

Canada in the Contemporary World

Democracy and Governance in Canada

2
CLUSTER

GRADE
9





Cluster 2

Learning Experiences: Overview

9.2.1 Law, Order, and Good Government

KC-005 Give examples of ways in which government affects their daily lives.

Examples: rights and freedoms, security, laws, education, health care, services...

KC-006 Describe Canadian parliamentary democracy.

Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.

KC-007 Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.

KP-044 Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.

9.2.2 Representing Canadians

KC-008 Describe electoral processes and roles of political parties.

KC-009 Identify contemporary political leaders in Canada.

Include: Aboriginal, federal, provincial, local.

KP-046 Give examples of ways in which people can individually and collectively influence Canada's political and social systems.

Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...

VC-002 Value their democratic responsibilities and rights.

9.2.3 Building a Just Society

KC-010 Describe responsibilities and processes of the justice system in Manitoba.

Include: Aboriginal justice systems, Youth Criminal Justice Act.

KC-010A Describe Aboriginal perspectives on justice and law.

Examples: Aboriginal justice systems, restorative justice, alternative sentencing, policing..

KP-045 Describe factors related to Aboriginal self-determination in Canada.

Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making....

9.2.4 Citizen Participation

KC-013 Describe their responsibilities and rights as citizens of Canada and the world.

KC-013A Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.

KC-013F Describe their responsibilities and rights as francophone citizens of Canada and the world.

VP-015 Be willing to exercise their responsibilities and rights as citizens living in a democracy.

Examples: citizen involvement in political processes, freedom of speech, freedom of association...

9.2.5 Democratic Ideals in Canada

KC-011 Identify ways in which democratic ideals have shaped contemporary Canadian society.

Examples: rule of law, equality, diversity, freedom, citizen participation in government...

KC-012 Assess the advantages and disadvantages of democratic processes in Canada.

Include: majority/minority issues.

VC-001 Appreciate democratic ideals in Canadian society.

VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine the connections among people, government, and law. This study includes a focus on concepts related to the parliamentary process, participation in the electoral process, the justice system, the responsibilities and rights of citizens, and the influence of democratic ideals in the evolution of contemporary Canadian society.



Engaging Students in the Cluster

- Create a display of pictures of political leaders in Canada.
- Create a ‘mental politics’ quiz based on local, provincial, and national political positions that have been newsworthy.
- Create a pictorial display of government buildings across Canada.
- Display a map of the British Commonwealth of Nations circa 1940.
- Display a world map and attach markers to illustrate various types of government in different countries, including:
 - multiparty democracy
 - communist
 - autocracy
 - traditional monarchy
 - limited democracy
 - one-party state
 - military junta(Consult atlases or websites for current information.)
- Create a display of political cartoons.
- Set up a display of election memorabilia.
- Display maps of electoral ridings.
- View news clips related to contemporary political issues.
- View news clips related to justice or injustice.
- Display news articles about political events in other nations around the world.
- Create a display of pictures and symbols that reflect the justice system in Canada and/or Manitoba.
- Create a display of materials related to becoming a Canadian citizen (Tip: Consult Citizenship and Immigration Canada at <www.cic.gc.ca/english/immigrate/index.html>).
- Create a display of provincial/territorial symbols (e.g., coats of arms, flags, flowers, birds...).

Learning Experiences

9.2.1 Law, Order, and Good Government

9.2.2 Representing Canadians

9.2.3 Building a Just Society

9.2.4 Citizen Participation

9.2.5 Democratic Ideals in Canada



9.2.1 Law, Order, and Good Government

- KC-005 Give examples of ways in which government affects their daily lives.
Examples: rights and freedoms, security, laws, education, health care, services...

- KC-006 Describe Canadian parliamentary democracy.
Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.

- KC-007 Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.

- KP-044 Describe the division of power and responsibilities of federal, First Nations, provincial, territorial, and municipal governments.

Enduring Understanding

Canada’s government is a federal system of parliamentary democracy based on a constitutional monarchy.

Description of the Learning Experience

Students learn about the distribution of powers and responsibilities among levels of government in Canada and consider how government affects their daily lives. They design diagrams and role-plays to represent the structures and processes of lawmaking and decision making in Canada.

Vocabulary: parliamentary democracy, constitutional monarchy, federalism, legislative, executive, judicial functions (See Appendix E for Vocabulary Strategies.)

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
<p>Appendix A Skill 2</p>	KC-005	<p>Activate</p> <p>Collaborative groups of students brainstorm what they know or believe about “government,” recording ideas on sticky notes or small slips of paper. Groups sort their ideas into four or five categories, giving each a title and arranging them on chart paper. Each group presents their chart and the class discusses similarities and differences, clearing up misconceptions and generating questions they may have about government to help plan the learning experience.</p> <p>TIP: It may be useful to provide a Word Splash including key words for the learning experience to help stimulate brainstorming ideas.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-006	
	KC-007	
	KP-044	
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-005 KC-006 KC-007 KP-044	Students record their daily activities in the course of a normal day and indicate how government is involved, directly or indirectly, in each activity. For example: <ul style="list-style-type: none"> • The alarm clock goes off: Daylight Savings Time, hydro facilities • They listen to the radio: CRTC • The drive to school: road maintenance, schools – Department of Education, purchase – sales tax, et cetera Students discuss how government affects their daily lives, reacting to a statement such as “government has nothing to do with me.”
— or —		
	KC-005 KC-006 KC-007 KP-044	Students create a list of important events in their lives from birth to death. Using Think-Pair-Share, they consider how many of these events involve government services, regulations or authorities, either directly or indirectly. Pairs of students add to or refine one another’s lists. In a general class discussion, students exchange ideas to reach agreement as to a set of categories for the various roles of government in their lives (e.g., basic services, economic security, safety and protection...).
— or —		
 	KC-005 KC-007	Collaborative groups of students perform a “Lord of the Flies” role-play in which they find themselves stranded on an island. They enact a scene that establishes who is in charge, how group decisions will be made, how responsibilities are shared, and how disputes will be settled. After the role-play, students debrief, discussing why government is necessary and what the roles or functions of government are. <p>TIP: It may be useful to read an excerpt from the beginning of <i>Lord of the Flies</i> by William Golding to set the scene. If a group finds themselves stranded on an island, what will they decide to do first? What are the priorities? Who will be responsible for what? In the debriefing session, elicit ideas that help students become aware of the three roles of government: making rules, carrying out rules and decisions, and enforcing rules.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-005 KC-007	<p>Students are divided into four groups representing a dictatorship, an oligarchy, a democracy, and egalitarian/consensus rule. Each group clarifies the principle that will govern their decision making, based on the type of government:</p> <ul style="list-style-type: none"> • Dictatorship – one person has final decision and all must comply • Oligarchy – a small minority has final authority and all must comply • Democracy – vote by plurality (greatest number) or by majority (50% plus one) • Egalitarian/consensus – decision must be agreed to by all parties <p>Students may draw cards to determine who holds authority in the dictatorship or oligarchy. Groups are then given a relevant issue on which to come to a decision (e.g., school dress code, mandatory homework, school ban on cell phones or MP3 players, curfew regulations...). Each group arrives at a decision following their process. The class discusses the pros and cons of each decision-making process, including the level of group satisfaction, efficiency of the process, degree of fairness, and so on. In a debriefing session, students compare various forms of government and express opinions about them.</p>
— or —		
 	KC-005 KC-006 KC-007	<p>Consulting dictionaries and other sources as needed, students generate hypotheses as to the meaning of the <i>legislative</i>, <i>executive</i>, and <i>judicial</i> roles of government and how these roles are carried out in Canada. Once their research is complete, they fill out the provided chart.</p> <p>TIP: Encourage students to activate prior knowledge of the roles of government. Students have had a general introduction to the Canadian system of government in Grade 6. Also refer to the BLM 9.2.1b: for key ideas to be elicited in this activity.</p> <p> 9.2.1 a BLM: Legislative, Executive, and Judicial Roles of Government</p> <p> 9.2.1 b BLM: Features of Canadian Government (2 pages)</p>
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Acquire		
— or —		
 	<p>KC-006 KC-007</p>	<p>Pairs of students are assigned one of the features of Canadian government and create a Concept Overview to represent or define that feature. Students gather in groups with pairs who have created a Concept Overview for a different feature of government, and each pair explains their assigned term to the rest of the group. Groups discuss which features of Canadian government they consider to be the most significant and explain their reasons why.</p> <p> BLM: Features of Canadian Government (2 pages)</p>
— or —		
	<p>KC-005 KP-044</p>	<p>Collaborative groups of students are provided with a set of responsibilities and powers of various levels of government. Groups sort and predict the responsibilities and powers under federal, First Nations, provincial, and municipal governments. Students then read the provided information on constitutional guidelines, and use this information to correct and re-sort the responsibilities and powers under the appropriate level of government.</p> <p>TIP: Using BLM 9.2.1c, provide a mixed set of responsibilities to each group to sort under appropriate categories. Students may consult the government pages of the local telephone book to assist them in categorizing powers and responsibilities. Advise students that many of the powers and responsibilities are shared between two or more levels of government (e.g., environmental protection and legislation).</p> <p>Explain to students that this is the principle of <i>federalism</i> as laid out in the Constitution: powers and responsibilities are distributed between a central federal government and local provincial governments.</p> <p>First Nations powers and responsibilities are in negotiation based on Article 25 of the Canadian Charter of Rights and Freedoms, which recognizes that:</p> <p><i>The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal, treaty or other rights or freedoms that pertain to the aboriginal peoples of Canada including</i></p> <ol style="list-style-type: none"> a) <i>any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763; and</i> b) <i>any rights or freedoms that now exist by way of land claims agreements or may be so acquired.</i> <p> BLM: Division of Powers and Responsibilities (3 pages)</p> <p> BLM: Division of Powers and Responsibilities—KEY (2 pages)</p>

(continued)

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-006 KC-007	<p>Collaborative groups of students are given a cut-up version of an organizational chart of the Canadian government. They reassemble the pieces in a way they see fit. Include an illustration on the reverse side of the chart so that students may check the accuracy of their chart when they are done.</p> <p>TIP: Refer to BLM 9.2.1e for a sample organizational chart showing the structure of the Canadian government. Enlarge the chart on the back of a large poster or illustration and cut it up into its constituent pieces (e.g., monarchy, Governor General, Prime Minister, Cabinet, legislative, executive, and judicial branches, House of Commons, Senate...).</p> <p> BLM: Government in Canada</p>
	or	
	KC-005 KC-006 KC-007 KP-044	<p>Collaborative groups of students read and respond to the provided quotes about Canadian government, federalism, the parliamentary process, federal-provincial relations, or federal-First Nations relations. Students state the key idea of each quotation, and select two or three quotes that best reflect the nature of Canada. In a guided plenary discussion, students exchange ideas about the quotes with which they were most in agreement or disagreement.</p> <p> BLM: Talking about Government in Canada (2 pages)</p>
	or	
	KC-005 KC-006 KC-007 KP-044	<p>Students scan newspapers to select current news reports or editorials addressing issues related to governance in Canada (e.g., rights and freedoms, constitutional issues, fair representation, elected Senate, cabinet powers, federal-provincial relations, federal-First Nations relations, judicial issues...). Students analyze the articles using a model such as the one suggested in BLM 9.2.1g, and share their ideas with the class.</p> <p> BLM: Issue-Based Article Analysis</p>
	<i>(continued)</i>	
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-005 KC-006 KC-007 KP-044	<p>Collaborative groups of students research the Canadian parliamentary process, with each group member assigned to cover the role of one of the following elements:</p> <ul style="list-style-type: none"> – Federalism – Monarchy – Governor General – Senate – Prime Minister – Cabinet – House of Commons <p>Groups prepare a short oral presentation in which each member personifies an element of the system of governance (e.g., “I am a federal system of government. This means that I ...”; “I am the Constitution of Canada. I am the basis for ...”; “I am a member of the Senate. I am chosen by... My role is to ...”). Students may then arrange themselves in a physical configuration that helps explain the Canadian parliamentary process.</p> <p>Other students take notes in a chart form or graphic organizer form as they observe the presentations.</p> <p>TIP:</p> <ul style="list-style-type: none"> • A free resource kit may be ordered from Canadian Heritage at <i>Canadians and Their Government: A Resource Guide</i>: <www.pch.gc.ca/progs/pec-csp/resource/index_e.cfm> • The Resource Guide is also available online at: <www.pch.gc.ca/special/gouv-gov/index_e.cfm> • A short publication explaining government in Canada titled <i>How Canadians Govern Themselves</i> is available online from the Library of Parliament at: <www.parl.gc.ca/information/library/idb/forsey/index-e.asp> <p>This publication is also available from any Member of Parliament.</p>
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-005 KC-006 KP-044	<p>Collaborative groups of students create charts showing the main positions in federal, First Nations, provincial, and municipal governments. Consulting a variety of sources as needed, they cut out and sort the responsibilities of the legislative, executive, and judiciary branches in the various levels of government. Students may also include the names of current leaders at various levels of governance. Groups share their charts and make corrections and refinements as necessary.</p> <p>TIP: If the students find it too difficult to design a chart on their own, provide them with a model structure as suggested in BLM 9.2.1h, and ask them to sort the positions under the appropriate category.</p> <p> BLM: Government Positions/Levels (2 pages)</p>
— or —		
 	KC-005 KC-006 KC-007 KP-044	<p>Students go on a field trip to a place of government (e.g., City Hall, Town Hall, band office, Law Courts, Legislative Building, Government House...) to take a guided tour, observe proceedings, or meet with a government representative. In advance, students generate questions about that level of government, its procedures, and its structure that may be presented to speakers. Following the visit, students write a letter of appreciation to the person responsible and summarize what they have learned about government through the visit.</p>
— or —		
	KC-005 KC-006 KC-007 KP-044	<p>A guest speaker in a municipal, First Nations, provincial, or federal government position (e.g., MLA, town councillor, reeve, local First Nation Chief, MP, judge...) is invited to the school to speak about government processes and responsibilities. Students pose questions about the relevant level of governance. Following the visit, students prepare a thank-you letter and reflect on what they have learned about governance.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies								
Acquire <i>(continued)</i>										
— or —										
	KC-005 KC-006 KC-007 KP-044	<p>Students view a video that details the various levels of government in Canada and outlines the Canadian parliamentary system of government. Following the viewing, students discuss the positive and negative aspects of our Parliamentary process and consider ways, other than voting, in which citizens can become involved in the democratic process.</p> <p>SUGGESTED VIDEOS:</p> <p><i>Government in Canada</i> (National Film Board, 1991), series of four videos, each approximately 30 minutes:</p> <ul style="list-style-type: none"> • <i>Democracy at Work – It’s Your Choice</i>: democratic process and citizen participation • <i>Our National Parliament – The Inside Story</i>: a parliamentary page talks about the daily routines of the federal government • <i>The Constitution – The Law of the Land</i>: traces Canada’s constitutional development • <i>Local and Provincial Governments – Working Together</i>: examines the structure of provincial and municipal governments using a local issue as an example 								
	— or —									
	KC-005	<p>Students read a short informational text about the role of the provincial Ombudsman that includes examples of reasons why people might access that office. Students add additional examples of their own, and share examples in a class discussion.</p> <p>TIP: The resource, <i>Joining the Herd: A Handbook on Participating in Manitoba’s Government</i>, created by the Manitoba Ombudsman’s office to assist Grade 9 teachers on this topic. It was distributed to schools in early 2007. For more information, or for a copy of the resource, contact the Ombudsman at:</p> <table border="0"> <tr> <td>Winnipeg</td> <td>Brandon</td> </tr> <tr> <td>750-500 Portage Avenue</td> <td>603-1011 Rosser Avenue</td> </tr> <tr> <td>Phone: 204-982-9130</td> <td>Phone: 204-571-5151</td> </tr> <tr> <td>Toll-Free: 1-800-665-0531</td> <td>Toll-Free: 1-888-543-8230</td> </tr> </table>	Winnipeg	Brandon	750-500 Portage Avenue	603-1011 Rosser Avenue	Phone: 204-982-9130	Phone: 204-571-5151	Toll-Free: 1-800-665-0531	Toll-Free: 1-888-543-8230
Winnipeg	Brandon									
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Phone: 204-982-9130	Phone: 204-571-5151									
Toll-Free: 1-800-665-0531	Toll-Free: 1-888-543-8230									
 BLM: The Ombudsman (2 pages)										
Teacher Reflections										

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
	KC-005 KC-007 KP-044	<p>Apply</p> <p>Students work in pairs to complete a set of questions about daily-life situations and the division of powers and responsibilities in Canada. Students may also formulate additional questions of their own, using daily-life situations, and exchange questions with another pair.</p> <p> BLM: Levels of Government and Daily-Life Situations (3 pages)</p>
		<p style="text-align: center;">or</p> <p>Using the provided key words, students create posters or use graphics software to prepare an organizational chart explaining the Canadian federal system and the structures of the Canadian parliamentary process. Students include icons or symbols to represent the legislative, executive, and judicial branches of government, and include graphics to clearly represent the process.</p> <p>NOTE: BLM 9.2.1e presents a suggested model, including key words. If students are ready to do so, they may design a chart that shows the relationships and division of powers between federal, provincial, First Nations, or municipal levels of government. In this case, students may work in small groups with one member designated as responsible for each level of government, and adding to the chart additional details about that level.</p> <p> BLM: Government in Canada</p>
	KC-006 KC-007	<p style="text-align: center;">or</p> <p>On a wall chart showing the levels of government in Canada as well as their legislative, executive, and judiciary roles, students select and post newspaper articles in the appropriate column. Students present a short summary of the article to the class, explain how it affects daily life, and justify its placement on the wall chart (e.g., this article deals with the executive branch of the provincial government because it is a provincial Cabinet decision about the budget of Manitoba...).</p> <p>TIP: A suggested model for the wall chart is included in BLM 9.2.1h.</p> <p> BLM: Government Positions/Levels (2 pages)</p>
		<p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-005 KC-006 KC-007	<p>Students participate in a collaborative role-play of a model Parliament (e.g., Question Period on a current issue, the enactment of a bill becoming a law, a Parliamentary debate on a current issue in Parliament, a day in the life of a Parliamentarian...). After the role-play, the class debriefs, discussing the positive and negative aspects of the Canadian parliamentary system.</p> <p>TIP: Strive to make the role-play as authentic as possible by setting up the classroom as the House of Commons and following the protocol and procedures of the House. If the students are unfamiliar with Parliament, have them view a relevant CPAC broadcast and take a virtual tour of Parliament Hill. Suggestions for classroom activities and procedures for a model Parliament are included in the education pages of the Library of Parliament.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 	KC-005 KC-006 KC-007	<p>Students create a multimedia presentation (e.g., in <i>PowerPoint</i>) showing the various steps involved in a bill becoming law. Select a current issue in the news to propose as a bill for Parliament, and encourage the students to present arguments for and against the bill as part of their multimedia presentation.</p> <p>TIP: Consult the Library of Parliament education website for supports related to teaching about government.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 	KC-005 KC-006 KC-007 KP-044	<p>Students create a tourist brochure explaining the workings and structure of the Canadian government to newcomers to Canada or to tourists visiting Parliament. Brochures are posted and shared in a Carousel activity.</p> <p>TIP: Before beginning this project, bring in sample tourist brochures and develop with the class a set of descriptive criteria for effective brochures. Establish a list of key words that should be included or content that must be covered, based on the learning outcomes (e.g., Constitution, monarchy, Governor General, Prime Minister, leader of the Opposition, Question Period, Cabinet, House of Commons, Senate, federal system...).</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 Appendix A Skill 5 	KC-005 KC-006 KC-007 KP-044	Students create an electronic flow chart illustrating the executive, judicial, and legislative functions of government, and showing the roles of certain figures or lead players (e.g., Cabinet members, committee members, Leader of the Opposition...). The design of the flow chart should include symbols or images to help represent each part of the Parliamentary process (e.g., Question Period, committee study, the opening of Parliament, caucus meetings, royal assent, a Supreme Court judgement...). Flow charts may begin with an election, and go as far as depicting the effects on the everyday lives of citizens of Canada. Students present their flow charts in collaborative groups and discuss ways in which democratic government is ultimately responsible to the people (i.e., the principle of responsible government).
or		
 Appendix A Skill 10c 	KC-005 KC-006 KC-007 KP-044	Students create a collage of political cartoons, photographs, quotes, and news headlines that show some of the issues that can arise as a result of a federal system (e.g., federal-provincial relations, budget issues, recognition of Québec as a distinct society, Western alienation...). The collage should illustrate the organization of the federal system and the problems or issues that can arise as a result of a federalist system of government.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
 Appendix A Skill 6g	KC-005 KC-006 KC-007 KP-044	Students view a video that portrays a critical view of the erosion of democracy in the concentration of power in the executive branch in contemporary parliamentary processes. Students discuss the issues raised and consider the limitations of responsible government. SUGGESTED VIDEO: <i>Does Your Vote Count? The Underground Royal Commission</i> . This is a three-part documentary featuring Manitobans Paul Kemp, Reg Alcock, and Judy Wasylicia-Leis. It examines the role of the MP, the impact of the media, and the accountability of Canada’s federal government.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-005 KC-006 KC-007 KP-044	<p>Students find a reference in the newspaper to a bill that is currently before Parliament, and determine from the article the stage of the bill (i.e., first reading, second reading—debate and amendments, committee examination, third reading in House of Commons, Senate readings, royal assent). Working in collaborative groups, students predict what will happen to the bill next, and decide which interest groups will be most affected by the bill, and how they will strive to lobby or influence MPs or Senators as they debate the bill in Parliament or in committee.</p> <p>Student predictions are posted and compared to Parliamentary decisions, which may be posted on the wall timeline. Students discuss why the passing of bills takes so long in the democratic process and how lobbying may influence the votes of Parliamentarians.</p> <p>TIP: Additional details are available on activity cards that are available on the Library of Parliament Education website.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KC-005 KC-006 KC-007	<p>Students view a short excerpt from Question Period on CPAC (the Canadian Parliamentary Access Channel), in order to observe the role of the media in determining the subject and the nature of the debate. Students gather news articles to select and predict items of national importance that may become issues raised in the next Question Period. Students then follow up by scanning news reports to analyze media coverage of issues raised in Question Period, noting which issues were given the most coverage and how they were covered. Students engage in discussion about the influence of the media in the parliamentary process.</p> <p>TIP: Note that Question Period in the House of Commons is a lively forum, and that all MPs are very aware of this. It attracts great media coverage, and questions and answers are prepared accordingly. MPs also use this forum to pose questions dealing with local issues of interest to their ridings. Encourage students to notice whether the MP from their area was involved in the discussion and whether any local issues received media coverage.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.1 Law, Order, and Good Government

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	<p>KC-005 KC-006 KC-007</p>	<p>Students write a RAFT, where they take on the <i>Role</i> of a bill about to become law, trying to convince an <i>Audience</i> of reluctant MPs to agree to its passing in the <i>Format</i> of a persuasive letter, on the <i>Topic</i> of the consequences of the law not being passed. Alternatively, they may take on the <i>Role</i> of the Prime Minister addressing the <i>Audience</i> of Cabinet members, explaining in the <i>Format</i> of a persuasive speech why they must all be of one mind on a current news <i>Topic</i> related to official bilingualism. They may also take on the <i>Role</i> of a critic of the media speaking to the <i>Audience</i> of the media-consuming public of Western Canada in the <i>Format</i> of a political cartoon on the <i>Topic</i> of Western alienation. RAFT items are shared with the class and invited guests, and students discuss the value of taking on a different perspective or point of view.</p>
<p>Teacher Reflections</p>		

Teacher Reflections



9.2.2 Representing Canadians

KC-008	Describe electoral processes and roles of political parties.
KC-009	Identify contemporary political leaders in Canada. <i>Include: Aboriginal, federal, provincial, local.</i>
KP-046	Give examples of ways in which people can individually and collectively influence Canada's political and social systems. <i>Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...</i>
VC-002	Value their democratic responsibilities and rights.

Enduring Understanding

An important aspect of the Canadian democratic system is regular, impartial, and fair elections, and a free voice for citizens with respect to government policy.

Description of the Learning Experience

Students learn about Canadian electoral processes and develop critical media literacy skills through discussion, research, role-plays, and consulting a variety of information sources.

Vocabulary: electoral processes, plurality, majority, first-past-the-post, civil disobedience (See Appendix E for Vocabulary Strategies.)

Note: During an election period, this learning experience may become a provincial or federal election simulation. Many of the activities proposed may be used as a part of the mock election process.

Detailed teaching resources for planning a parallel or simulated election are available on the Elections Canada website:

- Elections Canada, Learning Resources, Election Simulation:
<www.elections.ca/content_youth.asp?section=yth&dir=res/tea/sim&document=index&lang=e&textonly=false>

Your Power to Choose, a Manitoba curriculum-based program created by Elections Manitoba, includes lesson plans, activities, and support materials for students to experience every aspect of a provincial election. Contact Elections Manitoba at 204-945-3225 or <www.electionsmanitoba.ca>.

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
	KC-008	<p>Activate</p> <p>Collaborative groups of students scan newspapers, newsmagazines, and Internet news sources to gather references to the various political parties of Canada and brainstorm what they know about each party. Groups share with the class the names of parties they have seen in the news and details of what they know about each party. In a guided classroom discussion, students generate hypotheses about the roles of political parties in Canadian electoral processes.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-009	

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-009	<p>Students view photographs of current political leaders from print and electronic news sources. Students match names and position titles to the photos, consulting news sources as needed. Photos and details may be posted on a bulletin board or in individual portfolios or scrapbooks for further reference.</p> <p>TIP: Refer to BLM 9.2.2a for a suggested list of leaders to include. Encourage students to begin collecting and posting caricatures or political cartoons of Canadian leaders, taking a few minutes at the beginning of class to analyze the messages in these cartoons.</p> <p> BLM: Contemporary Political Leaders (2 pages)</p>
or		
	KC-008 KP-046 VC-002	<p>Students read the provided list of Canadian priorities. They indicate the ten they believe to be most important and give reasons for their choices. In collaborative groups, they compare and discuss their priorities and provide justification for them. They seek to reach consensus on an ordered list of ten priorities that they present to the class.</p> <p>TIP: Review the suggested priority list with the students, and encourage them to narrow down or define the priorities more specifically as needed (e.g., they may wish to focus specifically on child poverty, on support for disabled persons, on gender equity issues...). If it is not possible to reach consensus on the list, ask students to discuss how it can be ensured that dissident voices are at least considered. Encourage students to draw parallels with the need for discussion and debate in Parliament.</p> <p>Students may use these priority lists to later conduct research on the websites of various political parties, in order to compare their own priority lists with those of Canada’s political parties.</p> <p> BLM: Canadian Priorities (2 pages)</p>
		<i>(continued)</i>
Teacher Reflections		

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-008 KP-046 VC-002	<p>Collaborative groups of students brainstorm a list of principles that would ensure that elections are consistent with the principles of democratic citizen participation (e.g., accessibility, equality, impartiality, clarity, freedom...), as well as practices that would support the principles (e.g., making sure each person can only vote once ensures equality, a secret ballot ensures freedom, having maximum participation ensures accessibility, educating the people about the choices and the process ensures clarity, not allowing any bullying or bribes ensures freedom...). Principles and practices are shared and collated in a class discussion.</p> <p>TIP: These criteria may be used as a basis for conducting a student council election or determining a student council constitution.</p>
	— or —	
	KC-008 KC-009 KP-046 VC-002	<p>Students are presented with a school- or community-based scenario regarding a social or political issue they consider to be important (e.g., community composting programs, public walking/cycling paths, skateboard parks, rapid transit, community poverty issues...). Working in collaborative groups, students brainstorm a variety of ways in which citizens can influence decision making about the issue. Ideas could include:</p> <ul style="list-style-type: none"> – Prepare a petition – Circulate pamphlets or posters – Attend a local town hall meeting – Obtain a radio spot to advertise – Sponsor a candidate – Engage in an action of civil disobedience – Write letters to government representatives – Lobby local elected representatives – Raise funds for a political party that addresses this issue – Develop a slogan or advertising campaign – Obtain the support of an established organization – Organize a peaceful protest – Circulate information on the Internet – Organize a community forum – Vote – Establish a new political party <p>Groups share their lists with the class to create a collective list.</p>
	<p>Teacher Reflections</p>	

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
 	KC-008 KC-009 KP-046	<p>Acquire</p> <p>Using print and electronic resources, as well as the provided outline, students research contemporary political leaders in Canada. Students collect photographs of political figures and quotes by and about political figures, and write a brief description of the associated responsibilities and roles. Students gather in collaborative groups to assist one another and share information in completing their charts.</p> <p>TIP: Refer to Teacher Note 4 (TN-4) for guidelines. This activity may be carried out as a Web Treasure Hunt by providing students with relevant Internet sites on which to find the information. (Visit the URL listed below for a list of sites.) Review with students the requirements for correctly quoting sources for all photographs and information.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Contemporary Political Leaders (2 pages)</p> <p> Appendix H: Teacher Notes: Citing Sources (3 pages)</p> <hr/> <p style="text-align: center;">or</p>
	KC-008 KC-009 KP-046 VC-002	<p>Using print and electronic resources, students gather information on a selected contemporary political leader in Canada, including</p> <ul style="list-style-type: none"> • his or her accomplishments • an issue with which he or she is presently dealing • the position he or she has taken on the issue <p>Working in collaborative groups, students prepare and present mock talk shows to the class in which they perform role-plays of the leaders they have researched. Student audience members observe the talk shows and evaluate the realism of the representation of both the individuals and the issues.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-008 KP-046 VC-002	<p>Collaborative groups of students consult the Elections Canada or the Elections Manitoba website to gather information about electoral processes in Canada. Students in each group select one topic from the list that follows, so that all topics are covered within each group:</p> <ul style="list-style-type: none"> – Political parties – Candidates – Electoral divisions – Campaign procedures – Voting procedures – Role of the media and opinion polls <p>Students combine their information to create a group Elections Handbook. Groups share their handbooks with another group, and discuss which of the procedures and principles of democratic electoral processes in Canada they consider to be the most important (e.g., secret ballot, role of the media, electoral divisions...).</p> <p>NOTE: Refer to Teacher Note 5 (TN-5) for suggested guidelines. This activity offers an opportunity to review note-taking skills, allowing students to select key points and summarize them in their own words.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> Appendix H: Teacher Notes: Recording Research Notes (2 pages)</p>
	or	
	KC-008 KP-046	<p>Students read a short article about the “first-past-the-post” or “single-member plurality” system of voting as it is applied in Canada. In a guided plenary discussion, the meaning of the first-past-the-post system is clarified as needed. Students are then invited to consult the Elections Canada website to obtain statistics about previous elections in Canada. Using the data they collect, students display the results in a graph or chart that compares the percentage of the popular vote to the percentage of seats held by each party. Students share their charts and discuss how it is possible, in Canada’s first-past-the-post system, to obtain a majority of elected seats with a minority of the popular vote.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: First Past the Post</p>
	<i>(continued)</i>	
Teacher Reflections		

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-008 KP-046 VC-002	<p>Collaborative groups of students gather information about how the actions of citizens (individually or collectively) influence Canada’s political or social systems. Examples include:</p> <ul style="list-style-type: none"> – Voting – Running for office – Lobbying – Peaceful assembly or protest – Supporting social or environmental action – Strikes or collective actions of labour organizations – Boycotts, acts of civil disobedience – Supporting a candidate – Becoming a member of an NGO – Use of the press – Public forums <p>As a group, students select a current issue in the news, and select three different options for individual or collective action on that issue. They present to the class a role-play of each of the three types of actions, and ask the class to assess which type of action would be the most effective in the given situation.</p> <p>TIP: Encourage students to think of ways in which they can take action to support social change. They may explore the actions of a group such as Greenpeace, War Child, or a local citizen environmental group to consider how these NGOs succeed in bringing issues to the attention of candidates, voters, and the press.</p>
or		
	KC-008 KC-009 KP-046 VC-002	<p>Students consult the websites of the main political parties in Canada to gather information about their logos, their platforms, and their vision for Canada. Students use the information they have gathered to discuss which party they feel is more aligned with their own priorities or points of view.</p> <p>TIP: Refer to BLM 9.2.2d for a note-taking frame. The information gathered on political parties may be used as part of the preparation for a mock election. Elections Canada has an online list of official political parties in Canada. Students may then conduct an Internet search to find the sites of the various political parties, in order to gather details about the various party platforms. Encourage students to view political party websites with a critical eye, as their intent is to gather support for their party.</p>
		 BLM: Political Parties in Canada
<i>(continued)</i>		
Teacher Reflections		

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-008 KC-009 KP-046 VC-002	The local Member of Parliament or Member of the Legislative Assembly is invited to the school to address the students on the role of elected representatives in government and the function of political parties. Students listen to the presentation and pose questions related to its key points. Following the visit, students write a letter of thanks to the elected representative, summarizing what they have learned by the visit.
or		
	KC-008 KC-009 KP-046 VC-002	If students are in the Winnipeg area, they go on a guided tour of the Manitoba Legislative Building and attend Question Period if the Legislature is in session. Following the tour, students discuss what they learned about the parliamentary process at the provincial level and exchange ideas about the highlights of the tour. TIP: Students may visit the website of the Legislative Building before the tour and select items to search for and view during the tour (e.g., a symbolic statue or painting, an architectural feature...).  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KC-008 KC-009 KP-046 VC-002	Students read the provided article “Youth Vote,” an informational text about the non-participation of young voters in Canada. After reading the information, students generate a list of ten survey questions about the reasons why young people choose not to vote. They conduct the survey among school and community members, and record and combine their statistics on a collective chart. Students interpret the results and discuss the general trends they have noted in attitudes toward voting. NOTE: Although students have not yet reached voting age, they may still respond to questions as to whether they intend on voting, whether they feel their vote would make a difference, et cetera.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
 9.2.2 e BLM: Youth Vote		
<p>Teacher Reflections</p>		

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies	
	KC-008 KC-009 KP-046 VC-002	<p>Apply</p> <p>Students participate in a mock election or a parallel election, following the model and using the resources of the Elections Canada or Elections Manitoba website.</p> <p>TIP: Select the level of government for which an upcoming election is most likely to be occurring, in order to focus on current electoral issues and party platforms. Following the simulation, compare the school’s election results with the real election results. Consult these websites for resources:</p> <ul style="list-style-type: none"> • Elections Manitoba Educational Resources: <www.elections.mb.ca/main/education/edu_intro.htm#present> • Elections Canada, Learning Resources, Election Simulation: <www.elections.ca/content_youth.asp?section=yth&dir=res/tea/sim&document=index&lang=e&textonly=false> 	
		or	
			KC-008 KC-009 KP-046 VC-002
or			
	KC-008 KP-046	<p>Students select a relevant issue for a class vote (e.g., a choice of field trips, a choice of community service projects, a recommendation to student council for a fundraising drive for a particular group...). Students first engage in a secret ballot in a simultaneous vote on the issue. Then, students engage in a sequential vote in which they vote one row at a time, and the results of each successive row’s votes are made available before the next row votes. Students compare the results of the simultaneous and successive votes, and discuss the impact of Atlantic-province voting results being released to the public before the polls are closed in the West.</p>	

(continued)

Teacher Reflections

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-008 KC-009 KP-046 VC-002	Collaborative groups of students develop a name, a logo, and a platform for a new political party for Canada, reflecting the values and concerns of youth voters. Students elect a party leader and prepare persuasive speeches and an advertising campaign (posters, pamphlets, slogans, and TV and radio ads) to represent their new party. Students plan and divide group tasks so that each group member is responsible for producing one element of the campaign. Following the party presentations, students host a forum in which they may pose critical questions to the speakers. Students debrief and assess which of the “political parties” provided the most realistic alternative to existing political parties in Canada.
or		
	KC-008 KC-009 KP-046 VC-002	Students analyze political cartoons in the news, and use them as models to create their own caricatures or cartoons of current political figures. The works are displayed and students circulate in a Gallery Walk to view and respond to the cartoons. TIP: For suggestions on how to help students read political cartoons, refer to <i>The Art of Decoding Political Cartoons: A Teacher’s Guide</i> , or consult the URL below for online resources.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KC-008 KC-009 KP-046 VC-002	Collaborative groups of students create an election editorial page using current political issues in Canada. Writings should reflect realistic points of view and diverse perspectives, as well as party viewpoints. Students exchange their editorial pages with another group and discuss the issues and viewpoints.
<i>(continued)</i>		
Teacher Reflections		

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-008 KC-009 KP-046 VC-002	<p>Students prepare an electronic advertising campaign for television and/or radio that is designed to encourage youth to vote. Students may consult the Elections Canada website for ideas, and should address the issues identified in the survey of youth voters they carried out during the Acquiring phase of this learning experience (i.e., reasons why young voters choose not to vote). Students present their productions to another class in the school and discuss how advertising techniques (e.g., persuasion, entertainment, endorsements, name recognition...) may be used to increase the youth vote.</p> <p>TIP: This activity offers the opportunity for a cross-disciplinary project with English language arts (media literacy) or with courses in video production or business/entrepreneurship (advertising and marketing techniques).</p>
or		
	KC-008 KC-009 KP-046 VC-002	<p>Students engage in a formal debate about the question of lowering the voting age. The class may decide on a resolution following the debates, and submit a recommendation about the voting age in a letter to their local MP or to Elections Canada.</p> <p>TIP: Encourage students to use historical information regarding the history of the vote in Canada to justify the position for lowering the voting age.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KC-008 KC-009 KP-046 VC-002	<p>Students read the provided article proposing a system of proportional representation and consider ways in which the first-past-the-post system could be made more representative. Students present possible solutions to the class for response and discussion.</p> <p>TIP: There are various forms of proportional representation and many arguments for and against this system. The arguments are quite complex, but students may wish to propose a simplified model of proportionality based on student council elections (e.g., a slate of ten candidates in which the four persons with the highest number of votes become, respectively, President, Vice-President, Treasurer, and Secretary). Students discuss whether this process would reflect with greater accuracy the will of the student body.</p> <p> BLM: Fair Vote?</p>
		<i>(continued)</i>

9.2.2 Representing Canadians

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-008 KC-009 KP-046 VC-002	Students prepare a flow chart illustrating the sequence of events from the point when the Prime Minister asks the Governor General to dissolve Cabinet to the point when the members of the new House of Commons are sworn in. Students design a poster-sized flow chart incorporating clip art, photographs, and a newspaper-style headline. Posters are displayed in the classroom for student viewing.
— or —		
	KC-008 KC-009 KP-046 VC-002	Collaborative groups of students prepare a newspaper headline and lead paragraph regarding the election outcome for a selected federal election since the beginning of the 20th century. The headlines are posted on the wall timeline for reference. <p>TIP: Students may also select an example of a collective action other than an election that precipitated social change. Examples include:</p> <ul style="list-style-type: none"> • 1919 Winnipeg General Strike • March to Ottawa during the Depression • Farmer protests in the 1970s • Greenpeace protests against the seal hunt in the 1970s • The 2001 Québec Summit protests • Various peace protests Students may wish to engage in a discussion about the role of protest and civil disobedience in generating or supporting social change. Each group adds a marker for the selected event to the wall timeline. For an online reference to such events, students may refer to the CBC Archives.
Teacher Reflections		

Teacher Reflections



9.2.3 Building a Just Society

KC-010 Describe responsibilities and processes of the justice system in Manitoba.
Include: Aboriginal justice systems, Youth Criminal Justice Act.

KC-010A Describe Aboriginal perspectives on justice and law.
Examples: Aboriginal justice systems, restorative justice, alternative sentencing, policing...

KP-045 Describe factors related to Aboriginal self-determination in Canada.
Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making...

Note: Aboriginal learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

Justice in a democratic society is based on the ideals of rule of law, equality, and universality. In recognition of these principles, the practice of justice in Canada is constantly evolving to be more inclusive and fair.

Description of the Learning Experience

Students explore the concepts of justice and the law, learn about the court system in Manitoba, and consider developments in Canadian law related to Aboriginal justice and self-determination, youth criminal justice, and restorative justice.

Vocabulary: rule of law, Aboriginal self-determination, restorative justice, criminal law, civil law (See Appendix E for Vocabulary Strategies.)

Note: Concepts in this learning experience are related to the human rights and social injustice issues explored in LEs 9.1.2 and 9.1.4. Students may build on the timeline developed in these previous learning experiences, focusing more specifically on developments related to Aboriginal self-determination and changes in Canadian law to accommodate this principle.

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
	KC-010	<p>Activate</p> <p>Pairs of students determine what they know about justice in Canada by engaging in the Pursuit of Justice Quiz on the Youth website of Justice Canada. Each pair then shares with the class two new things they learned about justice in Canada in the quiz.</p> <p>TIP: Take the Justice Canada Youth quiz at www.canada.justice.gc.ca/en/quiz/index.html.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KP-045	
<p>Teacher Reflections</p>		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-010	<p>Students view images of statues symbolizing justice (e.g., the statue “Justitia” at the entrance of the Supreme Court building in Canada, traditional statues of the blindfolded Lady Justice holding the scales and a sword...). Students discuss what is meant by the traditional depiction of justice as a blind figure (i.e., justice is dispensed equally without regard to persons and differences). Students discuss what justice means to them in the context of modern Canada, and create their own icons or symbols to represent the concept of justice. Students share their symbols and explain their meaning to their peers.</p> <p>TIP: Students can also visit the Supreme Court of Canada website and take a virtual tour of the building at <www.scc-csc.gc.ca/details/art-stat-justitia2_e.asp>.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Symbols of Justice</p>
or		
	KC-010 KC-010A KP-045	<p>After viewing the events on the wall timeline of events related to human rights and social justice in Canada, collaborative groups of students brainstorm what they know about the responsibilities and processes of the justice system in Canada, recording the sources of their information on the subject (e.g., parents, television, movies...). Students share their ideas in a guided class discussion, clearing up misconceptions and generating questions for inquiry into justice and the law.</p> <p>TIP: It may be useful to provide students with some of the key words from the learning experience as a prompt to begin the brainstorm (e.g., rule of law, criminal law, civil law, courts, Aboriginal justice, youth criminal justice, and Aboriginal self-determination...). Encourage students to also refer back to their knowledge of the three roles of government (legislative, executive, judiciary) and the role of the Constitution in the administration of justice (refer to LE 9.2.1).</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-010 KC-010A KP-045	Collaborative groups of students read and respond to a number of quotes about justice and the Just Society. Following the reading, students discuss their own visions of the Just Society, and assess whether they feel Canada can be called a Just Society.  BLM: Justice, Law, and the Just Society (2 pages)
— or —		
	KC-010	Students respond to the provided quiz about the responsibilities and processes of the justice system in Manitoba. The class discusses the answers, clarifying points and discussing what they know about the justice system.  BLM: Quiz: True or False  BLM: Quiz: True or False—KEY (2 pages)
Acquire		
	KC-010 KC-010A KP-045	Students select and research Canadian legal developments related to Aboriginal self-determination and Aboriginal justice. Working in collaborative groups, students create a timeline marker summarizing and illustrating their selected event. TIP: Suggested events for study are included in BLM 9.2.3e. Students may begin the activity by reviewing the developments related to Aboriginal rights that are already on the timeline (refer to LEs 9.1.2 and 9.1.4).  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Timeline: Aboriginal Justice and Self-Determination (4 pages)
<i>(continued)</i>		
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-010 KC-010A	<p>Collaborative groups of students engage in Internet research on the Justice Canada website about changes in the youth criminal justice system in the 20th century. Each group selects one development to explain to the class, preparing an illustrated summary marker to add to the wall timeline. The class then discusses their views of the changes in approach to youth justice in Canada over time.</p> <p>TIP: Visit the Department of Justice website: <i>Youth Justice Renewal, Youth Justice Legislation – A Chronology</i> at http://canada.justice.gc.ca/en/ps/yj/information/chronology.html.</p>
— or —		
 	KC-010 KC-010A	<p>Students read an informational text about the meaning of criminal law, civil law, and constitutional law in Canada. Following the reading, pairs of students create an illustrated Concept Map showing the meanings of each type of law and their respective responsibilities in providing justice and security to Canadians. Students share their Concept Maps in collaborative groups.</p> <p>TIP: Encourage students to focus on the key ideas that criminal law provides protection from harm from the actions of others, civil law involves the legal settling of disputes between people or groups, and constitutional law protects the rights and freedoms of people before the government. Visit the URL below for a list of related websites.</p> <p> Supporting websites can be found at www4.edu.gov.mb.ca/sslinks/LEList</p>
— or —		
 	KC-010	<p>Students read the provided informational piece on youth criminal justice. Pairs or triads of students then visit the Justice Canada website to find two interesting facts about the principles and processes of youth justice to share with the class. Students create cartoons to illustrate each of the items they discovered, and display them on a “Youth and Justice” bulletin board. In a plenary session, students discuss whether they believe the principles governing youth criminal justice in Canada to be effective and fair.</p> <p> Supporting websites can be found at www4.edu.gov.mb.ca/sslinks/LEList</p>
		 BLM: Youth Criminal Justice
		<i>(continued)</i>
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-010 KC-010A	<p>Students write a question of a legal nature, such as:</p> <ul style="list-style-type: none"> • Can I be charged with an offence for purchasing cigarettes if I am under 16 years old? • Can I be asked to appear in court in my parents' divorce case? • Can I, as a minor, sue someone for damages to my property? • Can I get married at age 17 without parental consent? <p>Students exchange their questions with another student and carry out an Internet search to find the answer to the question. Student pairs then get together and exchange the information they have found. In a guided plenary discussion, misconceptions are cleared up and new information is shared.</p> <p>TIP: Ensure that students are accessing information about <i>Canadian</i> laws by providing them with sources such as those listed at the URL below.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KC-010 KC-010A	<p>Students consult the website of Justice Canada to find facts to debunk some myths that exist in Canadian society about youth justice, such as:</p> <ul style="list-style-type: none"> • Youth crime is on the rise. • Most youth crime involves violence. • A “get-tough approach” will reduce youth crime. • The Youth Criminal Justice Act lets youth get off with just “a slap on the wrist.” <p>Students present the facts to prove these statements false. Students discuss their own views about the best approach to preventing and dealing with youth crime.</p> <p>TIP: Visit the Justice Canada website, <i>Myths and Realities about Youth Justice</i>, at <http://canada.justice.gc.ca/en/ps/yj/information/mythreal.html>.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-010 KC-010A	<p>Students view a video dealing with youth crime that shows real-life stories of young Canadians who have been involved in criminal activity and have been dealt with by the justice system. Following the viewing, students discuss which alternatives in sentencing or conflict resolution seem to be the most effective in dealing with youth crime.</p> <p>NOTE: A <i>Youth Justice Multimedia Program</i> kit, designed for youth and people who work with youth, provides information about the Youth Criminal Justice Act through interactive “investigations,” showing the consequences of youth crime and the supports available from professionals involved in the Canadian youth justice system. The program consists of two CD-ROMs and a Facilitator’s Guide that explains the program’s use and provides advice and activity ideas.</p> <p>A video entitled <i>A New Approach</i> explains the Youth Criminal Justice Act through real-life stories of young people getting their lives back on track.</p> <p>To order a copy of the kit and/or video, send an email request to Justice Canada at <youth-jeunes@justice.gc.ca>.</p>
— or —		
 	KC-010 KC-010A	<p>Students use print and electronic resources to research court processes in Manitoba and create a poster-sized graphic organizer to represent what they have learned about the processes and responsibilities of the justice system in Manitoba. Posters are displayed and students circulate to view and respond to them.</p> <p>TIP: Students may select or be assigned a specific topic to research (e.g., trial by jury, Court of Queen’s Bench, Provincial Court, traffic offences, civil disputes, Aboriginal perspectives on justice and law, sentencing...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-010 KC-010A KP-045	<p>Students read the provided informational text about Aboriginal perspectives on self-determination in Canada. Following the reading, they write a journal reflection in which they consider the priorities of Aboriginal peoples, the legal and cultural factors involved in self-determination, and the responsibilities of Canada's justice system with respect to Aboriginal self-determination.</p> <p>NOTE: Clarify for the students the meaning of some of the key terms as needed. Following are some working definitions as stated by Indian and Northern Affairs Canada.</p> <p>Aboriginal rights: Rights that some Aboriginal peoples of Canada hold as a result of their ancestors' longstanding use and occupancy of the land. Examples of Aboriginal rights include the right to hunt, trap, and fish on ancestral lands. Aboriginal rights vary from group to group depending on the customs, practices, and traditions that have formed part of their distinctive cultures.</p> <p>Aboriginal self-government: Governments designed, established, and administered by Aboriginal peoples under the Canadian Constitution through a process of negotiation and, where applicable, the provincial or territorial government.</p> <p>Land claims: In 1973, the federal government recognized two broad classes of claims—comprehensive and specific. Comprehensive claims are based on the recognition that there are continuing Aboriginal rights to lands and natural resources. These kinds of claims come up in those parts of Canada where Aboriginal title has not been previously dealt with by treaty and other legal means. The claims are called “comprehensive” because of their wide scope. They include such things as land title, fishing and trapping rights, and financial compensation. Specific claims deal with specific grievances that First Nations may have regarding the fulfillment of treaties. Specific claims also cover grievances relating to the administration of First Nations lands and assets under the Indian Act.</p> <p>Modern day treaties: These treaties are the result of nation-to-nation negotiations and include the Nisga'a Agreement, the James Bay and Northern Québec Agreement, as well as Nunavut.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Aboriginal Perspectives on Justice, Law, and Self-Determination (4 pages)</p>
		<i>(continued)</i>

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-010 KC-010A KP-045	Students gather newspaper articles or editorials on current issues related to the administration of justice in Manitoba (e.g., prosecution of gangs, penal system issues, court overcrowding, restorative justice, First Nations justice systems...). Using the provided model, students carry out an analysis of the article and share it with their peers.  BLM: Issue-Based Article Analysis
or		
	KC-010 KC-010A KP-045	Students read the provided informational text, or engage in research about non-adversarial or non-penal approaches to litigation and the administration of justice (e.g., restorative justice, alternative dispute resolution processes, victim impact statements, Aboriginal circle sentencing processes, Aboriginal healing circles, mediation, and arbitration). Following the reading, students use Think-Pair-Share to develop a definition in their own words of restorative justice or another alternative dispute resolution process. TIP: Review with students the meaning of litigation, mediation, and arbitration as dispute resolution processes, asking them to provide examples they are familiar with in their own lives.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Restorative Justice (2 pages)
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Apply		
or		
	KC-010 KC-010A	<p>Students participate in a field trip to the Law Courts Building or a local courthouse to observe court proceedings, or to speak with court office staff. Following the trip, students discuss what they have learned about the responsibilities and processes of the justice system in Manitoba.</p> <p>TIP: Make the required arrangements with the courthouse ahead of time, and review with students the protocol for attending court proceedings. Consult these Government of Manitoba websites for details:</p> <ul style="list-style-type: none"> • www.manitobacourts.mb.ca/attending_courts.html • www.manitobacourts.mb.ca/pdf/teacher_info.pdf
or		
	KC-010 KC-010A KP-045	<p>Students listen to a guest speaker discuss the responsibilities and processes of the justice system in Manitoba. Possible speakers include a representative of a community legal information organization, an RCMP officer or local police officer, a judge, lawyer, an Aboriginal community leader in healing circles or circle sentencing programs, or an educator involved in restorative justice education programs.</p> <p>TIP: Speakers may be arranged through the Community Legal Education Association Speakers' Bureau at <www.communitylegal.mb.ca/speakbur.asp>.</p> <p>Note that University College of the North (formerly Keewatin Community College) has a two-year Restorative Justice and Conflict Resolution program that prepares students for involvement in alternative justice programs in northern Aboriginal communities in Manitoba.</p>
or		
	KC-010 KC-010A	<p>Collaborative groups of students perform role-plays of the processes of the justice system that would be followed if a person under 18 years of age committed a minor criminal act in Manitoba. The skits should give the offence a name and illustrate how the offender would be dealt with by the law. Following the role-plays, students engage in a full-group discussion and reflect on whether the portrayals were realistic and accurate.</p>
		<i>(continued)</i>
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-010 KC-010A KP-045	<p>Students create posters showing their own vision of a Just Society for all people in Canada based on what they have learned in this learning experience. The vision should include a description of the principles upon which the responsibilities and legal processes of the justice system would be built. It should illustrate examples of how issues such as youth criminal justice, Aboriginal justice, and Aboriginal self-determination would be addressed. Students circulate in a Gallery Walk to view posters, attaching sticky notes that record the positive points of each poster.</p> <p>TIP: Encourage students to plan and design their posters creatively, and to include illustrations, clip art, or photos to convey their vision of a Just Society. They may also choose to include quotes from famous Canadians, or refer to constitutional rights and freedoms in Canada. Students should first prepare a plan that lists their key ideas and principles, and build around these. They may also choose to present their ideas in the form of a multimedia presentation, incorporating music and film clips.</p>
— or —		
	KC-010 KC-010A KP-045	<p>Teams of students prepare and engage in a team deliberation on the topic of the advantages and disadvantages of restorative justice as opposed to punitive justice, or, alternatively, collaborative dispute resolution as opposed to adversarial litigation processes. Following the presentations, and in a plenary session, students discuss the benefits and disadvantages of our present justice system in providing the basis for a Just Society.</p>
— or —		
	KC-010 KC-010A KP-045	<p>Collaborative groups of students perform a role-play of an alternative dispute resolution scenario of a civil or minor criminal case (i.e., negotiation, mediation, arbitration, circle sentencing, or restorative justice processes). Following the role-plays, the class assesses what type of dispute resolution process was used and discusses the advantages and disadvantages of this type of conflict resolution.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.3 Building a Just Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-010 KC-010A KP-045	Students create an electronic Concept Map or graphic organizer showing the responsibilities, principles, and processes of the justice system in Manitoba. The Concept Map should explain the meaning of key terms and include information about the Youth Criminal Justice Act and Aboriginal justice systems. Students present their graphic organizers in collaborative groups, exchanging ideas on content and presentation.
or		
	KC-010 KC-010A KP-045	Collaborative groups of students select by consensus what they consider to be the two most significant events in the recognition of the Aboriginal right of self-determination in Canada. The groups plan and present to the class a short presentation of the two events. The class poses questions to each group about their reasons for selecting their particular events.
or		
	KC-010 KC-010A KP-045	Pairs or triads of students create an annotated newspaper collage showing the contrast of justice and injustice in modern Canadian society, making reference to topics considered in this learning experience. Students should indicate the source, date, and title of each news clipping, annotating with explanatory comments as needed. Students share the collages in collaborative groups, after which each student may write a short journal entry reflecting on how Canada may be judged with respect to the administration of justice.
<p>Teacher Reflections</p>		

Teacher Reflections



9.2.4 Citizen Participation

- KC-013 Describe their responsibilities and rights as citizens of Canada and the world.
- KC-013A Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.
- KC-013F Describe their responsibilities and rights as francophone citizens of Canada and the world.
- VP-015 Be willing to exercise their responsibilities and rights as citizens living in a democracy.
Examples: citizen involvement in political processes, freedom of speech, freedom of association...

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 55 of the Overview).

Enduring Understanding

People must mindfully exercise their citizenship responsibilities and rights to co-exist in civil society at all levels: in their local groups and communities, in their country, and in the world.

Description of the Learning Experience

Students consider examples of their responsibilities and rights in local, national, and global contexts, examine citizenship as it is expressed in the Canadian Charter of Rights and Freedoms, and assess their own citizenship values, attitudes, and behaviour.

Vocabulary: civil society, rule of law, democratic ideals, global citizenship, constitutional rights (See Appendix E for Vocabulary Strategies.)

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
	KC-013 KC-013A VP-015	<p>Activate</p> <p>Students complete an Admit Slip, recording a short statement about the most important responsibilities and rights they feel they have as citizens of Canada and as global citizens. Students exchange and discuss their ideas in collaborative groups, noting those responsibilities and rights they exercise on a daily basis.</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-013 KC-013A VP-015	<p>Pairs of students create a chart that lists their responsibilities and rights in the context of the various groups and communities to which they belong. Students share their charts with the class, and brainstorm various examples of how they exercise their responsibilities and rights in these different contexts on a daily basis.</p> <p>TIP: It may be useful to begin by asking students to consider examples of the responsibilities and rights they exercised in their immediate groups that very day (e.g., families, classrooms, sports teams, school, community groups, church groups, friends...).</p> <p> BLM: Responsibilities and Rights in Our Communities</p>
or		
	KC-013 VP-015	<p>Six sheets of chart paper are posted at various stations in the classroom. Each poster is identified by a heading referring to a section of the Charter of Rights and Freedoms:</p> <ul style="list-style-type: none"> • Basic Freedoms • Democratic Rights • Mobility Rights • Legal Rights • Equality Rights • Official Language Rights <p>Collaborative groups of students engage in a Carousel activity, circulating to each of the stations to brainstorm and record what they recall of the constitutional rights and freedoms of Canadian citizens as stated in the Charter (refer to LE 9.1.3). When all groups have added their ideas to each chart, the class discusses the importance of the rights and freedoms of the Charter in their daily lives, and generates a list of the responsibilities associated with these rights and freedoms.</p> <p>TIP: Establish a designated time for groups to spend at each station and signal when it is time to move on to the next one. Encourage students to build on the ideas of previous groups and to make corrections if necessary, using sticky notes to add their comments.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-013 KC-013A VP-015	Collaborative groups of students generate lists of adjectives or descriptive expressions that describe a good citizen. Groups create posters that creatively illustrate their ideas, and display them for all the class to view. In a class discussion, the most frequently repeated ideas are highlighted to create a composite sketch of the ideal citizen in the 21st century.
— or —		
	KC-013 VP-015	Students read and respond to the provided set of quotations on citizenship, discussing the meaning of each one. In collaborative groups, students come to a consensus about one quotation they find to be the truest and the most meaningful when they think about citizenship. The group creates a small poster illustrating the selected quote and present it to the class, explaining the reasons for their choice.
		 BLM: Quotations on Citizenship
Acquire		
	KC-013 KC-013A VP-015	Students read the provided list of values determined by the federal government to be important to Canadians. Working with a partner, students prioritize the values, and determine the responsibilities and rights that attend each value. As a class, students discuss concrete examples of how these values may be expressed in daily life and interactions.
		 BLM: Values of Canadian Citizenship
<i>(continued)</i>		
Teacher Reflections		

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-013 VP-015	<p>Students are divided into groups corresponding to the sets of rights in the Charter:</p> <ul style="list-style-type: none"> • Basic freedoms • Democratic rights • Mobility rights • Legal rights • Equality rights • Official language rights <p>Each group conducts research as needed to create a poster that explains in their own words the rights and freedoms assigned to their group, including the accompanying responsibilities. Groups give a short oral presentation, explaining the most important aspect of the rights, freedoms, and responsibilities represented by their poster.</p> <p>TIP: Students examined the Charter in LE 9.1.3. In this activity, encourage them to represent concrete examples of the exercise of their constitutional rights and freedoms in their daily lives. Develop a set of criteria with the class before they work on their posters, and encourage peer evaluation of their effectiveness in conveying key ideas of the Charter in plain language.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KC-013 KC-013A VP-015	<p>Students review various news sources to collect articles that present issues related to active democratic citizenship, including local, national, and global examples. Working in collaborative groups, they create an annotated collage or journalistic pictorial essay showing examples of citizenship in action at various levels.</p> <p>TIP: Students may display their work in an exposition as part of a culminating activity at the end of the learning experience.</p>
<i>(continued)</i>		
Teacher Reflections		

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-013 KC-013A VP-015	Students read the provided list of qualities of global citizenship, and prioritize the qualities based on their understanding of citizenship. In collaborative groups, students compare their lists, explaining the reasons for their choices. Students discuss the question of how to tell whether someone possesses these qualities (e.g., what kinds of actions, words, attitudes, opinions tell me that this person is respectful of differences in others?). TIP: The list of qualities may later be used as a self-assessment tool of their own qualities of global citizenship.  BLM: Qualities of the Global Citizen (2 pages)
or		
	KC-013 KC-013A VP-015	Pairs of students read about the debate concerning changes to the Oath of Canadian Citizenship and work together to develop their own oath, based on what they have learned about the responsibilities and rights of citizenship in Canada.  BLM: Oath of Canadian Citizenship
or		
 	KC-013 KC-013A VP-015	Using the information about the qualities of the global citizen and the Oath of Canadian citizenship, pairs of students create their own Oath of Global Citizenship. Students share and compare their oaths, and select as a class the declaration that they feel is most appropriate and comprehensive. The oath is displayed as an illustrated poster.  BLM: Qualities of the Global Citizen (2 pages)  BLM: Oath of Canadian Citizenship
<i>(continued)</i>		
Teacher Reflections		

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-013 VP-015	<p>Individual students select a current issue of civil society at the school, community, national, or global level that they believe would be of interest to the majority of the class. Students prepare and deliver a persuasive speech, taking a stand on the issue and explaining their reasoning. Following the presentations, the class decides as a group which positions they would support if it were an election matter.</p> <p>TIP: This activity may also be carried out as a team deliberation (refer to Teacher Note 1 [TN-1] for a suggested model).</p> <p> Appendix H: Teacher Notes: Team Deliberation (2 pages)</p>
or		
	KC-013 KC-013A VP-015	<p>Students engage in a discussion in which they place themselves on a continuum and exchange ideas about their beliefs and values regarding citizen participation and the exercise of rights and responsibilities. Students may decide on their position relative to “Social Activist” at one end, “Responsible Law-Abiding Citizen” at the midpoint, and “Civic Couch Potato” at the other extreme. Students exchange views with a person who is situated at a different point on the continuum. In a debriefing session, students discuss what they have discovered about the attitudes and beliefs that make young people disposed to be more, or less, active in their exercise of the rights and responsibilities of citizenship.</p> <p>TIP: Refer to Teacher Note 3 (TN-3) for a suggested model for this activity.</p> <p> Appendix H: Teacher Notes: A Continuum of Points of View (3 pages)</p>
Teacher Reflections		

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
 	KC-013 KC-013A VP-015	<p>Apply</p> <p>Students design and create an illustrated Mind Map representing the responsibilities and rights of Canadian and global citizenship. Mind Maps are displayed and viewed in a Gallery Walk.</p> <p>TIP: Develop with the class a list of key words to be included in the Mind Map and criteria for its evaluation.</p>
		or
		<p>Students organize and promote a day at school that acknowledges one of the rights, freedoms, or responsibilities of citizenship. The day may take the form of special activities, assemblies, or other ideas as developed by the students.</p> <p>TIP: Consider hosting a “Celebrate Free Speech Day,” in which a “soapbox” is set up at a prominent place in the school as a Speaker’s Corner, where students may sign up to present their views on community, Canadian, or world topics throughout the course of the day. Explain to students the background of Speaker’s Corner as a symbolic cradle of free speech, and encourage them to find other such examples of citizens engaging in the exercise of their rights. Students should initiate and plan the activity themselves, based on the values they consider to be the most significant (e.g., they may choose to organize a “Celebrate Equality Day,” and design activities that focus on the exercise of equality rights throughout the school).</p>
or		<p>Students prepare a “Student Charter of Rights, Freedoms, and Responsibilities” for the class, seeking consensus on its content among all the members of the class, including the teacher. The Charter may be presented in an official signing ceremony patterned on the signing of the Canadian Constitution in 1982.</p> <p>TIP: Some students may elect to perform role-plays of protesters outside the scene of the ceremony, exercising their right to express opposition to terms with which they may disagree. The Charter may also be prepared by the class as a school-wide Charter, to be ratified by the school staff and student council before an official signing ceremony at a school assembly.</p>

(continued)

Teacher Reflections

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-013 KC-013A VP-015	Students design and establish a citizenship e-zine. They decide on a citizenship topic for debate and invite students to participate by posting their views on the site.
	or	
	KC-013 KC-013A VP-015	Students decide as a class, with minimal teacher intervention, on a citizenship project to support as a school. Possible ideas include: <ul style="list-style-type: none"> • Environmental citizenship initiatives • Thirty-Hour Famine • Fundraising for refugee sponsorship or developing-world children sponsorship • Letters to MPs or MLAs on current issues • Community service projects • Cross-grade peer tutor program • UNICEF support initiative They submit a proposal to the student council and to staff for the project, and prepare a promotional campaign within the school for the project. TIP: The project need not be elaborate and may involve a citizenship action as simple as donating the proceeds from a school dance to a student-selected cause.
	or	
	KC-013 KC-013A VP-015	Collaborative groups of students design and administer a test or quiz intended to help other students in the school assess themselves on their local, national, and global citizenship. Students develop a set of criteria based on what they have learned about the responsibilities and rights of citizens, and create a rating system for the values and attitudes of citizenship. Students may choose to present the quiz in the school newsletter or student newspaper, and encourage schoolmates to send in their results as a survey.
<i>(continued)</i>		
Teacher Reflections		

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-013 KC-013A VP-015	Students write a journal reflection assessing their own Canadian and global citizenship qualities. As a part of the entry, they consider how well informed they are as citizens, how willing they are to exercise their rights and responsibilities, and how actively they carry out their responsibilities as members of civil society.
	or	
	KC-013 KC-013A VP-015	Students develop a program and a set of criteria for a “Citizenship Recognition Program” for students in their school, and submit a proposal for a program to the student council and to the staff. They may include as part of their plan a promotional campaign, application or nomination forms, a judging panel and process, and a proposed award or prize.
	or	
	KC-013 KC-013A VP-015	Students present a persuasive speech on a topic such as “You can be an agent for change in the world,” inciting students to become more active citizens in their communities, in Canada, and in the world. Students observing the speeches assess the persuasive qualities of the speech based on how inspiring they found it to be.
<i>(continued)</i>		
Teacher Reflections		

9.2.4 Citizen Participation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KC-013 KC-013A VP-015	Students self-assess the degree to which they exercise the responsibilities and rights of citizenship, using the Charter as a starting point. Students write a reflection on their results to be included in a learning journal or portfolio.  BLM: Self-Assessment: Responsibilities and Rights
<p>Teacher Reflections</p>		



9.2.5 Democratic Ideals in Canada

- KC-011 Identify ways in which democratic ideals have shaped contemporary Canadian society.
Examples: rule of law, equality, diversity, freedom, citizen participation in government...

- KC-012 Assess the advantages and disadvantages of democratic processes in Canada.
Include: majority/minority issues.

- VC-001 Appreciate democratic ideals in Canadian society.

- VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.

Enduring Understanding

Canadian society has been shaped by the pursuit of democratic ideals and principles, such as the rule of law, government responsibility to the people, the acceptance of diversity, and principles of equality and freedom.

Description of the Learning Experience

Students review what they know of democratic ideals and principles, consider their effects in their own lives, and assess how they have been recognized in Canadian society. They discuss the advantages and disadvantages of democracy and consider the implications for the protection of minority rights.

Vocabulary: rule of law, responsible government, majority-minority relations (See Appendix E for Vocabulary Strategies.)

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
	KC-011	<p>Activate</p> <p>Collaborative groups of students create a collage of photos and expressions that describe democratic ideals in Canada. Collages are displayed for viewing and students discuss how well they feel Canadian society is doing at realizing the ideals of democratic society, including:</p> <ul style="list-style-type: none"> – The rule of law – Diversity – Social justice – Recognition of human rights – Protection of the rights of minorities – Citizen participation in government – Equality – Freedom – Responsible government – Global responsibility
	KC-012	
	VC-001	
	VP-016	
Teacher Reflections		<i>(continued)</i>

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-011 KC-012 VC-001 VP-016	<p>Collaborative groups of students read and respond to the provided series of quotes about democratic ideals and democracy. In a guided plenary discussion, students consider the meaning of each quote and use the ideas they have read to create a two-column chart showing the advantages and disadvantages of democratic government.</p> <p>TIP: This activity may be initiated by asking students to carry out a quick web search to find out details about the people quoted: Who are they? What are they known for? When did they live? Guide students in their understanding of the more difficult quotations, such as the one by John Stuart Mill about the tyranny of the majority. This concept originated with the French writer Alexis de Tocqueville, who visited America in 1830 to study its form of democracy. He remarked that a democracy gives moral authority to the will of the majority, and can lead to tyranny because it ensures that, right or wrong, “the interests of the many are to be preferred to those of the few.” Encourage students to reflect on what happens to the voice of minorities in a democracy, and whose responsibility it is to protect the rights and freedoms of minorities.</p> <p> BLM: Thinking about Democracy (2 pages)</p>
	— or —	
	KC-011 KC-012 VC-001 VP-016	<p>Collaborative groups of students brainstorm democratic ideals and principles as well as examples of how these ideals are expressed in the groups and communities to which they belong (e.g., family, school, community, sports, social groups, teams, clubs...). Students discuss areas of their lives and examples of their community participation that teach them the most, and the least, about the meaning of democracy.</p>
Teacher Reflections		

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-011 KC-012 VC-001 VP-016	<p>In collaborative groups, students reflect on and discuss instances in their lives in which they have found a majority decision to be wrong, while a minority position was correct. Alternately, they may discuss situations in which majority agreement has unjustly restricted the rights or freedoms of a minority. In a guided plenary session, students then discuss the idea that democracy, especially in the age of mass communication, can tend to become a “tyranny of the majority” in which dissenting opinions are silenced or unheard because of the force of numbers.</p> <p>TIP: Encourage students to think of personal and informal examples, asking them whether they have ever been in a minority and felt unheard or disrespected. Help them to see the connection between these personal experiences and the experiences of minority groups in the larger society.</p>
Acquire		
 	KC-011 KC-012 VC-001 VP-016	<p>As a class, students brainstorm a list of democratic ideals. Using the provided template, collaborative groups of students decide on the relative importance of each of the ideals on the brainstormed list. Groups then create a symbol to represent two democratic ideals they consider to be most important in Canadian society. Each group creates a poster to represent their selected ideals, including concrete examples of how the ideals are exemplified in Canadian society. Posters are displayed and reviewed by the class.</p> <p> 9.2.5 b BLM: Democratic Ideals in Canadian Society</p>
— or —		
	KC-011 KC-012 VC-001 VP-016	<p>Consulting the Elections Canada website for data, students prepare a graph showing the results of the popular vote in the most recent federal election as compared to the percentage of seats held by each party. Students interpret their graphs and discuss why some groups and individuals in Canada feel that our electoral system is not sufficiently democratic and does not accurately represent the will of the people.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-011 KC-012 VC-001 VP-016	<p>Students review the timeline of developments and events related to human rights, law and justice, women’s rights, minority rights, Aboriginal rights, immigration laws, and injustices in Canadian history (refer to earlier learning experiences on these topics). In collaborative groups, students select or are assigned a number of events on the timeline and analyze which democratic ideal was exemplified or transgressed in each case. Using a symbol to represent the democratic ideal, students add annotated markers to the timeline. The class reviews the analysis and develops conclusions about how well Canada has been doing with regard to democratic ideals and principles.</p> <p>TIP: Students have explored many events related to democratic ideals in previous learning experiences. Encourage each student group to add new markers of events related to democratic ideals as needed. Examples include:</p> <ul style="list-style-type: none"> • Right to vote developments • Responsible government issues • Police action during the 1919 Winnipeg General Strike • Québec’s Padlock Law (confiscation of property of suspected Communists) • Language laws in Canada, particularly in Québec • Suspension of rights and freedoms under the War Measures Act in 1970 • Wartime immigration restrictions • 1995 Québec referendum <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	or	
	KC-011 KC-012 VC-001 VP-016	<p>Students gather news and editorial items to create a scrapbook of democracy in contemporary Canadian society, focusing on democratic ideals and majority-minority relations. For each article collected, students carefully record the source and add an annotation analyzing which democratic ideal has been applied or abused. Students share and assess their scrapbooks in collaborative groups.</p> <p>TIP: Develop with the students a set of criteria for the design and evaluation of the scrapbooks before students begin to assemble them. Allow sufficient time for the collection of a variety of news items and provide a brief model analysis in class at the outset.</p>
	<i>(continued)</i>	
Teacher Reflections		

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-011 KC-012 VC-001 VP-016	<p>Students design and conduct a school survey intended to determine the students' and staff members' views as to whether minority groups in the school are treated fairly. Students combine their results, represent them on a graph or chart, and interpret them to draw conclusions about the school's record on the treatment of minorities. In a guided class discussion, students identify the positive aspects highlighted by the survey and the areas requiring improvement.</p> <p>TIP: Develop one or two model survey questions with the class to begin the process. Ask students to take measures to ensure that responses to survey questions remain confidential, especially if they refer to any personal issues or concerns.</p>
— or —		
	KC-011 KC-012 VC-001 VP-016	<p>Students read the information provided in BLM 9.2.5c, and select one minority rights issue. Examples include:</p> <ul style="list-style-type: none"> • Québec independence • Racism or discrimination issues • Gay rights • Disabled persons' rights • French minority language rights outside Québec • English minority language rights in Québec <p>Using print and electronic resources, students research the issue and analyze it with respect to democratic ideals. Based on their research, students prepare and present a short persuasive speech intended to clarify and present the perspective of the minority group concerned and the democratic principles at stake.</p>
 BLM: Majority-Minority Issues		
Teacher Reflections		

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
	KC-011 KC-012 VC-001 VP-016	<p>Apply</p> <p>Students write a reflective journal entry describing how daily life might be different in a non-democratic society. Students share their journals in collaborative group readings and discuss how democratic ideals can enhance quality of life.</p> <p>TIP: Provide students with some insight into disparities in quality of life by reading them a current journalistic report or inquiry on daily life in a present-day totalitarian state or other non-democratic regime.</p>
		<p>or</p>
		<p>Students participate in a referendum by secret ballot on a classroom topic or decision that is likely to create a split vote, proposing only two options (e.g., choice of where to go for a class excursion, choice of a test date or due date for an assignment). One student is appointed Chief Electoral Officer and does not vote except in the case of a tie. Following the vote count, students debrief, listening to the points of view of the members of the minority group:</p> <ul style="list-style-type: none"> • How do they feel? • Do they feel their wishes were fairly represented in the decision? • Would there have been a better way to make this decision? • Does the majority group feel responsible to ensure the minority is heard or respected? • What can they do to ensure this? <p>TIP: Students may carry out the same process, this time on the basis of a vote on three or more options. After the vote count, students discuss whether the results represent a democratic decision and truly express the wishes of the majority of class members.</p>
	KC-011 KC-012 VC-001 VP-016	<p>Students develop an illustrated Concept Map representing democratic ideals, explaining their meaning and impact on Canadian society. Students then gather in heterogeneous groups to exchange ideas and perspectives and to compare Concept Maps.</p> <p>TIP: Encourage students to express personal perspectives, such as what “equality” means to them or what “responsible government” means to them. Place the students in heterogeneous groups so they may become aware that they do not all see democratic ideals in the same way.</p>
		<p>or</p>
		<p>Students develop an illustrated Concept Map representing democratic ideals, explaining their meaning and impact on Canadian society. Students then gather in heterogeneous groups to exchange ideas and perspectives and to compare Concept Maps.</p> <p>TIP: Encourage students to express personal perspectives, such as what “equality” means to them or what “responsible government” means to them. Place the students in heterogeneous groups so they may become aware that they do not all see democratic ideals in the same way.</p>
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<p><i>(continued)</i></p>		
<p>Teacher Reflections</p>		

9.2.5 Democratic Ideals in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-011 KC-012 VC-001 VP-016	The class generates an idea or proposal to raise with student council (e.g., the creation of a new school mascot or logo, a school chant, a new school team name, or a student radio program...). As a part of their proposal, they draft a plan that shows what they feel would be the most democratic process to make the decision, and to reflect the views of the student body in the most inclusive way possible, including how to ensure that dissident or minority voices, or differences of opinion across grades, are heard and considered in the decision-making process.
	or	
	KC-011 KC-012 VC-001 VP-016	Students participate in a debate about the question of retribution for past wrongs in Canadian society, considering to what extent democratic governments should be responsible to correct or redress the wrongs of the past. The information posted on the collective wall timeline may be used as background for the debate topic. Following the debates, students discuss how and why social values have changed over time, and consider what types of alternatives may be used as restitution (e.g., reconciliation processes, public symbolic gestures, financial compensation, educational programs, social programs...).
	KC-011 KC-012 VC-001 VP-016	Collaborative groups of students propose a plan for building a more democratic classroom, identifying which principles they wish to highlight and explaining their reasons why. Students need to be realistic in their proposals, acknowledging that the responsibilities of schools are such that executive power cannot be fully in the hands of students. Their proposals should involve an action plan and show how their initiative will promote democratic citizenship and enhance learning for all students. It should also involve, as a matter of democratic principle, shared responsibilities on the part of all members of the class.
	TIP: To set the parameters for this initiative, propose some possibilities to the class, such as a peer tutor program, a peer mediation program, a weekly or monthly homework-free day, a bi-monthly student-run class meeting to discuss school and class issues, et cetera.	
<p>Teacher Reflections</p>		

Cluster 2—Connecting and Reflecting

Student:

Using your “Democracy and Governance in Canada” portfolio, reflect on your learning over this cluster, and explain why democracy is a right and a privilege that should not be taken for granted. Include examples of ways in which Canadian systems of governance contribute to equity for all.



9.2.5
d BLM: Democracy and Governance in Canada: Connecting and Reflecting

Teacher Reflections

Teacher Reflections