**Civics - CHV 2OA**

**Lesson 1: What is democracy?**

Read page 6, pages 12 to 14 and pages 16 – 17 of the Citizenship textbook and then complete the worksheet.

Then use the Internet to research different types of governments in order to complete the second worksheet.

**Lesson 2: The Charter of Rights and Responsibilities**

Read pages 40 – 42 of the Citizenship textbook and then complete the worksheet.

Read over the summary of The Charter of Rights and Freedoms and mark your true/false questions.

Complete the second worksheet using the summary.

Read pages 20 – 24 and 26 – 28 of the Citizenship textbook and then complete the last worksheet.

**Lesson 3: What are our civic responsibilities?**

Read the 2 page handout in your book.

Then choose 2 of the following responsibilities: Obeying the law; Taking responsibility for oneself & one’s family; Voting; Helping others; and Protecting our heritage and environment.

Answer the questions on the pages corresponding to your chosen responsibilities.

**Lesson 4: The Municipal government**

Read pages 3, 5, 8 – 13 of Lesson 4 in the ILC binder. Then complete the worksheets.

**Lesson 5: The Provincial government**

Read pages 2 – 13 of Lesson 6 in the ILC binder. Then complete the worksheets.

**Lesson 6: The Federal government**

Read pages 2 – 9 of Lesson 7 in the ILC binder. Then complete the worksheets.

Look at page 50 of the Civics textbook and complete the diagram provided.

**Lesson 7: Who does what?**

Complete the 2 worksheets by researching on the Internet or reviewing your notes from previous lessons.

**Lesson 8: Voting in Canada**

Read pages 14 – 20 of Lesson 7 in the ILC binder. Then complete the worksheet.

Read the article in your binder and then complete the worksheet.

**Lesson 9: Political parties**

Read pages 127 to 129 in the Citizenship textbook and then complete the worksheet.

Use the Internet to research the different political parties in order to complete the second worksheet.

**Lesson 10: Active Citizenship**

Read pages 2 to 6, 11, and 13 to 16 of Lesson 2 in the ILC binder. Then complete the worksheet.

Read pages 9 to 13 of Lesson 5 in the ILC binder. Then complete the worksheets.

**Lesson 11: Global Citizenship**

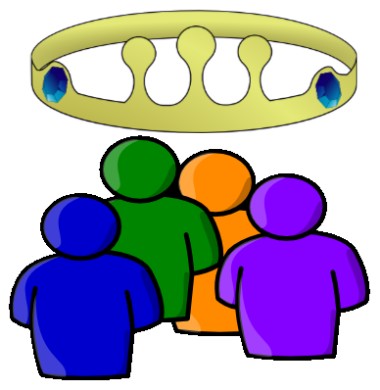
Read pages 2 – 15 of Lesson 8 in the ILC binder and then complete the worksheet.

Use the internet to research some global issues in order to complete the worksheet.

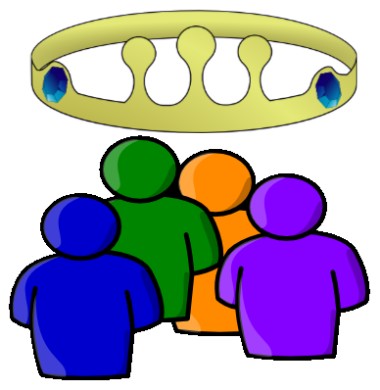
**Lesson 12: Case Studies**

Under construction

**SUMMATIVE**

**Introduction to Democracy**

1. 1. What are some of the more complex challenges that communities can help us to solve?
2. Why do governments exist?
3. What do governments provide us with?
4. What is a pluralist society?
5. What is an ideology?
6. What influence do ideologies have?
7. Define autocracy and democracy.
8. As an individual person living in a democracy, what is expected of you?



1. List the beliefs that are central to democracy:

**Types of Government**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Government** |  |  |  |  |  |  |  |
| **Definition** | Government is elected by the people | The absence of any government | Rule by a hereditary king or queen | Rule by a small group of wealthy, educated people | Rule by one person (often a military figure) | Rulers claim to be ruling on behalf of God | Rule by one political party |
| **Leader is called. . .** |  |  |  |  |  |  |  |
| **Is leader elected?**  **(Y or N)** |  |  |  |  |  |  |  |
| **How much control do they exert over their citizens?** |  |  |  |  |  |  |  |
| **Examples of countries ruled this way** |  |  |  |  |  |  |  |

**Government types**: *dictatorship, monarcy, oligarchy, democracy, theocracy, totalitarian, anarchy*

**The Constitution and The Charter of Rights and Freedoms**

***Read pages 41 & 42 of the textbook and fill in the blanks.***

A constitution is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Its first part outlines the structure for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The second part defines and limits which \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have what power.

Our first constitution, in 1867, was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Then in 1982 we crafted a new constitution that was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

which meant it did not have to be approved by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ any more.

Now, to make a change to our constitution, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ government and

\_\_\_\_\_\_\_\_\_ of the 10 provinces must agree.

Our Charter of Rights and Freedoms outilines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

HOW WELL DO YOU KNOW YOUR RIGHTS?

|  |  |
| --- | --- |
| **Statements** | **True or False?** |
| Some of my rights and freedoms in Canada are guaranteed in the Constitution. |  |
| Changes to the rights and freedoms of Canadians today must be approved by the Canadian and British parliaments. |  |
| Aboriginal rights are not included in the Canadian Charter of Rights and Freedoms. |  |
| Discrimination on the basis of gender, age, disability or race is prohibited under the Charter. |  |
| The Charter guarantees rights and freedoms to Canadian citizens only. |  |
| The freedom to express thoughts, beliefs and opinions, means that a person has the right to say whatever is on his or her mind. |  |
| If you are under 18 and are being questioned or charged with a crime, you have the right to have your parents or a lawyer present. |  |

**The *Canadian Charter of Rights and Freedoms*: A Summary**

A. Canada is based on the supremacy of God and the rule of law.

B. The rights and freedoms are guaranteed but only to such reasonable limits prescribed by law

as can be demonstrably justified in a free and democratic society.

C. Fundamental Freedoms:

a) freedom of conscience and religion

b) freedom of thought, belief, opinion and expression including -

i) freedom of the press (news reporters)

ii) freedom of peaceful assembly (public and private meetings of groups)

iii) freedom of association (to meet with anyone)

D. Democratic Rights:

a) right to vote

b) right to run in an election

E. Mobility Rights:

a) right to enter, stay in, and leave Canada

b) right to move to, stay in and work in another province

F. Legal Rights:

a) right to life, freedom and security

b) protection from unreasonable search and arrest or unreasonable imprisonment

c) the right to have a lawyer

d) the right to be charged and tried for a crime in a reasonable time

e) the right to be considered innocent until proven guilty in a fair trial

f) the right not to be given cruel or unreasonable punishment

G. Equality Rights:

a) protection from discrimination based on race, country of origin, colour, religion, age,

sex, or any disability

H. Official Languages:

a) the right to use English and French in the courts and government offices of Canada

I. Minority Rights:

a) the right to be educated in English or French where there are sufficient students

J. Aboriginal Rights:

a) recognition of existing Aboriginal rights, treaty rights and land settlements of the

Aboriginal peoples (e.g., Indian, Inuit, Métis)

k. Notwithstanding exemption:

The Charter permits Parliament or a provincial legislature to adopt legislation to override section

CANADIAN CHARTER OF RIGHTS AND FREEDOMS

CASE STUDIES

**Instructions**:

* Use the Canadian Charter of Rights and Freedoms in order to determine

which right or freedom is being violated in each scenario.

* Write your answer in the space provided under each situation.
* Use the Word List below to assist you in your answers.

**Word List:**

Fundamental Freedoms Democratic Rights

Mobility Rights Legal Rights

Equality Rights Official Languages of Canada

Minority Language Educational Rights

**Which Right or Freedom has been violated?**

1. Tim was sentenced to 20 years in prison without a trial.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Fred was arrested for being a member of the Catholic Church.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. A group of teens meeting for a poetry reading are told that they have to

leave the park.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Joe was not given a promotion because his employer knew he was

homosexual.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Sally and most of her friends speak French, but the school board refuses

to open a French school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. May cannot find anyone to speak to her in French at the government help

line.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Karl is not allowed to vote in the provincial election because he lives on a

farm.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Phillip was whipped in prison by the guards because he laughed.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Julie was not allowed in the store because of her skin colour.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Lisa was arrested and taken to prison but she is not sure why.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Peter was not allowed in the restaurant because they thought his

wheelchair would be in the way.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. Ellen, a Canadian citizen, lived in China for 2 years and was not allowed

back into the country when she tried to return.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. Jeff was arrested for having a bumper sticker on his car that said: “Use

Common Sense and Vote out Paul Martin.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. Mohammed was arrested because he looked suspicious.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RIGHTS AND RESPONSIBILITIES

TERMS

**Instructions:**

Read pages 20 – 24 and 26 – 28 of the Citizenship textbook to help you define each of the following termsthat pertain to the rights and responsibilities of citizenship in Canadian

democracy.

|  |  |
| --- | --- |
| **TERM** | **DEFINITION** |
| Rights and freedoms |  |
| Majority rule |  |
| Minority rights |  |
| Consensus |  |
| Responsibility |  |
| Rule of law |  |
| Common goals |  |
| Democratic rights |  |
| Examples of Civil rights |  |
| Examples of Political rights |  |
| Examples of Social rights |  |

|  |
| --- |
| **Civic Responsibility**  The *Canadian Charter of Rights and Freedoms* helps secure the basic needs of people living in Canada by giving governments guidelines that they must follow as they adopt laws and implement programs. Laws must apply equally to all citizens regardless of their differences. In other words, the *Canadian Charter of Rights and Freedoms* represents our beliefs, values and hopes for a peaceful nation. Some have said that the constitution of a country is “like a mirror reflecting the national soul.”  Source: Peter W Hogg, *Constitutional Law of Canada*, 4th ed (Scarborough: Carswell, 1997). |

Rights and responsibilities, of course, are closely linked. For example, if you have the right to vote, you also have the responsibility to use your vote to express your position in elections. In Canada, you also have the right to free public education; however, you have the responsibility to pay taxes, which, in turn, fund that education. Our responsibility as citizens is to do what we can to contribute to the common good of our community, so that everyone benefits. Generally speaking, we try to meet the basic needs of all people, even though it can be difficult to reach agreement on how our goals should be achieved.

|  |  |
| --- | --- |
| **How are responsibilities linked to rights?**  When people apply to become citizens of Canada, they must meet requirements, one of which is that they must have an adequate knowledge of the responsibilities and privileges of Canadian citizenship. In order to demonstrate their knowledge, they must pass the Canadian Citizenship test. To help them prepare for the test, the government provides them with a document called *Discover Canada*, which is the Canadian Citizenship Guide. |  |

According to the guide, there are six main responsibilities associated with Canadian citizenship:

|  |  |
| --- | --- |
| This is a photograph of the scales of justice.  Scales are often used to represent Justice. | **1. Obeying the law**: One of Canada's founding principles is the rule of law. Individuals and governments are regulated by laws and not by arbitrary actions. No person or group is above the law. |

|  |  |
| --- | --- |
| **2. Taking responsibility for oneself and one's family:** Getting a job, taking care of one's family, and working hard in keeping with one's abilities are important Canadian values. Work contributes to personal dignity and self-respect, and contributes to Canada's economic prosperity. | This is an image of a mechanic looking under a car.  Work enables us to support out families. |

|  |  |
| --- | --- |
| This is a clipart image of a jury.  Serving on a jury is part of our democratic responsibility. | **3. Serving on a jury**: When called to do so, you are legally required to serve in a court of law. Serving on a jury is a privilege that allows the justice system to function since it depends on the country's citizens to make up impartial juries. |

|  |  |
| --- | --- |
| **4. Voting in elections:** The right to vote comes with a responsibility to vote in federal, provincial or territorial, and local elections. | This is a photograph of the word vote - the v is a checkmark.  Voting is a fundamental right for all Canadians. |

|  |  |
| --- | --- |
| This is a photograph of a woman teaching two young children to read.  Helping young children learn to read is one of many ways to volunteer and participate in the life of your community. | **5. Helping others in the community**: Millions of volunteers freely donate their time to help others without pay by helping people in need, assisting at your sister's school, volunteering at a food bank or other charity, or encouraging newcomers to integrate. Volunteering is an excellent way to gain useful skills and develop friends and contacts. |

|  |  |
| --- | --- |
| **6. Protecting and enjoying our heritage and environment:** Every citizen has a role to play in avoiding waste and pollution while protecting Canada's natural, cultural, and architectural heritage for future generations. Understanding Canada's history and geography is also considered part of knowing what heritage to protect. | This is a photograph of two people in a canoe in the early morning.  We must all participate in the preservation of our natural environment. |

|  |  |
| --- | --- |
| [This is a photograph of a group of teens wearing t-shirts with the word "volunteer" on them. The teens are all smiling and pointing towards the camera.](https://courses.elearningontario.ca/content/Canadian_World_Studies/CHV2O_2014/CHV2OPU03/CHV2OPU03A04/images/TeensVolunteering.jpg?_&d2lSessionVal=ITsX4tLoANysIhMWI8CjXdnlu&ou=4230885)  Have YOU started earning your community service hours? | One complaint that is frequently thrown at “today's youth” is that they know all about their rights but very little about their responsibilities. Of course, this criticism is largely unfair. Young people today are volunteering in record numbers and are standing up for issues they believe in like never before. Nevertheless, everyone—regardless of their age—can use a good reminder about what our country expects of them in return for the benefits of living in a democracy like ours. In the next activity, you're going to have an opportunity to learn more about what is going on in your own community, and how well your neighbours are living up to their civic responsibilities. |

**Choose 2 of the following 5 responsibilities and answer the questions pertaining to those topics**

1. **Obeying the Law**
2. What was the crime rate in your community last year? Is it higher or lower than last year? To help you find data, visit the Statistics Canada website, or search the Internet about crime statistics in your area.
3. Search the internet for **news stories** about **crime rates** in your area and summarize your findings. **ALTERNATIVELY**, check if your municipal police force or the Ontario Provincial Police publish crime rate statistics and state the top three **types of crimes** that are most often committed in your community.
4. In the news story or data that you were able to locate, analyse the data by looking for differences between crimes committed by adults compared to young offenders. Consider males compared to females. Are some crimes increasing but others decreasing? If so, which ones?
5. This is about obeying laws and so far, the focus has been on criminal law. List at least **three** *other* ways people should obey the law. Your list might include the registration of a vehicle, legal downloading of music, paying taxes, providing child support, not dumping garbage, etc.
6. What supports or services exist in your community to assist **victims** of crime?
7. **Taking Responsibility for Oneself and One’s Family**
8. Find out how many people were without a job in your community by researching the unemployment rate for your community last year. Statistics Canada will help you find the numbers you need. What programs exist to help people who are out of work in your community?
9. Conduct an Internet search to find out which companies employ the most people in your community or local area. Are there companies or programs in your community that assist young people who are looking for summer jobs? Visit the website of Employment Canada to learn more.
10. Is there a food bank and /or a homeless shelter in your community? If so, how many clients did they serve last year? Is there information about how many people have been served in previous years? What patterns (if any) can you detect?
11. What programs and / or services exist in your community to assist individuals and families with special needs? Visit the websites of the Ontario Ministry of Community and Social Services and/or the Ontario Ministry of Children and Youth to learn more.
12. What supports exist in your community to assist senior citizens?
13. **Voting in Elections**
14. Find out the name of the federal riding that you live in by visiting the Elections Canada website. Record other information about your federal riding such as:

i) What is the name of your representative or Member of Parliament (MP) for your

federal riding?

ii) What was the number of eligible voters in your riding in the last federal election?

Of those who were eligible, how many voted?

1. Who is your Member of Provincial Parliament (MPP)? Visit the Elections Ontario website to learn information such as:

iii) What was the number of eligible voters in your riding in the last provincial

election? Of those who were eligible to vote, how many voted? What percent is this?

1. Locate and list the website for your municipal government to find out:

iv) Who is your mayor?

v) Who is your city councillor?

vi) What was the number of eligible voters in your city or township in the last

municipal election? Of those who were eligible to vote, how many voted?

1. Even school boards have a form of government. Visit your school board website to find out:

viii) Which school trustee represents your school at the school board meetings?

ix) Does your school board have a student trustee? If so, what is her or his name?

x) What issue(s) has your school trustee or student trustee been addressing at

school board meetings? You may find some of these issues in the minutes of those meetings.

1. **Helping others in the community**
2. List at least **five** different organizations in your local community that work to help others. Examples could include: shelters for the homeless or victims of domestic violence, rehabilitation centres, and/or programs for people living with substance abuse problems, drop in centres for teens, group homes, and support groups for people living with physical or mental illnesses.
3. Find a story in your community newspaper about individuals or groups who are working to help others. List the title, author, date of the article, and summarize the **Five W’s** (who, when, where, what, why) from the story.
4. Pick one community organization that works to help others and that is of interest to you. Record the **name and contact information** for this organization and list **two** reasons why it is of interest to you.
5. If possible, find and record information about how much money it costs this organization to operate for one year. How much money does it need to raise through fundraising?
6. List **three** initiatives, events, or ways that your school or other schools in your community have supported people or raised money for charity in the local community.
7. Has your school supported people in other countries in the global community? If so, how?
8. **Protecting and enjoying our heritage and environment**
9. List at least three different environmental groups that are active in your local community or region. If you are not sure where to start looking for this information, try the website of the Ontario Environmental Network.
10. Cut and paste the mission statement of one of the environmental groups you listed. If you can’t find a clear mission statement, examine the website and list what you think are the main goals and objectives of the organization or why the group exists. What does it plan to do?
11. List at least **two** volunteer activities or events that people could participate in if they were to join this organization.
12. You may have noticed a blue and gold plaque marking a historic site in your area while travelling—these are used to indicate heritage sites in Ontario. There is a searchable database for all such plaques across the province. List at least **two** heritage sites in your local community or region, and include why they are a heritage site.
13. To learn more about museums, buildings, natural heritage sites, conservation easements, and more, look here. On this sub-page, locate and list the heritage property closest to where you live. Briefly describe the site and why it is so special. You may choose to use the last box to comment on your personal thoughts about this site.**Local Governments**

Use the information in Lesson 4 of the ILC binder to answer the following questions.

1. Local government is also known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ government.

2. a) How is money for local government raised?

b) Look at the pie chart of the budget of a community shown on page 5. Name 4 different expenses that local governments have.

3. The organization of municipal governments may vary from province to province. However, most generally have a \_\_\_\_\_\_\_\_\_ number of members compared to provincial and federal governments. The head of the municipal council, called a \_\_\_\_\_\_\_\_\_\_ or a \_\_\_\_\_\_\_\_\_\_, is usually elected by a general vote. Other members (councillors) may be elected in an \_\_\_\_\_\_\_\_\_\_ system where the ones with the most votes are elected, or in a \_\_\_\_\_\_\_\_\_\_ system, where voters can only vote for someone in their own geographical area. Municipal elections may also elect people to other councils such as \_\_\_\_\_\_\_\_\_\_ boards or \_\_\_\_\_\_\_\_\_\_ commissions. Bureaucrats, also called \_\_\_\_\_\_\_\_\_\_ servants, handle much of the work of the municipal government. However, the elected municipal council are the ones who actually create policies and legislation called \_\_\_\_\_\_\_\_\_\_, as well as decide which services to deliver.

**Municipal Governments**

1. Describe what happens at each step of the municipal decision-making process.

Step 1:

Step 2:

Step 3:

Step 4:

1. Why do some people argue that municipal governments are the most important level of government.

**Provincial Government**

Use the information from Lesson 6 in the ILC binder to answer the following questions.

1. a) Fill in the chart below to compare the Federal level of government with the Provincial level.

|  |  |
| --- | --- |
| **Federal Government** | **Provincial Government** |
| Executive Branch   * Governor General * Prime Minister * Cabinet * Civil service | Executive Branch   * Civil service * Dfasdf * Dffgafg |
| Legislative Branch   * Members of Parliament (MP’s) | Legislative Branch   * Members of Parliament (MP’s) |
| Judicial Branch   * Supreme Court of Canada | Judicial Branch   * Supreme Court of Canada |

b) How are people selected to fill the following positions:

Lieutenant-Governor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Premier \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cabinet Minister \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Public Servant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What is the role of the Official Opposition in the government?

3. What do we mean by “the common good”?

4. Why is it important that no single group dominates government decision making?

5. What is meant by the term bias?

6. In what ways do citizens receive information about social and political issues? Answer in point form with as many information sources as you can think of.

7. Match the following terms to their correct definitions by putting the correct letter beside each term.

\_\_\_\_\_ legislature

\_\_\_\_\_ party discipline

\_\_\_\_\_ lieutenant-governor

\_\_\_\_\_ point of view

\_\_\_\_\_ Act

\_\_\_\_\_ Question Period

\_\_\_\_\_ ridings

\_\_\_\_\_ portfolios

a) electoral districts

b) debate on the principles of a proposed bill

c) where elected representatives meet to discuss and vote on proposed laws

d) expectation that backbenchers will vote with their party

e) head of state in the Province

f) time where opposition members raise issues and debate government proposals

g) government departments

h) proposed law

i) position that writers take in expressing their opinions; usually supported with facts

j) a bill that has been passed by the legislature

**Federal Government**

Use the information from Lesson 7 in the ILC binder to answer the following questions.

1. Complete the chart below:

|  |  |  |
| --- | --- | --- |
|  | Head of State | Head of Government |
| Title |  |  |
| How chosen |  |  |
| 3 or more responsibilities |  |  |

2. What are some of the factors that the Prime Minister must consider when choosing members of the Cabinet?

3. The most important part of Parliament is the \_\_\_\_\_\_\_\_\_\_. The party with the \_\_\_\_\_\_\_\_\_\_ seats forms the government; the leader of this party becomes the \_\_\_\_\_\_\_\_\_\_. The party with the second-highest number of seats becomes the O\_\_\_\_\_\_\_\_\_\_ O\_\_\_\_\_\_\_\_\_\_ and sits across from the government in the House of Commons. One of the most visible jobs of the opposition happens in \_\_\_\_\_\_\_\_\_\_ when the issues and actions of the government are debated.

4. Other than participating in parliamentary proceedings in the House of Commons, what other job are MP’s responsible for?

5. Read through the information on the Senate. Identify at least 2 reasons why some Canadians might be dissatisfied with the Senate.

6. What feature of Canada’s judiciary helps to ensure its independence?

7. Brainstorm a list of people who you think are significant political leaders in Canada today. Choose one to research. Write a 4 – 5 sentence summary of his or her achievements. As well, identify why you think this person is a significant leader.

**FEDERAL GOVERNMENT OF CANADA**

Is broken into 3 divisions or branches. Fill in the boxes below.

Governor General

* manages daily government business
* develops plans for future government action
* makes laws
* interprets and enforces laws

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Branch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Branch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Branch

Canada has 3 levels of government. Answer the following questions to demonstrate your understanding of how they are different.

|  |  |  |  |
| --- | --- | --- | --- |
| Question | **Federal** | **Provincial** | **Municipal** |
| What is the name of the Queen’s representative at this level?  Who currently holds this position? |  |  |  |
| What is the title of the leader at this level?  Who currently holds this position?  What party do they represent? |  |  |  |
| What is the official name of the elected members at this level of government?  How many members are there?  Who currently holds this position for your area? |  |  |  |
| How often are elections held?  When is the next election? |  |  |  |

**Who is responsible for what?**

1. Look at the list below and identify which level of government is responsible for that task. You may look at the blue pages of the phone book to help you if you are not sure.

Use **P** for provincial, **F** for federal, and **M** for municipal

Defense

Public transit

Employment Insurance

Local roads

Education

Currency

Postal service

RCMP

Libraries

Property zoning

Healthcare

Snow removal

OPP

Garbage collection

Public health

Licenses

Highways

Water supply

Foreign affairs

Passports

**Voting Systems**

1. Explain the following types of government that can be formed after an election:

1. Majority
2. Minority
3. Coalition

2. What is the voting age in Canada? Is there anyone who is not entitled to vote in Canada?

**VOTER TURNOUT**

1. What voting problem do we have in Canada?
2. Why is this a problem?
3. Is there anything we can do to fix this problem? Explain how.

**Article on Voter Turnout**

**Canada’s Major Political Parties**

Read pages 127 to 129 in the Citizenship textbook. Then answer the following questions.

1. What is a political party?
2. What is a party platform?
3. Compare how left wing and the right wing beliefs differ in regards to how much the government should be involved in our lives.
4. List the four largest registered Federal Political Parties. (Keep in mind that the Canadian Alliance Party and the Progressive Conservative Party have merged to create the Conservative Party of Canada).
5. Identify two “other” registered Federal Political Parties that have never achieved Official Party Status in elections in Canada, but do have continuing support.

See Infosource 4-15 in order to answer the next two questions.

1. What two requirements does a political party need to fulfil in order to receive Official Party Status?
2. What are three benefits that Official Political Parties receive?
3. What is an **independent** candidate?

**WHO STANDS WHERE?**

**ISSUE ANALYSIS WORKSHEET**

1. Choose 2 issues that would be important for the entire country. Examples include health care, education, the environment, jobs and/or unemployment, poverty, child care, etc.
2. Next, visit the websites of Canada’s major political parties to find out where they stand on each of the issues. In the space provided, summarize the position of each political party on each issue, using point form.
3. One extra row has been added to allow you to add in the name of one additional political party of your own choosing. This could be a smaller party that is running candidates in your area, or a party that you’ve heard of in the media.
4. Now that you’ve looked at the party positions, it’s time for ***you*** to take a stand. What do you think about this issue? Who’s right? Why? What would you do if you were the Prime Minister? Write one paragraph (5-8 sentences) to express your thoughts. Be sure both to express your opinion and to back up that opinion with at least two specific facts.
5. When you’ve completed the chart and the paragraph, proofread it carefully and then submit it for evaluation.

|  |  |  |
| --- | --- | --- |
|  | Issue #1: | Issue #2 |
| **Conservative Party**  **Leader’s Name:** |  |  |
| **Green Party**  **Leader’s Name:** |  |  |
| **Liberal Party**  **Leader’s Name:** |  |  |
| **New Democratic Party**  **Leader’s Name:** |  |  |
| **One additional political party:**  **Leader’s Name:**  **Party’s Website URL:** |  |  |

**Active Citizenship**

Read pages 2 – 6 from Lesson 2 in the ILC binder to answer the following questions:

1. Citizen participation includes becoming \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Name 2 reasons why some people do not get involved in our democracy.

3. What do lobbyists do?

4. Give 2 examples of lobbyists from the lesson.

5. What other large organizations attempt to influence politicians and public opinion?

6. Do you think voting should be made mandatory in Canada?

7. Read page 11 from Lesson 2 and then answer Support Question #14.

a)

b)

c)

8. There are many ways that citizens can get involved to make democracy work. Read pages 13 – 16 & page 20 from Lesson 2 and then complete the chart below to summarize some of the different ways we can get involved.

|  |  |  |  |
| --- | --- | --- | --- |
| **Opportunity** | **Brief Description** | **Advantage** | **Disadvantage** |
| Raising money |  |  |  |
| Educating others |  |  |  |
| Voting |  |  |  |
| Joining an interest group |  |  |  |
| Challenging decisions (appeals) |  |  |  |
| Participating in a demonstration |  |  |  |

9. Read pages 24 and 25 and then list 5 activities of lobby groups.

10. Read pages 9 – 13 of Lesson 5 in the ILC binder. Then answer the following questions about the Pepsi case study.

a) What groups were involved? Name at least 4.

b) What did the trustees hope to accomplish?

c) What did the students hope to accomplish?

d) What methods did each group use to promote its point of view?

e) To what extent did each group’s goals seem to reflect the will of the majority?

f) How successful was each group in reaching its goals?

**Active Citizenship**

1. List all of the ways that people can get involved in the decision making of our country. This can include federal, provincial or municipal involvement. Try to list 10 different ways to get involved.

2. Put a star beside any of the things from your list that you have already done or would be willing to do in the future.

3. Why is it important to get involved? What would be the consequence if very few people got involved?

**Global Citizenship**

Read pages 2 – 15 from Lesson 8 in the ILC binder to answer the following questions:

1. Compare the life of a “global citizen” (see diagram on pg. 2) with your life. Think of 10 ways in which you and your life are connected to the rest of the world.
2. Read the list of global realities that affect us all on page 3. Try to come up with 2 more examples to add to the list.
3. What is one problem that arises from people travelling all over the world?
4. Why is this a problem?
5. Read the summary about David Suzuki and determine whether or not he fits the criteria of a global citizen.
6. Identify 3 types of human rights violations.
7. In what ways are Canadians protected from human rights violations?
8. How has Canada demonstrated its commitment to reducing human rights abuses?

**GLOBAL ISSUES**

Go to the website <http://www.un.org/en/globalissues/> and look at the list of issues listed on the side of the page.

1. Which 5 issues would you consider to be the most important issues of today?

2. Out of these 5 issues, choose 2 to explain in more detail. Describe what the issue is all about in your own words.

Issue #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issue #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Why should Canadians care what is happening on the other side of the world?

4. How can you get involved in the global issues that you researched above?