

Canadian Civics



Purposeful, Informed and Active Citizenship



Canadian Civics Workbook

High School Civics
(CHV20)

Created by
Mike Zietsma



Course Summary

Course Goal Summary

In this course you will explore what it means to live as a Christian in community within an ever-changing Canadian culture. The course emphasizes the importance of being a purposeful, informed and active citizen. You will learn about the elements of democracy and the meaning of democratic citizenship in local, provincial, national, and global contexts. In addition, you will learn about other systems of government, discuss social change, examine decision making processes in Canada, examine beliefs and perspectives on civics questions, and practice how to think and act critically and creatively about public issues. Most importantly this course will encourage you to become actively involved in influencing decisions and initiating positive change.

Course Outline

Unit Title	Time (Hours)
<u>Purposeful Citizenship:</u> Why is government important?	12
<u>Informed Citizenship:</u> How does our system of government function?	23
<u>Active Citizenship:</u> How can our knowledge be used to care for ourselves?	20
Total Hours	55

Assessment & Evaluation Considerations

A variety of assessment and evaluation tools will be used over the course of the semester. Throughout each unit, you will be provided with more detailed assignment descriptions, and evaluation summaries (rubrics) for most assignments. The following breakdown is a tentative approximation of how your course mark will be determined:

Summative Evaluations	(70%)
Tests	
Projects and Presentations	
Final Evaluation	(30%)
Exam	



Mark Breakdown

Determining the Course mark

Below is a breakdown of the evaluations that will determine your mark. As you progress through the course, input the marks of the evaluations in the correct location.

Summative Evaluations		70% of the Final Mark
Purposeful Citizenship		
Investigating Ideologies and Government		Percent: _____
Informed Citizenship		
The Great Canadian Twitter Debate		Percent: _____
Unit Two Test		Percent: _____
Active Citizenship		
Political Cartoon Creation		Percent: _____
From Knowledge to Action		Percent: _____
Final Evaluation		30% of the Final Mark
Final Examination		
Final Examination		Percent: _____

FINAL COURSE MARK: _____

This unit specifically explores how our Canadian Government functions. You will learn about federalism, how a law is made, the structure of parliament and many other Canadian political structures that affect our daily lives.

Unit Goals

With each of the activities package are a set of goals. These goals correlate to ministry standards in Ontario, Canada and likely also parallel the standards in other regions.

Organization of the Unit

The unit is organized into a series of thematic activities packages. These themes are organized in such a manner as to improve clarity and help the student develop their own effective organizational skills. In addition, other proven educational strategies are also employed including differentiation, backwards design, project based learning and traditional methods.

Unit Themes

The following themes are covered within the unit:

- Canadian Federalism
- Parliament
- How a bill becomes law
- Canadian Elections
- Canadian Politics

Unit Guide

This unit guide is intended to help students understand how to use the unit resources. Within the package you will find:

- Suggested Unit Resources: Resources that are helpful in the learning process.
- Activities Checklist: A guide to help the student progress through the unit.
- Unit Evaluations: A description of each of the final evaluations.

Additional Notes:

- Throughout the Activities Checklist there will be extension activities that help reinforce various themes. These extension could be activities, documentaries, games etc.
- Please note that a stable internet connection will be needed to complete these activities.
- I hope you find these resources useful in helping you learn!

Unit Resources

There are a variety of resources that can be utilized to complete this course. It is essential that you have an internet connection to access online resources. Prior to starting the unit be sure that you have the appropriate resources available.

Suggested Unit Resources

Resource Name	Type	Notes	Duration
civicschannel.com	<ul style="list-style-type: none"> website 	<ul style="list-style-type: none"> This website is a free online civics textbook. It is utilized for a number of different lessons. 	NA
parl.gc.ca	<ul style="list-style-type: none"> website 	<ul style="list-style-type: none"> The official website for the Canadian Parliament. It is very useful for understanding how our parliamentary system works. 	NA
elections.ca	<ul style="list-style-type: none"> website 	<ul style="list-style-type: none"> Elections Canada's official website. This website will help students access information about their respective member of parliament. 	NA

HOME SCHOOL UNIT GUIDE: INFORMED CITIZENSHIP

Unit Checklist

Theme	Files	Completion Checklist
<p>Federalism</p> <p><u>Summary:</u></p> <p><i>This activity helps students understand the relationship between the different branches of government.</i></p> <p>(4.5 hours)</p>	<ul style="list-style-type: none"> • 2.2 Lecture—Canada's Federal System of Government • 2.3 Lecture—Branches of Gov't 	<p>Check off each activity as you progress through the activity package "Canadian Federalism" (page 33)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Federalism? (<i>Mindmap</i>) <input type="checkbox"/> Activity 2: The Levels (<i>Powerpoint</i>) <input type="checkbox"/> Activity 3: Jurisdictions (<i>Checklist</i>) <input type="checkbox"/> Activity 4: Branches (<i>Powerpoint</i>) <input type="checkbox"/> Activity 5: Relationship (<i>Chart</i>) <input type="checkbox"/> Activity 6: Executive (<i>Fill in the Blank</i>) <input type="checkbox"/> Activity 7: Legislative (<i>Fill in the Blank</i>) <input type="checkbox"/> Activity 8: Judicial (<i>Online Textbook</i>) <input type="checkbox"/> Activity 9: Courtroom (<i>Online Animation</i>)
<p>Canadian Cabinet</p> <p><u>Summary:</u></p> <p><i>This simulation helps students understand the different roles of Canadian cabinet ministers.</i></p> <p>(2 hours)</p>		<p>Students will be taking on the role of Prime Minister and will be selecting members of parliament to serve in different ministerial positions (cabinet ministers). Complete each step from the activities package, "Appointing Cabinet." (page 49)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your Task (<i>Instructions</i>) <input type="checkbox"/> Step 1: Departments (<i>Checklist</i>) <input type="checkbox"/> Step 2: Your MP's! (<i>MP Information</i>) <input type="checkbox"/> Step 3: Appointments (<i>Selecting Ministers</i>) <input type="checkbox"/> Step 4: Analysis (Impact of Appointments)
<p>Canadian Politics</p> <p><u>Summary:</u></p> <p><i>This package details how elections function, the beliefs of political parties and the process of law making.</i></p> <p>(3-4 hours)</p>	<ul style="list-style-type: none"> • 4.2 Lecture—Canadian Elections • 4.3 Political Parties • 4.4 Lecture—Bill to Law 	<p>Check off each activity as you progress through the package, "Canadian Politics." (page 59)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Elections (<i>Powerpoint</i>) <input type="checkbox"/> Activity 2: Parties (<i>Powerpoint</i>) <input type="checkbox"/> Activity 3: Your MP! (<i>Website</i>) <input type="checkbox"/> Activity 4: Bill to Law (<i>Powerpoint</i>) <input type="checkbox"/> Activity 5: Simulation (<i>Online Animation</i>)

HOME SCHOOL UNIT GUIDE: INFORMED CITIZENSHIP

Unit Checklist		
Theme	Files	Completion Checklist
<p>Bill to Law</p> <p><u>Summary:</u></p> <p><i>This game will help students better understand the process of how a bill becomes a law</i></p> <p><i>(2 hours)</i></p>	<ul style="list-style-type: none"> • 6.1 Teacher Instructions – Bill to Law Game • 6.2 Bill to Law Instructions (Powerpoint version) • 6.3 Bill to Law Student Sheet • 6.4 Extra Bills and Group Signs • 6.5 Bill to Law Game Sheet 	<p>This game can be completed with a home school group of 10–12 students. Pass over and complete each of the steps from the file “6.1 Teacher Instructions – Bill to Law Game.”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Step 1: Bill to Law (<i>Powerpoint</i>) <input type="checkbox"/> Step 2: Students Design Bills <input type="checkbox"/> Step 3: Bill to Law Game (<i>Powerpoint</i>)

Unit Evaluation		
Evaluation:	Files	Description
The Great Canadian Twitter Debate (3-4 hours)	<ul style="list-style-type: none"> • [Blank] 	<ul style="list-style-type: none"> • This evaluation allows students the opportunity to research the different views on federal political parties. • Read the instructions detailed in the document "Unit Evaluation: The Great Canadian Twitter Debate." (page 67)
Unit Test (4-5 hours Review) (1.5 hour Test)	<ul style="list-style-type: none"> • 7.4 Answers—Review Crossword Puzzle • 7.5 Unit 2 Test—Informed Citizenship • 7.6 Answers—Unit 2 Test—Informed Citizenship 	<ul style="list-style-type: none"> • This test will evaluate your understanding of the main themes covered in this unit. • In preparation for the test: <ul style="list-style-type: none"> <input type="checkbox"/> Set a date for the test <input type="checkbox"/> Read over "7.1 Unit 2 Study Tips" (page 73) <input type="checkbox"/> Create a review package based on the <i>Unit 2 Review Sheet—Informed Citizenship</i> (page 74) <input type="checkbox"/> Complete the <i>Review Crossword Puzzle</i> (page 75) <input type="checkbox"/> Complete the test! <input type="checkbox"/> Have a parent mark the test <p><u>Note:</u> The test must be printed by a parent from the Resource CD.</p>

Course Sample

Course Sample

Course Sample

Course Sample

Course Sample

Course Sample

Informed Citizenship

ACTIVITIES PACKAGE:

CANADIAN FEDERALISM



LEARNING GOALS

- ▶ To understand how federalism functions and why it was chosen.
- ▶ To understand the roles of the various branches of government.
- ▶ To understand the relationship between the branches and levels of government.



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Produced by: Mike Zietsma

ACTIVITIES PACKAGE: CANADIAN FEDERALISM

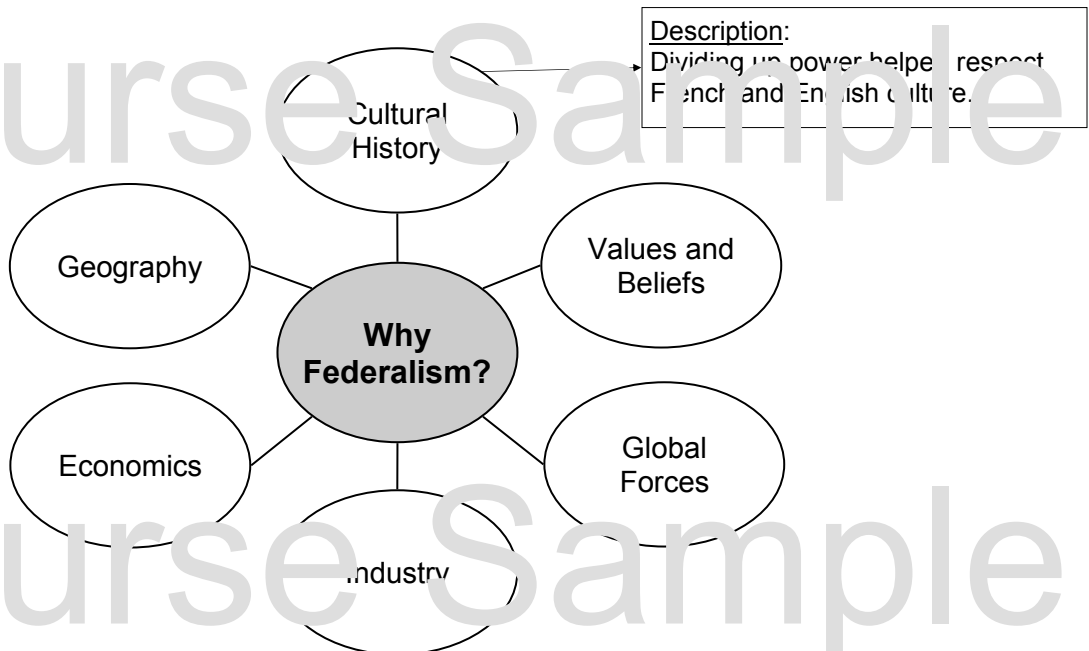
Federalism refers to the division of power between the different levels and branches of government. This structure of decision making helps ensure that Canada is effectively governed and that all regions of Canada have their respective needs met. This package will help you better understand why Canada chose the federal system of government and how exactly this system works.

Activity 1: Federalism?

Review the diagram of the federal division of power and complete each of the questions.

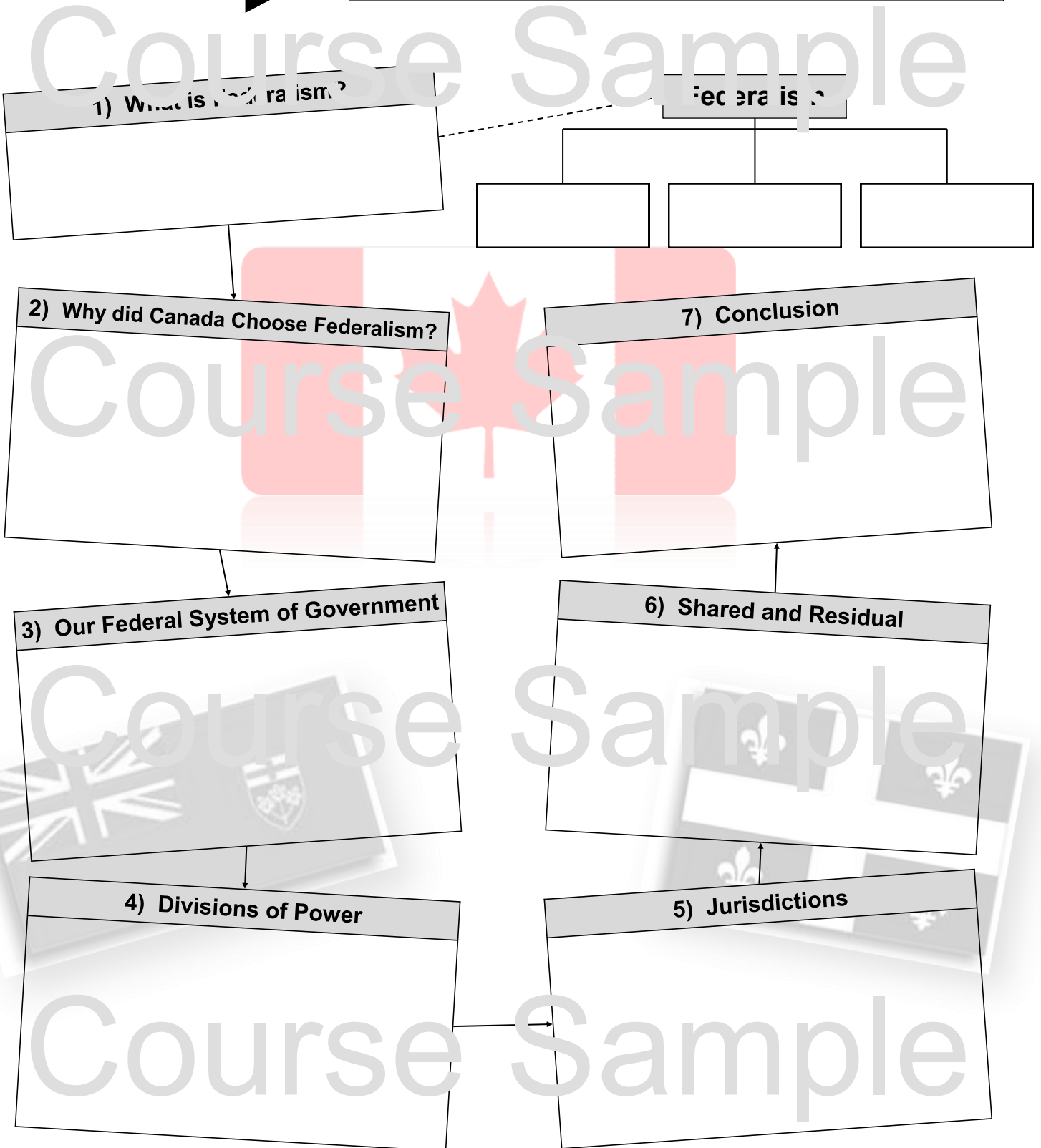
Federalism:			
The division of power between the federal, provincial and municipal levels of governments.			
Levels of Government		Branches of Government	
Federal	⇒	Executive	Legislative Judicial
Provincial	⇒	Executive	Legislative Judicial
Municipal	⇒	Executive	Legislative Judicial

- The diagram above explains the basic structure of federalism. Canada chose federalism for a number of important reasons. On the mind map below are listed the reasons why Canada chose federalism. For each reason create an additional comment bubble that helps describe the reason.



Activity 2: The Levels

Following along with the lecture, "Canada's Federal System of Government" and take the appropriate notes.



Activity 3: Jurisdictions

Determine which level of government is responsible for the issues listed below. Place checks in the correct columns.

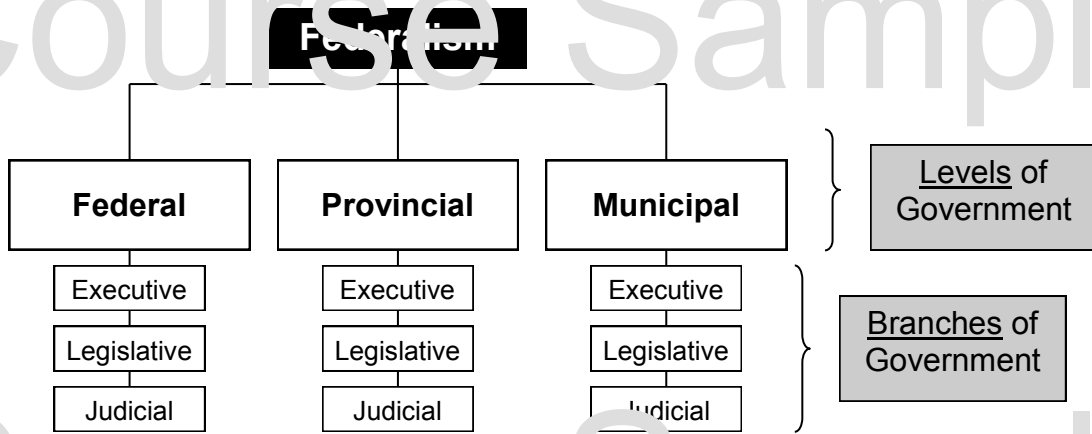
NOTE: Once complete confirm your answers with the answer key at the bottom of the page.

#	Newspaper Headline	Federal	Provincial	Municipal
1	CBC Lockouts out its Employees			
2	Stamps to Honour War Heroes			
3	Blue and Grey Boxes will be Used in Vancouver			
4	Might Increase Speed limits on Saskatchewan Highways.			
5	Armed Forces at 85,000			
6	Garbage Collected Once Weekly			
7	Canada Gives Millions to Earthquake Victims			
8	Supreme Court Makes Ruling on Tobacco .			
9	Potholes On Side Streets Dangerous			
10	Prime Minister Visits Afghanistan			
11	Snow Clogs Town Streets			
12	Ontario Premier Vows to Lower Taxes			
13	HSR to be Reduced			
14	Young Offenders Act to be Changed			
15	More Cuts to Education Expected			
16	Vancouver Allows Heroin Injection sites			
17	College Professors on strike across Nova Scotia			
18	Calgary Fights Billboards Downtown			
19	RCMP Questions Local Student			
20	Prime Minister Promises New Tax Free Savings Account			

Answers: 1-F, 2-F, 3-M, 4-P, 5-F, 6-M, 7-F, 8-F, 9-M, 10-F, 11-M, 12-P, 13-F, 14-F, 15-P, 16-P, 17-P, 18-M, 19-F, 20-F

Activity 4: Branches

Following along with lecture, "Branches of Government," and take the appropriate notes.



The Branches of Government and their Roles

Executive

- Role:** Carries out the plans and policies of the _____.
- Institutes _____ and makes sure they are followed.

Legislative

- Role:** Has the _____ to make and change _____.
- Introduces laws and _____ on them.

Judicial

- Role:** _____ laws and determines if a law has been _____ and what penalties should result.

Where does the Prime Minister Fit?

- There is a _____ of power between the executive and _____ branches of power

- The _____ caucus sit in the House of Commons and can introduce _____.

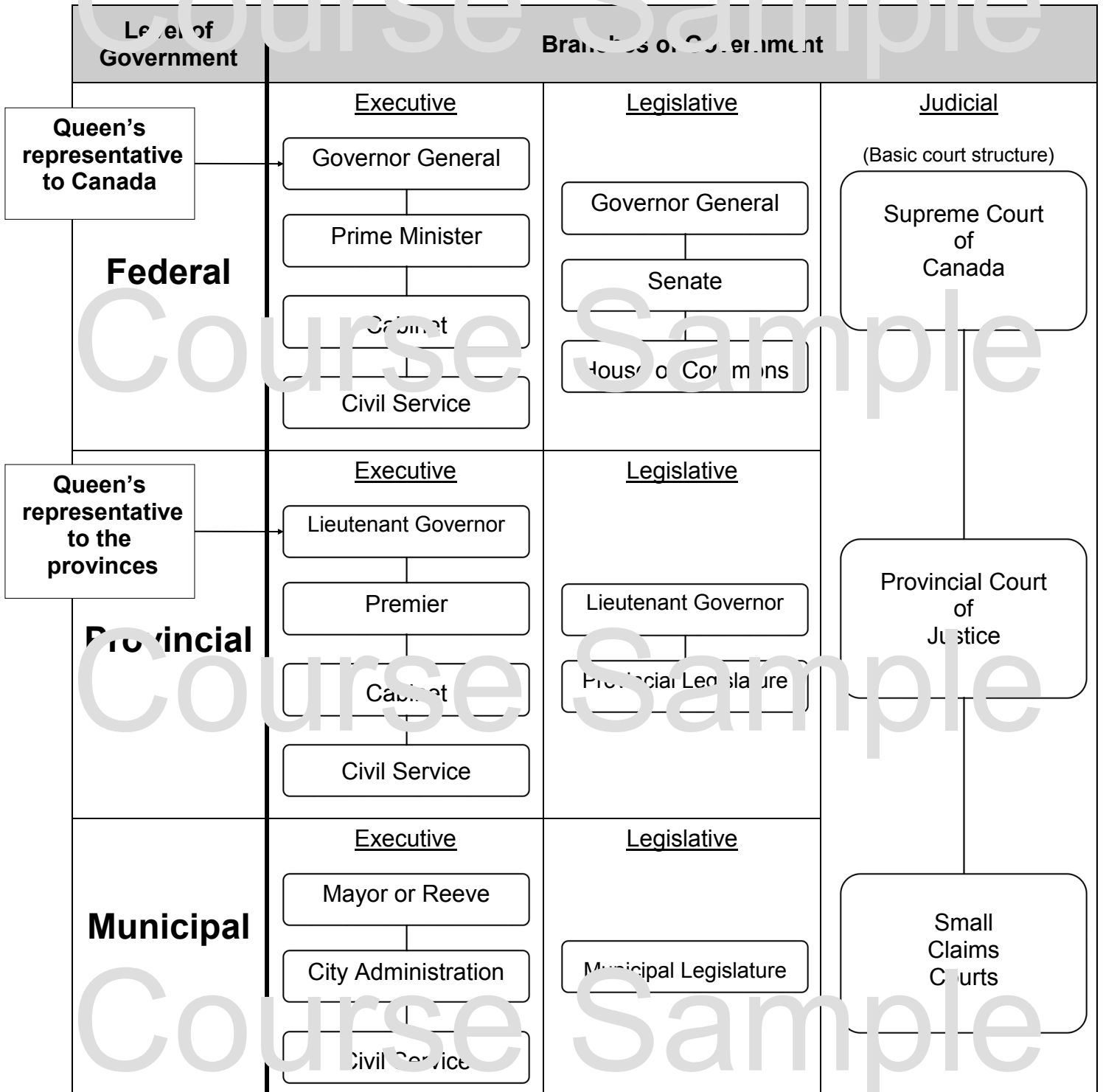
- The Prime Minister is also a regular _____ (Member of Parliament).

A System of Checks and Balances

- Each of the _____ of government are a check on the power of the other.
- This would mean so no _____ branch of government does not hold all or the power.
- If all the _____ rested in one branch that would lead to _____ of power.
 - Eg. The legislative branch of government makes _____, but the judicial branch interprets them and rule a law _____.

Activity 5: Relationship

Closely review the relationship between the levels of government and the branches of government detailed below.



ACTIVITIES PACKAGE: CANADIAN FEDERALISM

1. Using the word bank below, fill in the blanks on the chart with the appropriate term. You will need to refer back to the chart on the previous page to determine where each term fits.

Stephen Harper Minister of Defense etc. City Hall Queen's Park Legislature
 David Johnston (use twice) Your Town's Mayor RCMP etc. Elizabeth Dowdeswell (use twice)
 OPP etc. Kathleen Wynne Minister of Education etc. Garage Collector

Note:
 Give an example
 of an actual
 cabinet minister.

Levels of Government	Branches of Government		
	<u>Executive</u>	<u>Legislative</u>	<u>Judicial</u>
Federal	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%; text-align: center;">Senate</div> <div style="border: 1px solid black; height: 20px; width: 100%; text-align: center;">House of Commons</div>	<div style="text-align: center;">(Basic court structure)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Supreme Court of Canada</div>
Provincial (Ontario)	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Provincial Court of Justice</div>
Municipal (Oakville)	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%; text-align: center;">City Administration</div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Small Claims Court</div>

Activity 6: Executive

This activity details important terms associated with the executive branch at the federal level. Read the instructions below.



Instructions

Online Resource
Website: parl.gc.ca

- Go to the website listed on the left.
- In the search box input, "Glossary of parliamentary terms for intermediate students."
- Match the terms below with the correct descriptions.

Governor General	Cabinet	Portfolio	Prime Minister
Privy Council	Public Service	Ministers	PMO

_____ "Consists of all ministers who are appointed or are recommended by the Prime Minister from among the members of the House of Commons, and at least one from the Senate (including the Leader of the Government in the Senate). Decides the Government's priorities and policies, determines the legislation that will be presented to Parliament, and raises and spends revenues."

_____ "Appointed by the Queen (on the advice of the Prime Minister) to be her representative as Head of State in Canada. Acting on the advice of the Prime Minister, the Summons, prorogues and dissolves Parliament, reads the Speech from the Throne, gives Royal Assent to bills and signs many other state documents. Receives diplomatic representatives and performs many ceremonial and social duties."

_____ "A formal advisory body to the Crown appointed by the Governor General on the advice of the Prime Minister. All Cabinet members must be sworn into this, to which they are named for life."

_____ "The term used to describe the responsibilities of a member of Cabinet. For example, the Minister of Finance includes responsibility for the Department of Finance and the annual budget."

_____ "Someone who works for the administrative service of a government. Includes government departments, Crown corporations and various agencies."

_____ "The leader of the party in power and the head of the federal Government."

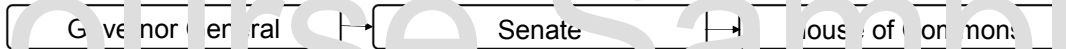
_____ "Mp who is chosen to run a particular department (eg. Health, National Defense etc.)"

_____ "An abbreviation for Prime Minister's Office."

Source: parl.gc.ca

Activity 7: Legislative

This activity details important terms associated with the Legislative branch at the federal level. Read the instructions below.



Online Resource

Website: parl.gc.ca

Instructions

- Go to the website listed on the left.
- In the search box input, "Guide to the House of Commons." You can use the website or download a free copy of the document.
- Use this guide to complete each of the tasks within this activity.

1. Using the *Guide to the House of Commons* fill in each of the blanks listed below.

The Governor General

The legislative branch of government at the federal level is made up of the Governor General,

the Senate and the House of Commons. The Governor General is _____

_____ on the advice of the _____. He or She

does a number of important tasks which includes ensuring that Canada always has a government. Other tasks include reading the Speech from the

_____, giving _____ to bills, signing state documents and dissolving _____ for an election.



The Senate

There are _____ Senators in total. Each major region of the country receives _____ seats. The nine remaining seats are given to the territories and Newfoundland and Labrador. The job of the Senate is to study, _____

_____, and either _____ or _____ bills passed by the House of Commons.

Bills, which are proposed laws, can start in the Senate, but can not be bills which spend public _____ or impose _____. The bill can become law until it has been

passed through the Senate. One controversial fact about the Senate is that Senators are _____

_____ and not elected. They may hold office until the age of _____.



ACTIVITIES PACKAGE: CANADIAN FEDERALISM

The House of Commons

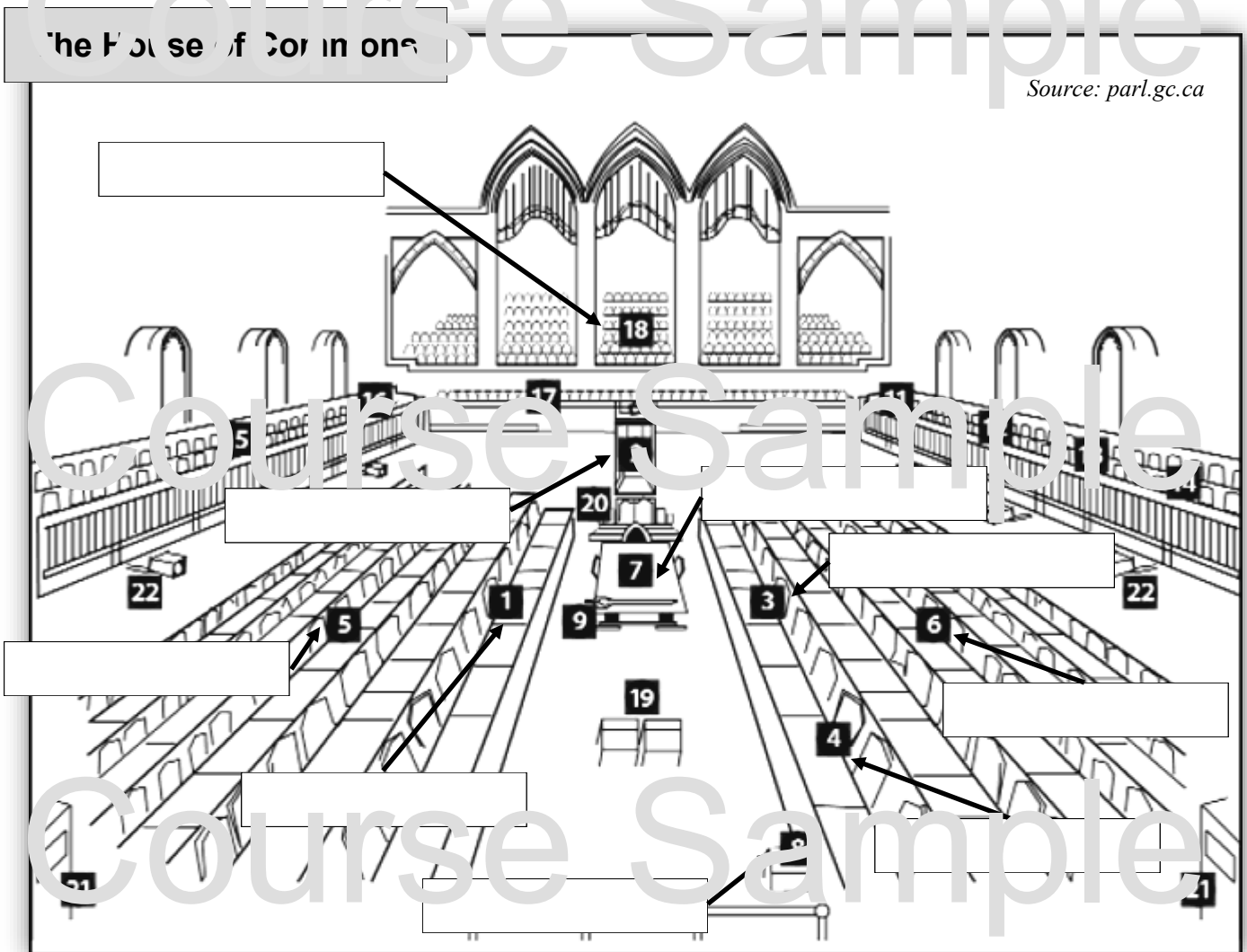
The House of Commons receives most of the attention in the media when compared to the Senate. In total there are _____ seats in the House of Commons. The number of MPs (Members of Parliament) is determined by the _____ of each province. The three provinces with the most seats include (amount of seats in brackets):



_____(), _____(), _____().

The House or chamber, as it is also known, is a place where members debate and vote on the issues.

- Click on the link, *Who's Who in the House of Commons*, and use the diagram to label the various people and positions in the House of Commons (image below).



3. Identify the following the positions and explain their role in your own words.

The Speaker _____



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Parliamentary Secretary _____

Leader of the Opposition and Critics _____



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House Leaders _____

Course Sample

Whips _____

4. What is responsible government?



Course Sample

Activity 8: Judicial

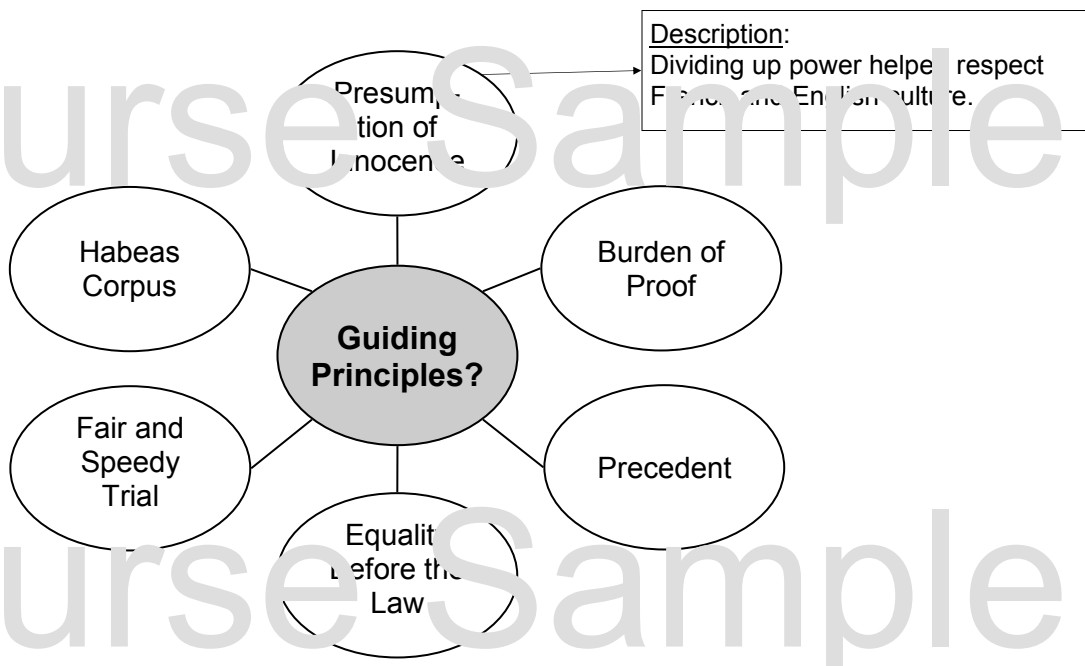
This activity details important terms associated with the judicial branch at the federal level. Read the instructions below.

Log in Information
 Website: civicschannel.com

- Instructions
- Access the online textbook from the website
 - Click on the chapter link, "Legal System."
 - Use this chapter to complete each of the tasks in this activity.

1. What is the purpose of the judicial branch of government? Why is it important to have a court system?

2. There are a number of important principles that are foundational to our court system. Summarize each of the following principles on the mindmap below:



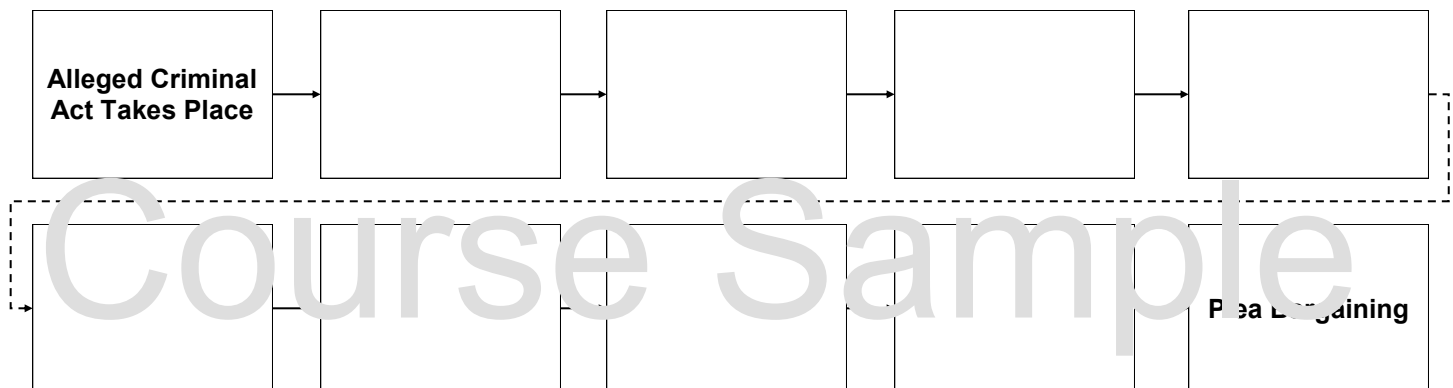
ACTIVITIES PACKAGE: CANADIAN FEDERALISM

3. The Charter of Rights and Freedoms was created in 1982 to ensure all Canadians are protected. Access your copy of the charter from Unit 1 or simply search online. There are 7 main categories of rights—review each of these rights. Read the scenarios below and determine which right is being violated.

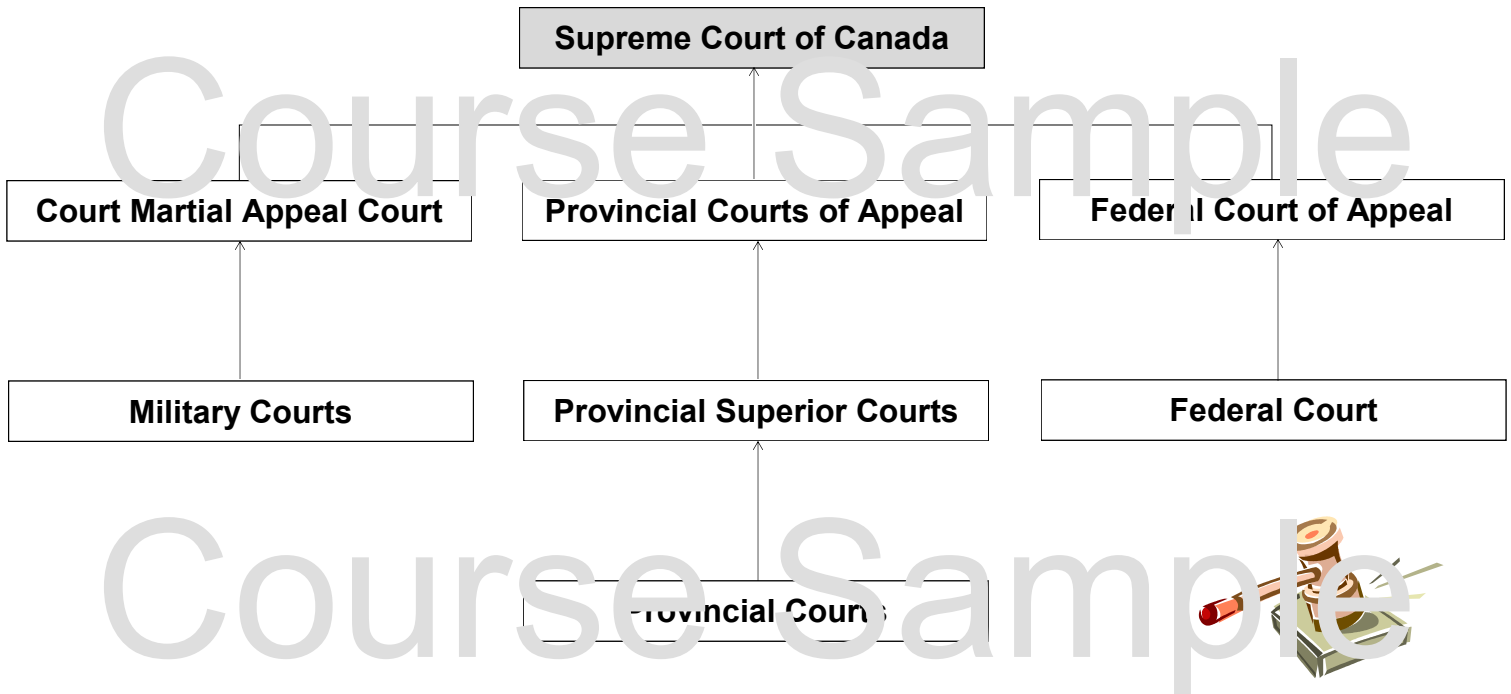
Guarantee of Rights and Freedoms	Fundamental Freedoms	Legal Rights	Search and Seizure
Detention and Imprisonment	Treatment or Punishment	Equality Rights	Note: Some rights may be used more than once.

Right Violated?	Scenario
_____	A Christian church is closed by the police.
_____	A student is arrested by the police, but not charged with anything. The police imprison the student for 90 days without laying charges.
_____	A Canadian terrorist suspect is arrested and charged. In order to get more information about other possible terrorists, the suspect is subjected to torture and threats.
_____	A black student is refused admission to a private school because of the colour of her skin.
_____	Detectives enter the home of a local family and search the home without a search warrant.
_____	Demonstrators gather in the local square to peacefully demonstrate the spring seal hunt. The army is sent in to stop the demonstration.
_____	The government enacts new legislation that limits the lifespan of people to 70 years of age.
_____	The government decides that rights will only be guaranteed to people once they reach the age of 18.

4. Outline the *Sequence of procedure* on the flow chart below. (What happens after a crime?)



5. Review the diagram of Canada's Court System and complete the questions listed below.



Note: The answer to these questions are personal perspective and are not found on the website.

6. Why do you think the court system was designed in such a way? Why wouldn't there simply be one court that hears all cases?

7. What does it mean by an "appeal court"? Why was this put in place?

Activity 9: Courtroom

You will be viewing a typical Canadian Courtroom. Access the website and complete each of the tasks listed below.

Website
<http://www.courtprep.ca/en/default.asp>

- Instructions**
- Access the website on the left.
 - Click on the link “Interactive” and then “Courtroom.”
 - Proceed to the interactive courtroom and explore the different roles of each figure.

1. Using the interactive courtroom, summarize the role of each figure identified below.

Source: courtprep.ca

2. The courtroom has a well defined process with a variety of individuals serving in different roles. Why do you think the courtroom is so structured?

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Course Sample

CANADIAN POLITICS

Course Sample



LEARNING GOALS

- ▶ To understand how elections function.
- ▶ To evaluate the different beliefs of Canada's political parties.
- ▶ To understand the process by which laws are made.



ACTIVITIES PACKAGE: CANADIAN POLITICS

Canada's political system was designed after the British parliamentary model. It is vital that Canadians understand how our system functions as the decisions made by the government affect all of our lives. After completing this package you will understand how elections work, how laws are made and the beliefs of Canada's main political parties.



Activity 1: Elections

Follow along with the Powerpoint lecture entitled, "Canadian Elections," and take the appropriate notes.

When Do Elections Happen?

- An election must be called every ____ years or sooner.
- The _____ may choose to call an election at any time during those 5 years; there are no _____ election dates.

- ____ person is elected from each riding (electoral district) to become an _____.
- In order to get elected this person must receive the _____ of the votes (the most votes, a _____ is not necessary).
- There are _____ ridings in Canada.
- This system is also known as _____.

What Type of Electoral System Do We Have?

- _____.

1) The Call
<p>Course Sample</p>

2) Nominations
<p>Course Sample</p>

3) Voters List
<p>Course Sample</p>

4) Campaign
<p>Course Sample</p>

5) Voters Informed
<p>Course Sample</p>

6) Election Day
<p>Course Sample</p>

7) The Count
Course Sample

8) The Winner
Course Sample



Prime Minister Harper and Governor General Johnston

How is the Prime Minister elected? Describe in your own words.

Course Sample

Activity 2: Parties

Use the powerpoint lecture entitled, "Canadian Political Parties," to complete the tasks below.

1. Look through the powerpoint and determine what you think are the positives and negatives for each of Canada's three main political parties.

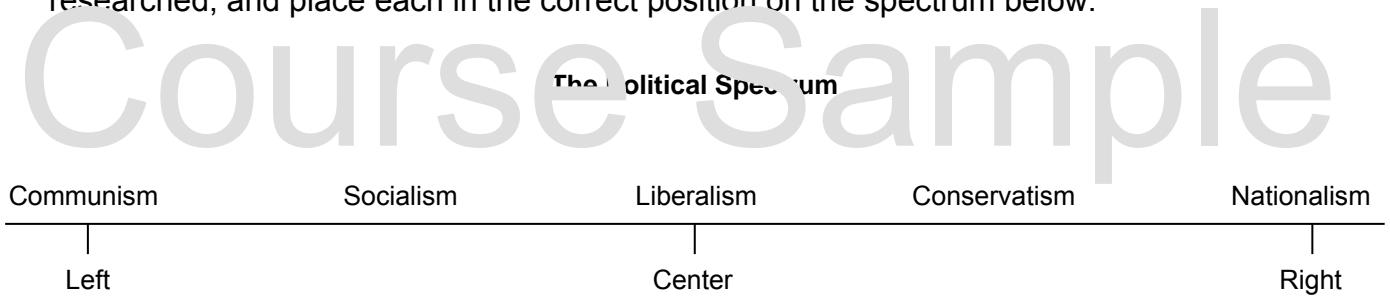
New Democratic Party	Liberal	Conservative
Positives:	Positives:	Positives:
Negatives:	Negatives:	Negatives:

ACTIVITIES PACKAGE: CANADIAN POLITICS

2. There are a number of additional federal political parties. Research two federal parties of your choosing and complete the data boxes below.

Party Name: _____	Party Name: _____
Leader: _____	Leader: _____
Highlight 3 of their main beliefs: 1. _____ 2. _____ 3. _____	Highlight 3 of their main beliefs: 1. _____ 2. _____ 3. _____
Would you vote for this party? (circle): Not a chance _____ Absolutely! _____ 1 2 3 4 5 6 7 8 9 10	Would you vote for this party? (circle): Not a chance _____ Absolutely! _____ 1 2 3 4 5 6 7 8 9 10
What percentage of the vote did they receive in the last election? _____ %	What percentage of the vote did they receive in the last election? _____ %

3. The political spectrum is commonly used to help understand political parties and their relation to ideologies. Review the beliefs of the three main political parties, plus the two parties you researched, and place each in the correct position on the spectrum below:



Course Sample

Activity 3: Your Mp!

You will be researching your own member of parliament.
Carefully read the instructions listed below.

Step One: Finding Your Member of Parliament

- Using the internet access the following website.

<http://www.elections.ca/home.asp>

- To access information on your MP and local riding, input your postal code.

Step Two: Filling out the Template

- On the next page you will find a blank template. You will be required to use the above website to fill in the relevant information on your MP and your electoral district (riding).
- You will also need to utilize the personal website of your MP to find further information. This link can be found on the Elections Canada website you accessed.
- Print out a picture of your MP and the riding map, cut out the pictures and glue them to the template on the next page.

Step Three: Forming your Position

- Once you have completed all the background information on your MP and electoral district you will be required to complete a persuasive paragraph evidence chart on whether you would support this candidate in the next federal election.

Persuasive Paragraph Structure

- 1st sentence is your mini-thesis. Identify two or three main points in your thesis.
- The body of the paragraph includes evidence to support the main points from your mini-thesis.
- The concluding sentence sums up your position without introducing new information.



Member of Parliament Profile

MP Contact Information	Address:
	Email:
	Phone Number:

What did your MP do prior to becoming an MP?

What are some of your MP's main beliefs?

MP Name:

Student Name:

Find the information on your electoral district

Name of Electoral District	Population of Electoral District
----------------------------	----------------------------------

2011 Federal Election Riding Results

Top 4 Candidates in Riding	# Votes	% Votes



Using the evidence chart, explain whether you would support this MP in the next federal election.

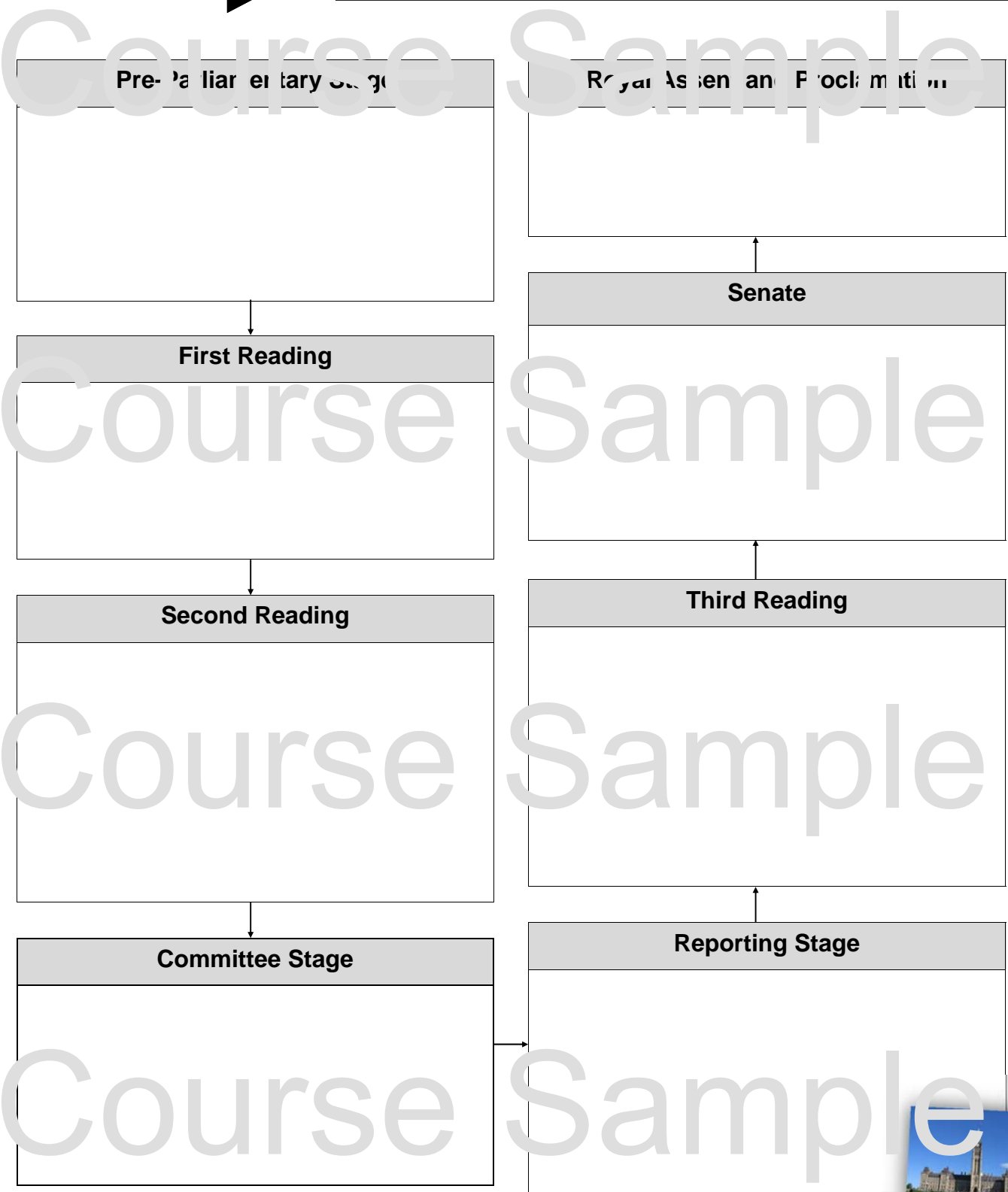
Your Position:

Reason 1: **Reason 2:** **Reason 3:**

--	--	--	--	--	--

Activity 4: Bill to Law

Follow along with the powerpoint lecture entitled, "From Bill to Law," and take the appropriate notes.



Activity 5: Simulation

Read the instructions below and complete the *Bill on the Hill* simulation online.

Online Resource

Website: parl.gc.ca

Instructions

- Access the website to the left and in the search bar input, “Bill on the hill legislative process.”
- Start the “Bill on the Hill” game. The flash version is recommended.
- Complete the tasks listed below.

1. The game will ask you to design a bill. List three ideas for bills you could propose.

1	_____
2	_____
3	_____



2. Choose one of the ideas and carefully record how your bill will be worded below. Remember a bill must be written clearly to avoid creating “loop-holes” (gaps in the law). When prompted during the game input this bill.

Official Bill Description:

--

3. After completing the game why do you think the bill to law process was designed with so many layers of approval?

EVALUATION: THE GREAT CANADIAN TWITTER DEBATE

In a democratic country there are going to be many different views on prominent issues. Canada is no different. Each of the federal political parties have their views outlined in their party platform. This evaluation will help you learn more about each of the political parties and their viewpoints.

Your Task Carefully read the instructions listed below

- Using the printed Twitter template you will create Twitter dialogues between the different political party leaders of Canada.
- The conversations must reflect the views of each political party. You will need to research each political party's platform.
 - Tip:** View each political parties website for platform views.
- Next, you will create conversations between the leaders based on "The Question."
- Choose three topics and create conversations on the appropriate Twitter templates.



- Topics:** Health Care, the Military, Taxes, National Debt and Senate Reform.

The Rubric Review the grading rubric below to ensure that you meet all of the evaluation requirements

Project Marking Rubric				
Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-90%)	Level 4+ (91-100%)
The views of each leader are not clear. A weak level of understanding has been shown for each issue.	The views of each leader is represented in a fairly effective manner. A decent level of understanding has been shown for each issue.	The views of each leader is represented in an effective manner. A solid level of understanding has been shown for each issue.	The views of each leader is represented in an accurate and creative way. A very good level of understanding has been shown for each issue.	The views of each leader is represented in an exceptional and creative way. An excellent level of understanding has been shown for each issue.



Search



Tweets

Following

Followers

Favorites

Lists

Follow Health Care in Canada

Name

Sign up



The Question:

Should Canada allow private health care companies to provide health coverage for Canadians?



Health Care in Canada

@public-or-private

Follow

1,234 Tweets
107 following
200 followers

Tweets



Stephen Harper @Conservative 1 min

#



Justin Trudeau @Liberal 1 min

#



Thomas Mulcair @NDP 1 min

#



Elizabeth May @Green 1 min

#



Daniel Paille @Bloc Quebecois 1 min

#



Stephen Harper @Conservative 1 min

#



Justin Trudeau @Liberal 1 min

#



Thomas Mulcair @NDP 1 min

#



Elizabeth May @Green 1 min

#



Search



Tweets

Following

Followers

Favorites

Lists

Follow Canadian Military

Name

Sign up



The Question

Should Canada increase spending on the military to combat the threat of terrorism?



Canadian Military

@to-spend-or-not-to-spend

Follow

1,234 Tweets
107 following
200 followers

Tweets



Stephen Harper @Conservative 1 min

#



Justin Trudeau @Liberal 1 min

#



Thomas Mulcair @NDP 1 min

#



Elizabeth May @Green 1 min

#



Daniel Paille @Bloc Quebecois 1 min

#



Stephen Harper @Conservative 1 min

#



Justin Trudeau @Liberal 1 min

#



Thomas Mulcair @NDP 1 min

#



Elizabeth May @Green 1 min

#



Search



Tweets

Following

Followers

Favorites

Lists

Follow Canadian Taxes

Name

Sign up



The Question

Should Canada increase taxes to fund additional social programs?



Canadian Taxes

@low-taxes-or-social-programs

Follow

1,234 Tweets
107 following
200 followers

Tweets



Stephen Harper @Conservative 1 min

#



Justin Trudeau @Liberal 1 min

#



Thomas Mulcair @NDP 1 min

#



Elizabeth May @Green 1 min

#



Daniel Paille @Bloc Quebecois 1 min

#



Stephen Harper @Conservative 1 min

#



Justin Trudeau @Liberal 1 min

#



Thomas Mulcair @NDP 1 min

#



Elizabeth May @Green 1 min

#



Search



Tweets

Following

Followers

Favorites

Lists

Follow Senate Reform

Name

Sign up



The Question

Should the Canadian Senate be abolished, appointed or elected?



Senate Reform

@elected-or-appointed

Follow

1,234 Tweets
107 following
200 followers

Tweets



Stephen Harper @Conservative 1 min

#



Justin Trudeau @Liberal 1 min

#



Thomas Mulcair @NDP 1 min

#



Elizabeth May @Green 1 min

#



Daniel Paille @Bloc Quebecois 1 min

#



Stephen Harper @Conservative 1 min

#



Justin Trudeau @Liberal 1 min

#



Thomas Mulcair @NDP 1 min

#



Elizabeth May @Green 1 min

#



Search



Tweets

Following

Followers

Favorites

Lists

Follow Canadian Debt

Name

Sign up



The Question

How could Canada reduce its federal debt at a quicker rate?



Canadian Debt

@what-about-the-future

Follow

1,234 Tweets
107 following
200 followers

Tweets



Stephen Harper @Conservative 1 min

#



Justin Trudeau @Liberal 1 min

#



Thomas Mulcair @NDP 1 min

#



Elizabeth May @Green 1 min

#



Daniel Paille @Bloc Quebecois 1 min

#



Stephen Harper @Conservative 1 min

#



Justin Trudeau @Liberal 1 min

#



Thomas Mulcair @NDP 1 min

#



Elizabeth May @Green 1 min

#

UNIT TWO STUDY TIPS

You have covered many important themes during this unit. In preparation for the upcoming test you will be reviewing. Everyone learns differently! Read over the study tips below in preparation for the test.

Learning Styles

Below is detailed and important research regarding learning styles.

There are different theories on the way in which we all learn. One of the more prominent beliefs is that we each learn in a different way. This is known as the “Multiple Intelligences Theory” developed by Howard Gardiner. He believes that there are seven different types of learners (you may be one or a combination). Here is a summary of the different learners:

What type of learner are you?

Learning Type	Description
Linguistic	Words and language
Logical-mathematical	Logic and numbers
Musical	Music, sound, rhythm
Spatial-Visual	Images and spaces
Bodily-Kinesthetic	Body movement control
Interpersonal	Other peoples feelings
Intrapersonal	Self-awareness

Circle the type(s) of learner you think you are/

When preparing for the test be sure to use strategies that reflect your particular learning style.

Study Habits

Positive study habits are just as important as your learning style. Review the tips below.

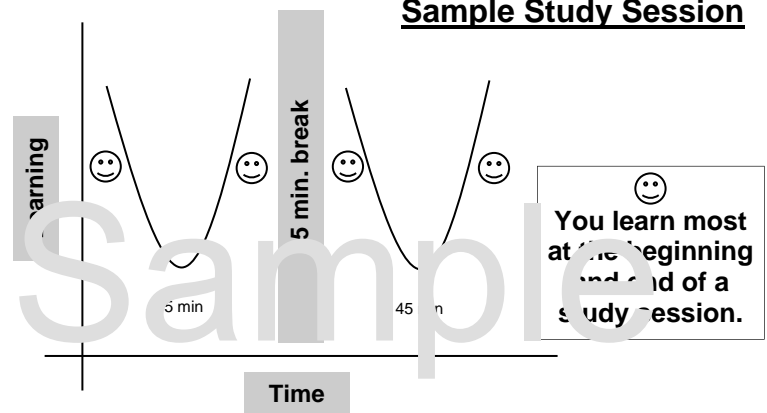
Things to Avoid or Severely Limit

- Texting
- Twitter, Facebook
- Computer Games
- TV

Things to Increase:

- Nutrition and rest

Sample Study Session



UNIT TWO REVIEW SHEET: INFORMED CITIZENSHIP

The structure of the test will be as follows:

Section A: Knowledge

- Multiple choice, matching

Section B: Application

- Short answer questions and persuasive paragraph

Section A: Knowledge

The multiple choice and matching section will be based upon the following activities packages:

- Canadian Federalism
- Canadian Politics

Be sure to have an understanding of the following terms:

Bill	MP	Residual Parties	Political Spectrum	Single-member plurality
Act	Government Bill	Lieutenant-Governor	Branches of Gov't	Caucus

There will be a matching section based on:

- Federal Political Parties (*Canadian Politics: Activity 2*)
- The levels and branches of government (*Canadian Federalism: Activity 5 + 6*)

There will be a matching diagram based on:

- House of Commons diagram (*Canadian Federalism: Activity 7*)

Section B: Application

Review the following standard answer questions:

- What is federalism? How does this system of organization benefit Canada?
- What principles were influential in the formation of the Canadian Court System? Explain three.
- List the stages a bill must go through before becoming a law. Why does this process have so many different stages?

- Draw the spectrum with the ideologies and place the main political parties in the correct spot on the spectrum. (Parties: Conservative, Liberal, NDP)
- List the sequence of events that occur during an election. How does our electoral system work?

To prepare for the persuasive paragraph section review the following questions:

- Canada has changed much since 1867. No longer are we a British colony with a population of predominantly British and Northern European. We are now a multicultural nation with many different ethnic groups. Considering our development as a nation, is a Governor General still an important and necessary part of our government system? Explain.

- "Conservatives falsify the past, Liberals glorify the present and Socialists idolize the future." — *J.I. Granstein*. Is this quote accurate or does one of Canada's political parties provide the best party platform for governing this country? Explain.
- Canada is a pluralist society where many different beliefs and values are represented. Are the rights of Christians protected thoroughly through the *Charter of Rights and Freedoms*?

Course Sample

Course Sample

Course Sample

Course Sample

EVALUATION: FROM KNOWLEDGE TO ACTION

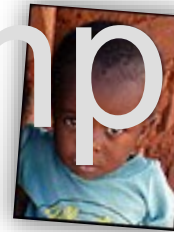
Throughout this course we have studied how our government works and our role as citizens. The intent of this project is that you will take the initiative in developing active citizenship skills and positively influence others by your actions.

Carefully read over each of the project options and choose one.



Option One: Gift Catalogue from World Vision

- ⇒ World Vision offers the option of buying different products (gifts) for people/communities from underdeveloped countries. For example, one of the gifts that can be purchased is seeds for a family to start a garden. These gifts help people to develop a living that will help them out of poverty.
- ⇒ Your job is to raise money for a particular item from the gift catalogue and purchase it online.
- ⇒ You will also be required to produce a two-page report of the following:
 - ⇒ What is the current government situation in the destined country? (system of government, ideology)
 - ⇒ Profile of the leader and the party in power
 - ⇒ Economic situation
 - ⇒ Description and picture of the gift
 - ⇒ Where and who will the gift be given to?
 - ⇒ What kind of impact are you hoping the give will have?
 - ⇒ How has this assignment impacted you?



Option Two: Investigation of a Current Issue

- ⇒ Your task will be to investigate a current issue you are interested in and complete a report and give a presentation to the class.
- ⇒ Choose from the following list of topics: Public vs. Private Health Care, Homelessness, Poverty, AIDS, Same-sex Marriage, Gun Control, Abortion, Global Warming, Food Security or a topic of your choosing which must be approved by your instructor.
- ⇒ The investigative report (3 pages) must include the following:
 - ⇒ What is the issue (definition)?
 - ⇒ How has this issue developed? (brief history)
 - ⇒ What is the current situation?
 - ⇒ What are the different positions and their respective arguments?
 - ⇒ What position have you taken on the issue? (support your position with evidence) Are there any recommendations you can provide on positive action?
 - ⇒ A Works Cited in MLA format must also be included within your report.
 - ⇒ The presentation (5 minutes) can take a variety of different forms: oral presentation, power-point, video or news report. If students have other presentation ideas they must gain teacher approval.



Option Three: Letter to the Editor or Local Politician

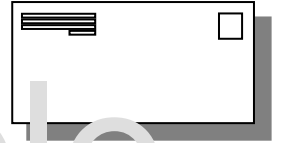
- Your task will be to think of an issue that you are concerned about and write a letter to a newspaper (letter to the editor) or a politician. This option is to be completed individually.

Step One: Choose an issue you feel passionate about (local, national or global) and submit a proposal to

EVALUATION: FROM KNOWLEDGE TO ACTION

the instructor. You may proceed to the next step once the instructor has approved your topic.

Step Two: Determine who you are going to send the letter to: newspaper, MP, MPP, local councillor, Prime Minister, Provincial or Federal minister or other public figure or institution. It may be helpful to refer back to the assignment, “Who’s your MP?”



Step Three: Research the topic thoroughly using a variety of resources, primary and secondary. Be sure to cite your resources—you will be required to submit a Works Cited to your instructor.

Step Four: Construct the rough draft of your letter using the suggested structure provided by the instructor. Submit the rough draft to the teacher for approval. Have someone else edit your letter closely.

Step Five: Construct the final draft of your letter and email or mail to the correct destination(s). If an email is sent please “CC” (carbon copy) the instructor. You may send this letter to multiple people.

Step Six: Submit the following documents to the instructor: cover page, original proposal, research notes, rough draft of letter, final draft and Works Cited in MLA format.

Option Four: Persecute Christians Around the World

- ⇒ We are very fortunate as Christians to live in Canada. Many Christians around the world are persecuted. Your task will be to investigate the treatment of Christians in a particular country.
- ⇒ Your report (3 pages) will include: location (map) and brief description of the country (leader, political system and ideology), treatment of Christians, a personal story(ies) of a Christian in this country and how we can positively influence the situation.
- ⇒ You will also be required to make a 5 minute presentation to classmates. This presentation can take a variety of forms: oral presentation, powerpoint, video, guest speaker or news report. If students have other presentation ideas they must gain instructor approval.



Option Five: Produce a Podcast

- ⇒ This option requires you to produce a podcast highlighting an important issue that is of particular concern to you. This podcast will be posted on YouTube to help get your message across.
- ⇒ This podcast will include: pictures, text and music. It may also be narrated if desired.
- ⇒ The podcast will include the following:
 - ⇒ What is the issue (definition)?
 - ⇒ How has this issue developed? (brief history)
 - ⇒ What is the current situation?
 - ⇒ What are the different positions and their respective arguments?
 - ⇒ What position have you taken on the issue? (support your position with evidence) Are there any recommendations you can provide on positive action?
 - ⇒ A Works Cited in MLA format must also be included within your report.

Works Cited is required for each of the options.
Use the website below to help construct proper citations.

<http://www.calvin.edu/library/knightcite/>



Carefully read over the evaluation rubric to ensure you have met all the requirements.

Course Sample

Category	Expectations	Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Mark
Knowledge	<ul style="list-style-type: none"> • Clear and accurate description of content • Demonstrates knowledge of content. 	1-8	9-10	11	12-15	/15
Thinking	<ul style="list-style-type: none"> • Evidence of thorough, organized research • Presentation of information is logically developed • Critical thinking skills are evident in the gathering and processing of information 	1-5	6	7	8-11	/10
Communication	<ul style="list-style-type: none"> • If applicable, presentation skills (eye contact, tone of voice, professionalism) • You have considered your audience in the design of your project. • Proper structure and organization • Considerable thought has gone into the design of the final product • Works Cited in MLA format 	1-2	3	4	5	/5
Application	<ul style="list-style-type: none"> • You have used the knowledge from the course in the design of your project • You have made connections to the need for greater awareness of social concerns. • You have demonstrated active citizenship in the design and implementation of your project. 	1-8	9-10	11	12-15	/20
TOTAL						/50

EVALUATION: FROM KNOWLEDGE TO ACTION



Fill out the proposal for your project and then plan a schedule on the rough organizer.

Option Chosen (circle):	1	2	3	4	5
Intended topic:					
Explanation of Idea: <ul style="list-style-type: none"> Explain what you want to do and how you are going to put things together 					
Necessary Supplies and Resources <ul style="list-style-type: none"> Websites, books and other material 					
Reminders: <ul style="list-style-type: none"> Write down any reminders for yourself 					

Rough Organizer: Use the chart below to outline what you plan to accomplish over the next 6 days.

Day One: <ul style="list-style-type: none"> _____ _____ _____ _____ 	Day Two: <ul style="list-style-type: none"> _____ _____ _____ _____ 	Day Three: <ul style="list-style-type: none"> _____ _____ _____ _____
Day Four: <ul style="list-style-type: none"> _____ _____ _____ _____ 	Day Five: <ul style="list-style-type: none"> _____ _____ _____ _____ 	Day Six: <ul style="list-style-type: none"> _____ _____ _____ _____