources/Materials: Issues for Canadians, pages 112 – 115  
Worksheet #9.3.7a and #9.3.7b (harder) (student copies)  
Worksheet #9.3.7c (easier) (student copies)

Introduction: Recall with students about the building of the transcontinental railway. Chinese workers were paid much less than other workers and were often assigned more dangerous tasks. Today, this situation would most likely not occur because employers must abide the Charter.

Procedure:

1. One of the sections that deals with the workplace is the section on Equality Rights. Refer students back to textbook, page 98.

2. Have student turn to textbook, page 112. Guide the reading.

3. Then tell students to read textbook, pages 113 – 115. These have to do with situations where employers discriminated against a certain group of people, which is a violation of the Charter. Note that these discrimination cases have nothing to do with competency.

4. Distribute either Worksheet #9.3.7a and #9.3.7b or Worksheet #9.3.7c. Go over the directions.

Assignments:

2. Do either Worksheet #9.3.7a and #9.2.7b or Worksheet #9.3.7c.
How the Charter Affects the Workplace

Directions: Use Issues for Canadians, pages 112 – 115 to help you with this activity.

Read each of the following workplace scenarios. Then decide if the Charter is being violated or not. Tell what makes you think the way you do.

1. In three months Ron was going to turn sixty-five. All of the other workers were excited for Ron because he would now retire from the job he had had for that last forty years. Ron was not excited, however. He loved his job and he loved going to work everyday. But it was the company’s policy that all employees must retire on or before their sixty-fifth birthdays.

2. Susie had just moved to town. She decided to apply for a job at one of the local restaurants. Susie had been a server at a restaurant in her previous town and her employer told her that he would recommend her to anyone who was considering hiring her as a server. She went in for an interview. The interviewer said she had all the right qualifications, but he could not hire her because she had a tattoo on her arm. The interviewer said that the customers would be uncomfortable being served by someone with a tattoo and that would be bad for business.
3. Bill was so excited because he had just finished college and had landed the job of his dreams in an office downtown. It was his first day of work and he showed up bright and early. One of the other workers showed him to his new office. It was large and sunny with lots of shelves for books and other things. He reached into his brief case and took out his Bible. He placed it on the shelf behind his desk, and then went to work. An hour or so later his boss came in. His boss was a nice lady, but when she saw the Bible, she told him that if he wanted to work here, he had to take the Bible home.

4. The city was buying some new buses. When Jennifer and her friends heard about this, they were so excited. Why? Because now she and the rest of her disabled friends could not ride the bus around the city. The old buses could not accommodate wheelchairs, but Jennifer and her friends knew that the newer buses available were wheelchair friendly. The new buses finally arrived. Jennifer and her friends waited at the bus stop so they could finally ride the bus! They were sorely disappointed, however. The city had chosen not to spend the extra money to get wheelchair friendly buses.

Worksheet #9.3.7b
Directions: Use Issues for Canadians, pages 112 – 115 to help you with this activity.

Read each of the following workplace scenarios. Then decide if the Charter is being violated or not. Tell what makes you think the way you do.

1. In three months Ron was going to turn sixty-five. All of the other workers were excited for Ron because he would now retire from the job he had had for that last forty years. Ron was not excited, however. He loved his job and he loved going to work everyday. But it was the company’s policy that all employees must retire on or before their sixty-fifth birthdays.

Violates discrimination based on age

2. Susie had just moved to town. She decided to apply for a job at one of the local restaurants. Susie had been a server at a restaurant in her previous town and her employer told her that he would recommend her to anyone who was considering hiring her as a server. She went in for an interview. The interviewer said she had all the right qualifications, but he could not hire her because she had a tattoo on her arm. The interviewer said that the customers would be uncomfortable being served by someone with a tattoo and that would be bad for business.

?? ?? It matter of freedom choice for. Susie
3. Bill was so excited because he had just finished college and had landed the job of his dreams in an office downtown. It was his first day of work and he showed up bright and early. One of the other workers showed him to his new office. It was large and sunny with lots of shelves for books and other things. He reached into his brief case and took out his Bible. He placed it on the shelf behind his desk, and then went to work. An hour or so later his boss came in. His boss was a nice lady, but when she saw the Bible, she told him that if he wanted to work here, he had to take the Bible home.

Violated Freedom of religion

Equality rights


4. The city was buying some new buses. When Jennifer and her friends heard about this, they were so excited. Why? Because now she and the rest of her disabled friends could not ride the bus around the city. The old buses could not accommodate wheelchairs, but Jennifer and her friends knew that the newer buses available were wheelchair friendly. The new buses finally arrived. Jennifer and her friends waited at the bus stop so they could finally ride the bus! They were sorely disappointed, however. The city had chosen not to spend the extra money to get wheelchair friendly buses.

Equality rights - discrimination based on physical disability
Directions: Use *Issues for Canadians*, pages 112 – 115 to answer these questions.

1. Think about the situation described on textbook, pages 113 and 114.
   a. Why did the women and labour unions launch a Charter challenge?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   b. What was the outcome of the Charter challenge?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   c. What effect do you think this outcome had on the way the employers in Ontario paid their female employees?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Think about the situation described on textbook, page 115.
   a. Why did Professor Olive Dickason challenge the University of Alberta?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   b. What was the outcome of the challenge?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   c. How did the challenge affect the laws in Alberta?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. Matt lives in Alberta where it is illegal for employers to force employees to retire because of their age. Matt was told by his employer that he must retire because he was getting too old to do his job. Do you think his employer has the right to make Matt retire? Why or why not?

   ________________________________________________________________
   ________________________________________________________________
How the Charter Affects the Workplace

Directions: Use Issues for Canadians, pages 112 – 115 to answer these questions.

1. Think about the situation described on textbook, pages 113 and 114.
   a. Why did the women and labour unions launch a Charter challenge?
      * discriminated against based on gender

   b. What was the outcome of the Charter challenge?
      Ontario government paid $414 million in pay adjustments.

   c. What effect do you think this outcome had on the way the employers in Ontario paid their female employees?
      Most likely female and male employees get equal pay for equal work

2. Think about the situation described on textbook, page 115.
   a. Why did Professor Olive Dickason challenge the University of Alberta?
      U of A said she had to retire at age 65

   b. What was the outcome of the challenge?
      Lost the case because she had agreed to retire at age 65 before taking the job

   c. How did the challenge affect the laws in Alberta?
      Some provinces have made it illegal for employers to fire employees to retire because of their age

4. Matt lives in Alberta where it is illegal for employers to force employees to retire because of their age. Matt was told by his employer that he must retire because he was getting too old to do his job. Do you think his employer has the right to make Matt retire? Why or why not?
   * Maybe if he is not doing a good job because he cannot think fast enough any more or because his old age has affected his ability to do his job safely
Lesson 3.8

Concept: Chapter Task Wrap Up

Resources/Materials: Issues for Canadians, page 116
Handouts 3-3, 3-4, 3-5, 3-6, 3-7 (students may have these)
Handout 3-8 (student copies)

Introduction: With students discuss some of the issues on which they have been working.

Procedure:

1. Have students turn to textbook, page 116. This page offers some ideas on how to organize the informal debate. The teacher and students together can decide how they want to organize theirs.

2. Review how students might want to present their issues and arguments. Show students how the Handouts can help them with their presentation.

3. Distribute Handout 3-8 so that students can evaluate their performance.
Lesson 3.9

Concept: Chapter Three Review

Resources/Materials: Issues for Canadians, page 117
Chapter Three Review Sheets (student copies)
Handout 3-11 (student copies)

Introduction: With students flip through the chapter pages and as you do so, discuss some of the topics covered in the chapter.

Procedure:

1. You might want to have student review the chapter by doing some or all the activities on textbook, page 117.

2. Alternately, have them do the Chapter Three Review sheets.

3. You may want students to complete Handout 3-11 to review the chapter.

Assignments:

1. Do the Chapter 3 Review on textbook, page 117.

2. OR Do the Chapter Three Review sheets.

3. OPTIONAL. Complete Handout 3-11.
Chapter Analysis

**Instructions:** Think about what you learned in this chapter. Complete the chapter analysis below to help you review the big ideas.

<table>
<thead>
<tr>
<th>What are the big ideas of the chapter?</th>
<th>Write a summary of the chapter in your own words.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draw a sketch illustrating the chapter issue.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List at least five facts and evidence from the chapter.</th>
<th>List at least five key words.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This issue is important today/not important today because...</th>
</tr>
</thead>
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<tr>
<td></td>
</tr>
</tbody>
</table>
Grade Nine Social Studies

Chapter Three
How effectively does Canada's Charter of Rights and Freedoms protect your individual rights?

1. Number in order the steps you would go through in decision making.

   ______ Take appropriate action.

   ______ Identify the issue or problem and explain it in your own words.

   ______ Evaluate the results of your decision.

   ______ Think of alternatives to the problem or issue and the consequences of each alternative.

   ______ Choose the best option.

2. Match the words with the phrases and sentences.

<table>
<thead>
<tr>
<th>Charter of Rights and Freedoms</th>
<th>constitution</th>
<th>labour union</th>
</tr>
</thead>
<tbody>
<tr>
<td>right</td>
<td>freedom</td>
<td>prejudice</td>
</tr>
<tr>
<td>discrimination</td>
<td>no-fly list</td>
<td>internment</td>
</tr>
</tbody>
</table>

   __________________________ something you can choose to do if you want

   __________________________ treating people differently because of their age, gender, race, ethnic origin, or mental or physical disability

   __________________________ a special set of laws that establishes a framework of governance

   __________________________ something you are allowed to do as a member of society

   __________________________ document which creates constitutional protections for individual rights and freedoms, which apply to laws and governments across the Canada

   __________________________ document that has the names of people who are not allowed to board airplanes in Canada

   __________________________ mistrust, dislike or hatred of members of a group based on their gender, race, ethnic or national origin, or mental or physical disability

   __________________________ organization of workers that acts to protect workers' rights and interests
3. Read each situation. Decide if it violates or is consistent with the Charter. Give reasons for your answers.

a. Judy wants to go visit her grandmother who lives in the United States. She has a valid passport. On her way home after her visit, the Canadian border guard tells her that once she leaves Canada, she is now allowed back in.

b. One day the police knocked on Brian’s door. They had a piece of paper signed by a judge saying they had enough evidence to search Brian’s house. Brian does not think this is right.

c. The students at Mayhem Junior High School have been told that all their noon hour sports activities have been cancelled. The students decide to hold a demonstration outside the school at noon. They make signs and even call the news media to make them aware of the situation. Even before the demonstration begins, the school principal tells the leaders of the demonstration that they must cancel the event.

d. Paul was summoned to be a juror. He let his employer know that he needed to be at the courthouse for the next two or three weeks. When he got to the courthouse steps, he found there was no ramp for his wheelchair. He had no way to get into the courthouse!

e. The federal election was just one day before Rueben’s eighteenth birthday. He decided to go to the polling station to cast his vote. The clerk at the polling station said he was not eligible to vote and turned him away.
4. Read about the instances on pages 100 – 103 of Issues for Canadians. It is unlikely they would occur today because of the Charter. Tell why.

a. First Nations and Indian Act

b. Canadian Women and the Right to Vote

c. Internment of Ukrainian-, Italian, and Japanese-Canadians

5. In 2003 the Alberta government made it a rule that a driver’s photograph must appear on his or her driver’s license. There are to be no exceptions. The government maintained that the photograph is necessary in order to cut down on the amount of identity theft. It was a matter of security for the individual and for the whole country.

The Wilson and Three Hills colonies felt this requirement violated their rights under the Charter. They took their case all the way to the Supreme Court of Canada. By a slim 4 – 3 margin, the judges on the Supreme Court sided with the Alberta Government.

Which of the following best states the issue involved?
- Do all Hutterites feel the same way as the Wilson and Three Hills colonies?
- Does the Charter really protect the rights of individuals and groups?
- Does the negative impact on the freedom of religion of colony members outweigh the benefits associated with the photo requirement?
- Should the Supreme Court of Canada be more sympathetic to cultural minorities?
6. Think about the instances where the deaf people in British Columbia were successful in making it mandatory for the government to pay for interpreters and where the drug store in Calgary was successful being allowed to remain open of Sundays.

These are examples of
- the Charter affecting law making.
- minority groups causing taxes to go up.
- Christian rights being violated.
- the Charter failing to work.

7. Susanna recently moved from Saskatchewan to Alberta. She was a server at a restaurant in Saskatchewan so she decided to look for similar work in Alberta. When she went to apply for a job at a local restaurant, the restaurant owner said he would not hire her because he only hired people who were born in Alberta. Susanna thought this violated her rights under the Charter.

Would the Charter support the restaurant owner or Susanna? Tell why.

8. Sam and Adinna went to apply for jobs in a shoe store. The sign at the front of the store said that two shoe sales persons were needed. Sam and Adinna met with the store manager. After the interview was over, the manager said she would hire Adinna, but not Sam. “Our policy is to have only female sales staff,” said the store manager. Sam and Adinna did not agree.

Would the Charter support Sam and Adinna or the store manager? Tell why.
9. You will be asked to answer **any two** of these short answer questions.

a. How do groups like “Diversity and Students for Change” help promote awareness of the Charter of Rights and Freedoms?

b. How might the Charter of Rights and Freedoms affect decisions about advertising to children?

c. What are some things that governments have done or are doing to be consistent with the Charter where people with disabilities are concerned?

d. In what instances might the Canadian government be justified in restricting individual rights so that Canada can remain a free and democratic country?

e. Tell about one event in Canada's history where the government's treatment of people would have violated the Charter?

10. You will be asked to answer **one** of these essay questions.

a. How has the Charter of Rights and Freedoms affected Hutterites?

b. How does the Charter affect law making in Canada? Be sure to give examples to support your answer.

c. What are the five categories of rights and freedoms listed in the Charter? Give details about each of them.
Grade Nine Social Studies

Chapter Three
How effectively does Canada’s Charter of Rights and Freedoms protect your individual rights?

1. Number in order the steps you would go through in decision making.

    4. Take appropriate action.
    1. Identify the issue or problem and explain it in your own words.
    5. Evaluate the results of your decision.
    2. Think of alternatives to the problem or issue and the consequences of each alternative.
    3. Choose the best option.

2. Match the words with the phrases and sentences.

<table>
<thead>
<tr>
<th>Charter of Rights and Freedoms</th>
<th>constitution</th>
<th>labour union</th>
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<tr>
<td>right</td>
<td>freedom</td>
<td>prejudice</td>
</tr>
<tr>
<td>discrimination</td>
<td>no-fly list</td>
<td>internment</td>
</tr>
</tbody>
</table>

- **freedom** something you can choose to do if you want
- **discrimination** treating people differently because of their age, gender, race, ethnic origin, or mental or physical disability
- **constitution** a special set of laws that establishes a framework of governance
- **right** something you are allowed to do as a member of society
- **Charter of Rights and Freedoms** document which creates constitutional protections for individual rights and freedoms, which apply to laws and governments across the Canada
- **no-fly list** document that has the names of people who are not allowed to board airplanes in Canada
- **prejudice** mistrust, dislike or hatred of members of a group based on their gender, race, ethnic or national origin, or mental or physical disability
- **labour union** organization of workers that acts to protect workers' rights and interests
3. Read each situation. Decide if it violates or is consistent with the Charter. Give reasons for your answers.

a. Judy wants to go visit her grandmother who lives in the United States. She has a valid passport. On her way home after her visit, the Canadian border guard tells her that once she leaves Canada, she is now allowed back in.

   Violates - Mobility Rights

b. One day the police knocked on Brian's door. They had a piece of paper signed by a judge saying they had enough evidence to search Brian's house. Brian does not think this is right.

   Consistent - Legal Rights

c. The students at Mayhem Junior High School have been told that all their noon hour sports activities have been cancelled. The students decide to hold a demonstration outside the school at noon. They make signs and even call the news media to make them aware of the situation. Even before the demonstration begins, the school principal tells the leaders of the demonstration that they must cancel the event.

   Violates - Fundamental Freedoms

d. Paul was summoned to be a juror. He let his employer know that he needed to be at the courthouse for the next two or three weeks. When he got to the courthouse steps, he found there was no ramp for his wheelchair. He had no way to get into the courthouse!

   Violates - Equality Rights

e. The federal election was just one day before Rueben's eighteenth birthday. He decided to go to the polling station to cast his vote. The clerk at the polling station said he was not eligible to vote and turned him away.

   Consistent - Democratic Rights → Rueben does not meet eligibility requirements because he is not 18
4. Read about the instances on pages 100 – 103 of Issues for Canadians. It is unlikely they would occur today because of the Charter. Tell why.

a. First Nations and Indian Act

- Fundamental Freedoms
- Equality Rights
- Democratic Rights

b. Canadian Women and the Right to Vote

- Democratic Rights
- Equality Rights

c. Internment of Ukrainian-, Italian, and Japanese-Canadians

- Equality Rights
- Mobility Rights

5. In 2003 the Alberta government made it a rule that a driver’s photograph must appear on his or her driver’s license. There are to be no exceptions. The government maintained that the photograph is necessary in order to cut down on the amount of identity theft. It was a matter of security for the individual and for the whole country.

The Wilson and Three Hills colonies felt this requirement violated their rights under the Charter. They took their case all the way to the Supreme Court of Canada. By a slim 4 – 3 margin, the judges on the Supreme Court sided with the Alberta Government.

Which of the following best states the issue involved?
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Would the Charter support the restaurant owner or Susanna? Tell why.

Susanna - Mobility Rights


8. Sam and Adinna went to apply for jobs in a shoe store. The sign at the front of the store said that two shoe sales persons were needed. Sam and Adinna met with the store manager. After the interview was over, the manager said she would hire Adinna, but not Sam. “Our policy is to have only female sales staff,” said the store manager. Sam and Adinna did not agree.

Would the Charter support Sam and Adinna or the store manager? Tell why.

Sam and Adinna - Equality Rights


9. You will be asked to answer **any two** of these short answer questions.

a. How do groups like "Diversity and Students for Change" help promote awareness of the Charter of Rights and Freedoms?

b. How might the Charter of Rights and Freedoms affect decisions about advertising to children?

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e. Tell about one event in Canada's history where the government's treatment of people would have violated the Charter?

10. You will be asked to answer **one** of these essay questions.

a. How has the Charter of Rights and Freedoms affected Hutterites?

b. How does the Charter affect law making in Canada? Be sure to give examples to support your answer.

c. What are the five categories of rights and freedoms listed in the Charter? Give details about each of them.
Lesson 3.10

Concept: Chapter Three Test

Resources/Materials: Chapter Three Test

Introduction: Tell students it is now time for the Chapter Three test.

Procedure:

1. If you did the Chapter Task, you may not want students to complete Part B of the test.

2. If you feel you that the Chapter Task gives you a good idea of how well students grasped the concepts and skills in the chapter, you may want to skip the Chapter Three Test altogether.
Grade Nine Social Studies

Chapter Three
How effectively does Canada's Charter of Rights and Freedoms protect your individual rights?

Test

Part A

Write the letter of the correct answer to each question on the answer sheet. Do not write in this booklet.

Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>a. Charter of Rights and Freedoms</th>
<th>b. constitution</th>
<th>c. discrimination</th>
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<tr>
<td>d. freedom</td>
<td>e. labour union</td>
<td>f. no-fly list</td>
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<td>g. prejudice</td>
<td>h. right</td>
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</table>

1. document that shows the names of people barred from boarding airline flights
2. a special set of laws that establish a framework of governance
3. includes the individual rights and freedoms for groups in Canadian society
4. something you are allowed to do as a member of society
5. something you can choose to do if you want
6. an organization of workers that acts to protect workers' rights and interests
7. the act of treating someone or a group in a different way because of ethnic origin, race, gender, age, religion, or mental or physical disability
8. a judgement or opinion of dislike, mistrust or hate based on ethnic origin, race, gender, age, religion, or mental or physical disability

Answer true (T) or false (F) about these statements about Canada's Charter of Rights and Freedoms.

9. The Charter of Rights and Freedoms is separate from the constitution.
10. All laws in Canada must be consistent with the Charter.
11. The Charter protects individual rights and freedoms, which apply to laws and governments across Canada.
12. With the Charter, Canadians can challenge, in court, laws that restrict their rights.

13. According to the Charter, the Canadian government is allowed to restrict rights if it in necessary to maintain Canada as a free and democratic society.

Match each situation to one of the categories of rights and freedoms.

| **F** – Fundamental Freedoms | **D** – Democratic Rights | **M** – Mobility Rights |
| **L** – Legal Rights | **E** – Equality Rights |

14. The police cannot search your home and seize any of your property without having reasons backed by law or evidence.

15. You are free to join a club or association.

16. You are allowed to travel anywhere in Canada.

17. You can vote in federal elections if you are eighteen years of age or older.

18. No one can treat you differently just because of your religion.

Write the letter of the best answer.

19. Discrimination toward First Nations groups was evident in the passing of the Indian Act. One of the reasons for this discrimination was because

a. at the time, people of European descent generally viewed European ways as superior to the ways of other cultures.
b. First Nations peoples all refused to negotiate with the Canadian government.
c. the Canadian government realized that First Nations people had a right to keep their language, traditions, and culture.
d. they had tried to convince all First Nations people to move to England or France, but the First Nations refused to do this.

20. In 1876 Canadian women were not allowed to vote in government elections. Which sections of the Charter guarantee this right today?

a. mobility rights and fundamental freedoms
b. mobility rights and democratic rights
c. legal rights and equality rights
d. equality rights and democratic rights
21. During war times Canada has interned Canadians of several different ethnic minorities. Under the Charter this could not happen today unless

a. there was another war.
b. the Canadian government could prove that each individual involved threatened Canada as a free and democratic country.
c. the United States did something similar.
d. a new prime minister was elected.

22. The Supreme Court of Canada judged that the British Columbia government must provide interpreters to deaf people. Failure to do so violated their

a. democratic rights.
b. legal rights.
c. equality rights.
d. mobility rights.

Use the information below to answer question 23.

On June 2, 2006 after an in depth and lengthy investigation, police arrested eighteen people they thought to be involved in planning a terrorist attack. To gain enough evidence to make these arrests police searched the individuals’ properties, tracked their day-to-day activities, and investigated their Internet communications telephone calls. Many say that according to the Charter, the police violated these individuals’ rights. Others say the police had every right to do what they did.

23. Which of the following best describes the issue involved?

a. Are the rights to privacy of these individuals more important than the government’s need to maintain the security of society?
b. Should terrorists be allowed to roam free in Canada?
c. Are the police becoming too violent when making arrests?
d. Is it possible to identify terrorists because of their ethnic origin?
Use the information below to answer question 24.

When Dr. Olive Dickason turned sixty-five, she was told by her employer that she had to retire. Olive claimed that she was still very capable of doing her job, and that being made to retire violated her rights under the Charter. The Supreme Court of Canada sided with her employer because before beginning her employment, she had agreed to retire at sixty-five. Although Olive did not win her case, some provinces passed legislation that made it illegal for employers to force employees to retire because of their age.

24. Which of the statements below best tells what this situation illustrates?

a. Dr. Olive Dickason should have retired at sixty-five and collected Old Age Security.
b. Dr. Olive Dickason’s employer could not afford to pay her any longer.
c. The Charter of Rights and Freedoms can affect legislation regarding the workplace.
d. The Charter of Rights and Freedoms usually sides with individuals.
25. **Short Answer Questions** (Answer any two.)

a. How do groups like “Diversity and Students for Change” help promote awareness of the Charter of Rights and Freedoms?

b. How might the Charter of Rights and Freedoms affect decisions about advertising to children?

c. What are some things that governments have done or are doing to be consistent with the Charter where people with disabilities are concerned?

d. In what instances might the Canadian government be justified in restricting individual rights so that Canada can remain a free and democratic country?

e. Tell about one event in Canada’s history where the government’s treatment of people would have violated the Charter?

24. **Essay Questions** (Choose one.)

a. How has the Charter of Rights and Freedoms affected Hutterites?

b. How does the Charter affect law making in Canada? Be sure to give examples to support your answer.

c. What are the five categories of rights and freedoms listed in the Charter? Give details about each of them.
Grade Nine Social Studies

Chapter Three
How effectively does Canada’s Charter of Rights and Freedoms protect your individual rights?

Test
Answer Sheet

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### Grade Nine Social Studies

**Chapter Three**

**How effectively does Canada’s Charter of Rights and Freedoms protect your individual rights?**

#### Test

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Chapter Four

To what extent had Canada affirmed collective rights?

Focus Questions

What laws recognize the collective rights of First Nations people?
What collective rights do official language groups have under the Charter?
What laws recognize the collective rights of Métis?
Grade Nine Social Studies
Issues for Canadians

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Chapter 4

To what extent has Canada affirmed collective rights?

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            The Effect of Charter Rights on Francophone Education 10
Lesson 4.9  The Charter and Official Language Minority Education Rights
            The Charter and Francophone Identity in Québec 11
Lesson 4.10 The Collective Rights of the Métis 12
Lesson 4.11 Chapter Task Wrap Up 13
Lesson 4.12 Chapter Four Review 14
Lesson 4.13 Chapter Four Test 15
Lesson 4.1

Concept: Introduction and the Chapter Task

Resources/Materials: Issues for Canadians, pages 118 – 122
Worksheet #9.4.1a (harder) (student copies)
Worksheet #9.4.1b (easier) (student copies)
Handouts 4-3, 4-4, 4-5 and 4-6 (student copies, if doing the Chapter Task)

Introduction: Discuss briefly some of the individual rights that people in the community have. Tell students that the Charter also identifies certain groups in Canada as having particular rights and freedoms. These groups are often referred to as the “founding peoples” of Canada. Challenge students to name them: (Aboriginals including First Nations, Inuit and Métis, Anglophones, Francophone).

Explain that Chapter Four is about the rights and freedoms of these groups and how they came to be part of the Charter.

Procedure:

1. Have students turn to textbook, page 118. Allow them to flip through Chapter 4.
2. Guide the reading of textbook, pages 118 and 119, paying particular attention to the terms “collective identity” and “collective rights”.
3. Hutterites have a collective identity, but according to the Charter they do not have collective rights.
4. With students go over the Chapter Task on textbook, pages 120 – 122
5. If you choose to have the students do the Chapter Task, distribute Handouts 4-3, 4-4, 4-5 and 4-6. Briefly go over them. Tell students they will be completing them in conjunction with the Chapter Task.
6. Distribute either Worksheet #9.4.1a or Worksheet #9.4.1b. Go over the directions.

Assignments:

2. Do either Worksheet #9.4.1a or Worksheet #9.4.1b.
Directions: Use Issues for Canadians, pages 118 – 122 to help you with these questions.

1. Define each of these terms:
   
a. affirm
   
   b. collective identity
   
   c. collective rights

2. In Canada three groups of people are guaranteed collective rights. Who are they?

3. Do you think it is fair and just that some groups like the Hutterites do not have collective rights while Aboriginals, Anglophones and Francophones do have collective rights? Tell why you think as you do.

4. What are some advantages of being identified as a group with collective rights?
Directions: Use Issues for Canadians, pages 118 – 122 to help you with these questions.

1. Define each of these terms:
   a. affirm  
      to validate and express commitment to
   
   b. collective identity  
      the identity shared by a group of people, especially because of a common language and culture
   
   c. collective rights  
      rights guaranteed to specific groups in Canadian society for historical and constitutional reasons

2. In Canada three groups of people are guaranteed collective rights. Who are they?
   Aboriginals: First Nations, Inuit, Métis
   Francophones
   Anglophones

3. Do you think it is fair and just that some groups like the Hutterites do not have collective rights while Aboriginals, Anglophones and Francophones do have collective rights? Tell why you think as you do.

4. What are some advantages of being identified as a group with collective rights?
   - language rights - conduct government business in French or English
   - education rights - right to have children educated in French or English
   - Aboriginals: hunting/fishing rights

Worksheet #9.4.1a
Directions: Use Issues for Canadians, pages 118 – 122 to help you with these questions.

1. Write the missing words to complete the meanings of the words in boldface type.
   **affirm**: to validate and express ___________ to something
   **collective identity**: the shared identity of a group of people, especially because of a common ___________ and ___________.
   **collective rights**: rights ___________ to specific groups in Canadian society for ___________ and ___________ reasons.

2. Which three groups are guaranteed collective rights in Canada?

   ________________________________________
   ________________________________________
   ________________________________________

3. Having collective rights can have its challenges and its opportunities. Tell whether you think each of the following is a challenge or an opportunity for groups with collective rights.

   ________________________________________ Aboriginal peoples are able to learn their traditional languages.
   ________________________________________ Other cultural groups may push to have collective rights as well.
   ________________________________________ Francophones feel they are always having to remind other Canadians of their collective rights.
   ________________________________________ Many Anglophones feel it is a waste of time and energy when government has to be able to conduct business in French as well as English.
   ________________________________________ Francophone parents in Alberta have the right to have their children attend Francophone schools if there is enough demand.
   ________________________________________ Many Canadians want Aboriginals to abandon their traditions, customs and language. They see learning these as a waste of time and money.

4. On a separate piece of paper copy the Collective Rights web on page 122 of Issues for Canadians. The colours are important, so don't forget them. Remember to put your title at the top of the page.
Directions: Use Issues for Canadians, pages 118 – 122 to help you with these questions.

1. Write the missing words to complete the meanings of the words in boldface type.

**affirm**: to validate and express _commitment_ to something

**collective identity**: the shared identity of a group of people, especially because of a common _language_ and _culture_.

**collective rights**: rights _guaranteed_ to specific groups in Canadian society for _historical_ and _constitutional_ reasons.

2. Which three groups are guaranteed collective rights in Canada?

   Aboriginals - First Nations, Inuit, Métis
   Francophones
   Anglophones

3. Having collective rights can have its challenges and its opportunities. Tell whether you think each of the following is a challenge or an opportunity for groups with collective rights.

   **opportunity** Aboriginal peoples are able to learn their traditional languages.

   **challenge** Other cultural groups may push to have collective rights as well.

   **challenge** Francophones feel they are always having to remind other Canadians of their collective rights.

   **challenge** Many Anglophones feel it is a waste of time and energy when government has to be able to conduct business in French as well as English.

   **opportunity** Francophone parents in Alberta have the right to have their children attend Francophone schools if there is enough demand.

   **challenge** Many Canadians want Aboriginals to abandon their traditions, customs and language. They see learning these as a waste of time and money.

5. On a separate piece of paper copy the Collective Rights web on page 122 of Issues for Canadians. The colours are important, so don’t forget them. Remember to put your title at the top of the page.
Lesson 4.2

Concept: First Nations: The Numbered Treaties

Resources/Materials: Issues for Canadians, pages 123 – 127
Wikipedia Article – Treaty 6 (teacher reference)
Wikipedia Article – Treaty 7 (teacher reference)
Wikipedia Article – Treaty 8 (teacher reference)
OPTIONAL. Worksheets #9.4.2a and #9.4.2b (harder) (student copies)
OPTIONAL. Worksheets #9.4.2c and #9.4.2d (easier) (student copies)

Introduction: Review that Aboriginal peoples are one of the collective groups whose rights are recognized in the Charter. They were not always recognized as capable of making their own decisions or knowing what is best, so they did not always have the rights and enjoy the freedoms they do today.

Tell students that for the next few days they will be learning a little about legislation that affects the collective rights of First Nations peoples.

Procedure:
1. Have students turn to textbook, page 123. Go over the page. Point out the terminology: First Nations/Indian.

2. Explain that the Canadian government was anxious to settle the West and build a transcontinental railway. To do this it had to get the cooperation of the First Nations people. It came up with agreements called treaties with each group of First Nations people. They numbered them in the order they became effective.

3. Have students turn to textbook, pages 124 – 127. Tell students to read the pages and then make notes. They can use the headings in the textbook. They write one statement for each bulleted point.

   The Numbered Treaties

   A. Historic agreements that affect the rights and identity of some First Nations in Canada
      •
      •

   B. Agreements between the Queen and First Nations
      •
      •

   C. Terms of Treaties 6, 7 and 8
      and so on.....

4. Alternately, have students do either Worksheet #9.4.2a and #9.4.2b or Worksheets #9.4.2c and #9.4.2d.

Assignments:
2. Make notes. OR Do either Worksheets #9.4.2a and #9.4.2b or Worksheets #9.4.2c and #9.4.2d.
Treaty 6

From Wikipedia, the free encyclopedia

Treaty 6 is an agreement between the Canadian monarch and the Plain and Wood Cree Indians and other tribes of Indians at Fort Carlton, Fort Pitt and Battle River. The area given up by the Plain and Wood Cree represents most of the central area of the current provinces of Saskatchewan and Alberta. One Manitoba band would also sign on to the treaty by adhesion in 1898. The treaty signings began in August 1876, with adherences added in 1889 in central Saskatchewan in the Montreal Lake area.

Contents

- 1 Reasons for a proposed treaty
- 2 Terms of the treaty
- 3 Timeline
- 4 List of Treaty 6 First Nations
- 5 See also
- 6 References
- 7 External links

Reasons for a proposed treaty

At this time, the buffalo, the staple of the people that lived on the plains, was disappearing at an alarming rate. The chiefs realized that if they didn't sign a treaty with the government, they might starve to death or have to attack more of the forts and settlements within the area. A second major reason for the signing of the treaty was that a smallpox epidemic had recently gone through the area, killing many of the Cree.

Terms of the treaty

Each Native family of five covered by Treaty 6 received 4.45 square miles (11.5 km²) of land (128 acres (52 ha) per person), which they could sell back to the Government of Canada for compensation. Each person immediately received $12 (CAD) and an additional $5 a year. The chief would receive one horse, one harness, and one wagon or two carts. The people would also receive $1500 a year for ammunition and fishing net twine. One of the selling points of the treaty was that a medicine chest would be kept at the home of the Indian Agent for use by the people. Another of the selling points was the guarantee of assistance for famine or pestilence relief.

One of the famous chiefs who signed this treaty was Poundmaker.
### Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 August 1876</td>
<td>First signing at Fort Carlton</td>
</tr>
<tr>
<td>28 August 1876</td>
<td>Second signing at Fort Carlton</td>
</tr>
<tr>
<td>9 September 1876</td>
<td>Fort Pitt signing</td>
</tr>
<tr>
<td>9 August 1877</td>
<td>Fort Pitt adhesion signing by Cree bands</td>
</tr>
<tr>
<td>25 September 1877</td>
<td>Blackfoot Crossing at Bow River signing (at Siksika Nation reserve, Alberta)</td>
</tr>
<tr>
<td>19 August 1878</td>
<td>Additional signing</td>
</tr>
<tr>
<td>29 August 1878</td>
<td>Battleford signing</td>
</tr>
<tr>
<td>3 September 1878</td>
<td>Carlton signing</td>
</tr>
<tr>
<td>18 September 1878</td>
<td>Additional signing, Michel Band, near Edmonton, Alberta</td>
</tr>
<tr>
<td>2 July 1879</td>
<td>Fort Walsh signing</td>
</tr>
<tr>
<td>8 December 1882</td>
<td>Further Fort Walsh signing</td>
</tr>
<tr>
<td>11 February 1889</td>
<td>Montreal Lake signing</td>
</tr>
<tr>
<td>10 August 1898</td>
<td>Colomb band signing in Manitoba</td>
</tr>
<tr>
<td>25 May 1944</td>
<td>Rocky Mountain House adhesion signing</td>
</tr>
<tr>
<td>13 May 1950</td>
<td>Further Rocky Mountain House adhesion signing</td>
</tr>
<tr>
<td>21 November 1950</td>
<td>Witchekan Lake signing</td>
</tr>
<tr>
<td>18 August 1954</td>
<td>Cochin signing</td>
</tr>
<tr>
<td>15 May 1956</td>
<td>Further Cochin signing</td>
</tr>
</tbody>
</table>
| 1958              | The Michel Band is "enfranchised" by the Department of Indian Affairs, and the reserve is dissolved. This is the only case of an entire band (save a few individuals) being involuntarily enfranchised.  

### List of Treaty 6 First Nations

- **Alberta**
  - Alexander First Nation
  - Alexis First Nation
  - Beaver Lake Cree Nation
  - Cold Lake First Nation
  - Cold Lake First Nation
  - Enoch Cree Nation
  - Ermineskin Tribe
  - Frog Lake First

- **Manitoba**
  - Marcel Colomb First Nation
  - Mathias Colomb First Nation

- **Saskatchewan**
  - Ahtahkakoop First Nation
  - Beardy's and Okemasis First

- **Moosomin First Nation**
  - Mosquito, Grizzly Bear's Head, Lean Man First Nation
  - Muskeg Lake First Nation
  - Muskoday First Nation
  - One Arrow First
See also

- The Canadian Crown and First Nations, Inuit and Métis

References

1. ^ Friends of the Michel Society [1958 Enfranchisement Claim

External links

- The Making of Treaty 6 - Alberta Online Encyclopedia
- Michel First Nation Website

Categories: 1876 in law | Numbered Treaties

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Treaty 7

From Wikipedia, the free encyclopedia

Treaty 7 was an agreement between Queen Victoria and several mainly Blackfoot First Nations tribes in what is today the southern portion of Alberta. It was concluded on September 22, 1877. The agreement was signed at the Blackfoot Crossing of the Bow River, at the present-day Siksika Nation reserve, approximately 100 km east of Calgary. Chief Crowfoot was one of the signatories to Treaty 7.

Treaty 7 is one of 11 Numbered Treaties signed between First Nations and the Crown between 1871 and 1921. The treaty established a delimited area of land for the tribes (a reserve), promised annual payments and/or provisions from the Queen to the tribes and promised continued hunting and trapping rights on the "tract surrendered". In exchange, the tribes ceded their rights to their traditional territory, of which they had earlier been recognized as the owners.

Another signing on this treaty occurred on December 4, 1877 to accommodate some Blackfoot leaders who were not present at the primary September 1877 signing.

In 1977, Prince Charles, as a member of the Canadian Royal Family, visited Alberta to attend celebrations marking the 100th anniversary of the treaty signing.

Contents

- 1 Literature
- 2 List of Treaty 7 First Nations
- 3 See also
- 4 External links

Literature

Although not referred to by name, Treaty 7 can be considered to form the background of Thomas King’s 1993 novel _Green Grass Running Water_. The story is related to a princess named Deena Hammond who lived until 1994.

List of Treaty 7 First Nations

- Kainai Nation (Blood)
- Pikani First Nation (Piegan)
- Siksika Nation (Blackfoot)
- Tsuu T'ina Nation (Sarcee)
- Stoney First Nation

See also

- The Canadian Crown and First Nations, Inuit and Métis

External links

- Indian and Northern Affairs Canada: Treaty 7 text
- Alberta Online Encyclopedia Website: Treaty 7: Past and Present
- Text of Treaty #7
- Article on Treaty #7
- Treaty 7 Tribal Council
- Blackfoot Country - The online meeting place for the Blackfoot People.


Categories: 1877 in law | Numbered Treaties | Blackfoot tribe | Canadian law stubs

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Treaty 8

From Wikipedia, the free encyclopedia

Treaty 8 was an agreement signed on June 21, 1899, between Queen Victoria and various First Nations of the Lesser Slave Lake area. The Treaty was signed just south of present-day Grouard, Alberta.

Contents

- 1 Treaty
- 2 See also
- 3 References
- 4 External links

Treaty

The land covered by Treaty 8, 840,000 square kilometres (840,000 ha)[2], is larger than France and includes northern Alberta, northeastern British Columbia, northwestern Saskatchewan and a southernmost portion of the Northwest Territories.

[3] Adhesions to this agreement were signed that same year on July 1 at Peace River Landing, July 6 at Dunvegan, July 8 at Fort Vermilion, July 13 at Fort Chipewyan, July 17 at Smith's Landing, July 25 and 27 at Fond du Lac, August 4 at Fort McMurray, and August 14 at Wabasca Lake. Further Adhesions were in 1900 on May 13 at Fort St. John, June 8 at Lesser Slave Lake, June 23 at Fort Vermilion and July 25 at Fort Resolution.

Chief Keenooshayoo was one of the First Nations signatories to Treaty 8. First Nations that are considered signatories to Treaty 8 include Woodland Cree, Dunnez (or "Beaver") and Chipewyan. Other signatories included David Liard, Father Albert Lacombe, Rev. George Homes, Bishop Grouard, J.A. J. McKenna, J.H. Ross, W.G. White, James Walker, A. Arthur Cote, A.E. Snyder, H.B. Round, Harrison S. Young, J.F. Prud'Homme, C. Mair, H.A. Conroy, Pierre Deschambault, J.H. Picard, Richard Secord, M. McCauley, Headman Moostoo, Headman Felix Giroux, Headman Wee Chee Way Sis, Headman Charles Sue Ta Sis. Treaty 8 is one of eleven numbered treaties made between the Government of Canada and First Nations. The Government of Canada had between 1871 and 1877 signed Treaties 1 to 7. Treaties 1 to 7 covered the southern portions of what was the Northwest Territories. At that time, the Government of Canada had not considered a Treaty with the First Nations in what would be the Treaty 8 territory necessary, as conditions in the north were not considered conducive to settlement. However in the mid-
1890s, the Klondike Gold Rush began to draw Europeans northward into the previous undisturbed territory. The increase contact and conflict between First Nations of the region and Europeans prompted the Government of Canada to enter into Treaty 8. In September 1899, the Treaty and Half Breed Commissioners finally concluded the treaty process, with 2217 accepting the treaty, and another 1234 people opting for scrip. Sherissa Grosestete was also one of the people who helped in treaty 8 in the years of 1901 and 1902.

Father Albert Lacombe, a trusted Catholic missionary, had been asked by Canadian officials to be present to help convince First Nations that it was in their interest to enter into a treaty. He was present on June 21, 1899 and assured the First Nations that their lives would remain, more or less, unchanged. He was also present at some of the meetings at which adhesions were signed. The elements of Treaty 8 included provisions to maintain livelihood for the native populations in this 840,000 square kilometres (84,000,000 ha) region, such as entitlements to land, ongoing financial support, annual shipments of hunting supplies, and hunting rights on ceded lands, unless those ceded lands were used for forestry, mining, settlement or other purposes.^[4]

Gordon Benoit, a Mikisew Cree, filed a legal challenge against the income taxes in 1992 citing Treaty 8 rights still applied. His case was upheld in 2002 at the federal court level, but was subsequently overturned by the Federal Court of Appeal, and in 2004 the Supreme Court of Canada refused to hear a further appeal. Benoit had his housing and employment outside of a reservation, but a section of the Canadian Indian Act provides tax exemption for properties and jobs only within reserves.

See also

- List of treaties
- Numbered Treaties
- The Canadian Crown and First Nations, Inuit and Métis
- Status of First Nations treaties in British Columbia

References

External links

- Treaty 8 First Nations of Alberta
- Treaty 8 Tribal Association (British Columbia)
- List of Treaty 8 First Nations in Saskatchewan

Categories: 1899 in law | Numbered Treaties | Dunneza | History of British Columbia | History of Alberta | History of Saskatchewan | History of the Northwest Territories | First Nations history | 19th-century treaties

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Directions: Use Issues for Canadians, page 123 – 127 to answer these questions.

1. Why do you suppose many First Nations people prefer not to use the word Indian to describe themselves?

2. Prior to the Numbered Treaties, two other pieces of legislation were passed recognizing First Nations groups. What were they?

3. What evidence is there from textbook, page 125 that First Nations peoples took the Numbered Treaties seriously?

4. Why do you suppose that not all the Numbered Treaties were alike?

5. List the reasons from page 126 that First Nations in the west and Canada negotiated the Numbered Treaties.
6. Canada’s government and First Nations went into and negotiated the Numbered Treaties from different perspectives. Complete the chart to show these differences.

<table>
<thead>
<tr>
<th>First Nations’ Perspective</th>
<th>Canadian Government’s Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Issues for Canadians, page 123 – 127 to answer these questions.

1. Why do you suppose many First Nations people prefer not to use the word Indian to describe themselves?

   was name given to them by Europeans; not name used to refer to themselves

2. Prior to the Numbered Treaties, two other pieces of legislation were passed recognizing First Nations groups. What were they?

   Royal Proclamation (1763)
   Indian Act (1876)

3. What evidence is there from textbook, page 125 that First Nations peoples took the Numbered Treaties seriously?

   Elder Paul Eugene Beauregard - view Treaty as something sacred
   Elder Bruce Starlite - Treaty is forever

4. Why do you suppose that not all the Numbered Treaties were alike?

   negotiated separately with First Nations of a certain geographic area

5. List the reasons from page 126 that First Nations in the west and Canada negotiated the Numbered Treaties.

   • Canada needed land to build railway and settle west with immigrants
   • First Nations and Canada wanted to avoid war
   • First Nations were facing economic difficulties and social upheaval
   • Royal Proclamation recognized First Nations right to land
Grade Nine Social Studies
Issues for Canadians

6. Canada’s government and First Nations went into and negotiated the Numbered Treaties from different perspectives. Complete the chart to show these differences.

<table>
<thead>
<tr>
<th>First Nations’ Perspective</th>
<th>Canadian Government’s Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land is not a commodity that can be owned</td>
<td>First Nations gave up ownership of land under the Treaties</td>
</tr>
<tr>
<td>Recorded Treaties in their oral histories</td>
<td>Recorded Treaties written in English</td>
</tr>
</tbody>
</table>
Directions: Use Issues for Canadians, pages 123 – 127 to answer these questions.

In each box, choose the sentence that best expresses the ideas for each of the bulleted points from your textbook.

The Numbered Treaties are historic agreements that affect the rights and identity of some First Nations in Canada.

- The Numbered Treaties have their roots in the Royal Proclamation, which recognized First Nations’ rights to land.
- The Royal Proclamation ended the Seven Years’ War where Britain got control of France’s lands in North America.

- The Indian Act of 1867 affected the collective rights of First Nations.
- The Indian Act of 1867 recognized First Nations as people, but did nothing as far as collective rights.

The Numbered Treaties were agreements between the Queen and the First Nations.

- First Nations agreed to sell their land to the Canadian government in exchange for reserve lands.
- First Nations agreed to share their lands with the Canadian people and the Canadian government in exchange for rights to an education, reserve land and annuities.

- For First Nations, the treaties are serious agreements between Nations, and cannot be changed without their first agreeing.
- For First Nations, the treaties are sacred, but they can be changed easily by one group or another, if the need arises.
First Nations in the west and Canada negotiated the Numbered Treaties for many reasons.

- Canada wanted to build a transcontinental railroad so it could join British Columbia to the rest of Canada and use the railway to transport settlers to the west.
- Canada wanted to build a railway to join British Columbia to the rest of Canada with labour that First Nations could provide.

- In the United States, First Nations and the American army were fighting over territory, and Canada wanted to follow the United States' example.
- Unlike in the United States where the U.S. government and the Aboriginals were fighting over territory, Canada and the First Nations wanted to avoid war.

- First Nations wanted to continue with the buffalo hunt.
- The First Nations recognized that they could no longer survive if they continued with things the way they were due to disappearing buffalo, the end of the fur trade, and disease.

- The Royal Proclamation recognized the rights of First Nations to their lands in parts of North America controlled by the British.
- After the Seven Years’ War France had been defeated and First Nations’ rights to land were no longer recognized.

Perspectives play a role in the interpretation of the Treaties.

- Canada's government believed that First Nations gave up their land, but First Nations believe that Canada purposely misled them.
- Canada's government believed that First Nations gave up their land, but First Nations actually thought they were agreeing to share the land because they did not think of land as something that anyone can own.

- First Nations recorded the Treaties in their oral histories in their own languages, whereas Canada did not believe an agreement was legal unless it was written. The oral and written records do not agree on some points.
- First Nations could not read nor write so they recorded the Treaties in their oral histories. Canada was used to writing down legal agreements and do not accept First Nations points of view.
Directions: Use Issues for Canadians, pages 123 – 127 to answer these questions.

In each box, choose the sentence that best expresses the ideas for each of the bulleted points from your textbook.

**The Numbered Treaties are historic agreements that affect the rights and identity of some First Nations in Canada.**

- The Numbered Treaties have their roots in the Royal Proclamation, which recognized First Nations' rights to land.
- The Royal Proclamation ended the Seven Years' War where Britain got control of France's lands in North America.

- The Indian Act of 1867 affected the collective rights of First Nations.
- The Indian Act of 1867 recognized First Nations as people, but did nothing as far as collective rights.

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- In the United States, First Nations and the American army were fighting over territory, and Canada wanted to follow the United States' example.
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- First Nations recorded the Treaties in their oral histories in their own languages, whereas Canada did not believe an agreement was legal unless it was written. The oral and written records do not agree on some points.
- First Nations could not read nor write so they recorded the Treaties in their oral histories. Canada was used to writing down legal agreements and do not accept First Nations points of view.
Lesson 4.3

Concept: Timeline of Two Views of the Numbered Treaties

Resources/Materials: Issues for Canadians, pages 128 – 135
Worksheets #9.4.3a, #9.4.3b and #9.4.3c (student copies)
Copies of Treaties 6, 7 and 8 (optional)

Introduction: Discuss the Hutterite tradition of communal ownership – the idea that everything on the colony belongs to all its residents. Explain that this is very difficult for many “town” people to understand. They believe that individuals own things like their food, their homes, and their cars. That is to say, that town people and Hutterites have different perspectives.

Similarly, First Nations and the Canadian government had different perspectives when it came to negotiating the Numbered Treaties.

Procedure:

1. Have students turn to textbook, pages 128 and 129. Guide the reading of these pages. Help students to understand how the authors of the text transcribed the information from the timelines to the two charts.

2. Explain, if necessary that the time lines continue to the end of page 129.

3. Distribute Worksheets #9.4.3a, #9.4.3b and #9.4.3c. Go over the directions on Worksheet #9.4.3a. Tell students to read textbook, pages 128 – 135 and use the information on the timelines to complete the charts.

Assignments:

2. Complete Worksheets #9.4.3a, #9.4.3b and #9.4.3c.
Timeline of Two Views of the Numbered Treaties

Directions: Read the information on textbook, pages 128 to 135. On the charts write point-form notes summarizing and comparing the two views on the Numbered Treaties along the timeline.

Include in your notes

- the name of the Treaty you are referring to (e.g., Treaty 6, Treaty 7 or Treaty 8)
- which First Nations’ perspective (names of nations) are involved
- which government perspectives (names of people) are involved
- the specific date in the timeline that goes with each perspective, idea, or event.

The first thing you should do is copy what is in the charts in your textbook (page 128) into the charts on the worksheets.
## Perspective: First Nations

<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Main Ideas</th>
<th>Affirms First Nations’ collective rights? Yes/No Why?</th>
</tr>
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</table>
Views: Canadian Government

<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Main Ideas</th>
<th>Affirms First Nations' collective rights? Yes/No Why?</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
### Perspective: First Nations

<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Main Ideas</th>
<th>Affirms First Nations’ collective rights? Yes/No</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1876</td>
<td>Mistawasis, Treaty 6 negotiations</td>
<td>Treaty is permanent, secure for the future</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>1939</td>
<td>Indian Association of Alberta</td>
<td>Want to maintain Treaty right, advance economic/social welfare, improve education, cooperate with governments for benefit of Indians</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>1946</td>
<td>John Tootoosis, Poundmaker Cree Nation</td>
<td>Canadian government has not lived up to Treaties</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>Indian Association of Alberta</td>
<td>Government must declare Treaties are binding</td>
<td>Yes and No</td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>Federation of Saskatchewan Indians</td>
<td>First Nations rights entrenched in constitution</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Chiefs of Treaties 6, 7 und 8</td>
<td>Canadians should lobby federal government to recognize true spirit and intent of the Treaties, First Nations diverse people negotiated treaties in good faith</td>
<td>No, Yes</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #9.4.3b
<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Main Ideas</th>
<th>Affirms First Nations’ collective rights? Yes/No Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1876</td>
<td>Alexander Morris, Treaty Negotiations</td>
<td>• Treaty is permanent&lt;br&gt;• First Nations should learn European ways&lt;br&gt;• First Nations can keep traditional ways</td>
<td>Yes&lt;br&gt;No</td>
</tr>
<tr>
<td>1876</td>
<td>Indian Act</td>
<td>• Canada passed Indian Act without consulting First&lt;br&gt;Canada’s attitude was First Nations inferior</td>
<td>No</td>
</tr>
<tr>
<td>1879</td>
<td>Nicholas Flood Davin, Report on Industrial Schools for Indians and Half-Breeds</td>
<td>• Force First Nations children to attend residential schools to assimilate them</td>
<td>No</td>
</tr>
<tr>
<td>1939</td>
<td>T. R. I. Mactnes, Indian Affairs Branch</td>
<td>• Need to make First Nations assimilate</td>
<td>No</td>
</tr>
<tr>
<td>1969</td>
<td>Jean Chrétien, Statement of the Government of Canada on Indian Policy</td>
<td>• Treaties need to be reviewed to see how they can be ended</td>
<td>Yes&lt;br&gt;No</td>
</tr>
<tr>
<td>1982</td>
<td>Prime Minister Trudeau</td>
<td>• All Canadians share the land in peace, justice, and with mutual respect</td>
<td>Yes</td>
</tr>
<tr>
<td>2005</td>
<td>Prime Minister Martin</td>
<td>• Reaffirm commitment to relationship but on mutual respect, responsibility and accountability</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Lesson 4.4

Concept: Primary and Secondary Resources

Resources/Materials: Issues for Canadians, page136
Handout 4-9 (student copies)

Introduction: Ask students “If you really want to know what happened, who are the best people to ask?” Lead the discussion to conclude that people who were actually at the scene are usually a much more reliable source of information than those who are passing on what they heard. Discuss the reasons for this.

Procedure:

1. Discuss that when we are reading or looking at information, we must also consider the source. We can divide information sources into two categories: primary and secondary.


3. If you like, have students make notes about primary and secondary information sources:

   Types of Information Sources
   Primary – created by people who actually saw or participated in an event
   Secondary – created by someone not present at the event

4. Distribute Handout 4-9. With students, go over what is expected. Students should stick to information sources in this section (pages 123 – 140).

Assignments:

2. Do Handout 4-9.
Lesson 4.5

Concept: The Indian Act

Resources/Materials: Issues for Canadians, pages 137 and 138
Worksheet #9.4.5a (harder) (student copies)
Worksheet #9.4.5b (easier) (student copies)

Introduction: Pose the question: “How would you feel if the Canadian government said to all Hutterites in Canada – We have made up a set of rules that you must live by because we know best what is best for you?” Most students will show some degree of indignation. First Nations peoples feel the same way about the Indian Act.

Review the concept of “collective rights” as rights guaranteed to a specific group. Explain that the Canadian government wanted to ensure the collective rights of Aboriginal peoples. One way it did this was through the “Indian Act”. The government thought it was doing something very positive, but First Nations groups do not agree. Today’s lesson is about the Indian Act and the “problem” with it.

Procedure:

1. Have students turn to textbook, pages 137 and 138. If possible, guide the reading of the pages. If you do not have the time, read and discuss the introductory paragraph with students. Explain that First Nations were not consulted when drawing up the Indian Act. This was and still is the source of great indignation from First Nations.

2. Guide the reading of the first bulleted point. Discuss the government’s perspective and then a possible reaction from First Nations. (Note: Make students aware that their ideas on how First Nations might feel is only speculation. It would be wrong and presumptuous to think that non-First Nations could truly appreciate the First Nations perspective.)

   Government – Indian Act helps government administer the Treaties
   First Nations – may feel they are perfectly capable of administering themselves OR may feel that administering the Treaties should be a joint effort between First Nations and the government.

3. Have students read the rest of textbook, page 137 thinking about the government and the First Nations perspective for each bulleted point.

4. Direct students to textbook, page 138. Have them read to find out about the government’s attempt to change the Indian Act and the First Nations’ reactions to it.

5. Distribute Worksheets #9.4.5a or Worksheet #9.4.5b. Go over the directions.

Assignments:

2. Do either Worksheet #9.4.5a or Worksheet #9.4.5b.
Directions: Use Issue for Canadians, pages 137 and 138 to help you with these questions.

The Canadian government and First Nations each have their own perspectives on the Indian Act. Complete the chart with what you think might be the First Nations perspective.

<table>
<thead>
<tr>
<th>Canadian Government's Perspective</th>
<th>What Might Be the First Nations Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Indian Act was a way to administer the Treaties.</td>
<td></td>
</tr>
<tr>
<td>Indian agents decided individually how the government would fulfill its duties.</td>
<td></td>
</tr>
<tr>
<td>It is entirely appropriate to make laws for First Nations without consulting them.</td>
<td></td>
</tr>
<tr>
<td>The Indian Act defines who may be registered as a “status Indian”.</td>
<td></td>
</tr>
<tr>
<td>One of the goals of the Indian Act was to assimilate First Nations.</td>
<td></td>
</tr>
<tr>
<td>There is pressure from First Nations to revise the Indian Act</td>
<td></td>
</tr>
<tr>
<td>The federal government updated the Indian Act in 2002 to try to make it more respectful of First Nations.</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #9.4.5a
**Directions:** Use *Issue for Canadians*, pages 137 and 138 to help you with these questions.

The Canadian government and First Nations each have their own perspectives on the Indian Act. Complete the chart with what you **think might be** the First Nations perspective.

<table>
<thead>
<tr>
<th>Canadian Government's Perspective</th>
<th>What Might Be the First Nations Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Indian Act was a way to administer the Treaties.</td>
<td><em>Indian Act created with little consultation with First Nations</em></td>
</tr>
<tr>
<td>Indian agents decided individually how the government would fulfill it duties.</td>
<td><em>Indian agents were non-First Nations. Why couldn’t First Nations people have input?</em></td>
</tr>
<tr>
<td>It is entirely appropriate to make laws for First Nations without consulting them.</td>
<td><em>It is amazing that Europeans thought they were superior to us.</em></td>
</tr>
<tr>
<td>The Indian Act defines who may be registered as a “status Indian”.</td>
<td><em>We can control ourselves</em></td>
</tr>
<tr>
<td>One of the goals of the Indian Act was to assimilate First Nations.</td>
<td><em>Our traditions and language give us dignity. If you take them away, we are without dignity</em></td>
</tr>
<tr>
<td>There is pressure from First Nations to revise the Indian Act</td>
<td><em>This time we need to be involved from the onset</em></td>
</tr>
<tr>
<td>The federal government updated the Indian Act in 2002 to try to make it more respectful of First Nations.</td>
<td><em>We weren’t really consulted—again!</em></td>
</tr>
</tbody>
</table>
Directions: Use Issues for Canadians, pages 137 and 138 to answer the questions.

Unscramble the letters in parentheses to make a word that fits each sentence about the Indian Act.

1. The Indian Act was one way the government attempted to protect the (cceeillotv) __________ rights of First Nations.

2. “Indian Agents” had the power to decide (addiiillnuvy) _____________________ how the government would fulfill its duties.

3. At the time, Canada’s government thought it appropriate to make laws for First Nations without (cgilnostu)____________________theem.

4. The act defines who may be registered as a “(assttu)_____________ Indian” with Treaty rights.

5. The act originally aimed to (aaeilmssst) ______________________ First Nations peoples.

6. Pressure from First Nations has (acdesu) ______________ Canada’s government to revise the Indian Act several times.

7. On June 14, 2002, Ottawa unveiled (aegiilnost) ___________________ to replace the Indian Act.

8. First Nations rejected the bill in (ceiilnppr) ___________________, because it does not recognize their status as (ainnost)____________________ with the right to make rules for themselves.
Directions: Use Issues for Canadians, pages 137 and 138 to answer the questions.

Unscramble the letters in parentheses to make a word that fits each sentence about the Indian Act.

1. The Indian Act was one way the government attempted to protect the (cceeillotv) __________ collective rights of First Nations.

2. “Indian Agents” had the power to decide (addiiillnuvy) __________ individually how the government would fulfill its duties.

3. At the time, Canada’s government thought it appropriate to make laws for First Nations without (cgilnnostu) __________ consulting them.

4. The act defines who may be registered as a “(assttu) __________ status Indian” with Treaty rights.

5. The act originally aimed to (aeiilmsst) __________ assimilate __________ First Nations peoples.

6. Pressure from First Nations has (acdesu) __________ caused Canada’s government to revise the Indian Act several times.


8. First Nations rejected the bill in (ceiilnppr) __________ principle __________, because it does not recognize their status as (ainnost) __________ nations __________ with the right to make rules for themselves.
Lesson 4.6

Concept: Analyzing Historical Context

Resources/Materials: Issues for Canadians, pages 139 and 140
Handout 4-5 (optional) (student copies)

Introduction: Explain that in the past people often had a different way of thinking, perspectives, and information when they made decisions. When we look back at some of the things that people did, we find that if the same thing happened today, we would not necessarily make the same decisions.

When the Canadian government made decisions about how to recognize the collective rights of Aboriginal peoples, it had a certain “mindset” – that European ways were superior to that of other people. The Canadian government thought it was doing what was best for First Nations. This is called “historical context”.

Procedure:

1. Explain that today’s lesson involves investigating and analyzing historical context.

2. Have students turn to textbook, page 139. Guide the reading.

3. Then look at the “Try this!” assignment of textbook, page 140. Have the students choose one of the laws affirming collective rights and do research on it. Have them use the chart on page 140 to record their information. Alternately, they can use Handout 4-5. This chart is a little different, but more or less accomplishes the same purpose.

NOTE: There is a large amount of information on-line about each of these pieces of information. This makes it impractical to include paper copies of them in these lesson plans. For this reason, once students have chosen a law to research, teachers can go on-line and print off the necessary information.

Assignments:

1. Read Issues for Canadians, pages 139 and 140.
2. Do research on one of the laws affirming collective rights using the chart format on textbook, page 140 or Handout 4-5.
Lesson 4.7

Concept: The Collective Rights of Official Language Groups

Resources/Materials: Issues for Canadians, pages 141 – 144
Worksheet #9.4.7a (optional, harder) (student copies)
Worksheet #9.4.7b (optional, easier) (student copies)

Introduction: Discuss with students how their school life would be different if school was conducted in German. All the lessons would be in German, all the books would be written in German and all assignments would be completed in German.

Explain that in Canada parents can elect to have their children educated in either of the two official languages. The only condition is is that there must be enough children who want to be educated in that particular language to actually operate a school.

Procedure:

1. Have students turn to textbook, page 141. Guide the reading to focus the students.

2. Guide the reading of textbook, page 142, ensuring that the students know how to read the map.

3. Have students read textbook, pages 143 and 144 on their own.

4. Have students write a short essay on being a member of an official language minority. You might suggest an outline to guide students such as:

   Introduction:
   - Bilingual nature of Canada
   - Rights of official language minorities
   - Importance of these rights to Francophones and Anglophones

   Body:
   - Being a Francophone where English is the majority language
   - Being an Anglophone where French is the majority language

   Conclusion
   - How these collective rights relate to culture
   - How these collective rights relate to citizenship

5. If you prefer, have students do either Worksheet #9.4.7a or Worksheet #9.4.7b instead of the essay.

Assignments:

1. Read Issues for Canadians, pages 141 – 144.
2. Write essay.
3. OR Do Worksheet #9.4.7a or Worksheet #9.4.7b.
Directions: Use *Issues for Canadians*, pages 141 – 144 to answer the questions.

1. What is an “official language minority”?

2. Examine the map of textbook, page 142. Why do you suppose that Francophones living in provinces and territories where the majority speak English often feel their language and culture are threatened?

3. Complete the chart to show the challenges and opportunities that minority language groups face.

<table>
<thead>
<tr>
<th>Minority Language Group</th>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francophones in Alberta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglophones in Québec</td>
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<td></td>
</tr>
</tbody>
</table>
Directions: Use Issues for Canadians, pages 141 – 144 to answer the questions.

1. What is an “official language minority”?

   one of the groups in Canadian society whose members speak an official language of Canada as their first language
   group that speaks one of Canada’s official languages and that does not make up the majority population of a province or territory

2. Examine the map of textbook, page 142. Why do you suppose that Francophones living in provinces and territories where the majority speak English often feel their language and culture are threatened?

   - English is all around them
   - French language and culture limited to a small minority
   - French can easily be forgotten

3. Complete the chart to show the challenges and opportunities that minority language groups face.

<table>
<thead>
<tr>
<th>Minority Language Group</th>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francophones in Alberta</td>
<td>French language/culture is at risk because most Albertans speak English</td>
<td>can attend Francophones schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>can become bilingual</td>
</tr>
<tr>
<td>Anglophones in Québec</td>
<td>almost everyone else speaks French in their daily lives</td>
<td>can attend Anglophone school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>can become bilingual</td>
</tr>
</tbody>
</table>
Directions: Use Issues for Canadians, pages 139 – 144 to help you with these questions.

1. Define official language minority.

2. Examine the map on page 142. In which provinces and territories do you think English might be the minority language?

3. Read about Rachel St. Laurent on page 143. From what you read, which of the following can you infer? (Underline all correct answers.)
   - Rachel feels that being French is part of her identity.
   - Rachel does not really like the English-speaking people in Fahler.
   - Most people in Saint-Isadore speak French in their daily lives.
   - English is also spoken by many in Saint-Isadore.
   - Rachel feels that being bilingual will help her in the future.
   - Rachel feels that being bilingual makes her much better off than those who can speak only one language.

4. Read about Devin Mens on page 144. From what you read, which of the following can you infer? (Underline all correct answers.)
   - Because he is an Anglophone, Devin has difficulty with life outside school where almost everyone speaks French.
   - The language of Devin’s home is English because his parents are Anglophones.
   - Being educated in English helps Devin to maintain his identity.
   - Most people in the city of Québec are fluently bilingual.
   - Devin feels that soon there will be no more Anglophones in the city of Québec.
   - One of the reasons that Devin goes to an Anglophone school is that he feels it will be better for his future.
Directions: Use Issues for Canadians, pages 139 – 144 to help you with these questions.

1. Define official language minority.
   
   a group that speaks one of Canada’s official languages

2. Examine the map on page 142. In which provinces and territories do you think English might be the minority language?

   Québec, Nunavut

3. Read about Rachel St. Laurent on page 143. From what you read, which of the following can you infer? (Underline all correct answers.)

   - Rachel feels that being French is part of her identity.
   - Rachel does not really like the English-speaking people in Fahler.
   - Most people in Saint-Isadore speak French in their daily lives.
   - English is also spoken by many in Saint-Isadore.
   - Rachel feels that being bilingual will help her in the future.
   - Rachel feels that being bilingual makes her much better off than those who can speak only one language.

4. Read about Devin Mens on page 144. From what you read, which of the following can you infer? (Underline all correct answers.)

   - Because he is an Anglophone, Devin has difficulty with life outside school where almost everyone speaks French.
   - The language of Devin’s home is English because his parents are Anglophones.
   - Being educated in English helps Devin to maintain his identity.
   - Most people in the city of Québec are fluent bilingual.
   - Devin feels that soon there will be no more Anglophones in the city of Québec.
   - One of the reasons that Devin goes to an Anglophone school is that he feels it will be better for his future.
Lesson 4.8

Concept: The Charter Rights of Official Language Groups
The Effect of Charter Rights on Francophone Education

Resources/Materials: Issues for Canadians, pages 145 – 147
Chart paper
Worksheet #9.4.8a (optional, harder) (student copies)
Worksheets #9.4.8b and #9.4.8c (optional, easier) (student copies)

Introduction: Tell students that sometimes people who are not Anglophone nor Francophone do not understand why there are language rights for English and French minorities, but not for other language minorities. Explain that it is rooted in history and in law.

Procedure:

1. Have students turn to textbook, page 145. First, ask students to recall what they remember from past years about language rights. (They were covered in grades five and seven.) Then guide the reading of page 145.

2. Then tell students to read textbook, pages 146 and 147 to find out more about where the official language groups come from and some of the things that have threatened Francophone language rights.

3. Individually or in pairs, have students make a T-chart on chart paper showing activities that have promoted the rights of the Francophone minority and those that have been obstacles.

   Francophone Rights

<table>
<thead>
<tr>
<th>Promoted</th>
<th>Obstacles</th>
</tr>
</thead>
</table>

4. Discuss, then display the charts.

5. Instead of the chart, you may want to have students do Worksheet #9.4.8a or Worksheets #9.4.8b and #9.4.8c.

Assignments:

2. Make T-chart about Francophone rights throughout history
3. OR Do Worksheet #9.4.8a or Worksheets #9.4.8b and #9.4.8c.
Francophone Rights

Directions: Use Issues for Canadians, pages 145 – 147 to answer the questions.

1. What two things does the Charter say about official bilingualism?

2. What does the Charter say about minority language education rights?

3. In the space below make a timeline showing some important dates and events in the history of Francophone rights in Canada.

4. The Manitoba Schools Act of 1890 abolished public funding for Catholic schools. How did this threaten Canada as a bilingual country?

5. Why do you suppose Frederick Haultain worked to make English the language of the government and the schools in the North-West Territories in 1892?
Directions: Use Issues for Canadians, pages 145 – 147 to answer the questions.

1. What two things does the Charter say about official bilingualism?
   - English and French are Canada's official languages
   - Canadian citizens have the right to conduct their affairs with the federal government in English or French
   - New Brunswick is officially bilingual

2. What does the Charter say about minority language education rights?
   French- or English-speaking minority in a province has the right to publicly funded education in their language, provided there is sufficient minority population

3. In the space below make a timeline showing some important dates and events in the history of Francophone rights in Canada.

   | 1608 | Champlain founding Quebec |
   | 1867 | Confederation establishes Canada as bilingual |
   | 1874 | Quebec Act recognizes Francophone language rights |
   | 1969 | Official Language Act reasserts equality of French and English |
   | 1982 | Charter confirms official bilingualism and establishes language minority rights |

4. The Manitoba Schools Act of 1890 abolished public funding for Catholic schools. How did this threaten Canada as a bilingual country?
   - almost all Catholics were Francophones

5. Why do you suppose Frederick Haultain worked to make English the language of the government and the schools in the North-West Territories in 1892?
   - thought it would be easier to administer an area with one language
   - wanted to get rid of French so English language and customs would prevail
Francophone Rights

Directions: Use Issues for Canadians, pages 145 – 147 to help you with the questions.

1. What two things does the Charter say about official bilingualism?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What does the Charter say about minority language education rights?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. These historical events trace the roots of Francophone rights in Canada. Write the year each took place. Then number them in the order they happened.

<table>
<thead>
<tr>
<th>Order</th>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Confederation established Canada as bilingual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Charter confirms official bilingualism and establishes official languages of Canada.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Samuel de Champlain founded the city of Québec.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Official Languages Act reasserts the equality of French and English as official languages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Québec Act recognizes rights of Francophones.</td>
</tr>
</tbody>
</table>
4. Read textbook, page 146 the history of rights for Francophone education. The read the information below.

| Speaker I: | The rights for Francophones to be educated in French did not really begin until very recently. In fact they did not begin until after World War II when soldiers came back from Europe speaking French. |
| Speaker II: | Rights for Francophones to be educated in French actually started with the fact that Francophones were one of the founding peoples of Canada. As Francophones had their language rights stated in law, it only naturally followed that they would have their education rights enshrined in law. |
| Speaker III: | The British North America Act established Canada as an English-speaking country. However, the prime minister of Canada soon realized that the Francophones had a great deal of power. He convinced his cabinet to make Canada bilingual and made Francophone rights for a Francophone education part of the Charter. |
| Speaker IV: | Aboriginals, Francophones and Anglophones were the founding groups of Canada. The Anglophones were the first to have education rights, followed by Aboriginals. When the Province of Québec threatened to separate from the rest of Canada, the government decided it would also grant education rights to Francophones. |

Which speaker best summarizes the points made on textbook, page 146?

- Speaker I
- Speaker II
- Speaker III
- Speaker IV

5. Read about the Manitoba Schools Act on page 147. How did it threaten Francophone education?


6. Read about the Haultain Resolution on page 147. How did it threaten Francophone education?
Directions: Use Issues for Canadians, pages 145 – 147 to help you with the questions.

1. What two things does the Charter say about official bilingualism?

   - English and French official language → can conduct business
   - with federal government in either English or French
   - New Brunswick is officially bilingual province

2. What does the Charter say about minority language education rights?

   - have a right to get education in the minority language if there are sufficient numbers who speak the minority language

3. These historical events trace the roots of Francophone rights in Canada. Write the year each took place. Then number them in the order they happened.

<table>
<thead>
<tr>
<th>Order</th>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1967</td>
<td>Confederation established Canada as bilingual.</td>
</tr>
<tr>
<td>5</td>
<td>1982</td>
<td>The Charter confirms official bilingualism and establishes official languages of Canada.</td>
</tr>
<tr>
<td>1</td>
<td>1608</td>
<td>Samuel de Champlain founded the city of Québec.</td>
</tr>
<tr>
<td>4</td>
<td>1969</td>
<td>The Official Languages Act reasserts the equality of French and English as official languages</td>
</tr>
<tr>
<td>2</td>
<td>1774</td>
<td>The Québec Act recognizes rights of Francophones.</td>
</tr>
</tbody>
</table>
4. Read textbook, page 146 the history of rights for Francophone education. The read the information below.

Speaker I: The rights for Francophones to be educated in French did not really begin until very recently. In fact they did not begin until after World War II when soldiers came back from Europe speaking French.

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Speaker III: The British North America Act established Canada as an English-speaking country. However, the prime minister of Canada soon realized that the Francophones had a great deal of power. He convinced his cabinet to make Canada bilingual and made Francophone education part of the Charter.

Speaker IV: Aboriginals, Francophones and Anglophones were the founding groups of Canada. The Anglophones were the first to have education rights, followed by Aboriginals. When the Province of Québec threatened to separate from the rest of Canada, the government decided it would also grant education rights to Francophones.

Which speaker best summarizes the points made on textbook, page 146?

- Speaker I
- Speaker II
- Speaker III
- Speaker IV

5. Read about the Manitoba Schools Act on page 147. How did it threaten Francophone education?

- abolished public funding for Catholic schools
- made Manitoba officially English-speaking

6. Read about the Haultain Resolution on page 147. How did it threaten Francophone education?

- called for proceedings of government to be held in English
- required English be language of instruction in schools
Lesson 4.9

Concept: The Charter and Official Language Minority Education Rights
The Charter and Francophone Identity in Québec

Resources/Materials: Issues for Canadians, pages 148 – 151
Worksheet #9.4.9a (optional, harder) (student copies)
Worksheet #9.4.9b (optional, easier) (student copies)

Introduction: Discuss with students how the Charter enables people of a multicultural country like Canada to live together in harmony. (The rights and freedoms apply to everyone equally.) In Alberta, Francophones are in a minority; the Charter protects their rights to have their children educated in Francophone schools.

Procedure:

1. Have students turn to textbook, page 148. Guide the reading of pages 148 and 150. Discuss how the Charter enabled Francophones to have Francophone schools in Alberta and also how the Charter worked to enable Anglophone and immigrants to Québec to have Anglophone education.

2. Have students read textbook, page 149 and 151.

3. Have students do question #3 on page 148 from the “Connect the Big Ideas” section AND/OR questions #2 and #3 from “Connect the Big Ideas” on page 151.

4. OPTIONALLY. Distribute either Worksheet #9.4.9a or Worksheet #9.4.9b.

Assignments:

2. Do question #3, page 148 AND/OR questions #2 and #3 on page 151.
3. Do either Worksheet #9.4.9a or #9.4.9b.
Directions: Use Issues for Canadians, pages 148 – 151 to answer the questions.

1. Examine the flow chart on page 148. Then look at the general statements below. Number them in the order you think they would occur.

   ____ The government begins to see that the parents may be right and begins steps to give parents what they want.
   ____ Some parents feel that they are being denied some of their rights.
   ____ The parents begin the lobby for their rights.
   ____ The Charter becomes part of the constitution.
   ____ The Supreme Court of Canada rules that the parents were correct.
   ____ Governments comply with the parents’ wishes as stated in the Charter.

2. On page 149, Claudette Roy says she feels proud to be a citizen of Canada. In what way is asserting collective rights an act of citizenship? In what way does it build a society in which people of different identities and perspectives can belong?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Read pages 150 and 151. On page 151, Denis Coderre says, "The Charter of Rights and Freedoms says you can be equal and different at the same time." How does the way the Charter affected Québec’s Bill 101 demonstrate this?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Worksheet #9.4.9a
The Charter and Minority Language Rights

Directions: Use Issues for Canadians, pages 148 – 151 to answer the questions.

1. Examine the flow chart on page 148. Then look at the general statements below. Number them in the order you think they would occur.

1. The government begins to see that the parents may be right and begins steps to give parents what they want.

2. Some parents feel that they are being denied some of their rights.

3. The parents begin the lobby for their rights.

4. The Charter becomes part of the constitution.

5. The Supreme Court of Canada rules that the parents were correct.

6. Governments comply with the parents’ wishes as stated in the Charter.

2. On page 149, Claudette Roy says she feels proud to be a citizen of Canada. In what way is asserting collective rights an act of citizenship? In what way does it build a society in which people of different identities and perspectives can belong?

- Asserting collective rights helps you to feel you are contributing to the multicultural nature of Canada.
- It also shows that you are able to expect and receive benefits as stated in the Charter.
- It shows that there is not one language or culture that is considered superior to the others. Canada’s multicultural nature/makeup is valued.

3. Read pages 150 and 151. On page 151, Denis Coderre says, “The Charter of Rights and Freedoms says you can be equal and different at the same time.” How does the way the Charter affected Québec’s Bill 101 demonstrate this?

- showed that in Québec, Anglophone rights had to be respected just as Francophone rights in other parts of Canada had to be respected.
Directions: Use Issues for Canadians, pages 148 – 151 to answer the questions.

1. Which of the following can you conclude from examining the flow chart on page 148?
   a. You can automatically access a right if it is stated in the Charter.
   b. The Alberta government ignored and is still ignoring Francophone rights under the Charter.
   c. Francophone parents did not benefit from the Charter.
   d. Francophones had to challenge the Alberta government before being able to access some of their rights under the Charter.

2. According to Claudette Roy, one of the main reasons why Francophone schools are necessary in Alberta is
   a. Francophone students need Francophone schools to help them build the supports they need to become contributing members of society.
   b. most Alberta Francophones do not know how to speak French.
   c. many Alberta Anglophones do not know how to speak French.
   d. Alberta Francophones do not have the money to pay for Francophone education.

3. You can infer from reading the chart on pages 150 that Bill 101
   a. sought to ensure that Anglophone language rights were respected.
   b. made Québec an officially bilingual province.
   c. sought to promote and protect the use of the French language in Québec and minimize the use of English.
   d. was supported by the Charter.

4. After the adoption of the Charter of Rights and Freedoms
   a. Bill 101 was allowed to stand unchanged.
   b. the Québec government had to change some of its laws to ensure that Anglophone rights were respected under the Charter.
   c. the Québec government did not have to change any of its practices under Bill 101.
   d. the Québec government needed to promote the use of French and English equally.

5. You can tell that Denis Coderre sees the Charter as
   a. a way for Canada to thrive as a multicultural nation.
   b. the reason that some cultural group feel inferior to others.
   c. the law that defines only who Francophones are.
   d. a document that needs to be changed to represent the multicultural nature of Canada.
The Charter and Minority Language Rights

Directions: Use Issues for Canadians, pages 148 – 151 to answer the questions.

1. Which of the following can you conclude from examining the flow chart on page 148?
   a. You can automatically access a right if it is stated in the Charter.
   b. The Alberta government ignored and is still ignoring Francophone rights under the Charter.
   c. Francophone parents did not benefit from the Charter.
   d. Francophones had to challenge the Alberta government before being able to access some of their rights under the Charter.

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   c. many Alberta Anglophones do not know how to speak French.
   d. Alberta Francophones do not have the money to pay for Francophone education.

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   a. a way for Canada to thrive as a multicultural nation.
   b. the reason that some cultural group feel inferior to others.
   c. the law that defines only who Francophones are.
   d. a document that needs to be changed to represent the multicultural nature of Canada.
Lesson 4.10

Concept: The Collective Rights of the Métis

Resources/Materials: Issues for Canadians, pages 152 – 159
Worksheets #9.4.10a and #9.4.10b (optional) (student copies)

Introduction: Review that the Métis are the descendants of people who had First Nations mothers and either French or Scottish fathers. As with many who were of mixed heritage, they most often did not identify with First Nations nor Europeans. They felt they were a distinct. The Canadian government was not always sure how to view the Métis. The Métis felt they were entitled to land in Manitoba while Canadian government disagreed.

This section is about the history of the Métis from the mid-to late-1800s to the adoption of the Charter where they are recognized as Aboriginals with having collective rights.

Procedure:

1. Have students turn to textbook, pages 152 – 159. Guide the reading of page 152.

2. Then have students flip through the remainder of the pages in this section. Note that the subheadings are dates. Under each date is a summary of the events that occurred relating to the Métis gaining rights under the Charter.

3. If you have the time, guide the reading of textbook, page 159.

4. Tell students to make a twelve-page booklet. (Each page can be one-half or one-quarter of an 8 ½” X 11” sheet of paper). Have students make a title for the first page. On the subsequent pages have them write the date at the top and a short summary of the important events of that date.

   Instead of making it an individual assignment/project, you can modify it to make a class display, with various class members being assigned certain dates. You could have students add illustrations, and so on.

5. Alternately, distribute Worksheets #9.4.10a and #9.4.10b. Go over the directions.

Assignments:

1. Read Issues for Canadians, pages 152 – 159.
2. Make a booklet summarizing the history of the Métis from the mid-1900s to 2006.
3. Alternately, have students do Worksheets #9.4.10a and #9.4.10b.
The History of the Métis’ Struggle for Collective Rights

Directions: Use Issues for Canada, pages 152 – 159 to answer the questions.

1. Below are summaries of events having to do with the Métis struggle for recognition as a distinct cultural group with collective rights. Write the date(s) that corresponds with each summary.

The Métis perspective was that they have rights to land as an Aboriginal people. However, the Canadian government did not always agree. Instead it offered the Métis scrip which could be exchanged for land.

The Red River Resistance resulted in the Manitoba Act. The act established Manitoba as a bilingual province, with education rights for Catholics and Protestants, as well as Métis land rights.

Louis Riel led the Northwest Resistance in Saskatchewan. The Métis wanted to protect their lands. The Canadian government saw this as an attempt to defy its authority. Louis Riel was tried and hung for treason.

Temporary settlements which had been set aside for the Métis were closed and returned to the government of Alberta. The land proved to be unsuitable for farming, hunting or fishing.

The Alberta government set aside twelve temporary Métis settlements.

The Catholic Church provided Métis settlers with land on which they established farms at St. Paul des Métis. Unfortunately, when the settlement closed, the Métis had to leave.
Métis leaders such as Harry Daniels and Elmer Ghostkeeper lobbied for recognition of Métis rights in Canada’s constitution. They were successful. When the constitution was patriated, it recognized the Métis as one of Canada’s Aboriginal peoples with rights.

As a Métis, Steve Powley fought a charge of hunting without a license all the way to the Supreme Court of Canada. He eventually won the decision because the Supreme Court ruled that as one of Canada’s Aboriginal peoples, the Métis had the right to hunt and fish under the constitution.

The Government of Alberta established eight Métis settlements as permanent land bases. The Métis had the right to manage their own affairs. The Alberta government also established the right of the Métis to participate in the development of oil and gas resources on settlement lands.

The Métis in Manitoba launched a court case seeking compensation for land promised, but not delivered in the Manitoba Act. This land includes the present-day location of the city of Winnipeg.

The Alberta government negotiated with the Métis Settlements General Council and the Métis Nation of Alberta, recognizing Métis rights to hunt and fish without a licence. However, in 2007 the Alberta government put rules in place that restricted these rights, without consulting the Métis.

2. What is most important to these Métis leaders?
   
a. Audrey Poitras ____________________________
   
   b. Gerald Cunningham ____________________________
The History of the Métis' Struggle for Collective Rights

Directions: Use Issues for Canada, pages 152 – 159 to answer the questions.

1. Below are summaries of events having to do with the Métis struggle for recognition as a distinct cultural group with collective rights. Write the date(s) that corresponds with each summary.

1875-1879

The Métis perspective was that they have rights to land as an Aboriginal people. However, the Canadian government did not always agree. Instead it offered the Métis scrip which could be exchanged for land.

1869-1870

The Red River Resistance resulted in the Manitoba Act. The act established Manitoba as a bilingual province, with education rights for Catholics and Protestants, as well as Métis land rights.

1885

Louis Riel led the Northwest Resistance in Saskatchewan. The Métis wanted to protect their lands. The Canadian government saw this as an attempt to defy its authority. Louis Riel was tried and hung for treason.

1940-1960

Temporary settlements which had been set aside for the Métis were closed and returned to the government of Alberta. The land proved to be unsuitable for farming, hunting or fishing.

1938

The Alberta government set aside twelve temporary Métis settlements.

1896-1910

The Catholic Church provided Métis settlers with land on which they established farms at St. Paul des Métis. Unfortunately, when the settlement closed, the Métis had to leave.
Métis leaders such as Harry Daniels and Elmer Ghostkeeper lobbied for recognition of Métis rights in Canada's constitution. They were successful. When the constitution was patriated, it recognized the Métis as one of Canada's Aboriginal peoples with rights.

As a Métis, Steve Powley fought a charge of hunting without a license all the way to the Supreme Court of Canada. He eventually won the decision because the Supreme Court ruled that as one of Canada’s Aboriginal peoples, the Métis had the right to hunt and fish under the constitution.

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The Alberta government negotiated with the Métis Settlements General Council and the Métis Nation of Alberta, recognizing Métis rights to hunt and fish without a licence. However, in 2007 the Alberta government put rules in place that restricted these rights, without consulting the Métis.

2. What is most important to these Métis leaders?
   a. Audrey Poitras Métis have a right to define themselves
   b. Gerald Cunningham Métis are recognized in Canada's constitution as one of the Aboriginal peoples.
Lesson 4.11

Concept: Chapter Task Wrap Up

Resources/Materials: Issues for Canadians, page 160
                  Handout 4-7 (student copies)

Introduction and Procedure:

1. Use textbook, page 160 to help students organize and complete their displays.

If you haven’t already done so, you might need to give students deadlines for each phase of display completion.
Example:
Planning – 1 day
Research – 3 days
Organizing the Content - 1 day
Putting the display together – 3 days.

2. Once the displays are finished, you may want to have students assess their displays using Handout 4-7.
Lesson 4.12

Concept: Chapter Four Review

Resources/Materials: Issues for Canadians, page 161
Chapter Four Review Sheets (optional, student copies)

Introduction: Review that collective rights have a specific meaning under the Charter. Those groups with collective rights are specifically mentioned in the Charter and the rights each has is detailed.

Procedure:

1. Review that the collective rights as stated in the Charter are rooted in history.
2. Have students do all or some of the Chapter 4 Review on textbook, page 161.
3. Alternately, have students do the Chapter Four Review sheets.

Assignments:

1. Do all or some of the Chapter 4 Review on Issues for Canadians, page 161.
2. ALTERNATELY. Do the Chapter Four Review sheets.
Chapter Four
To what extent has Canada affirmed collective rights?

Review

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>affirm</th>
<th>collective identity</th>
<th>collective rights</th>
<th>Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>sovereignty</td>
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authority to make decisions

a document that Métis could be exchange for land

paid for by taxes and provided by the government

a group that speaks one of Canada’s official languages and that does not make up the majority population of a province or territory

federal legislation related to the rights and status of First Nations people

writings or art created by people who actually saw or participated in an event and recorded their reactions to that event immediately after it occurred

writings or art created by people not present at the event, or are interpretations of events that have already occurred

the belief that one’s culture is superior to other cultures

to bring a country something that belongs to the country

fix firmly within

name given to First Nations by Europeans

independence of a people, with a right to self-government

land for the exclusive use of First Nations

rights guaranteed to specific groups in Canadian society for historical and constitutional reasons
to validate and express commitment to
the shared identity of a group of people, especially because of a
commom language and culture

2. Match the sentence beginnings to the correct endings.

a. a transcontinental railway that could transport settlers to the west.
b. First Nations perspective was that they were agreeing to share the land.
c. the Royal Proclamation of 1763 and the Indian Act of 1876.
d. they were experiencing economic hardships and social upheaval.
e. cannot be changed.
f. Canada’s government recorded the Treaties in writing in English.
g. they wanted to avoid a war like that which was occurring in the United States.

The Numbered Treaties have their roots in historical agreements like _____.
Canada’s First Nations viewed the Numbered Treaties as sacred agreements that _____.
One reason Canada and the First Nations negotiated the Treaties was because _____.
Canada was eager to negotiate with the First Nations because it wanted to build _____.
The First Nations realized they must come to an agreement with Canada because _____.
The Canadian government’s perspective was that First Nations were giving up their ownership of the land, while _____.
The First Nations recorded the Treaties in their oral histories in their own languages, while _____.

3. Answer these questions true or false.

Through the Numbered Treaties the Canadian government’s aim was to get First Nations to adopt completely British ways and forget their old languages, traditions and customs. 

The Indian Act was legislation that outlined rules about the lives of First Nations peoples. First Nations were never consulted about the terms in the legislation.
Residential schools were created as a way to speed up the assimilation of First Nations peoples.

Most First Nations would like to do away with the Numbered Treaties.

Revisions of the Indian Act by the Canadian government have been warmly received by most First Nations.

In recent years the First Nations have been working towards having a major say in legislation that has to do with them.

Understanding historical context can help a person develop an informed position on issues.

4. Choose the best answer for each question.

“I really want to keep my French language my whole life, and to pass it on to my kids. I think it’s important, both for myself and for my community, to keep my French and to show it off. It shows people that everybody’s different, and nobody’s better than somebody else just because they speak another language.”

- Rachel St. Laurent, from Saint-Isadore, Alberta.
Rachel is a grade 10 student at École Héritage, a Francophone school.

You can infer from the above that Rachel is able to receive her education at a Francophone school in Alberta because

- she is a member of an official language minority.
- her father is wealthy and can afford to send her to a special school.
- she does not like the students at the Anglophone school.
- she wants to be bilingual.

You can infer from Rachel’s comments that

- she likes to get attention.
- she believes that living in a multicultural country is difficult.
- being able to speak French and retain the French culture is part of her citizenship.
- she would like to have a large family when she grows up.
Which of the following does **not** describe a Charter right of official language groups?

- French and English are Canada’s official languages.
- Canadian citizens can conduct their affairs with the federal government in either English or French.
- New Brunswick is an officially bilingual province.
- Canadian citizens must be able to speak either French or English in their daily lives.

5. Number in order the following events in Canada’s history that reflect the origins of Francophone rights.

____ Confederation established Canada as a bilingual and bicultural country.

____ French explorer Samuel de Champlain established the city of Québec.

____ The Charter of Rights and Freedoms confirmed official bilingualism and established official language minority education rights.

____ The Québec Act recognized the rights of Francophones to their language and identity.

____ The Official Languages Act reasserted the equality of French and English as official languages of Canada.

6. Why were the Manitoba Schools Act and the Haultain Resolution of concern to Francophones? (pages 147)

7. Examine how the Charter affected Bill 101 in Québec on textbook, page 150. How did this affect Anglophone identity and Francophone identity in Québec?
8. The Charter recognizes the Métis as being part of what collective group?

9. Which of the following events are part of the history of the Métis gaining collective rights under the Charter? (Underline all the correct answers.)

- The Red River Resistance resulted in the passing of the Manitoba Act, which established Manitoba as a bilingual province with education rights for Catholics and Protestants, and Métis land rights.
- The Métis felt economic hardships with the disappearance of the buffalo herds.
- The Northwest Resistance was the Métis' way to assert their rights to land.
- In Alberta temporary land given to the Métis was returned to the government because it proved unsuitable for farming, hunting or fishing.

10. Read what two Métis leaders have to say on textbook, page 159. Which of the following is true about how they feel about their collective rights?

- The recognition in the Charter of the collective rights of the Métis enhances the Métis' sense of identity and belonging.
- The work, as far as defining their collective rights, is now done.
- Most Métis do not live in the Métis settlements.
- They both realize that challenging government legislation to get their rights under the Charter is a big mistake.
11. **Short Answer Questions**

You will be asked to answer any two of these questions.

a. What were the main reasons why the Numbered Treaties were negotiated?
b. What were residential schools and why did the Canadian government establish them?
c. What is the Indian Act, and why do many First Nations have difficulty accepting it?
d. Explain the rights of official language minorities in Canada according to the Charter.
e. How is Alberta’s establishment of Métis settlements connected to Métis rights under the Charter.

12. **Essay Questions**

You will be asked to answer one of these questions.

a. Compare and contrast the First Nations’ and the Canadian government’s perspectives on the Numbered Treaties.
b. How have official bilingualism and the rights of official language minorities affected citizenship in Canada?
c. Describe the Métis’ struggle for collective rights from the Red River Resistance to the present.
Chapter Four
To what extent has Canada affirmed collective rights?

Review

1. Match the words and phrases with their meanings.

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<td>primary source</td>
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- **autonomy**: authority to make decisions
- **scrip**: a document that Métis could be exchange for land
- **publicly funded**: paid for by taxes and provided by the government
- **official language minority**: a group that speaks one of Canada's official languages and that does not make up the majority population of a province or territory
- **Indian Act**: federal legislation related to the rights and status of First Nations people
- **primary resource**: writings or art created by people who actually saw or participated in an event and recorded their reactions to that event immediately after it occurred
- **secondary resource**: writings or art created by people not present at the event, or are interpretations of events that have already occurred
- **ethnocentrism**: the belief that one's culture is superior to other cultures
- **partriute**: to bring a country something that belongs to the country
- **entrench**: fix firmly within
- **Indians**: name given to First Nations by Europeans
- **sovereignty**: independence of a people, with a right to self-government
- **reserve**: land for the exclusive use of First Nations
- **collective rights**: rights guaranteed to specific groups in Canadian society for historical and constitutional reasons
affirm to validate and express commitment to
collective identity the shared identity of a group of people, especially because of a common language and culture

2. Match the sentence beginnings to the correct endings.

a. a transcontinental railway that could transport settlers to the west.
b. First Nations perspective was that they were agreeing to share the land.
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The Numbered Treaties have their roots in historical agreements like ___.

Canada’s First Nations viewed the Numbered Treaties as sacred agreements that ___.

One reason Canada and the First Nations negotiated the Treaties was because ___.

Canada was eager to negotiate with the First Nations because it wanted to build ___.

The First Nations realized they must come to an agreement with Canada because ___.

The Canadian government’s perspective was that First Nations were giving up their ownership of the land, while ___.

The First Nations recorded the Treaties in their oral histories in their own languages, while ___.

3. Answer these questions true or false.

false Through the Numbered Treaties the Canadian government’s aim was to get First Nations to adopt completely British ways and forget their old languages, traditions and customs. Note: See comments by Alexander Morris, p198 in Issues for Canadians

true The Indian Act was legislation that outlined rules about the lives of First Nations peoples. First Nations were never consulted about the terms in the legislation.
true Residential schools were created as a way to speed up the assimilation of First Nations peoples.

false Most First Nations would like to do away with the Numbered Treaties.

false Revisions of the Indian Act by the Canadian government have been warmly received by most First Nations.

true In recent years the First Nations have been working towards having a major say in legislation that has to do with them.

true Understanding historical context can help a person develop an informed position on issues.

4. Choose the best answer for each question.

“I really want to keep my French language my whole life, and to pass it on to my kids. I think it’s important, both for myself and for my community, to keep my French and to show it off. It shows people that everybody’s different, and nobody’s better than somebody else just because they speak another language.”

- Rachel St. Laurent, from Saint-Isadore, Alberta.
  Rachel is a grade 10 student at École Héritage, a Francophone school.

You can infer from the above that Rachel is able to receive her education at a Francophone school in Alberta because

- she is a member of an official language minority.
- her father is wealthy and can afford to send her to a special school.
- she does not like the students at the Anglophone school.
- she wants to be bilingual.

You can infer from Rachel’s comments that

- she likes to get attention.
- she believes that living in a multicultural country is difficult.
- being able to speak French and retain the French culture is part of her citizenship.
- she would like to have a large family when she grows up.
Which of the following does not describe a Charter right of official language groups?

- French and English are Canada's official languages.
- Canadian citizens can conduct their affairs with the federal government in either English or French.
- New Brunswick is an officially bilingual province.
- Canadian citizens must be able to speak either French or English in their daily lives.

5. Number in order the following events in Canada's history that reflect the origins of Francophone rights.

3. Confederation established Canada as a bilingual and bicultural country.
1. French explorer Samuel de Champlain established the city of Québec.
5. The Charter of Rights and Freedoms confirmed official bilingualism and established official language minority education rights.
2. The Québec Act recognized the rights of Francophones to their language and identity.
4. The Official Languages Act reasserted the equality of French and English as official languages of Canada.

6. Why were the Manitoba School Act and the Haultain Resolution of concern to Francophones? (pages 147)

Both dropped French as official language
Both funded only English language schools

(Note: Manitoba School Act abolished funding for Catholic schools. Since most Catholics of the area were Francophones, it essentially abolished French language schools.)

7. Examine how the Charter affected Bill 101 in Québec on textbook, page 150. How did this affect Anglophone identity and Francophone identity in Québec?

- Québec. Anglophones were assured of their minority language rights, felt they were an integral part of the province and the country.
- Québec. Francophones would see themselves as people who could retain their language and customs while accepting the rights of the Anglophone minority.
8. The Charter recognizes the Métis as being part of what collective group?

Aboriginal peoples

9. Which of the following events are part of the history of the Métis gaining collective rights under the Charter? (Underline all the correct answers.)

- The Red River Resistance resulted in the passing of the Manitoba Act, which established Manitoba as a bilingual province with education rights for Catholics and Protestants, and Métis land rights.
- The Métis felt economic hardships with the disappearance of the buffalo herds.
- The Northwest Resistance was the Métis’ way to assert their rights to land.
- In Alberta temporary land given to the Métis was returned to the government because it proved unsuitable for farming, hunting or fishing.

10. Read what two Métis leaders have to say on textbook, page 159. Which of the following is true about how they feel about their collective rights?

- The recognition in the Charter of the collective rights of the Métis enhances the Métis’ sense of identity and belonging.
- The work, as far as defining their collective rights, is now done.
- Most Métis do not live in the Métis settlements.
- They both realize that challenging government legislation to get their rights under the Charter is a big mistake.
Lesson 4.13

Concept: Chapter Four Test

Resources/Materials: Chapter Four Test (student copies)

Teachers may elect to do some or all of the Chapter Four Test. Some may choose not to use a formal test, but to base their assessment entirely on the Chapter Task.
Chapter Four
To what extent has Canada affirmed collective rights?

Test

Part A

Directions: Write the letter of the best answer to each question on the answer sheet. **Do not write in this booklet.**

Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>a. affirm</th>
<th>b. collective identity</th>
<th>c. collective rights</th>
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<td>e. ethnocentrism</td>
<td>f. Indian</td>
<td>g. patriate</td>
<td>h. primary source</td>
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<td>i. official language minority</td>
<td>j. reserve</td>
<td>k. secondary source</td>
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1. land for the exclusive use of First Nations
2. independence as a people, with a right to self-government
3. to validate and express commitment to something
4. rights guaranteed to specific groups in Canadian society for historical and constitutional reasons
5. name given to First Nations by Europeans
6. fixed firmly within
7. to bring to a country something that belongs to the country
8. the shared identity of a group of people, especially because of a common language and culture
9. writings or art created by people who actually saw or participated in an event and recorded their reactions to the event immediately after the event occurred
10. the belief that one’s culture is superior to all other cultures
11. information created by someone not present at an event, or are interpretations of events that occurred based on other writings or art
12. a group that speaks one of Canada’s official languages and that does not make up the majority population of a province or territory
Answer T for true or F for false.

13. All cultural minorities in Canada have collective rights under the Charter.

14. The terms outlined in all the Numbered Treaties were exactly the same.

15. The Royal Proclamation of 1763 acknowledged First Nations collective rights to land.

16. Although the Canadian government and the First Nations had different perspectives while negotiating the terms of the Numbered Treaties, they both understood the terms of the Treaties in exactly the same way once they were signed.

17. The Canadian government saw residential schools as a way speed up the assimilation of First Nations people.

18. The Indian Act was written by First Nations and agreed to by the Canadian government.

19. Anglophones and Francophones have official language minority rights under the Charter.

20. The Métis are considered an Aboriginal group under the Charter.

Choose the best answer for each question.

21. Which of the following is true of the Numbered Treaties?

   a. The First Nations saw them as a way to trick the Canadian government.
   b. The Canadian government saw them as a way to make First Nations people equal to other Canadians.
   c. The First Nations thought they were giving up their lands, but the Canadian government thought the First Nations agreed to share their lands.
   d. The First Nations thought they were agreeing to share their lands, but the Canadian government thought First Nations were agreeing to give up their lands.

22. Which of the following was not a reason why the First Nations in the west and Canada negotiated the Numbered Treaties?

   a. First Nations and Canada’s government wanted to avoid war with each other.
   b. First Nations saw the Numbered Treaties as a way to deal with their economic and social problems.
   c. Canada wanted to build a railway that would link British Columbia to the rest of Canada and provide a way for settlers to get to the west.
   d. First Nations realized they could become very wealthy.
“I see the Queen’s Councillors taking the Indian by the hand saying we are brothers, we will lift you up, we will teach you, if you will learn, the cunning of the white man… I see Indians gathering. I see gardens growing and houses building; I see them receiving money from the Queen’s commissioners to purchase clothing for their children; at the same time, I see them enjoying their hunting and fishing as before, I see them retaining their old models of living with the Queen’s gift in addition.

- Alexander Morris, August 18 and September 7, 1876 during the negotiation of Treaty 6. Morris represented Canada during the negotiations

23. From the information, you can infer that Alexander Morris thought First Nations peoples

a. should adopt some European ways and also retain some of their traditional ways.
b. should adopt European ways and abandon their traditional ways.
c. could retain all their traditional ways and not adopt any European ways.
d. should be treated as prisoners.

24. As a group First Nations peoples feel that it is in their best interests to

a. give up their treaty rights.
b. do away with all reserves and move to towns and cities.
c. maintain their treaty rights.
d. move to a different country.

25. One of the main reasons that First Nations dislike the Indian Act is that

a. First Nations were never consulted when it was being created or when it was being revised.
b. it affirms their collective rights.
c. it originally aimed to make First Nations culture a model for all Canadians.
d. the federal government gave First Nations control over the decisions as to who may register as a “status Indian”.

26. Which of the following is not always necessary nor possible when researching events of the past?

a. Analyze the historical context of the events.
b. Examine multiple perspectives of the events.
c. Find someone who actually witnessed the events.
d. Decide on the validity and reliability of the information sources.
Use the information below to answer question 27.

"I have attended a Francophone school ever since I was in kindergarten. My whole family is Francophone. I think it’s important to go to a Francophone school because it shows my community that I’m really trying to be involved in French.

- Rachel St. Laurent, Grade 10 student at École Héritage in Fahlé, Alberta

27. The above information is an example of

a. a primary source of information.
b. a secondary source of information.
c. a tertiary source of information.
d. an unreliable source of information.

28. Under the Charter of Rights and Freedoms, which of the following are official language groups?

a. all minority groups for whom English or French are a second language
b. Anglophones, Francophones, Inuktitut-phones
c. Francophones, Italians, Anglophones
d. Francophones, Anglophones

29. Under the Charter which of the following is an officially bilingual province?

a. Québec
b. Alberta
c. Manitoba
d. New Brunswick

30. According to the Charter, which of the following is true?

a. A French-speaking or English-speaking minority population of sufficient size in any province has the right to publicly funded schools that serve their language community.
b. All students in provinces where French is the majority language, must attend Francophone schools.
c. All students in provinces where English is the majority language, must attend Anglophone schools.
d. Official minority language rights only apply to Francophones.
Use the information below to answer questions 31 and 32.

“When you’re a Francophone in a minority setting, the English-speaking world is all around you. If you don’t pay attention, you can become assimilated. Francophone schools make you aware that you have a choice. If you want to remain Francophone, it’s a decision. You have to make it consciously and often.

The fact of the right, and using the right, makes me proud as a citizen. I’m living in a country that allows me to say, ‘I’m legitimate. I have a right to be here.’ I really feel good about that for myself, my family, my community – and for Canada.”

- Claudette Roy

31. When Claudette Roy refers to the word “right”, she is most likely referring to

a. the opposite of left.
b. the right of a French-speaking or English-speaking minority population of sufficient size, in any province to have publicly funded schools that serve their language community.
c. the right of Canadian children to free education.
d. the right of all Canadians to be educated in the language of their choice.

32. From the above you can infer that

a. Claudette Roy feels all Canadians should speak French.
b. many Anglophones prefer to attend Francophones schools.
c. in Alberta there are too few Francophone schools.
d. Claudette Roy feels proud to live in a country where official language minority members have the choice to be educated in one or the other of the official languages.

33. Which of the following is not a reason why Francophones and Anglophones were recognized as having minority language rights in the Charter of Rights and Freedoms?

a. The French and English were two of Canada’s founding cultures.
b. Confederation established Canada as a bilingual, bicultural nation under the British North America Act.
c. The Official Languages Act of 1969 reasserted the equality of French and English as official languages of Canada.
d. As it turns out, French and English are languages most people can learn easily. This is very important in a country where there is a lot of immigration.
Use the information below to answer question 34.

The Manitoba Act established Manitoba as a bilingual province, with education rights for Catholics and Protestants.

34. The Manitoba Act affected the Métis because

a. most Métis were Catholics and Francophones.
b. most Métis were Francophones and Protestants.
c. all the good land was given to the Catholics.
d. they no longer had to worry about making a living.

35. From the Métis perspective

a. the Métis did not want to be referred to as Aboriginal people in the Charter.
b. only First Nations should be thought of as Aboriginal people.
c. the Métis have rights to land as an Aboriginal people.
d. the Canadian government has always been on their side.

Use the information below to answer questions 36.

1982  The Charter of Rights and Freedoms lays out Métis rights as an Aboriginal people.

1990  The Alberta government enacted legislation under which the Métis received Métis settlements as a permanent land base with the right to manage their own affairs.

2003  The Supreme Court of Canada ruled that the Métis have the right to hunt and fish as one of Canada’s Aboriginal peoples under the constitution.

2004  The Alberta government agreed that the Métis could hunt and fish for food without a license.

2006  The Métis in Manitoba launched a court case seeking compensation for land promised, but not delivered, in the Manitoba Act.

36. From the above information you can conclude that

a. it has been and is, an on going effort for the Métis to realize all the rights they have under the Charter.
b. most non-Métis are upset that they do not have the same rights as the Métis.
c. the Alberta government treats the Métis in Alberta better than any other province.
d. the Métis would be better off getting more education and moving to the city.
Part B

37. **Short Answer Questions** (Choose any two.)

a. What were the main reasons why the Numbered Treaties were negotiated?

b. What were residential schools and why did the Canadian government establish them?

c. What is the Indian Act, and why do many First Nations have difficulty accepting it?

d. Explain the rights of official language minorities in Canada according to the Charter.

e. How is Alberta’s establishment of Métis settlements connected to Métis rights under the Charter.

38. **Essay Questions** (Choose one.)

a. Compare and contrast the First Nations’ and the Canadian government’s perspectives on the Numbered Treaties.

b. How have official bilingualism and the rights of official language minorities affected citizenship in Canada?

c. Describe the Métis’ struggle for collective rights from the Red River Resistance to the present.
Grade Nine Social Studies

Chapter Four
To what extent has Canada affirmed collective rights?

Test
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Grade Nine Social Studies

Chapter Four
To what extent has Canada affirmed collective rights?

Test Answer Sheet

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Chapter Five

How well do Canada’s immigration laws and policies respond to immigration issues?

Focus Questions
What criteria does Canada use when accepting immigrants and refugees?
How do individual and collective rights of Canadians influence immigration laws and policies?
How do provinces influence immigration laws and policies?
# Grade 9 Social Studies

## Chapter 4
How well do Canada’s immigration laws and policies respond to immigration issues?

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Lesson 5.1

Concept: Introduction and the Chapter Task

Resources/Materials: Issues for Canadians, pages 162 – 165
Handouts 5-3, 5-4, 5-5, 5-6 (student copies)

Introduction: Discuss with students the idea that with the exception of Aboriginal peoples, and possibly people of British and French ancestry, all Canadians are immigrants or are the descendants of immigrants.

The Hutterites living in Alberta today are the descendants of immigrants, although there may be some who have just recently immigrated. (Most of these would be ladies from the U.S. who married Canadian men.) Tell students that a few hundred years ago, the Canadian government may not have allowed Hutterites to immigrate into Canada.

Procedure:

1. Have students turn to textbook, pages 162 and 163. Guide the reading.

2. Compare and contrast immigration to Canada in the 1800s with immigration to Canada today. Discuss that in the 1800s Canada based its immigration criteria, Canada preferred immigrants to come from the United States and the parts of Europe that were culturally similar to Britain. Today the criteria for immigration have changed drastically. Chapter Five deals with some of these criteria.

3. Assign students to write a paragraph describing the criteria they think Canada should use in their immigration policy.

4. Next have students turn to textbook, pages 164 and 165. Guide the reading so that students understand the Chapter Task. You may want to be a bit more specific than the textbook on detail you expect in the storyboard. (point-form notes or paragraphs; booklet-form or a display panels; and so on)

5. Distribute Handouts 5-3, 5-4, 5-5, and 5-6. Go over these handouts. Explain that you are distributing them now so that students have an idea of some possible ways to organize their thoughts and on how their storyboards will be assessed.

Assignments:

2. Write a paragraph on the criteria Canada should use in their immigration policy.
3. Think about the Chapter Task.
Lesson 5.2

Concept: Criteria for Immigrants and Refugee: The Immigration and Refugee Protection Act

Resources/Materials: Issues for Canadians, pages 166 – 168
Worksheets #9.5.2a and #9.5.2b(harder) (student copies)
Worksheets #9.5.2c and #9.5.2d(easier) (student copies)

Introduction: Discuss the “push/pull” factors related to immigration to Canada. That is,
- Reasons why people might be interested in leaving their own homes and moving elsewhere.
  (no job, political uncertainty, dangers, poverty, etc.)
- Reasons why those looking to move might choose Canada.
  (want to join family already in Canada, job prospects, safe country, etc.)

Explain that Canada gets to decide who is allowed to immigrate into Canada and who cannot. This is called immigration policy.

Procedure:


2. Explain that the Immigration and Refugee Protection Act is the law that outlines how Canada’s goals for immigration and how it will meet these goals.

3. Have students turn to textbook, page 167 and 168. If necessary clarify the distinction between “immigrant” and “refugee”. (Immigrant is the term used to refer to any person entering Canada with the idea of staying. A refugee is a category of immigrant who enters Canada to live to escape danger to his/her personal life.)

4. If you have the time, guide the reading of pages 167 and 168. If not, explain that Canada is in a position where it must get its population to grow. Since birth and death rates are more or less equal, it must look to immigrants to increase the labour force so the economy can grow.

5. Distribute either Worksheets #9.5.2a and #9.5.2b or Worksheets #9.5.2c and #9.5.2d. Go over the directions.

Assignments:

2. Do either Worksheets #9.5.2a and #9.5.2b or Worksheet #9.5.2c and #9.5.2d.
The Immigration and Refugee Protection Act

Directions: Use Issues for Canadians, pages 166 – 168 to answer the questions.

1. Under which category of immigrant might these people be admitted to Canada?

| refugee | family class | economic immigrant | other |

a. Kulwant is a medical doctor from Mumbai, India. Although he is making a good living in Mumbai, he finds that the living conditions are very poor. The city and the whole country are crowded. He would like to move to Canada so he can live where the air is cleaner and the cities are more spread out.

Immigrant category: ________________________________

b. Chan Lee is a labourer from China. He does not really have any special skills, but he is willing to work hard. His daughter and three sons and their families live in Calgary. Since his wife passed away two years ago, he realizes just how much he misses his children. He would like to immigrate to Canada to join them.

Immigrant category: ________________________________

c. Pierre lives with his wife and three children in Sudan in northern Africa. For many years now there has been a civil war in Sudan. In the middle of the night soldiers have come to take some of his neighbours away. They are never seen again. Everyday Pierre fears for his life and his family’s. He is desperate to escape the dangers of Sudan. He has heard that Canada is a safe country and would like to move there.

Immigrant category: ________________________________

d. Dominic is unemployed and the prospects of his finding work are not good. He lives in Haiti, one of the poorest countries in the world. Everyone he knows is very poor. Often he does not know whether he will be able to get food for his family to eat. He would like to move to Canada where he feels that if he works hard, he will be able to prosper.

Immigrant category: ________________________________

2. How does immigration aim to meet Canada’s workforce needs? You must use the words demographics and labour force growth in your answer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Worksheet #9.5.2a
3. Examine “Some Objectives of the Immigration and Refugee Protection Act, 2002” on textbook, page 167. Which of the objectives does each of the following meet? (Pretend the bulleted points are numbered from 1 to 6.) Write the number(s) of the objectives.

a. Canada is desperately short of medical doctors. Carter is a fully qualified physician from South Africa. Like almost all South Africans, he is fluent and literate in English. He has applied to immigrate into Canada. He hopes he can set up a medical practice in rural Alberta.

Objective(s) met: _________________

b. Tran is from Vietnam. Like many Vietnamese he is able to speak, read and write French. He would like to emigrate from Vietnam to Canada to join his brother who lives in Montréal.

Objective(s) met: _________________

c. Li and Chen are excited. They have read in a newspaper that there is a huge labour shortage in the area around Fort McMurray, especially labourers to build the oil sands plants. Though they have good jobs in China, they do not pay well. They feel they would enjoy a better quality of life if they moved to Fort McMurray.

Objective(s) met: _________________

d. The Government of Canada has provided public funding for colleges, universities and private firms to set up classes for people for whom English is a foreign language. Similarly, the Province of Alberta has given school boards extra money so they can set up programs for students for whom English is a second language.

Objective(s) met: _________________

e. The federal Department of Heritage and Official Languages provides funds to towns and cities to celebrate the multicultural nature of their communities.

Objective(s) met: _________________

f. The federal government supports churches and other organizations in their efforts to help recent immigrants to Canada establish a support network. They help find employment and learn about how to access the various services available in the community. For example, a volunteer from a church may help you find a family doctor, show you how to set up a bank account or go with you when it is your children’s first day at school.

Objective(s) met: _________________
The Immigration and Refugee Protection Act

Directions: Use Issues for Canadians, pages 166 – 168 to answer the questions.

1. Under which category of immigrant might these people be admitted to Canada?

<table>
<thead>
<tr>
<th>refugee</th>
<th>family class</th>
<th>economic immigrant</th>
<th>other</th>
</tr>
</thead>
</table>

   a. Kulwant is a medical doctor from Mumbai, India. Although he is making a good living in Mumbai, he finds that the living conditions are very poor. The city and the whole country are crowded. He would like to move to Canada so he can live where the air is cleaner and the cities are more spread out.

   Immigrant category: economic immigrant

   b. Chan Lee is a labourer from China. He does not really have any special skills, but he is willing to work hard. His daughter and three sons and their families live in Calgary. Since his wife passed away two years ago, he realizes just how much he misses his children. He would like to immigrate to Canada to join them.

   Immigrant category: family class

   c. Pierre lives with his wife and three children in Sudan in northern Africa. For many years now there has been a civil war in Sudan. In the middle of the night soldiers have come to take some of his neighbours away. They are never seen again. Everyday Pierre fears for his life and his family’s. He is desperate to escape the dangers of Sudan. He has heard that Canada is a safe country and would like to move there.

   Immigrant category: refugee

   d. Dominic is unemployed and the prospects of his finding work are not good. He lives in Haiti, one of the poorest countries in the world. Everyone he knows is very poor. Often he does not know whether he will be able to get food for his family to eat. He would like to move to Canada where he feels that if he works hard, he will be able to prosper.

   Immigrant category: other (humanitarian)

2. How does immigration aim to meet Canada’s workforce needs? You must use the words demographics and labour force growth in your answer.

Example: The demographics of Canada show that unless we have significant immigration, we will not have the labour force growth needed to improve the economy.
3. Examine “Some Objectives of the Immigration and Refugee Protection Act, 2002” on textbook, page 167. Which of the objectives does each of the following meet? (Pretend the bulleted points are numbered from 1 to 6.) Write the number(s) of the objectives,

a. Canada is desperately short of medical doctors. Carter is a fully qualified physician from South Africa. Like almost all South Africans, he is fluent and literate in English. He has applied to immigrate into Canada. He hopes he can set up a medical practice in rural Alberta.

Objective(s) met: 1, 4

b. Tran is from Vietnam. Like many Vietnamese he is able to speak, read and write French. He would like to emigrate from Vietnam to Canada to join his brother who lives in Montréal.

Objective(s) met: 1, 2, 4, 5

c. Li and Chen are excited. They have read in a newspaper that there is a huge labour shortage in the area around Fort McMurray, especially labourers to build the oil sands plants. Though they have good jobs in China, they do not pay well. They feel they would enjoy a better quality of life if they moved to Fort McMurray.

Objective(s) met: 1, 2, 4

d. The Government of Canada has provided public funding for colleges, universities and private firms to set up classes for people for whom English is a foreign language. Similarly, the Province of Alberta has given school boards extra money so they can set up programs for students for whom English is a second language.

Objective(s) met: 1, 2, 5

e. The federal Department of Heritage and Official Languages provides funds to towns and cities to celebrate the multicultural nature of their communities.

Objective(s) met: 1, 5

f. The federal government supports churches and other organizations in their efforts to help recent immigrants to Canada establish a support network. They help find employment and learn about how to access the various services available in the community. For example, a volunteer from a church may help you find a family doctor, show you how to set up a bank account or go with you when it is your children’s first day at school.

Objective(s) met: 1, 4, 5
The Immigration and Refugee Protection Act

Directions: Use Issues for Canadians, pages 166 – 168 to answer the questions.

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>refugee demographics</th>
<th>family class</th>
<th>labour force growth</th>
<th>economic immigrant law</th>
<th>policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. study of the characteristics of population</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. a rule that is binding and that must be followed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. a category of immigrant who is escaping persecution, torture or cruel and unusual punishment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. a category of immigrant made up of skills workers and business people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. guidelines that describe how objectives will be met</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. the growth in the number of people who can work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. category of immigrant made up of people who want to join close relatives who already live in Canada</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Match the words and phrases in the box in question 1 above to the examples below.

| a. a British nuclear scientist who moved to Canada to work |
| b. Twenty percent of people living in Alberta are recent immigrants |
| c. Michelle came to Canada to join her sister who lives in Olds |
| d. Canada will allow as many as 250 000 new immigrants this year |
| e. The Government of Canada allowed Jose to move to Canada because he knew he might possibly be killed if he remained in Nicaragua |
| f. Canada has legislation that states who is allowed to immigrate to Canada |
| g. By the year 2016 there may not be enough new workers |

Worksheet 99.5.2c
3. Below is the list of objectives of the Immigration and Refugee Protection Act, 2002 written at the bottom of textbook, page 167. For each objective, choose the statement that tells a way that the objective might be reached.

a. **Pursue social, cultural and economic benefits for all Canadians.**
   
   - Accept immigrants who are known criminals in their home countries.
   - Accept immigrants who are skilled workers in an area where there is a shortage of workers.

b. **Respect the bilingual and multicultural character of Canada.**
   
   - Expect immigrant children to attend either French or English language schools, while encouraging them to keep some other their traditions and customs.
   - Expect all immigrant children to attend English language schools, adopt Canadian traditions and customs, and forget their old traditions and culture.

c. **Support the development of minority official language communities in Canada.**
   
   - If you are a Francophone immigrating to Alberta, you should seriously consider sending your children to a Francophone school, if there is one in your community.
   - If you are a Francophone immigrating to Alberta, you should send your children to a school where English is the language of instruction.

d. **Share the benefits of immigration and support a prosperous economy across all regions of Canada.**
   
   - Encourage immigrants to move only to large cities like Toronto, Montréal or Vancouver.
   - Encourage immigrants to move to communities where there is a need for the labour skills they possess.

e. **Reunite families in Canada.**
   
   - Allow people to immigrate to Canada to join close relatives already living in Canada.
   - Only allow people to join close relatives already living in Canada if they have arranged to have a good paying job ahead of time.

f. **Promote the successful integration of immigrants into Canadian society, recognizing that integration involves mutual obligations for new immigrants and Canadian society.**
   
   - Provide English as a second language classes and support churches and other organizations that try to help immigrants adjust to life in Canada.
   - Be tough on immigrants. If they don’t make it, send them back to their old countries.
The Immigration and Refugee Protection Act

Directions: Use Issues for Canadians, pages 166 – 168 to answer the questions.

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>refugee demographics</th>
<th>family class</th>
<th>economic immigrant</th>
<th>law</th>
<th>policy</th>
</tr>
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</tr>
<tr>
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<td>g. family class</td>
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<td></td>
<td></td>
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</tbody>
</table>

2. Match the words and phrases in the box in question 1 above to the examples below.

a. economic immigrant | a British nuclear scientist who moved to Canada to work |
| b. demographics      | Twenty percent of people living in Alberta are recent immigrants. |
| c. family class      | Michelle came to Canada to join her sister who lives in Olds. |
| d. policy            | Canada will allow as many as 250 000 new immigrants this year. |
| e. refugee           | The Government of Canada allowed Jose to move to Canada because he knew he might possibly be killed if he remained in Nicaragua. |
| f. law               | Canada has legislation that states who is allowed to immigrate to Canada. |
| g. labour force growth| By the year 2016 there may not be enough new workers |
3. Below is the list of objectives of the Immigration and Refugee Protection Act, 2002 written at the bottom of textbook, page 167. For each objective, choose the statement that tells a way that the objective might be reached.

a. **Pursue social, cultural and economic benefits for all Canadians.**
   - Accept immigrants who are known criminals in their home countries.
   - Accept immigrants who are skilled workers in an area where there is a shortage of workers.

b. **Respect the bilingual and multicultural character of Canada.**
   - Expect immigrant children to attend either French or English language schools, while encouraging them to keep some other their traditions and customs.
   - Expect all immigrant children to attend English language schools, adopt Canadian traditions and customs, and forget their old traditions and culture.

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   - If you are a Francophone immigrating to Alberta, you should seriously consider sending your children to a Francophone school, if there is one in your community.
   - If you are a Francophone immigrating to Alberta, you should send your children to a school where English is the language of instruction.

d. **Share the benefits of immigration and support a prosperous economy across all regions of Canada.**
   - Encourage immigrants to move only to large cities like Toronto, Montréal or Vancouver.
   - Encourage immigrants to move to communities where there is a need for the labour skills they possess.

e. **Reunite families in Canada.**
   - Allow people to immigrate to Canada to join close relatives already living in Canada.
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f. **Promote the successful integration of immigrants into Canadian society, recognizing that integration involves mutual obligations for new immigrants and Canadian society.**
   - Provide English as a second language classes and support churches and other organizations that try to help immigrants adjust to life in Canada.
   - Be tough on immigrants. If they don’t make it, send them back to their old countries.
Lesson 5.3

Concept: Economic Immigration Criteria

Resources/Materials: Issues for Canadians, pages 169 – 174
Worksheet #9.5.3a (harder) (student copies)
Worksheet #9.5.3b and #9.5.3c (easier) (student copies)

Introduction: Briefly review the categories of immigrants into Canada (economic immigrants, refugees, family class, other). Discuss why Canada encourages people to move to Canada under the “economic immigrant” category.

Have students suggest criteria they think Canada should use when considering economic immigrants.

Procedure:

1. Tell students that Canada uses a point system to decide which applications for immigration under the economic immigrant category it will accept.

2. Have students turn to textbook, page 169 and read the comic on pages 169 and 170 to find those criteria.

3. Discuss that many immigrants qualify to enter Canada, yet have difficulty finding employment in their chosen profession. Discuss reasons for this. (Language difficulties, especially for highly technical fields: medical, engineering etc. ; also many have difficulty earning credentials to practise their profession in Canada.)

4. Tell students to read textbook, pages 172 – 174 to find out more about the point system and about organizations that try to help new immigrants adjust to life in Canada.

5. Distribute Worksheet #9.5.3a or Worksheet #9.5.3b and #9.5.3c. Go over the directions.

Assignments:

2. Do either Worksheet #9.5.3a or Worksheet #9.5.3b and #9.5.3c.
Directions: Use Issues for Canadians, pages 169 – 174 to answer the questions.

1. Write the correct factor numbers that corresponds to the situations below.
   
   a. _____ If my application is accepted, I will have employment with the University of Alberta as a professor in the Faculty of Engineering.
   
   b. _____ I am thirty-seven years of age.
   
   c. _____ I have travelled all over the world. I attended university in England and in New Zealand. I have also been to many conferences in several parts of the world.
   
   d. _____ I have three university degrees. I have a doctorate in civil engineering.
   
   e. _____ I can understand, speak, read and write English very well.
   
   f. _____ I have been employed by the Jagellonian University in Krakow, Poland as a professor in the Faculty of Engineering for the past seven years.

2. In some cases, applicants under the economic immigrant category have the required number of points; yet they are not accepted. Why do you suppose this is? (Hint: See textbook, page 172)

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

3. Since 1967 Canada has used the point system instead of favouring only immigrants of British ancestry. Why do you suppose they did this?

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

4. What is the main function of organizations like the Calgary Bridge Foundation?

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
**Economic Immigrants**

**Directions:** Use *Issues for Canadians*, pages 169 – 174 to answer the questions.

1. Write the correct factor numbers that corresponds to the situations below.
   a. If my application is accepted, I will have employment with the University of Alberta as a professor in the Faculty of Engineering.
   
   
   
   5

   
   
   
   b. I am thirty-seven years of age.

   
   
   
   4

   
   
   
   c. I have travelled all over the world. I attended university in England and in New Zealand. I have also been to many conferences in several parts of the world.

   
   
   
   6

   
   
   
   d. I have three university degrees. I have a doctorate in civil engineering.

   
   
   
   1

   
   
   
   e. I can understand, speak, read and write English very well.

   
   
   
   2

   
   
   
   f. I have been employed by the Jagellonian University in Krakow, Poland as a professor in the Faculty of Engineering for the past seven years.

   
   
   
   3

   
   
   

2. In some cases, applicants under the economic immigrant category have the required number of points; yet they are not accepted. Why do you suppose this is? (Hint: See textbook, page 172)

   
   
   
   : poor health, physical or mental

   
   
   
   : might be security risk

   
   
   
   : might be little demand for the particular skills the applicant possesses

3. Since 1967 Canada has used the point system instead of favouring only immigrants of British ancestry. Why do you suppose they did this?

   
   
   
   Possible Answer: multicultural nature of Canada today

4. What is the main function of organizations like the Calgary Bridge Foundation?

   
   
   
   : help immigrants adapt to new life in Canada
Directions: Use Issues for Canadians, pages 169 – 174 to answer the questions.

1. Using the information from the comic, list the six criteria that Canada uses when determining whether to accept or reject an economic immigrant’s application.

   Factor 1: 
   Factor 2: 
   Factor 3: 
   Factor 4: 
   Factor 5: 
   Factor 6: 

2. Look at the photograph and caption at the bottom of textbook, page 171. What issue does it bring up about immigration based on the point system?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Fill the blanks with words from your textbook.

   a. What is the point system for accepting immigrants?
      - The point system dates from ____________.
      - It applies to __________________________ immigrants.
      - If a person is not a refugee or a family-class immigrant, he or she must _______________ under the point system.
      - Economic immigrants make up the largest group of _______________________ to Canada.

   b. How does health factor into qualifying as an immigrant?
      Persons may be refused entry into Canada if:
      - their health could put the health of Canadians at ___________________.
      - they have a condition that could ____________________ public safety.
      - their health could be put ____________________ demands on Canada’s health system.

Worksheet #9.5.3b
4. Put a check mark (√) in front of the sentences that tell how Canada’s immigration laws today are different than in the past.

_____ Today Canada prefers immigrants from Asia because they like to go to school

_____ Today no one is excluded from Canada because of their race or country of origin.

_____ Today the point system applies to anyone wishing to immigrate to Canada as a refugee.

_____ Those who want to enter Canada under the economic immigrant category must first qualify under the point system.

_____ In the past Canada favoured immigrants who were of British ancestry.

_____ Before 1967 Canada did not allow any immigrants who were not of British ancestry.

_____ If you qualify to enter Canada under the point system, you automatically are able to immigrate to Canada.

5. What is the main purpose of organizations like the Calgary Bridge Foundation?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Worksheet #9.5.3c
Directions: Use Issues for Canadians, pages 169 – 174 to answer the questions.

1. Using the information from the comic, list the six criteria that Canada uses when determining whether to accept or reject an economic immigrant’s application.

   Factor 1: Education
   Factor 2: Ability in Canada’s Official Languages
   Factor 3: Work Experience
   Factor 4: Age
   Factor 5: Arranged Employment
   Factor 6: Adaptability

2. Look at the photograph and caption at the bottom of textbook, page 171. What issue does it bring up about immigration based on the point system?

   May qualify under point system, but once in Canada may be significantly underemployed

3. Fill the blanks with words from your textbook.

   a. What is the point system for accepting immigrants?
      - The point system dates from 1967.
      - It applies to economic immigrants.
      - If a person is not a refugee or a family-class immigrant, he or she must qualify under the point system.
      - Economic immigrants make up the largest group of immigrants to Canada.

   b. How does health factor into qualifying as an immigrant?
      Persons may be refused entry into Canada if:
      - their health could put the health of Canadians at risk.
      - they have a condition that could endanger public safety.
      - their health could be put excessive demands on Canada’s health system.
4. Put a check mark (✓) in front of the sentences that tell how Canada’s immigration laws today are different than in the past.

   ____ Today Canada prefers immigrants from Asia because they like to go to school
   ✓ ✔ Today no one is excluded from Canada because of their race or country of origin.
   ____ Today the point system applies to anyone wishing to immigrate to Canada as a refugee.
   ✓ ✔ Those who want to enter Canada under the economic immigrant category must first qualify under the point system.
   ✓ ✔ In the past Canada favoured immigrants who were of British ancestry.
   ____ Before 1967 Canada did not allow any immigrants who were not of British ancestry.
   ____ If you qualify to enter Canada under the point system, you automatically are able to immigrate to Canada.

5. What is the main purpose of organizations like the Calgary Bridge Foundation?
   • help immigrants integrate/adapt to new country
Lesson 5.4

Concept: Steps to Researching an Issue

Resources/Materials: Issues for Canadians, pages 175 and 176
Handout 5-5 (student copies) (Students may already have this.)

Introduction: Have students think back to the Chapter Task where they are asked to make a storyboard in response to the question: “Which factors shape Canada’s immigration policies most: economic, political, health or security?”

Explain that today’s lesson will give them some ideas on how to address the question.

Procedure:

1. Have students turn to textbook, pages 175 and 176. Guide the reading.

2. If students do not already have it, distribute Handout 5-5. This is basically the same form as found on textbook, page 176.

3. The idea of the Handout is for students to explore more than one of the factors to determine the one they think is most influential in shaping immigration policy.

4. Students should now have some idea about which factors they would like to research so that you, as the teacher, can begin to find resources for them.

Assignment:

1. Read Issues for Canadians, pages 175 and 176.
2. Begin research, using Handout 5-5 as a guide.
Lesson 5.5

Concept: Canada’s Policy towards Refugees
Immigration and Security Issues

Resources/Materials: Issues for Canadians, pages 177 – 179
Worksheet #9.5.5a and #9.5.5b (harder) (student copies)
Worksheet #9.5.5c and #9.5.5d (easier) (student copies)

Introduction: Review that immigrants considered under the economic immigrant category are assessed on their potential economic contribution to Canada. Economics has little to do with accepting refugees into Canada. Refugees are admitted based on humanitarian grounds.

Since World War II, security has been a concern throughout the world. Using violence as a way to make a political point is not new, but seems to have escalated in the last four or five decades. Canada’s immigration policy addresses security issues.

Today’s lesson is about refugees and security issues.

Procedure:

1. Since World War II, but even before, Canada has accepted refugees.

2. Have students turn to textbook, pages 177 and 178. Go over the term refugee, if necessary. Guide the reading.

3. Tell students to read textbook, page 178 independently.

4. Have students turn to textbook, page 179. Guide the reading, if you have the time. If not, go over the meanings of the words espionage and subversion.

5. Distribute Worksheet #9.5.5a and #9.5.5b or Worksheet #9.5.5c and #9.5.5d. Go over the directions.

Assignments:

2. Do either Worksheet #9.5.5a and #9.5.5b or Worksheet #9.5.5c and #9.5.5d.
Immigrants to Canada: Refugees

Directions: Use Issues for Canada, pages 177 and 178 to help you with these questions.

Following is some information on a few of the many refugee groups Canada has accepted over the years. Tell what make them refugees.

1. The Underground Railroad was an informal network of secret routes and safe houses used by nineteenth century Black slaves in the United States to escape to free states and Canada. The Underground Railroad was at its height between 1850 and 1860. One estimate suggests that by 1850, 30 000 people had escaped to Canada via the Underground Railroad. Escaping slaves knew their owners had every right to hunt them down and return them to their homes in the southern United States.

2. Between 1979 and 1980, 50 000 refugees from Vietnam were admitted to Canada. They were referred to as the “Boat People”. They included a variety of social class and both urban and rural dwellers. The majority did not speak English or French and had no relatives in Canada. What they had in common was that they knew they would be persecuted or even killed if they remained in Vietnam. The communist government of Vietnam was “cleaning” the country of those who had demonstrated they were against the government.

3. Behar Thyseni pulled on his black-and-red track nylon track suit, stood in the door of the airport hangar in Trenton, Ontario and peeked out at Canada. The brown-haired 14-year-old from Kosovo had just arrived from an overcrowded refugee camp. He had arrived with 246 of his countrymen. When Behar tried to talk about the violence he had seen in his war-torn home country of Yugoslavia, a deep sense of sadness filled his brown eyes. Finally, his eyes filled with tears. “Massacre," he said, dropping his fist through the air. He had witnessed the slaying of his relatives, neighbours and friends. He said he was extremely grateful to Canada for taking him in. For sure, he could not return to Kosovo in Yugoslavia.
Directions: Use Issues for Canadians, page 179 to answer the questions.

Examine the two excerpts taken Canada’s immigration laws in 1976 and 2002. The differences between the two reflect changes in Canada and around the world as far as security is concerned.

For each act underline all the sentences that describe situations addressed by the act.

1. Immigration Act 1976

People will not be admitted into Canada if
   • they have spied on Canada or one of its allies for an enemy country.
   • they are or have been suspected of doing anything to upset the democratic system of government or any institution in Canada.
   • they lived in any country that was an ally of Russia or China.
   • there is reason to believe that once they are in Canada, they will spy for an enemy country or do something against democracy.

2. Immigration and Refugee Protection Act, 2002

People already living in Canada cannot immigrate to, or stay in Canada if
   • they have spied on Canada for another country or there is reason to believe they will spy on Canada.
   • they are working for another country or government that would undermine democracy in Canada.
   • they are known to, or are suspected of terrorist activity.
   • they are a danger to the security of Canada.
   • they come from the same general or specific area of a country as a known terrorist.
   • they are taking part in activities that would or might endanger the lives or safety of Canadians.
   • they are members of an organization that engages in activities that endanger the lives of Canadians.

What do you think might have occurred between the years 1976 and 2002 that caused the federal government to include exclusion of people who have or might engage in acts of terrorism in their immigration laws?
Directions: Use Issues for Canada, pages 177 and 178 to help you with these questions.

Following is some information on a few of the many refugee groups Canada has accepted over the years. Tell what make them refugees.

1. The *Underground Railroad* was an informal network of secret routes and safe houses used by nineteenth century Black slaves in the United States to escape to free states and Canada. The Underground Railroad was at its height between 1850 and 1860. One estimate suggests that by 1850, 30 000 people had escaped to Canada via the Underground Railroad. Escaping slaves knew their owners had every right to hunt them down and return them to their homes in the southern United States.

   *would be enslaved, persecuted if remained in southern U.S.*

2. Between 1979 and 1980, 50 000 refugees from Vietnam were admitted to Canada. They were referred to as the "Boat People". They included a variety of social class and both urban and rural dwellers. The majority did not speak English or French and had no relatives in Canada. What they had in common was that they knew they would be persecuted or even killed if they remained in Vietnam. The communist government of Vietnam was "cleaning" the country of those who had demonstrated they were against the government.

   *persecuted or killed if remained in Vietnam*

3. Behar Thyseni pulled on his black-and-red track nylon track suit, stood in the door of the airport hangar in Trenton, Ontario and peeked out at Canada. The brown-haired 14-year-old from Kosovo had just arrived from an overcrowded refugee camp. He had arrived with 246 of his compatriots. When Behar tried to talk about the violence he had seen in his war-torn home country of Yugoslavia, a deep sense of sadness filled his brown eyes. Finally, his eyes filled with tears. "Massacre," he said, dropping his fist through the air. He had witnessed the slaying of his relatives, neighbours and friends. He said he was extremely grateful to Canada for taking him in. For sure, he could not return to Kosovo in Yugoslavia.

   *life would be in danger in Kosovo*
Immigration and Security Issues

Directions: Use Issues for Canadians, page 179 to answer the questions.

Examine the two excerpts taken Canada’s immigration laws in 1976 and 2002. The differences between the two reflect changes in Canada and around the world as far as security is concerned.

For each act underline all the sentences that describe situations addressed by the act.

1. Immigration Act 1976

   People will not be admitted into Canada if
   - they have spied on Canada or one of its allies for an enemy country.
   - they are or have been suspected of doing anything to upset the democratic system of government or any institution in Canada.
   - they lived in any country that was an ally of Russia or China.
   - there is reason to believe that once they are in Canada, they will spy for an enemy country or do something against democracy.

2. Immigration and Refugee Protection Act, 2002

   People already living in Canada cannot immigrate to, or stay in Canada if
   - they have spied on Canada for another country or there is reason to believe they will spy on Canada.
   - they are working for another country or government that would undermine democracy in Canada.
   - they are known to, or are suspected of terrorist activity.
   - they are a danger to the security of Canada.
   - they come from the same general or specific area of a country as a known terrorist.
   - they are taking part in activities that would or might endanger the lives or safety of Canadians.
   - they are members of an organization that engages in activities that endanger the lives of Canadians.

What do you think might have occurred between the years 1976 and 2002 that caused the federal government to include exclusion of people who have or might engage in acts of terrorism in their immigration laws?

increased incidences of terrorism in Canada and worldwide
Directions: Use Issues for Canadians, pages 177 and 178 to answer the questions.

1. What is a refugee?

2. The following sentences have to do with refugees in Canada. Cross out the incorrect words or phrases and write the correct words or phrases.
   b. Canada offered a home to refugees during the 1950s and 1960s in response to general world crises.
   c. In 1976, Canada made refugees one of its immigration clients. The change meant that Canada accepted refugees as their situations arose, instead of each time a crisis came up.

3. Which of the following best tells why Canada allows refugees to immigrate?
   a. Canada’s government has more money than it actually uses. Spending it on refugees is a good way to use it.
   b. The United States takes in only some refugees. Canada is trying to make up for what the United States does not do.
   c. Canada desperately needs more people to fill its cities because there are far too many empty houses.
   d. Canada believes that it is only humanitarian to provide a safe home for those whose safety and lives are in danger.

4. Think about the reasons that the Hutterites have moved throughout their history. Would you classify them as refugees? Tell why or why not.
Directions: Use Issues for Canadians, page 179 to help you answer the questions.

1. Examine the Immigration Act 1976. Based on what it says, which of the following do you think would be admitted to Canada? (Put a check mark (√) in the space.)

   √ After months of investigation, a woman working in the Department of National Defence was found to actually be a spy for the Chinese government.

   √ A man in his late forties was suspected of trying to incite riots in the streets of Edmonton against the Conservative Party of Canada. Government police thought he was a member of the Russian Communist Party.

   √ Three young women marched up to the Canadian embassy in London, England. They demanded that the ambassador put pressure on the Government of Canada to speed up the processing of their applications for immigration to Canada.

2. Examine the Immigration and Refugee Protection Act, 2002. Based on this law, which of the following would be denied admission as an immigrant to Canada? Put a check mark (√) in the space.

   √ a person spying on the Canadian government for a foreign government

   √ a person found to be planning to use an explosive to blow up the Parliament Buildings

   √ a person who had protested against the government in his home country for its treatment of the elderly

   √ a person belonging to an organization who uses terrorism to bring attention to itself

   √ a person who feels that oil sands development is wrong and plans to do destroy all the oil sands plants.
Immigration: Refugees

Directions: Use Issues for Canadians, pages 177 and 178 to answer the questions.

1. What is a refugee?
   - person who seeks refuge in another country because of danger or persecution in their home country

2. The following sentences have to do with refugees in Canada. Cross out the incorrect words or phrases and write the correct words or phrases.
   b. Canada offered a home to refugees during the 1950s and 1960s in response to general world crises.
   c. In 1976, Canada made refugees one of its immigration clients. The change meant that Canada accepted refugees as their situations arose, instead of each time a crisis came up.

3. Which of the following best tells why Canada allows refugees to immigrate?
   a. Canada’s government has more money than it actually uses. Spending it on refugees is a good way to use it.
   b. The United States takes in only some refugees. Canada is trying to make up for what the United States does not do.
   c. Canada desperately needs more people to fill its cities because there are far too many empty houses.
   d. Canada believes that it is only humanitarian to provide a safe home for those whose safety and lives are in danger.

4. Think about the reasons that the Hutterites have moved throughout their history. Would you classify them as refugees? Tell why or why not.

   Answer may vary — probably were persecuted in Eastern Europe and the U.S.

Worksheet #9.5.5c
Directions: Use Issues for Canadians, page 179 to help you answer the questions.

1. Examine the Immigration Act 1976. Based on what it says, which of the following do you think would be admitted to Canada? (Put a check mark (✓) in the space.)
   
   ______ After months of investigation, a woman working in the Department of National Defence was found to actually be a spy for the Chinese government.

   ______ A man in his late forties was suspected of trying to incite riots in the streets of Edmonton against the Conservative Party of Canada. Government police thought he was a member of the Russian Communist Party.

   ✓ Three young women marched up to the Canadian embassy in London, England. They demanded that the ambassador put pressure on the Government of Canada to speed up the processing of their applications for immigration to Canada.

2. Examine the Immigration and Refugee Protection Act, 2002. Based on this law, which of the following would be denied admission as an immigrant to Canada? Put a check mark (✓) in the space.
   
   ✓ a person spying on the Canadian government for a foreign government

   ✓ a person found to be planning to use an explosive to blow up the Parliament Buildings

   ______ a person who had protested against the government in his home country for its treatment of the elderly

   ✓ a person belonging to an organization who uses terrorism to bring attention to itself

   ✓ a person who feels that oil sands development is wrong and plans to do destroy all the oil sands plants.
Lesson 5.6


Resources/Materials: Issues for Canadians, pages 180 – 182
Worksheet #9.5.6a (harder) (student copies)
Worksheet #9.5.6b (easier) (student copies)

Introduction: Ask students for their opinions on whether non-Canadian citizens should have rights if they are in Canada. For example, if you are visiting Canada from another country, should you have the rights and freedoms outlined in the Charter? Today’s lesson discusses this very issue.

Procedure:

1. Have students turn to textbook, page 180. With them, go over the section summary.

2. Discuss the circle graph at the bottom of textbook, page 180. Discuss possible reasons why one-third of immigrants speak neither English nor French, but have still been allowed to immigrate. (Part of family-class and refugee categories.)

3. It is important to guide textbook, page 181. Explain that prior to the Singh decision, most refugees had to apply for refugee status from their home country. The Singh decision changed that. The result is that many people come to Canada as visitors, then apply to stay as refugees. This has been quite a challenge for immigration officials.

4. Have students read textbook, page 182 to examine some perspectives on the Singh decision.

5. Distribute either Worksheet #9.5.6a or Worksheet #9.5.6b. Go over the directions.

Assignments:

2. Do either Worksheet #9.5.6a or Worksheet #9.5.6b.
Directions: Use *Issues for Canadians*, pages 180 – 182 to answer the questions.

1. Examine the pie chart on textbook, page 180.
   a. What kinds of issues might the information in this graph raise for officials who are trying to help immigrants integrate into Canadian society?

2. Which individual rights in the Charter protect people who are in Canada and waiting for a refugee hearing?

3. Read the views and perspectives about the Singh decision on textbook, page 182. How do you feel about it? Write a short paragraph expressing your views.
Directions: Use Issues for Canadians, pages 180 – 182 to answer the questions.

1. Examine the pie chart on textbook, page 180.

   a. What kinds of issues might the information in this graph raise for officials who are trying to help immigrants integrate into Canadian society?

   What to do about all the non-Francophones and non-Anglophones

   b. What issues might the information raise for Francophones?

   How to increase number of Francophone immigrants

2. Which individual rights in the Charter protect people who are in Canada and waiting for a refugee hearing?

   All except those pertaining only to citizens

3. Read the views and perspectives about the Singh decision on textbook, page 182. How do you feel about it? Write a short paragraph expressing your views.

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Directions: Use *Issues for Canadians*, pages 180 – 182 to answer the questions.

1. Examine the circle graph at the bottom of textbook, page 180. From which immigrant categories would the people who spoke neither English nor French come?

2. Which of the following tells what the Supreme Court of Canada ruled about the case of Satnam Singh?
   a. Once you are rejected by the Immigration Act of 1976, the decision is final.
   b. All refugees must apply for refugee status from outside Canada.
   c. The Charter protects only individual rights for Canadian citizens.
   d. Canada’s government must provide people claiming to be refugees a hearing if they want it.

3. Read the views and perspectives expressed on textbook, page 182 about the Singh decision. Pretend they are numbered from 1 to 5, going down the left column first, then the right column. Match the views and perspectives to the sentences below.

   ______ It is absolutely ridiculous. People come from other countries and try to stay as refugees without any real proof. Meanwhile, Canada has to pay for their food, clothing, shelter, and medical expenses.

   ______ It’s fine to say that those applying for refugee status have to make the application from their home country. But if you are being persecuted there, it makes it nearly impossible.

   ______ The Singh decision was made by the judges of the Supreme Court of Canada. If you ask most Canadians, they will more than likely say it was a bad decision.

   ______ If you want to come to Canada as a refugee, then you have to follow the proper procedures. It is wrong to have an automatic right to come to Canada.

   ______ Canadians care about their fellow human beings. We need to protect those whose safety and lives are in danger. The Singh decision was a good one.
Directions: Use Issues for Canadians, pages 180 – 182 to answer the questions.

1. Examine the circle graph at the bottom of textbook, page 180. From which immigrant categories would the people who spoke neither English nor French come?
   - probably family class, refugee, or other.

2. Which of the following tells what the Supreme Court of Canada ruled about the case of Satnam Singh?
   a. Once you are rejected by the Immigration Act of 1976, the decision is final.
   b. All refugees must apply for refugee status from outside Canada.
   c. The Charter protects only individual rights for Canadian citizens.
   d. Canada’s government must provide people claiming to be refugees a hearing if they want it.

3. Read the views and perspectives expressed on textbook, page 182 about the Singh decision. Pretend they are numbered from 1 to 5, going down the left column first, then the right column. Match the views and perspectives to the sentences below.

   4. It is absolutely ridiculous. People come from other countries and try to stay as refugees without any real proof. Meanwhile, Canada has to pay for their food, clothing, shelter, and medical expenses.

   2. It’s fine to say that those applying for refugee status have to make the application from their home country. But if you are being persecuted there, it makes it nearly impossible.

   3. The Singh decision was made by the judges of the Supreme Court of Canada. If you ask most Canadians, they will more than likely say it was a bad decision.

   1. If you want to come to Canada as a refugee, then you have to follow the proper procedures. It is wrong to have an automatic right to come to Canada.

   5. Canadians care about their fellow human beings. We need to protect those whose safety and lives are in danger. The Singh decision was a good one.
Lesson 5.7

Concept: Immigration and the Collective Rights of Aboriginal People

Immigration and the Collective Rights of Franco-Albertan Communities

Resources/Materials: Issues for Canadians, pages 183 – 185
Worksheet #9.5.7a (harder) (optional, student copies)
Worksheet #9.5.7b (easier) (optional, student copies)

Introduction: Explain that immigrants arrive in Canada for many different reasons. Some already have arranged employment, know English and/or French and are pretty well self-sufficient from day one. Many others, however, need help to get adjusted to life in Canada. This affects the lives of groups with collective rights.

Procedure:

1. Have students turn to textbook, page 183. Guide the reading. Conclude that the collective rights of many Aboriginals to a comfortable lifestyle are still not yet met.

2. Have students read textbook, page 184 to find out how the current quality of life of Aboriginals is linked to immigration. (Basically, many Aboriginals feel that Canada should use it money and energy toward improving the standard of living for Aboriginals before it devotes money and energy to immigrants.)

3. The Franco-Albertan minority has been impacted differently. Have students read textbook, page 185 to find out how.

4. Have students write a paragraph addressing the issue of how to balance the needs of Aboriginals with the needs of immigrants.

5. Have students write a paragraph explaining what the Franco-Albertan must do to accommodate a more culturally diverse community.

6. ALTERNATELY. Distribute Worksheet #9.5.7a or #9.5.7b. Go over the directions.

Assignments:

2. Write paragraph addressing the how Canada should balance the needs of the Aboriginal peoples with the needs of immigrants.
3. Write paragraph addressing the changes the Franco-Albertan community must make to accommodate a more culturally diverse community.
4. ALTERNATELY. Do either Worksheet #9.5.7a or Worksheet #9.5.7b.
Directions: Use Issues for Canadians, pages 183 – 185 to answer the questions.

1. Aboriginal peoples are concerned that much of Canada’s time, energy and money that goes to the immigrant population should be spent on the Aboriginal population. From what you read in your textbook, complete the chart to compare and contrast the perspective of Aboriginal communities and the government of Canada.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Aboriginal Peoples Perspective</th>
<th>Canada’s Immigrant Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we ensure that all Canadians have access to their basic needs?</td>
<td></td>
<td>Spend money on programs to ensure that immigrants have the food, clothing, shelter and health care they need.</td>
</tr>
<tr>
<td>How can we ensure that there are enough skilled workers so that our economy can continue to grow?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. According to Frank McMahon and Paulin Mulatris, what change has there been in the Franco-Albertan community in recent years?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. In your opinion, what kinds of things should the Franco-Albertan community be doing to adjust to these changes?

________________________________________________________________________

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________________________________________________________________________
**Grade Nine Social Studies**  
**Issues for Canadians**  
**Immigration and Collective Rights**

**Directions:** Use *Issues for Canadians*, pages 183 – 185 to answer the questions.

1. Aboriginal peoples are concerned that much of Canada’s time, energy and money that goes to the immigrant population should be spent on the Aboriginal population. From what you read in your textbook, complete the chart to compare and contrast the perspective of Aboriginal communities and the government of Canada.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Aboriginal Peoples Perspective</th>
<th>Canada’s Immigrant Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we ensure that all Canadians have access to their basic needs?</td>
<td>Allocate resources so the Aboriginal citizens have a standard of living comparable to other Canadians</td>
<td>Spend money on programs to ensure that immigrants have the food, clothing, shelter and health care they need.</td>
</tr>
<tr>
<td>How can we ensure that there are enough skilled workers so that our economy can continue to grow?</td>
<td>Put more resources into education of Aboriginal persons so that they can acquire the knowledge and skills needed to gain employment</td>
<td>Encourage economic immigrants.</td>
</tr>
</tbody>
</table>

2. According to Frank McMahon and Paulin Mulatris, what change has there been in the Franco-Albertan community in recent years?

   *Immigration of Francophone of non-European descent*

4. In your opinion, what kinds of things should the Franco-Albertan community be doing to adjust to these changes?

   **Possible Answers**
   
   *Learn more about cultures of new immigrants*
Directions: Use Issues for Canadians, pages 183 – 185 to answer the questions.

1. Read textbook, page 183. Choose the sentence which best tells the main idea of each of the bulleted points from the textbook. Underline it.

As partners in Canada, Aboriginal peoples should have the reasonable expectation that they will be consulted when the government of Canada makes decisions that fundamentally shape the future.
As the founding peoples of Canada, Aboriginals should be able to tell the government of Canada what their policies should be when it comes to immigrants.

Through the years there have been many treaties and agreements between Canada’s Aboriginal communities and the government of Canada on how best to ensure prosperity. Yet, there remain many communities where there is much poverty. There have been many treaties and agreements between the Aboriginal peoples and the government of Canada. At last, there are signs that they are leading to a better standard of living.

Canada’s Aboriginal population could, but does not want to participate fully in Canadian society. Aboriginal communities across Canada are finding that their youth are not interested in a different lifestyle. Without better living conditions and access to good schools, it has been, and will continue to be very difficult for Aboriginals to get the education and training they need.

2. From a First Nations perspective, how does the fact that the government spends much money, time and energy on immigrants affect First Nations’ attempts to improve their living conditions and standard of living?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. In recent years the Francophone communities have changed to include people from non-European cultures. What impact do you think this will have on the Franco-Albertan community?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Grade Nine Social Studies
Issues for Canadians

 Immigration and Collective Rights

Directions: Use Issues for Canadians, pages 183 – 185 to answer the questions.

1. Read textbook, page 183. Choose the sentence which best tells the main idea of each of the bulleted points from the textbook. Underline it.

As partners in Canada, Aboriginal peoples should have the reasonable expectation that they will be consulted when the government of Canada makes decisions that fundamentally shape the future. As the founding peoples of Canada, Aboriginals should be able to tell the government of Canada what their policies should be when it comes to immigrants.

Through the years there have been many treaties and agreements between Canada’s Aboriginal communities and the government of Canada on how best to ensure prosperity. Yet, there remain many communities where there is much poverty. There have been many treaties and agreements between the Aboriginal peoples and the government of Canada. At last, there are signs that they are leading to a better standard of living.

Canada’s Aboriginal population could, but does not want to participate fully in Canadian society. Aboriginal communities across Canada are finding that their youth are not interested in a different lifestyle. Without better living conditions and access to good schools, it has been, and will continue to be very difficult for Aboriginals to get the education and training they need.

2. From a First Nations perspective, how does the fact that the government spends much money, time and energy on immigrants affect First Nations’ attempts to improve their living conditions and standard of living?

money, time and energy spent on helping immigrants to adapt to Canadian society is better spent on assisting Aboriginals to become better employed, more educated, and generally have better standard of living.

3. In recent years the Francophone communities have changed to include people from non-European cultures. What impact do you think this will have on the Franco-Albertan community?

must learn about the new cultures

expand its concept of Francophone culture

Worksheet #9.5.7b
Lesson 5.8

Concept: The Provinces’ Influence on Immigration Laws and Policies

Resources/Materials: Issues for Canadians, pages 186 – 191
Handout 5-8 (optional, student copies)
Worksheet #9.5.8a (harder) (student copies)
Worksheet #9.5.8b (easier) (student copies)

Introduction: Remind students that one reason that Canada encourages immigration is because of worker shortages. Most immigrants appear to want to move to the large cities of Toronto, Montréal and Vancouver. Discuss the types of issues this could lead to. (overcrowding, not enough jobs in larger cities, other areas of the country still have worker shortages)

Explain that provinces do have some influence over immigration practices.

Procedure:


2. Then have them examine and read textbook, pages 187 and 188. Conclude that in spite of the efforts of government, some worker shortages still exist.

3. OPTIONAL. Distribute copies of Handout 5-8. This handout contains the same information on “How to Ask Geographic Questions” as is found on textbook, page 187.

4. Explain that textbook, pages 189 – 191 describe two programs where provinces can influence immigration. The first is for all provinces; the second for Québec only. Tell students to read these pages independently.

5. Distribute either Worksheet #9.5.8a or Worksheet #9.5.8b.

Assignments:

2. Do either Worksheet #9.5.8a or Worksheet #9.5.8b/
The Provinces and Immigration Laws and Policies

Directions: Use Issues for Canadians, pages 186 – 191 to answer the questions.

1. Answer these questions about the map found on page 188.
   a. In 2007 what total percentage of immigrants settled in Canada’s three largest cities?

   b. In Toronto, what is the relationship between its population and its area?

   c. For what reasons might some immigrants choose to settle in rural areas of the country?

   d. Why do you suppose most immigrants do not settle in places like Iqaluit?

2. Examine textbook, pages 189 and 190. If you were Alberta’s Minister of Employment, Immigration and Industry, what would your nomination request for immigrants be?

4. With respect to Québec, there are more non-Francophone immigrants than there are Francophone immigrants. Yet, Québec requires that all immigrants attend Francophone schools. Why do you suppose this is?
Directions: Use Issues for Canadians, pages 186 – 191 to answer the questions.

1. Answer these questions about the map found on page 188.
   a. In 2007 what total percentage of immigrants settled in Canada’s three largest cities?
      
      68%

   b. In Toronto, what is the relationship between its population and its area?
      
      greater the area, greater the population

   c. For what reasons might some immigrants choose to settle in rural areas of the country?
      
      family class, immigrant's family lives in rural area
      just want rural lifestyle
      employment skills, immigrant possesses are needed in rural area

   d. Why do you suppose most immigrants do not settle in places like Iqaluit?
      
      extreme climate, isolation, limited employment opportunities

2. Examine textbook, pages 189 and 190. If you were Alberta’s Minister of Employment, Immigration and Industry, what would your nomination request for immigrants be?
   
   perhaps all categories shown in the table.

4. With respect to Québec, there are more non-Francophone immigrants than there are Francophone immigrants. Yet, Québec requires that all immigrants attend Francophone schools. Why do you suppose this is?
   
   want to ensure Québec stays predominantly French
Directions: Use Issues for Canadians, pages 186 – 191 to answer the questions.

1. Use textbook, pages 187 and 188 to answer these questions.
   a. What three cities received the most immigrants in 1007?
   b. What is the total percentage of immigrants who settled outside those three cities?
   c. Why might a particular family-class immigrant choose to settle in a city, town or rural area outside Canada’s three largest cities?

2. Use textbook, pages 189 and 190 to answer these questions.
   a. What percentage of all immigrants to Canada does Alberta receive?
   b. Many Kanadier Mennonite farm workers have moved from Mexico to work in southern Alberta. Under which category of immigrant would they fit?
   c. Which parts of Alberta’s economy faced the greatest labour shortages in 2006?
   d. Alberta’s Minister of Employment, Immigration and Industry might make a nomination request for 10 000 construction workers. Yet, it is possible that only 3 000 construction workers actually settle in Alberta. Why?

3. According to the Canada-Québec Accord all immigrants who settle in Québec must attend Francophone schools. Why do you suppose this is important to Québec?
The Provinces and Immigration Laws and Policies

Directions: Use Issues for Canadians, pages 186 – 191 to answer the questions.

1. Use textbook, pages 187 and 188 to answer these questions.
   a. What three cities received the most immigrants in 1007?
      Toronto, Montréal, Vancouver
   b. What is the total percentage of immigrants who settled outside those three cities?
      32%
   c. Why might a particular family-class immigrant choose to settle in a city, town or rural area outside Canada’s three largest cities?
      That is where his/her relative lives

2. Use textbook, pages 189 and 190 to answer these questions.
   a. What percentage of all immigrants to Canada does Alberta receive?
      8%
   b. Many Kanadian Mennonite farm workers have moved from Mexico to work in southern Alberta. Under which category of immigrant would they fit?
      Agriculture
   c. Which parts of Alberta’s economy faced the greatest labour shortages in 2006?
      Construction, Transportation, Manufacturing.
   d. Alberta’s Minister of Employment, Immigration and Industry might make a nomination request for 10 000 construction workers. Yet, it is possible that only 3 000 construction workers actually settle in Alberta. Why?
      Some choose to go to other provinces
      Lack of qualified applicants

3. According to the Canada-Québec Accord all immigrants who settle in Québec must attend Francophone schools. Why do you suppose this is important to Québec?
   Québec would like its province to remain predominately Francophone.
Lesson 5.9

Concept: Chapter Task

Resources/Materials: Issues for Canadians, page 192
Handout 5-7

Introduction: With students review the Chapter Task assignment.

Procedure:

1. With students brainstorm for ideas on how to make the storyboard attractive, interesting and easy to follow.

2. Allow students time to work on their storyboards, giving help as needed.

Assignments:

2. Work on storyboard.
Lesson 5.10

Concept:  Chapter Five Review

Resources/Materials:  Issues for Canadians, page 193
Chapter Five Review sheets (student copies)

Introduction:  Explain that Chapter Five has now come to an end and it is time to prepare for a test.

Procedure:

1.  With students go over the main topics covered in Chapter 5.

2.  Ask students to do all or part of the Chapter 5 Review on textbook, page 193.

3.  ALTERNATELY, have students do the Chapter Five Review sheets.

Assignments:

1.  Do the Chapter 5 Review on Issues for Canadians, page 123.

2.  ALTERNATELY.  Do the Chapter Five Review sheets.
## Chapter Five
How well do Canada’s immigration laws and policies respond to immigration issues?

### Review

1. Match the words in the box to their meanings.

<table>
<thead>
<tr>
<th>immigration point system</th>
<th>accord</th>
<th>labour force growth</th>
<th>demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singh decision law</td>
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<td>family class</td>
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<tr>
<td></td>
<td>Calgary Bridge Foundation</td>
<td></td>
<td>Franco-Albertan</td>
</tr>
<tr>
<td></td>
<td>policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a. _______________________ a Francophone who lives in Alberta
- b. _______________________ organization that assists immigrants to adapt to Canadian life
- c. _______________________ method used to determine if the applications of economic immigrants are accepted or rejected
- d. _______________________ the process of people establishing homes, and often citizenship, in a country that is not their native country
- e. _______________________ people applying for permanent residence in Canada on the basis of their skills or ability to conduct business
- f. _______________________ the study of the characteristics of populations
- g. _______________________ ruling that stated that people claiming refugee status have the right to a hearing which they attend in person
- h. _______________________ person who seeks refuge in another country because of danger or persecution in their home country
- i. _______________________ a formal agreement
- j. _______________________ the growth in the number of people who can work
- k. _______________________ legislation that sets principles or conditions that must be followed
- l. _______________________ category of immigrant who applies to come to Canada to be reunited with a family member
- m. _______________________ the procedures used to attain the objectives of a law
2. Describe each of the immigration categories.
   
a. economic immigrant
   
   b. refugee
   
   c. family class
   
   d. other

3. Examine the photograph on page 166 of Issues for Canadians. How is it different from how a similar photo taken in the 1800s would look like?

4. Which of the following is true? (Underline all the correct answers.)
   
   - Canada encourages immigration because the United States does.
   - Canada needs immigrants because it is generally short of workers in some areas.
   - Because Canada's birth and death rates are about equal, it needs immigrants if it wants its labour force to grow.
   - Soon the number of people entering the work force will equal the number of people retiring. Without immigration, Canada's work force will shrink.

5. Name and describe the point system factors used to assess applicants in the economic immigrant category.
6. Under what circumstances might an applicant for economic immigrant be rejected, even if he has the minimum number of required points? (See textbook, page 172.)

7. Answer true or false about Canada’s practices having to do with refugees.
   a. _______ Through the years Canada has accepted thousands of refugees.
   b. _______ One objective of Canada’s refugee program is to save lives and offer protection to people who are displaced and persecuted.
   c. _______ Refugees have been one of Canada’s immigrant categories since 1976.
   d. _______ Before 1976 Canada did not accept immigrants into the country.
   e. _______ All refugees must know how to speak either English or French.
   f. _______ People can apply for refugee status once they arrive in Canada.

8. Which of the following questions best describes the First Nations perspective on immigration?
   - Why does Canada not send more immigrants to First Nations reserves?
   - Why does Canada spend so much time, effort and money on accepting and attracting immigrants when much of its Aboriginal population lives in substandard conditions with few skills, low education levels, and poor prospects of securing a better future?
   - Why do immigrants choose to settle in cities when there is more than enough room in rural areas?
   - Why doesn’t Canada spend more money to attract immigrants?

9. How has recent immigration affected some Franco-Albertan communities?
   - The Alberta government has stopped funding Francophone schools.
   - There has been an increasing number of Francophones from European countries.
   - There has been an increasing number of Francophones from non-European countries.
   - The number of Francophone schools has doubled in the past year.
10. Examine the map and table on page 188 of *Issues for Canadians*.

a. Which of the following is true?

- The area of Toronto has increased every year from 1981 to 2006.
- The population of Toronto has increased every year from 1981 to 2006.
- The area of Toronto decreased in 1991 and so did the population.
- The population of Toronto doubled between the years 1981 to 2006.

b. You can infer from the information on the map and the table that

- one of the reasons Toronto’s population has increased is due to immigration.
- many people in Toronto have left the city because it is too crowded.
- many immigrants choose to live in Toronto because it has good shopping.
- immigrants are told by the federal government to live in the Toronto area.

11. Look at the table and graph on page 190 of *Issues for Canadians*.

a. What percentage of immigrants settle in Alberta?

- 50%
- 4%
- 18%
- 8%

b. If you were the Minister of Employment, Immigration and Industry for Alberta, which of the following types of immigrants would you nominate for settlement in Alberta?

- people to work in construction, resource development and banks
- people to work on farms, jails, and restaurants
- people to work in construction, manufacturing and business
- people to work in construction, agriculture and transportation

12. According to the Canada-Québec Accord immigrants to Québec

- cannot send their children to Francophone schools.
- must be bilingual.
- must be able to understand and speak French before immigrating.
- must send their children to Francophone schools.
13. Decide if each of these Canadian immigration policies and practices has to do with *economics, security, health* or *politics.*

________________________ You will not be allowed to immigrate to Canada if you have a disease that might endanger the public.

________________________ You will probably be able to immigrate to Canada if you are from a country that is persecuting you because you spoke out against the government.

________________________ You have a good chance of being able to immigrate to Canada if you understand, speak, read and write English or French well and if you have enough money start a good business.

________________________ The immigration department always checks to make sure that if you are allowed to immigrate to Canada, you have not previously engaged in terrorist activities.

________________________ Canada is short of medical doctors and hopes that doctors from other countries will immigrate to Canada.
14. **Short Answer Questions.** You will be asked to answer any two of the following:

a. Describe the categories of immigrants under the Immigration and Refugee Protection Act?

b. Describe the point system, including the criteria Canada uses to decide on whom to accept as economic immigrants.

c. What is Canada’s policy towards refugees?

d. Describe the changing role of security issues in Canada’s immigration laws and policies.

e. In what ways has Canada changed with regard to whom it accepts as immigrants?

15. **Essay Questions.** (You will be asked to answer one of these questions.)

a. What is the Immigration and Refugee Protection Act and what are its objectives?

b. How do the collective rights of Canadians influence immigration laws and policies?

c. Explain Canada’s point system and the advantages and disadvantages of that system.
Chapter Five

How well do Canada’s immigration laws and policies respond to immigration issues?

Review

1. Match the words in the box to their meanings.

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</table>

a. **Franco-Albertan** a Francophone who lives in Alberta

b. **Calgary Bridge Foundation** organization that assists immigrants to adapt to Canadian life

c. **Point system** method used to determine if the applications of economic immigrants are accepted or rejected

d. **Immigration** the process of people establishing homes, and often citizenship, in a country that is not their native country

e. **Economic immigrant** people applying for permanent residence in Canada on the basis of their skills or ability to conduct business

f. **Demographics** the study of the characteristics of populations

g. **Singh decision** ruling that stated that people claiming refugee status have the right to a hearing which they attend in person

h. **Accord** a formal agreement

i. **Labour force growth** the growth in the number of people who can work

j. **Law** legislation that sets principles or conditions that must be followed

k. **Family class** category of immigrant who applies to come to Canada to be reunited with a family member

l. **Policy** the procedures used to attain the objectives of a law
2. Describe each of the immigration categories.

a. economic immigrant __________________________
   skilled workers and business people.

b. refugee __________________________
   people who are escaping persecution, torture, or cruel
   and unusual punishment.

c. family class __________________________
   spouses, partners, children, parents, and grandparents
   of people living in Canada.

d. other __________________________
   people accepted as immigrants for humanitarian or
   compassionate reasons.

3. Examine the photograph on page 166 of Issues for Canadians. How is it different from
how a similar photo taken in the 1800s would look like?

1800s photo would probably only include people of British ancestry

4. Which of the following is true? (Underline all the correct answers.)

- Canada encourages immigration because the United States does.
- Canada needs immigrants because it is generally short of workers in some areas.
- Because Canada’s birth and death rates are about equal, it needs immigrants if it
  wants its labour force to grow.
- Soon the number of people entering the work force will equal the number of people
  retiring. Without immigration, Canada’s work force will shrink.

5. Name and describe the point system factors used to assess applicants in the economic
immigrant category.

1. Education - What education do you have?
2. Ability in Canada’s Official Languages - How well do you speak French and English?
3. Work Experience - What work experience do you have?
4. Age - How old are you?
5. Arranged Employment - Has an employer in Canada offered you a job?
6. Adaptability - What factors in your background will help you adapt to life in Canada?
6. Under what circumstances might an applicant for economic immigrant be rejected, even if he has the minimum number of required points? (See textbook, page 172.)

Health problems such as:
- condition that could put health of Canadians at risk.
- condition that could endanger public safety
- condition that could put excessive demands on Canada's health services.

7. Answer true or false about Canada's practices having to do with refugees.

a. true Through the years Canada has accepted thousands of refugees.

b. true One objective of Canada's refugee program is to save lives and offer protection to people who are displaced and persecuted.

c. false Refugees have been one of Canada's immigrant categories since 1976.

d. false Before 1976 Canada did not accept immigrants into the country.

e. false All refugees must know how to speak either English or French.

f. true People can apply for refugee status once they arrive in Canada.

8. Which of the following questions best describes the First Nations perspective on immigration?

- Why does Canada not send more immigrants to First Nations reserves?
- Why does Canada spend so much time, effort and money on accepting and attracting immigrants when much of its Aboriginal population lives in substandard conditions with few skills, low education levels, and poor prospects of securing a better future?
- Why do immigrants choose to settle in cities when there is more than enough room in rural areas?
- Why doesn't Canada spend more money to attract immigrants?

9. How has recent immigration affected some Franco-Albertan communities?

- The Alberta government has stopped funding Francophone schools.
- There has been an increasing number of Francophones from European countries.
- There has been an increasing number of Francophones from non-European countries.
- The number of Francophone schools has doubled in the past year.
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b. You can infer from the information on the map and the table that

- one of the reasons Toronto's population has increased is due to immigration.
- many people in Toronto have left the city because it is too crowded.
- many immigrants choose to live in Toronto because it has good shopping.
- immigrants are told by the federal government to live in the Toronto area.

11. Look at the table and graph on page 190 of Issues for Canadians.

a. What percentage of immigrants settle in Alberta?

- 50%
- 4%
- 18%
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b. If you were the Minister of Employment, Immigration and Industry for Alberta, which of the following types of immigrants would you nominate for settlement in Alberta?

- people to work in construction, resource development and banks
- people to work on farms, jails, and restaurants
- people to work in construction, manufacturing and business
- people to work in construction, agriculture and transportation

12. According to the Canada-Québec Accord immigrants to Québec

- cannot send their children to Francophone schools.
- must be bilingual.
- must be able to understand and speak French before immigrating.
- must send their children to Francophone schools.
13. Decide if each of these Canadian immigration policies and practices has to do with economics, security, health or politics.

- **Health**: You will not be allowed to immigrate to Canada if you have a disease that might endanger the public.

- **Politics**: You will probably be able to immigrate to Canada if you are from a country that is persecuting you because you spoke out against the government.

- **Economics**: You have a good chance of being able to immigrate to Canada if you understand, speak, read and write English or French well and if you have enough money to start a good business.

- **Security**: The immigration department always checks to make sure that if you are allowed to immigrate to Canada, you have not previously engaged in terrorist activities.

- **Economics/Health**: Canada is short of medical doctors and hopes that doctors from other countries will immigrate to Canada.
Lesson 5.11

Concept: Chapter Five Assessment

Resources/Materials: Chapter Five Test (student copies)

Chapter Task: If you had the students do the Chapter Task, this may suffice for assessment of the chapter.

Chapter Five Test: Use all or some of the test to assist you in assessing student knowledge and skills for the chapter.
Grade Nine Social Studies

Chapter Five
How well do Canada’s immigration laws and policies respond to immigration issues?

Test

Part A

Directions: Write the letter of the correct answer to each question on the answer sheet. Do not write in this booklet.

Match the words or phrases in the box to their meanings.

| a. accord | b. demographics | c. immigration |
| d. labour force growth | e. law | f. policy |
| g. point system | h. refugee | i. Singh decision |

1. person who seeks refuge in another country because of danger or persecution in their home country
2. a formal agreement
3. legislation that describes principles or conditions that must be followed
4. Supreme Court ruling that said that a person claiming refugee status in Canada has the right to a hearing, which he or she attends in person
5. system used to determine if an economic immigrant qualifies to move to Canada
6. study of the population in an area
7. describes the procedures that will be used to carry out the objectives of a law
8. the growth in the number of people who can work
9. the process of people establishing homes, and often citizenship, in a country that is not their native country
Answer T for true and F for false.

10. Canada’s immigration laws and policies have changed little since Confederation.

11. More than half of Canada’s immigrants come as economic immigrants.

12. One of the objectives of the Immigration and Refugee Protection Act of 2002 is to reunite families in Canada.

13. The demographic nature of Canada’s population has changed little in the past one hundred years.

14. Ethnic and racial backgrounds are two factors used in the point system.

15. Even though an economic immigrant may have the required number of points to move to Canada, he or she may be rejected if he or she has a health condition that may place a lot of demand on Canada’s health system.

16. Like many countries Canada has accepted many refugees over the years.

17. There is general agreement that the Singh decision by the Supreme Court of Canada was a good decision for all of Canada.

18. Many Aboriginal groups are concerned that Canada’s immigration laws and policies take away from the funds, time and energy that should be focused on the general welfare of Aboriginals.

19. A challenge for the Franco-Albertan community is how best to address the fact that many recent immigrants to Alberta are Francophones of non-European descent.

20. Provinces are allowed to “nominate” a percentage of immigrants it needs with specific skills.

For each question choose the best answer.

21. In the late 1800s Canada’s government concentrated on recruiting immigrants from

a. Africa.
b. Asia.
c. Eastern Europe.
d. English-speaking countries.
Use the information below to answer question 22.

### Immigration Categories, 2006

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refugee</td>
<td>13</td>
</tr>
<tr>
<td>Family class</td>
<td>28</td>
</tr>
<tr>
<td>Economic</td>
<td>55</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

22. From the information above you can infer that

a. most immigrants to Canada come from poor countries.
b. for some immigrants, life would be very dangerous if they remained in their home countries.
c. most people prefer Canada over the United States as an immigration destination.
d. only a few people immigrate so they can be reunited with family members.

23. Which point system factor most demonstrates that one of the objectives of immigration to Canada is to respect the bilingual and multicultural character of Canada?

a. education
b. ability in Canada’s official languages
c. work experience
d. arranged employment

24. Under Canada’s present immigration laws and policies, which of the following would most likely be rejected for immigration into Canada?

a. a woman who is afflicted with tuberculosis
b. an older man who wants to be reunited with his children living in Canada
c. a man from Britain who has specialized training in oil sands development
d. a woman trying to escape war in Sudan.

25. How have security concerns changed immigration policy in Canada?

a. Canada feels that threats due to espionage are no longer important.
b. Immigration policy must now include rejection of people from certain racial backgrounds.
c. There is no longer a threat of people trying it undermine the government.
d. There is an increase in the number of people who are engaging in terrorist activities to get what they want.
Use the following information to answer question 26.

<table>
<thead>
<tr>
<th>Language</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>53</td>
</tr>
<tr>
<td>Both French and English</td>
<td>9</td>
</tr>
<tr>
<td>Neither French nor English</td>
<td>33</td>
</tr>
</tbody>
</table>

26. You can conclude from the information that

a. economic immigrants most likely make up at least half of all immigrants.
b. less than one-tenth of all immigrants move to Québec.
c. together refugees and family class immigrants make up about one-third of all immigrants.
d. Alberta receives about five percent of all immigrants.

Use the information below to answer question 27.

Mr. Black: The only people who should be considered as immigrants or refugees are those who apply through the proper procedures and do so from their home countries.

Mr. Green: It is ridiculous to expect refugees to apply for refugee status from their home countries because it is conditions in their home countries that make it necessary for them to leave in the first place.

Mr. White: Why should Canadian taxpayers have to pay for the food, clothing, lodging and health care needs of people who arrive in Canada illegally and then claim they are refugees?

Mr. Brown: In matters of immigration, elected officials should be the only people who can make laws and set policy.

27. Which of the above speakers would most likely agree with the Singh decision?

a. Mr. Black
b. Mr. Green
c. Mr. White
d. Mr. Brown
Use the information below to answer question 28.

Be is resolved that the Assembly of First Nations calls on the federal government...to freeze all immigration coming into Canada until the federal government addresses, commits, and delivers resources to First Nations to improve the housing conditions, education, health and employment of First Nations communities.

28. Which of the following can you infer from the above statement?

a. The Assembly of First Nations feels that the federal government is doing what it can to assist immigrant groups adapt to life in Canada.
b. The Assembly of First Nations feels that the federal government should address the needs of First Nations people before it spends more time, effort and funds on immigration issues.
c. The Assembly of First Nations does not really care for immigrants and feels that most immigrants do not contribute to Canadian society.
d. The federal government has a history of working with First Nations communities to improve their lives.

29. Which of the following is a recent change facing some Franco-Albertan communities?

a. The Francophone community in Alberta is an official language minority.
b. Most Franco-Albertans are bilingual.
d. Many new Franco-Albertans are immigrants from non-European countries.

30. In 2007 most immigrants to Canada settled in

a. rural areas.
b. western Canada.
c. Québec.
d. Canada’s three largest cities.

31. Under the Provincial Nomination Program, a province can

a. apply to get a percentage of immigrants Canada selects, and can specify which particular skills those immigrants should have.
b. can select the name of a person it thinks would make a good immigration minister.
c. can choose to send any immigrant who has broken the law back to his or her home country.
d. take part in naming the persons who decide on family class immigrants.
32. Under the Canada-Québec Accord

a. Québec is allowed to require immigrants who settle in Québec to send their children to French-language schools.

b. Québec can turn away any immigrants who apply to come to Canada to be reunited with family who live in Canada.

c. Québec has been able to attract more Francophone immigrants than non-Francophone immigrants.

d. no Francophone immigrants are allowed to settle in provinces and territories other than Québec.

Use the information below to answer question 33.

Canada made many changes in its immigration laws with the adoption of the Immigration and Refugee Protection Act of 2002. Prior to the passing of this legislation, Canada was concerned mainly with preventing people involved in espionage and subversion against democratic government, institutions or processes. With the new legislation, Canada added clauses in the law dealing with preventing people who are suspected of, or have engaged in acts of terrorism from gaining entry into the country.

33. You can tell from the above that Canada has changed its immigration laws to reflect

a. health issues.

b. economic issues.

c. security issues.

d. health issues.
34. Short Answer Questions. (Answer any two.)

a. Describe the categories of immigrants under the Immigration and Refugee Protection Act?

b. Describe the point system, including the criteria Canada uses to decide on whom to accept as economic immigrants.

c. What is Canada’s policy towards refugees?

d. Describe the changing role of security issues in Canada’s immigration laws and policies.

e. In what ways has Canada changed with regard to whom it accepts as immigrants?

35. Essay Questions. (Answer one.)

a. What is the Immigration and Refugee Protection Act and what are its objectives?

b. How do the collective rights of Canadians influence immigration laws and policies?

c. Explain Canada’s point system and the advantages and disadvantages of that system.
Grade Nine Social Studies

Chapter Five
How well do Canada’s immigration laws and policies respond to immigration issues?

Test
Answer Sheet

1. ________
2. ________
3. ________
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## Grade Nine Social Studies

### Chapter Five

**How well do Canada’s immigration laws and policies respond to immigration issues?**

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<th>Test</th>
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