**CIVICS 11: *CANADIAN BY CONVICTION***

**Prologue: Unmasking Citizenship**

1. Describe 8 ways in which you see government at work:
2. What 3 level of governments do we see in Canada?
3. What are the main functions of government at these levels?
4. What is your definition **of *citizenship***?

What is informed citizenship?

What is purposeful citizenship?

What is active citizenship?

MY THOUGHTS: “Ask not what your country can do for you, ask what you can do for your country” – JFK

How is this statement controversial?



1. Brainstorm characteristics that define a “Canadian citizen” and present your ideas in the form of a cartoon character.
2. What is the significance of and relationship between each?

*Athens, democracy, citizenship:*

*Roman Empire, bureaucracy, civil servants:*

*Divine Right of Kings, monarchy, law:*

*Magna Carta, King John, feudalism:*

1. Research and list the key points of the philosophies of these two Englishmen:

 Thomas Hobbes:

John Locke:

1. How did Locke’s ideas influence the Glorious Revolution, French Revolution, and the American Revolution?
2. How did the above revolutions define and refine the concept of citizenship?
3. Cite 3 examples of how modern day “revolutions” changed the nature of citizenship.
4. Complete a Biographic Poetry on one of the following individuals***: Norman Bethune, Frank Caulder, Craig Kielburger, Nellie McClung, Roy Miki , Rosa Parks***. Pls. see form.
5. Governments can be categorized as being ***authoritarian*** *or* ***democratic***. List key points to define each of the following definitions:

Authoritarianism:

Democracy:

Dictatorship:

Monarchy:

Oligarchy:

Aristocracy:

**Chapter 1: The Nature and Evolution of Canadian Government**

1. Using the information on pg. 18, complete a descriptive organizer web describing the aboriginal political structure.
2. What similarities and differences were there between the governments of New France and British North America?
3. What are the three fundamental aspects of Canada’s government established under ***Confederation***?
4. Describe the significance of each as Canada sought to gain full political autonomy from Britain.

***WWI and the Treaty of Versailles***:

***Statute of Westminster***:

***Patriation of the Canadian Constitution***:

1. Explain how the following shifted power from the federal government to the provinces.

***Maurice Duplessis:***

***René Levesque:***

***Bill Davis:***

***W.A. Bennett:***

***Peter Loughheed:***

***Frank McKenna:***

***Meech Lake Accord:***

***Charlottetown Accord:***

***Constitutional Amendment of 1931:***

***Education, Health and Welfare:***

1. Give three examples of how government responded to the needs of its citizens and introduce

 changes that increased its complexity.

1. What is meant by ***Aboriginal self-government***? Why are some of the aspects so controversial?

**Chapter 2: Who’s Who in Government**

1. Describe the significance of each of the following key figures in the Canadian government.

***The Queen:***

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***Governor General:***

***Prime Minister:***

***Members of Parliament (MP):***

***Cabinet:***

***Senator:***

***Lieutenant Governor:***

***Premier:***

***Member of the Legislative Assembly(MLA):***

***Public Servants:***

***Mayor:***

***Councillor:***

**Chapter 3: Political Parties and Other Influential Groups**

1. Give a brief overview of the following political parties that emerged in Canada after Confederation up to 1935.

 Conservative Party:

*Liberal Party:*

*Progressive Party:*

*Co-operative Commonwealth Federation (CCF):*

*Social Credit Party:*

1. What are *independents*?
2. Compare two separate political party descriptive organizers. Find out what stand these parties take on some of the current issues in the news noted by your teacher.
3. Examine your own political beliefs. Which political party, if any, do you favour? Write a 5-paragraph essay explaining your position.
4. Describe ways in which interest groups and pressure groups achieve their goals.
5. Describe what the following interest groups strive to achieve.

*Free the Children:*

*MADD:*

*Amnesty International:*

*The Wilderness Committee:*

1. Write a haiku, 5Ws, cinquain, limerick, or descriptive poem for each of the above interest groups.
2. How has advanced technology and the social media impacted the activities of lobby groups?

**Chapter 4: The Vote**

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1. On a separate sheet, create a mind map that shows the key characteristics of the Canadian federal electoral system. Your mind map should show the 6 steps to a federal election (dissolution; enumeration; nomination; campaigning; voting; and tabulating), as well as sub-topics and terms that fall under each.
2. Complete a Compare and Contrast Organizer on how Canada’s method of electing a government is similar to and different from that of the United States.
3. Identify and explain the single issues during the federal elections of the years below:

*1917:*

*1974:*

*1988:*

1. What would you consider to be key election issues in more recent years?
2. What are the advantages and disadvantages of television debates during an election?
3. Give examples of negative and positive advertisements used during an election campaign.
4. Define each of the following forms of government:

*Majority government:*

*Minority government:*

*Coalition government:*

1. Describe how a *recall* was enacted in recent years.
2. What is a *referendum*?
3. Explain the significance of each referendum:

*Prohibition Referendum of 1898:*

*Conscription Referendum of 1942:*

*Constitutional referendum of 1992:*

*Newfoundland Referendum of 1948:*

*Québec Referendum of 1980:*

*Québec Referendum of 1995:*

1. Choose and complete one of the activities under **Active Citizenship** on page 109.
2. Complete the Reporting Bias Activity.

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**Chapter 5: Peace, Order and Good Government**

1. What is your definition of “peace, order , and good government”?
2. What are the key parts of the BNA Act?
3. Explain the significance of each in defining federal-provincial relations:

*Taxes:*

*Equalization payments:*

*Medicare:*

*The Constitution Act:*

1. Who brought the “Constitution home” and what is its significance?
2. Go to www.solon.org. Complete a Compare and Contrast Organizer comparing the rights and freedoms offered in Canada with that of another country.
3. How is the *Universal Declaration of Human Rights* similar to our Charter? How is it different?
4. Conduct an Internet research on Lester B. Pearson and complete a Biographic Poetry on him.
5. Create a “Charter of Rights and Responsibilities” for the new Belmont Secondary.
6. What is the *Throne Speech*? Who writes it and who reads it?
7. What is the *Question Period*?

**Chapter 6: The Canadian Legal System**

1. In your own words, describe each of the following legal principles:

*Presumption of Innocence*:

*Burden of Proof:*

*Habeas Corpus:*

*Right to a Fair and Speedy Trial:*

*Equality Before the Law:*

*British Common Law:*

*Le Droit Civil:*

1. By whom and when was the Charter of Rights and Freedoms enshrined in our Constituion?
2. What are the five parts of the Charterof Rights and Freedoms?
3. Complete the Balloon Activity with your group.
4. How is *criminal law* defined and what are its criteria?
5. Describe the following:

*Summary Offences:*

*Indictable Offences:*

*Hybrid Offences:*

*Regina:*

1. Complete a flow chart classification organizer to represent the procedure that takes place from the time a crime is committed and the accused is brought to trial.
2. What are the four things that are considered in sentencing?



1. Describe how science and technology have impacted the process of prosecuting alleged criminals.
2. Generate a list of pros and cons of our legal system.
3. Describe the following types of court-ordered punishment:

*Suspended Sentence:*

*Probation:*

*Fine:*

*Restitution and Community Service:*

*Imprisonment for Two Years Less a Day:*

*Imprisonment for more Than Two Years:*

*The Faint Hope Clause:*

1. How is Aboriginal justice different? Discuss how it can be more or less successful.
2. Give an example of *restorative justice*?
3. What are the key points of the *Young Offender’s Act*?
4. Individually research further the Young Offender’s Act. What are some potential problems with it? Discuss with your group and complete a Problem/ Solution Sheet. Make sure you can support your reasons for those changes.
5. Define *civil law*. How is a civil case different from a criminal case?
6. Describe the following terms:

*plaintiff:*

*contract laws:*

*laws of torts:*

*family law:*

*conflict:*

*negotiation:*

*mediation:*

*arbitration:*

1. What are the key principles of *international law*?
2. Describe the significance of each:

*The International Court of Justice:*

*The International Criminal Tribunal:*

*The Geneva Convention of 1949:*

1. What roles have the following women played in the Canadian and world stages?

Beverly McLachlin:

Louise Arbour:

Pauline Fogarty:

Berta Wilson:

**Chapter 7: How Times Have Changed**

1. What role do the media play in forming our opinions?
2. In groups of two or three, complete a list of criteria a candidate who would get your vote in an election would have.
3. What is the significance of each?

*Vietnam War:*

*Watergate:*

*The Pacific Scandal:*

1. Discuss questions 1, 2, & 3 on page 173 in your textbook.
2. What is the significance of the Murray Hiebert case?
3. Write a brief comment about each of the following:

Power of image:

Privacy of public figures:

1. How are public opinion polls useful for politicians?

How are they useful for the public?

What are possible disadvantages of public opinion polls?

**Chapter 8: Organizing to Make a Difference**

1. Describe the goals of the following organizations and the activities they are involved in:

*Doctors Without Borders (Médecins Sans Frontiers):*

*Save the Children:*

*Frontier College Frontiere:*

*Canadian Red Cross:*

*Oxfam Canada:*

*World Wildlife Fund:*

*World Vision:*

*YMCA Canada:*

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**Chapter 9: Model Citizens**

1. In your own words, what is a *global citizen*?

What is a *model citizen*?

1. What are the following people remembered for?

Oskar Schindler:

Raoul Wallenberg:

Mahatma Gandhi:

Nelson Mandela:

Rosa Parks:

Martin Luther King Jr.

Norman Bethune:

Mother Teresa of Calcutta:

Nellie McClung:

Terry Fox:

Jean Vanier:

1. Describe each and note its significance.

The Holocaust:

apartheid:

racial segregation:

Women’s Suffrage Movement:

The Famous Five:

Nobel Peace Prize:

**Chapter 10: People Who Made a Difference**

1. In small groups, discuss each of the cases discussed in Chapter 10. Do you agree with the decisions that were taken by the courts? Why or why not?
2. Interview a student who is involved in Leadership. Find out why he/she joined and what he/she hopes to do to make a difference in our school.