

Public District School Board Writing Partnership

Course Profile

Civics

Grade 10

Open

• for teachers by teachers

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Overview

Civics, Grade 10, Open

Identifying Information

Course Title: Civics

Secondary Policy Document Publication Date: *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies, 1999.*

Ministry Course Code: CHV20

Credit Value: 1

Description/Rationale

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

Unit Titles (Time + Sequence)

Unit 1	Democracy: Issues and Ideas	15 hours
Unit 2	Democracy: The Canadian Context	25 hours
Unit 3	Democracy: Global Perspectives	15 hours

Unit Descriptions

Unit 1: Democracy: Issues and Ideas

Time: 15 hours

The first unit of this course focusses on the basic ideas and issues that are fundamental to democratic government, to democratic practices, and to democratic citizenship. In the first unit, the goal is to have students consider democracy from a personal and a conceptual perspective. Starting with a simulation that looks at conflicts and conflict resolution in an early society, students move progressively towards examining the characteristics that might ideally define democratic citizenship.

Unit 2: Democracy: The Canadian Context

Time: 25 hours

Students will learn about Canadian important events, issues and personalities in the Canadian political and legal systems.

Unit 3: Democracy: Global Perspectives

Time: 14 hours

Students will demonstrate their understanding of the role of citizenship in defending and promoting human rights as the basis of democracy in the world community.

Course Notes

Students in elementary school are introduced to the study of the Canadian government in Grades 4, 5, and 6. In Grades 7 and 8, History is introduced as a formal discipline and students study the early years of Canadian History and government to the end of World War I. In Grades 7 and 8 they are introduced to the inquiry process and develop skills in research and communication that are important for their success in Grade 10 History and Civics.

The Achievement Chart in *The Ontario Curriculum, Social Studies, Grades 1 to 6, History and Geography, Grades 7 and 8* provides a guide to the performance standards for teachers, students and parents. The same four Achievement Categories appear in *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies*. Together the Achievement Charts, categories, and levels of performance form the basis for the development of assessment and evaluation tools for teachers that will clearly indicate the steps that students need to take to improve their performance.

The Open course provides students with many opportunities to engage in hands-on learning and express their understandings in varied ways. Students develop their reading and writing skills, and have numerous opportunities to research, construct, model, display, explain, and apply the products of their investigations. Student assignments combine research, visual representations, written work, and oral explanations of their work. These complex tasks draw from all categories of the achievement charts. Critical thinking skills such as analysing, evaluating, and applying knowledge of civic participation through democratic decision making are a focus of the course.

There are important links between the expectations in the Grade 10 Civics course and the Grade 10 History and English courses. The History and Civics courses provide students with different approaches to the study of government, politics, citizenship, and global connections and will reinforce student learning in important ways during their second year in secondary school. The Literature and Reading, Writing, Language and Media Studies strands and many of the specific expectations in *The Ontario Curriculum, Grades 9 and 10, English*, complement and reinforce the work of students in History. The importance of asking questions, reading, critical thinking, group processes, writing, and communicating effectively are apparent in these courses.

Teaching/Learning Strategies

This course provides students the opportunity to explore, analyse and reflect on issues of civic importance through diverse learning strategies and tasks. Critical thinking skills, such as formulating a thesis, identifying bias and viewpoint, debating, analysing primary sources, and problem solving, are a focus of many activities. Focussed inquiry, data analysis, note-taking, and guided Internet searches are examples of the research skills that students practice. Students have multiple opportunities to hone their skills in communication through formal presentations, role-playing, response journals, writing in role, essay writing, and persuasive paragraph writing. Co-operative group learning is another important active learning strategy fundamental to most activities in this profile. Tasks are designed to develop skills and concepts through a range of student learning styles. Each unit overview states specific Teaching/Learning Strategies, skills development and assessment/evaluation tools. Many important skills are developed in the activities in the units. Students are asked to demonstrate a synthesis of their learning in the course by writing reflectively in their Citizen's Handbook after important concepts are learned and practised.

The subject discipline of Civics has its own particular ways in which language is used to express concepts. In order to help all students, but especially ESL/ELD students, teaching and learning strategies should show formative attention to the following aspects of language in written and oral forms:

- specialized vocabulary/idioms;
- wide range of tense use, active and passive voice;

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- words, phrases, and clausal structures that indicate:
 - sequence/chronology
 - cause/effect relationships
 - contrast/comparatives/superlatives
 - statements of opinion, interpretation, inference
 - statements of speculation/hypothesis/prediction
 - statements of belief, intent, necessity, persuasion, evaluation, definition
 - explanations of reason
 - formation of questions for formal and informal circumstances, oral or written;
 - active listening skills, for example, phrases, and syntax that express encouragement, requests for repetition, clarification, and restatement;
 - activities such as reading/listening tasks (case study/video-viewing) need a specific and concrete product expected of students;
 - completion of a graphic organizer/re-enactment or structured oral response;
 - note-taking/summarizing;
 - non-verbal communication skills, of particular importance to presentation tasks.

Language development and the expression of concepts taught is greatly facilitated if written tasks are reinforced by oral tasks, and vice versa. All learners benefit greatly if models or scaffolds for all the above oral and written expressive communicative functions are initially provided for them by their teacher.

Assessment/Evaluation Techniques

The Achievement Chart, which is the basis for assessment and evaluation in this course, can be found on p. 58 of *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies*. The chart identifies four major categories of knowledge and skills – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass the curriculum expectations in all courses in Canadian and World Studies. The descriptions at Level 3 represent the provincial standard for student achievement.

The Ontario Curriculum, Grades 9 and 10, Program Planning and Assessment outlines the philosophy and guiding principles concerning assessment and evaluation for Ontario teachers. At some point boards may require teachers to report using The Achievement Level categories. If boards require teachers to report using the achievement level categories some flexibility is possible. One model is for boards and schools to grant 20% to each of the four achievement level categories and then decide how to distribute the remaining 20% to one or more of the categories according to local priorities. For example, schools or boards may wish to place greater weight on Application and Oral Communication tasks in an Open course. Teachers need to develop an alternative framework for collecting and measuring data to report on student achievement based on the achievement levels. Weighting for any particular assignment will depend on what the teacher wishes to assess as well as the tool or tools they use for assessment.

Activities in this course profile suggest formative assessment, including diagnostic, and summative evaluation strategies and tools. Sample rubrics are provided for some of the major activities and for the unit culminating activity. The course culminating activity is designed to be a “work in progress” for all students of Civics. The teacher should introduce the concept and the topic of the course Culminating Activity, the Citizen’s Handbook, at the beginning of the course.

Unit	Culminating Activity
1	<p><i>Town Council Simulation</i></p> <p>Students participate in a simulation of a town council creating a budget to experience the issues and interests that must be dealt with as part of the democratic decision-making process. Students will role-play individuals who will bring to the process a variety of different backgrounds and needs.</p>
2	<p><i>Legal Issues and Actions Plans Assignment</i></p> <p>Students individually research a piece of federal, provincial, or municipal legislation or policy and identify and justify a change that should be made to the law or policy. In a co-operative group, students become an activist organization dedicated to making the desired changes through a specific action plan.</p>
3	<p><i>The Future of Human Rights</i></p> <p>Students individually investigate and analyse contemporary crises or issues of international significance in the global community. Students form committees to create a report on their findings and their recommendations to present to the class.</p>
4	<p><i>Citizen's Handbook</i></p> <p>Students individually consider, assess, apply, and document their learning in a series of journal entries throughout the course.</p>

The following are suggestions for assessment and evaluation techniques in this course:

- Provide opportunities for student learning to improve by using formative assessment tools in each unit (e.g., visual organizers, practice quiz, self and peer editing of written work, teacher feedback).
- Model the skill that you want the students to master (e.g., formulating a thesis, note-taking, report writing).
- Share with your students clearly developed criteria for their assessment and evaluation (e.g., checklists, rubrics). Developing these tools with students helps to clarify how and why they are being assessed.
- Accommodate a variety of learning styles and special needs through the modifications suggested in the activities and how they may improve their performance.
- Use assessment tools that are appropriate for the expectations being addressed and that relate to the categories on the achievement charts.
- Ensure that criteria used for assessment match expectations in culminating activities that involve performance assessment.
- Ensure that in performance tasks involving group work these tasks build in positive interdependence and individual accountability.
- Rubrics should make it clear to students why they scored as they did and what steps they need to take to improve.
- Match the Teaching/Learning Strategies to the expectations, performance tasks, and assessment.

To prepare for senior level courses, some post secondary opportunities and the world of work, students who are enrolled in open courses may be evaluated more heavily in the Communication and Application criteria found in the achievement level chart. Students should become competent writers through the activities suggested in this profile. They will also practise and demonstrate a variety of written and verbal communication tasks.

Accommodation

Every effort is made to assist all students in achieving success in their Civics course. Specific adaptations and accommodations are recommended with each activity. Individual Education Plans for special needs students provide teachers with specific learning strategies that work best with individual students. As well as the proficiency levels, outlined in *The Ontario Curriculum, Grades 9 and 10, English as a Second Language and English Literacy Development*, provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom. Students who have completed Level 2 courses in ESL/ELD and are currently enrolled in level three or higher courses have the greatest chance of success in meeting the minimum requirements for a credit with modifications.

There are a variety of strategies that can be used for those students with special needs. Civics teachers are encouraged to work with the Special Education teacher to review students' IEPs (Individual Education Plans) to decide the best course of action to assist them in meeting the expectations of the Grade 10 History course. The variety of learning strategies and student performance tasks provide teachers with some guidance, but each individual student's program will require appropriate modifications based on the assessment and suggestion included in the Individual Education Plan. There are many enrichment opportunities for gifted students who may explore the issues, personalities, literature and arts in greater depth or from different perspectives.

When planning adaptation(s) of the courses for ESL students, teachers should recognize and reflect in all aspects of development that the academic needs of the newly arrived student to Ontario who is an English language learner can be met with program and activities that encourage cognitive skill development through language skills development. Dovetail the specific and overall expectations of *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies* with those of the English as a Second Language and English Literacy Development Curriculum Policy Documents.

In addition to ESL/ELD support, first language assistance may also be provided, where resources are available, by teachers, trained and supervised tutors, or volunteers. In such situations, skills and knowledge acquired through the first language can be transferred into English and can promote the acquisition of English. ESL/ELD learners benefit greatly if models or scaffolds for all the above oral and written expressive communicative functions are initially provided for them by their teacher. Teachers should select resources that relate to the ESL/ELD students should be encouraged to use bilingual dictionaries, if necessary, and to use their first language to plan, organize, write a first draft of either written or performance product.

No assumption can be made of ESL/ELD learners' prior knowledge and skill levels as described by the Ontario Ministry of Education and Training's History Curriculum for Grades 1-8; much Canadian historical and cultural background knowledge may still be needed to be taught in the CHV2O course.

The ESL/ELD learners' self esteem and motivation to learn benefits greatly when courses allow expression of their individual skills, interests, and varied life experiences in the family, communities, and countries of origin; sensitivity to the diversity of cultural, ethnic, religious beliefs and customs, socio-economic levels, and family structures of our newcomer students entails accommodations to the structuring of learning experiences and resources. Subject content should be introduced/presented in ways that focus on its relevance to ESL/ELD students needs, be they communicative/language, acculturation, survival day-to-day, social, physical, emotional, or cognitive.

Resources

Print

Eberly, Don E. *Building a Community of Citizens, Civil Society in the 21st Century*. University Press of America, 1995.

Janoski, Thomas. *Citizenship and a Civil Society: A Framework of Rights and Obligations in Liberal, Traditional, and Social Democratic Regimes*. Cambridge University Press, 1998

Niemi, Richard. *Civic Education: What Makes Students Learn*. Yale University, 1999.

Shafir, Gershon. *The Citizenship Debates: A Reader*. University of Minnesota Press, 1998.

a variety of newspapers and magazines

government and non-government publications

Non-Print

CBC: News in Review.

Current events videos from an historical perspective, produced monthly.

Canadian Parliamentary Channel

www.cpac.ca

History of African Canadians

http://citd.scar.utoronto.ca/Multi_history/Blacks/Blacks_TOC.html

Holocaust Museum

www.ushmm.org/index.html

Indigenous Education Network (OISE/UT) – links to other important sites

www.oise.utoronto.ca/IEN/ienpage.html

Links to Canadian Newspapers

<http://broadcast-live.com/newspapers/canadian.html>

National Archives of Canada

<http://www.archives>

National Library of Canada

www.nlc-bnc.ca/

NATO Home page

www.nato.int/

Stats Canada

www.statcan.ca

United Nations Home page

www.un.org/

Women in Canadian History

<http://library.usask.ca/herstory/herstory.html>

Community Experts

Representatives from legal, political, community groups (NGOs)

Representatives from the media

OSS Policy Applications

This course profile is designed to assist teachers in the implementation of compulsory Canadian Civics credit based on *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies*, pp. 36-45. This course is listed as one of the 18 compulsory credits required for an Ontario Secondary School Diploma in section 3.1.1 (p. 8) and Appendix 5 (p. 75) of *Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements 1999*. Expectations for accommodations and modifications of regular programs for students with special education needs are summarized in section 7.12 (pp. 56-58) of *Ontario Secondary Schools, Grades 9-12*. The foundation for assessment, evaluation, and reporting practices are outlined on pp. 9-11 of *The Ontario Curriculum, Grades 9 and 10, Program Planning and Assessment*.

Assessment and Evaluation

Students will succeed in this program when they are able to identify the historical roots of contemporary Canadian issues, search for historically valid evidence from a wide range of sources, read historical and contemporary materials critically, assess the point of view of presenters and use evidence to develop and defend conclusions about past events. Teachers may evaluate their courses based on the active feedback of students and colleagues and should review their program annually in light of the expectations set out in the policy documents. Adjustment of teaching practices in the light of classroom experiences is the natural professional response.

Coded Expectations, Civics, CHV20

Informed Citizenship

Overall Expectations

ICV.01

– demonstrate an understanding of the reasons for democratic decision making;

ICV.02

– compare contrasting views of what it means to be a “citizen”;

ICV.03

– describe the main features of local, provincial, and federal governments in Canada and explain how these features work;

ICV.04

– explain the legal rights and responsibilities associated with Canadian citizenship;

ICV.05

– demonstrate an understanding of citizenship within a global context.

Specific Expectations

Democratic Decision Making

IC1.01

– explain the causes of civic conflict, and identify the need for decision-making processes and structures (e.g., ensure individual and community needs are met, resolve conflict, adapt to change);

IC1.02

– distinguish between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts;

IC1.03

– research and report on the elements of democratic decision making (e.g., rights and responsibilities of citizens, rule of law, common good, parliamentary system, majority rule, rights of minorities);

IC1.04

– analyse how dimensions of democratic decision making were practised in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy) and in their current circumstances (e.g., classroom, community associations);

IC1.05

– identify similarities and differences in the ways power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts (e.g., in families, classrooms, municipalities).

Elements of Democratic Citizenship

IC2.01

– explain what it means to be a citizen in diverse political communities (e.g., school student union, community groups, ethnocultural groups, national and international organizations);

IC2.02

– research and write profiles of citizens with varying backgrounds (e.g., culture, religion, gender, socioeconomic status, nationality) who have made a difference in public life, and compare the different types of civic involvement they represent.

The Rights and Responsibilities of Canadian Citizenship

IC3.01

– identify the rights and responsibilities of citizenship expected and practised in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students;

IC3.02

– describe the changing nature of Canadian citizenship rights and responsibilities based on an examination of provincial legislation, the Bill of Rights (1960), and the Canadian Charter of Rights and Freedoms (1982) (e.g., in terms of fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, language rights, Aboriginal rights);

IC3.03

– explain why it is essential in a democracy for governments to be open and accountable to their citizens, while protecting the personal information citizens are required to provide to governments (e.g., Municipal Freedom of Information and Protection of Privacy Act);

IC3.04

– demonstrate an understanding of how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary);

IC3.05

– describe a case in which a citizen’s rights and responsibilities have been upheld or restricted, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome;

IC3.06

– identify significant political leaders in today’s Canada.

Making Decisions, Resolving Conflicts, and Developing Policy in Canada**IC4.01**

– explain the main features and functions of the different levels of government in Canada (e.g., federal, provincial, municipal);

IC4.02

– compare how laws, regulations, public policies, and decisions are made and enforced at the local, provincial, and federal levels;

IC4.03

– examine and analyse the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches;

IC4.04

– demonstrate an understanding of the important role played by regulatory and adjudicative (quasi-judicial) agencies in our democratic society when resolving issues and disputes between individuals and groups, and between individuals or groups and government;

IC4.05

– investigate the role of political parties in the parliamentary process and examine the selection process for majority, minority, and coalition governments, using provincial and federal examples;

IC4.06

– examine and describe the roles played by elected representatives and interest groups in the political process (e.g., lobbying);

IC4.07

– research recently passed legislation at the community, provincial, or federal level to resolve public conflict (e.g., smoking and health regulations, drinking and driving laws, gun laws), and then produce a report analysing the key issues and different points of view on the issues.

Citizenship Within the Global Context**IC5.01**

– analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community;

IC5.02

– summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989);

IC5.03

– research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Emile Léger, Nelson Mandela, Mother Teresa, Craig Kielburger, David Suzuki, Jean Vanier, Red Cross, Frontier College, Doctors Without Borders, YWCA/YMCA);

IC5.04

– compare the contributions of individuals, as explored in the student summaries, to arrive at a definition of the term “global citizen”;

IC5.05

– examine and describe methods of electing governments in other countries (e.g., France, Israel, South Africa, Ireland).

Purposeful Citizenship**Overall Expectations****PCV.01**

– examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens’ actions;

PCV.02

– articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of other individuals and groups in Canadian society;

PCV.03

– demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

PCV.04

– demonstrate an understanding of a citizen’s role in responding to non-democratic movements (e.g., supremacist and racist organizations, fascism, and communism) through personal and group actions (e.g., actions of the Righteous Among the Nations during the Holocaust, Medgar Evers, Emily Murphy).

Specific Expectations**Democratic Beliefs and Values****PC1.01**

– describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

PC1.02

– explain, based on an analysis of cases in local, provincial, national, and global contexts, how democratic beliefs and values are reflected in citizen actions;

PC1.03

– articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socioeconomic status) on their sense of civic purpose.

Beliefs, Values, and Multiple Perspectives

PC2.01

– compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., privacy, reducing voting age, freedom of information, compulsory military service, Native self-government, Québec sovereignty);

PC2.02

– explain how different groups (e.g., special interest groups, ethnocultural groups) define their citizenship, and identify the beliefs and values reflected in these definitions;

PC2.03

– analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC2.04

– describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation.

Civic Purpose, Community, and Personal Responsibilities

PC3.01

– describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities;

PC3.02

– describe, compare, and analyse Canadian cases in which contrasting value systems, multiple perspectives, and civic purposes coexist (e.g., constitutional debates, Québec sovereignty question, Native self-governance);

PC3.03

– research and summarize the introduction of the Nuremberg laws, the public response to these laws in pre-World War II Europe, and the subsequent erosion of human rights that led to the Holocaust;

PC3.04

– analyse the evolution of Canada's participation in international tribunals, from the Nuremberg trials after World War II to the International Court of Justice's ongoing prosecutions involving war crimes and genocide (e.g., Somalia, Rwanda, Bosnia);

PC3.05

– describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement;

PC3.06

– demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern.

Active Citizenship Active Citizenship

Overall Expectations

ACV.01

– demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02

– demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03

– demonstrate an ability to collaborate effectively when participating in group enquiries and community activities;

ACV.04

– demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

Inquiry Skills

AC1.01

– demonstrate an ability to formulate questions; locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC1.02

– demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

AC1.03

– demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community.

Decision Making and Conflict Resolution

AC2.01

– analyse approaches to decision making and conflict resolution that can affect their own lives;

AC2.02

– analyse important historical and contemporary cases that involve democratic principles in the public process of conflict resolution and decision making;

AC2.03

– demonstrate an ability to apply conflict-resolution and decision-making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives.

Collaboration

AC3.01

– demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.02

– communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation);

AC3.03

– demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community.

Citizenship Participation and Community Involvement

AC4.01

– research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals' and groups' contributions;

AC4.02

– compare and evaluate the impact of various types of non-violent citizen participation (e.g., advocacy, community service, voting, serving on juries) in resolving public issues in Canada;

AC4.03

– research and describe how family, gender, ethnicity, class, nationality, and/or institutional affiliation may affect one's ability to participate;

AC4.04

– participate effectively in a civil action or project of interest to them and of importance to the community (e.g., attend public hearings, plan religious or cultural event, join special interest group, write letters to editor);

AC4.05

– produce a research report on the contributions of public agencies (e.g., government bodies, service clubs, media, public interest groups) and evaluate the value of these contributions to society.

Unit 1: Democracy: Issues and Ideas

Time: 15 hours

Unit Description

The first unit of this course focusses on the basic ideas and issues that are fundamental to democratic government, to democratic practices, and to democratic citizenship. In this first unit, the goal is to have students consider democracy from a personal and a conceptual perspective. Starting with a simulation that looks at conflicts and conflict resolution in an early society, students move progressively towards examining the characteristics that might ideally define democratic citizenship.

Strand(s) and Expectations

Strand(s): all strands

Overall Expectations

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement;

ICV.01 - demonstrate an understanding of the reasons for democratic decision making;

ICV.02 - compare contrasting views of what it means to be a “citizen”;

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens’ actions;

PCV.02 - articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of other individuals and groups in Canadian society;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist.

Specific Expectations

AC1.02 - demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

AC1.03 - demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community;

AC2.01 - analyse approaches to decision-making and conflict resolution that can affect their own lives

AC2.02 - analyse important historical and contemporary cases that involve democratic principles in the public process of conflict resolution and decision-making;

AC2.03 - demonstrate an ability to apply conflict resolution and decision making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.02 - communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation);

AC3.03 - demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community;

IC1.01 - explain the causes of civic conflict, and identify the need for decision-making processes and structures (e.g., ensure individual and community needs are met, resolve conflict, adapt to change);

IC1.02 - distinguish between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts

IC1.03 - research and report on the elements of democratic decision-making (e.g., rights and responsibilities of citizens, rule of law, common good, parliamentary system, majority rule, rights of minorities);

IC1.04 - analyse how dimensions of democratic decision making were practised in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy) and in their current circumstances (e.g., classroom, community associations);

IC1.05 - identify similarities and differences in the ways power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts (e.g., in families, classrooms, municipalities);

IC2.01 - explain what it means to be a citizen in diverse political communities (e.g., school student union, community groups, ethnocultural groups, national and international organizations);

IC3.01 - identify the rights and responsibilities of citizenship expected and practised in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students;

IC4.03 - examine and analyse the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches;

IC4.04 - demonstrate an understanding of the important role played by regulatory and adjudicative (quasi-judicial) agencies in our democratic society when resolving issues and disputes between individuals and groups, and between individuals or groups and government;

IC4.06 - examine and describe the roles played by elected representatives and interest groups in the political process (e.g., lobbying);

PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

PC1.02 - explain, based on an analysis of cases in local, provincial, national, and global contexts, how democratic beliefs and values are reflected in citizen actions;

PC1.03 - articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socioeconomic status) on their sense of civic purpose;

PC2.01 - compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., privacy, reducing voting age, freedom of information, compulsory military service, Native self-government, Quebec sovereignty);

PC2.03 - analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC2.04 - describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation;

PC3.01 - describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities;

PC3.05 - describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement;

PC3.06 - demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern.

Activity Titles (Time + Sequence)

Activity 1	The River Simulation – An Exercise Examining the Origins of Government and Conflict Resolution	90 minutes
Activity 2	Leadership Styles	90 minutes
Activity 3	Power and Leadership in Different Types of Government	60 minutes
Activity 4	Evolution of Democracy	60 minutes
Activity 5	Degrees of Democracy	120 minutes
Activity 6	Broadening the Definition of Democracy	45 minutes
Activity 7	Rights and Responsibilities in a Democracy	120 minutes
Activity 8	Conflict Resolution	120 minutes
Activity 9	The Town Council Simulation	120 minutes
Activity 10	Fundamentals of Democracy	75 minutes

Prior Knowledge Required

Students should be familiar with writing an argumentative paragraph, group work skills and role-playing skills.

Unit Planning Notes

This unit requires the creation of many student worksheets. Given that this is an open yet compulsory course, teachers will find it necessary to modify these worksheets to meet the unique needs of their students. Teachers will also want to become familiar with websites and CD-ROMs that support the content of this course, and they will want to select print resources that best reflect the reading levels of their students.

Teaching/Learning Strategies

Students will experience issues and concepts of democracy and citizenship through simulations, diagramming ideas timeline construction, case studies, role playing, brainstorming, group presentations, using a diagram or cartoon to communicate ideas, semantic webbing, group work and writing reflectively in their Citizen’s Handbook/Response Journal. Students reflect on their learning and performance of skills at the end of culminating activities in Unit 1 and 2 using the Reflective Learning Rubric, Appendix 1.10.1.

Assessment and Evaluation

Unit Skills and Assessment Overview

Activity	Skills	Assessment/Evaluation
1	Reflective writing in response to experiences, ideas and prompts for the Course Culminating Activity Co-operative group learning skills, decision-making – analyse, calculate, and make predictions Locate and record information on key terms on a worksheet.	Summative by teacher of response journal, “Citizen’s Handbook,” on Activities 1, 2, 5, 6, 7 and 9 Formative by teacher with group work checklist Teacher observation in class debriefing and journal entry Formative by peers/teacher with answer sheet

2	<p>Make inferences and predictions on survival exercise</p> <p>Follow instructions and use group work skills</p> <p>Make observations and draw conclusions on leadership styles</p> <p>Evaluate three different leadership styles</p>	<p>Formative by student on sheet</p> <p>Formative by teacher observation</p> <p>Formative by self/peers on sheet</p> <p>Summative by teacher in journal</p>
3	<p>Understand, analyse and visually represent different types of governments.</p>	<p>Formative peer/teacher with a checklist</p>
4	<p>Review primary documents and speculate on chronological order</p> <p>Assess primary documents and create a visual representation</p>	<p>Formative self/peer with checklist</p> <p>Summative by teacher with rubric or checklist</p>
5	<p>Work collaboratively and productively with others in an island scenario</p> <p>Evaluate the democratic and undemocratic features of a system of government</p> <p>Present and defend the group's conclusions in an oral presentation</p> <p>Illustrate and explain the group's model island government</p>	<p>Formative by self with checklist</p> <p>Formative by peers on an overhead</p> <p>Formative by peers/teacher with oral presentation rubric (or checklist)</p> <p>Formative by peers/teacher in a gallery walk</p>
6	<p>Ask questions and make links among key ideas on a mind map</p>	<p>Formative by peers/teacher through observation</p>
7	<p>Apply knowledge to scenarios on rights, responsibilities and issues</p> <p>Analyse scenarios and use group work skills to achieve consensus</p> <p>Explain and defend the group's solution for the scenario</p>	<p>Formative by self/peer/teacher on charts</p> <p>Formative by self with Group Work Checklist</p> <p>Formative teacher observation</p>
8	<p>Analyse a conflict resolution scenario and model conflict resolution skills to arrive at a resolution</p> <p>Analyse a scenario and apply conflict resolution skills in a written paragraph</p>	<p>Formative peer/teacher observation with checklist</p> <p>Summative by teacher with rubric</p>
9	<p>Use persuasive oral arguments to advocate for a position; use problem solving and conflict resolution skills to develop a political compromise</p>	<p>Summative self/peer/teacher with Group Work Checklist and teacher observation</p>
10	<p>Creative and critical thinking in a reflective mode in response to ideas, experiences, and prompts</p> <p>Demonstrate understanding of key concepts, apply skills of conflict resolution in a sight scenario; use thinking skills to explain their vision of an ideal citizen</p>	<p>Summative by peer/teacher of six entries in response journal with checklist</p> <p>Summative by teacher on a written unit test</p>

Resources

Print

Eberly, Don E. *Building a Community of Citizens, Civil Society in the 21st Century*. University Press of America, 1995.

Janoski, Thomas. *Citizenship and a Civil Society: A Framework of Rights and Obligations in Liberal, Traditional, and Social Democratic Regimes*. Cambridge University Press, 1998.

Niemi, Richard. *Civic Education: What Makes Students Learn*. Yale University, 1999.

Shafir, Gershon. *The Citizenship Debates: A Reader*. University of Minnesota Press, 1998.

a variety of newspapers and magazines

government and non-government publications

Non-Print

Canada's SchoolNet

<http://www.schoolnet.ca/home/e/index.html>)

Access to Justice

<http://www.acjnet.org/acjeng.html>

Community Experts

Lawyers, judges, elected officials, community leaders, interest groups, civil servants, members of NGOs, members of the media, labour and business leaders

Activity 1: The River Simulation - An Exercise Examining the Origins of Government and Conflict Resolution

Time: 90 minutes

Description

In this simulation, students are placed in an early agricultural society. Assigned to one of five villages, students deal with the conflicts that are generated by a drought. After villagers have an opportunity to plan their strategies and send out diplomats to other villages, leaders from the four villages meet to discuss, and eventually decide, their course of action for dealing with the drought.

Strand(s) and Expectations

Strand(s): Active Citizenship and Informed Citizenship

Overall Expectations

ACV03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities;

ICV.02 - compare contrasting views of what it means to be a "citizen".

Specific Expectations

IC1.01 - explain the causes of civic conflict, and identify the need for decision making processes and structures (e.g., ensure individual and community needs are met, resolve conflict, adapt to change);

IC1.05 - identify similarities and differences in the ways power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts (e.g., in families, classrooms, municipalities).

Planning Notes

- Teacher reproduces copies of the worksheet provided in Appendix 1.1.1.

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- Teacher creates a second work sheet that will include a picture of a neolithic community. Boxes should be provided around the picture of the neolithic community and these boxes can be used to define key terms related to this activity such as “government”, “economics”, “social system”, “political system”, “citizen”, and “civics”.

Prior Knowledge Required

Group work skills as developed in the elementary program and the Grades 7 and 8 Geography and History courses.

Teaching/Learning Strategies

1. Students are instructed to create a section in their notebooks or a separate notebook that will be dedicated to creating the course culminating activity a Citizen’s Handbook. This handbook is to be a response journal. At different times during the course, students will be encouraged to write journal entries in response to prompts provided by their teacher. At the end of each unit, students will submit their response journals for evaluation. (See Appendix 3.5.2.)
2. The Teacher explains the two unit culminating activities (You Be the Arbitrator and Town Council Meeting) that will be used as an important means of evaluating student development. The rubrics that will be used to assess students’ performance are distributed and reviewed to provide them with an overview of some of the key skills.
3. The Teacher begins by organizing students into five villages located around the perimeter of the room. The central area of the classroom is used for the meeting that occurs later in this vital exercise. The Teacher and students read over the instructions provided on the handout entitled The River (Appendix 1.1.1). The teacher must ensure that students understand the basic water and mortality calculations that form a part of this exercise.
4. Students in each village are given an opportunity to select a leader, appoint one or two diplomats, and plan their individual strategies for coping with the drought. After diplomats have had an opportunity to visit other villages and to discuss strategies with the villagers in other locations around the room, a central meeting is held where village leaders are encouraged to discuss how to solve the drought. Villagers are given one last opportunity to meet with their leader before their leader must return to the central meeting and (in the order indicated on the handout) declare what their village intends to do in response to the drought.
5. Depending on the solutions that the students have developed, the outcome to this simulation may involve anything from an all out war to a peaceful strategy for resource sharing. Taking the outcome of this final meeting as a starting point, the teacher debriefs the simulation by leading a class discussion of what occurred in terms of leadership selection in each group, how strategies were devised and revised, what factors worked to promote conflict, what factors worked to promote co-operation, and discussing whether or not the simulation offered a realistic explanation of how things work among societies/nations in the world.
6. The Teacher leads class discussion exploring the issue of power and similarities and differences that may exist between how power was obtained and used in the valley relative to how power is obtained and used in other settings such as a classroom or a family. As a follow up to these discussions, teacher uses the second worksheet to define for students many of the terms that were implicit in the river simulation and that will be important in subsequent lessons (civics, citizenship, economic system, political system, government).
7. Students are directed to create an entry in their journal in response to a prompt such as the following: During the River Simulation, you were asked to become a citizen in an early human society. In terms of the distribution and use of power, explain why you think being a citizen in this society would have been basically the same or basically different from the one in which you live?

Assessment/Evaluation Techniques

- 3,4. Formative assessment of group work skills by teacher.
- 5,6. Formative observation of student responses in class discussion.
7. Formative check by peers and/or teacher of answers on worksheet.
7. Summative evaluation by teacher of journal response at the end of the unit.

Accommodations

- Group work allows for placing ESL/ELD students with special needs with peers who will be able to assist them with their understanding of the task and completion of the related activities. The response journal prompt may be modified to accommodate different student abilities. For example, a student might record their response using another medium or may be directed to create a chart outlining their comparisons.
- To further reinforce the meaning of new terms, students with special needs may find it helpful to start a word list in a separate section of their notebook. Terms added to their word list should be defined and students should be encouraged to write a sentence that uses the work in an appropriate context.

Resources

Print

Wollman-Bonilla, Julie. *Response Journals: Inviting Students to Think and Write Literature*. Scholastic Books, 1994.

Non-Print

Professor John Hoopes' Internet site at the University of Kansas. Hoopes has provided a straightforward summary of some of the major theories that have been used to explain the development of neolithic societies

www.ukans.edu/~hoopes/STATES.htm

Activity 2: Leadership Styles

Time: 60 minutes

Description

This activity provides students working in small groups with a direct experience in democratic, authoritarian or laissez-faire leadership styles. The focus here is on leadership styles as opposed to specific political systems, economic systems or government structures. By the end of the exercise, students define the differences that exist among these leadership styles, and the strengths and weaknesses that are associated with each style.

Strand(s) and Expectations

Strand(s): Informed Citizenship

Overall Expectations

ICV.01 - demonstrate an understanding of the reasons for democratic decision making.

Specific Expectations

IC1.02 - distinguish between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday context;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate).

Planning Notes

- Teachers who are unfamiliar with the use of ‘laissez-faire’ in the context of studying the psychology of leadership should consult the resources below.
- The teacher writes out brief descriptions of the three leadership styles that will be examined in this exercise. A description (one of the three) is needed for each group leader.
- This activity requires the use of one of the survival exercises (for example, the moon landing survival exercise indicated in Resources) where individuals are asked to rank a list of objects relative to the assistance that each object may provide in helping deal with a crisis.

Prior Knowledge Required

- Group work skills and familiarity with ranking items according to importance.

Teaching/Learning Strategies

1. The teacher begins by initiating a brief discussion of non-verbal communications and the important role that they play in communicating and understanding messages. The intent of this discussion is to increase student awareness of the non-verbal communications that may occur in their groups.
2. The teacher divides the class into groups of five or six students (a minimum of three groups). In each group, the teacher identifies a leader. Prior to distributing and explaining the instructions for the group exercise, the teacher asks for a brief meeting with the leaders. The teacher gives each group leader a brief (two or three sentence) description of the leadership style/characteristics that they are to display once they return to their group. For example, the “authoritarian leader” will be given instructions indicating that they are to be the boss in their group and while other group members may be asked to discuss their ideas or to offer their opinions, in the end the authoritarian leader is expected to do whatever he/she wants. The authoritarian leader should be forewarned that other group members may react strongly to their dictatorial style but that they are to hold firm to this approach. In some circumstances, the teacher may need to verbally reinforce the power position that the authoritarian leader has been given in his/her group. The democratic leader encourages the members of his or her group to discuss matters in an environment that stresses sharing ideas and respecting opinions. In terms of decision-making, votes should be taken when consensus cannot be reached through discussion. The laissez-faire leader basically refuses to accept a leadership role and accordingly abdicates assisting with task setting or decision-making. Leaders are not to tell other group members about the specific instructions that they have been given by their teacher.
3. Once the leaders have returned to their groups, the teacher distributes a sheet outlining the survival problem-solving exercise that the groups are to complete and the time that they will have to finish the exercise. Prior to developing a group answer sheet, however, students are to complete the exercise working as individuals. With their individual answers completed, the task then becomes to create a group solution to the exercise. While the groups are working, the teacher notes the group dynamics that develop in each situation.
4. After the allotted time has passed, the teacher reviews the correct answers with the class and has students score their work to arrive at their individual and group results. The teacher’s original instructions to the group leaders, the individual and group results, and student and teacher observations as to what happened in each group, provide the basis for creating a chart on which students, under the guidance of the teacher, discuss and define the characteristics of each style of leadership, and the strengths and weaknesses that accompany each approach.

-
5. Students are given a prompt to respond to in their Citizen’s Handbook, such as: When should democratic leadership be used in the classroom?

Assessment/Evaluation Techniques

3. Formative teacher observation of group processes and the completion of the survival problem solving exercise and group answer sheet.
4. Formative check by self and peer on leadership styles and strength and weaknesses chart completion.
5. Summative evaluation by teacher of written reflection.

Accommodations

- The teacher can alter the terms (offer additional or alternate descriptions) of the items that are to be ranked as part of the moon landing exercise. The teacher may also provide options in terms of the prompt used for the response journal entry.
- Students with special needs may be paired with peers in terms of note-taking.

Resources

Non-Print

Various versions of the “moon landing exercise”

<http://crs.uvm.edu/gopher/nerl/group/a/meet/Exercise4.html>

The Canadian Association of Student Activity Advisors has a web page that offers a good summation of each of the leadership styles used in this activity, and the pros and cons associated with each approach

<http://www.sentex.net/~casaa/resources/sourcebook/student-leadership/leadership-styles.html>

Activity 3: Power and Leadership in Different Types of Government

Time: 60 minutes

Description

This activity introduces students to the concepts of leadership selection and power as they relate to the common forms of democratic government (parliamentary democracy, presidential systems) and authoritarian government (absolute monarchy, dictatorship/oligarchy). In addition, it provides students with a definition of each of these types of government and an opportunity to translate ideas into a cartoon or drawing.

Strand(s) and Expectations

Strand(s): Informed Citizenship

Overall Expectations

ICV.02 - compare contrasting views of what it means to be a “citizen”.

Specific Expectations

IC1.02 - distinguish between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts;

AC1.02 - demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression).

Planning Notes

- For this activity, students will use a page that has been divided into four equal sections. Two of these sections will be used to describe and picture authoritarian forms of government and two will be used to describe and picture different types of democratic government.

Prior Knowledge Required

This activity builds on the insights into leadership that students developed in Activity 2.

Teaching/Learning Strategies

1. The teacher provides students with a definition of the two main forms of government, authoritarian and democratic, drawn from the previous lesson. These basic definitions can be written on the worksheet. The exercise next focuses on examining two examples of each of these forms of government with the focus being on who has power, how they gain power, and present day examples. For example, starting with absolute monarchy, the teacher provides students with an explanation of who has the power in an absolute monarchy, how leaders are selected and present day examples. As an alternative, students may be asked to research the required information using the school Library/Resource Centre, the Internet, or an appropriate textbook.
2. Building on the information that has either been provided by the teacher or collected by the students, the class works in groups to create a simple cartoon or picture that expresses this information. Students do not have to be artists to use a drawing to enhance their learning or to provide them with an alternative means of expression. Nor does a teacher have to be a skilled cartoonist in order to help students translate ideas into a visual form. Stick figures can be very effective. Adding a caption(s) to the cartoon or speech bubbles provides an alternate means of summarizing the key ideas that need to be expressed. This process of cartoon or picture creation is repeated for the other types of government.

Assessment/Evaluation Techniques

2. Formative assessment by peers of effectiveness of worksheet/cartoon.

Accommodations

- Translating written notes into a picture may provide students with special needs with an alternative way of understanding and communicating information.
- Tape recorder may be used by visually impaired students to capture definitions and classroom discussion.

Resources

Non-Print

Cartoonography

<http://cartoonography.webjump.com/>

Cartooning resources created by the New Zealand Ministry of Education and the UNITEC Institute of Technology

<http://english.unitec.ac.nz/resources/units/cartoons/home.html>

Activity 4: Evolution of Democracy

Time: 60 minutes

Description

This activity involves a combination of a class work exercise and an assignment. In order to complete the assignment, students first finish the class exercise which involves reading and analysing – with the active assistance of their teacher - excerpts from some of the key documents in the evolution of democratic thought. As part of the in-class exercise, students are asked to sort the documents into chronological order. The chronology of the documents and the key ideas that they contain will in turn become the basis for developing a “graphic” timeline.

Strand(s) and Expectations

Strand(s): Purposeful Citizenship

Overall Expectations

PCV.01 - examine beliefs and values underlying democratic citizenship and explain how these beliefs and values guide citizens’ actions;

Specific Expectations

AC1.02 - demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

IC1.04 - analyse how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy) and in their current circumstances (e.g., classroom, community associations).

Planning Notes

- Teacher prepares a handout that includes selected passages from a variety of documents that played a key role in the expansion of democratic rights and the development of the concept of democracy. Keep the passages short and focussed on one or two key ideas. The passages should appear on the handout out of the chronological order in which they were actually created (see Appendix 1.4.1 - The Evolution of Democracy). While there is a long list of passages that might deserve inclusion in this exercise, excerpts from six or seven documents listed in the resources below offer one possible way of introducing a number of key ideas (rule of law, responsible government, common will/good, elected representation, universal male suffrage, women’s suffrage, fundamental democratic rights, intra national citizenship/rights). The teacher prepares a handout that explains how to create a timeline that incorporates a “graphic” into its design (see Appendix 1.4.2).

Prior Knowledge Required

Students will need to be familiar with basic concepts of democracy that have been developed in the previous units of this lesson.

Teaching/Learning Strategies

1. After distributing a handout (Appendix 1.4.1 - The Evolution of Democracy offers an example) that includes selected passages from some of the key works in the development of democratic thought and democratic rights, the teacher leads the class through an examination of each of the passages so that he or she can assist students with identifying the key idea(s) in each document. Even short passages

from texts like the Magna Carta and the Universal Declaration of Human Rights will take considerable discussion and the teacher will need to play an active role in helping students to first underline and then summarize the key idea(s).

2. Students work with a partner in an effort to number the passages in the order in which they think they were written. The teacher next initiates a class discussion examining the actual order in which the documents were created and the rationale that students may have followed in the event that their schemes either differed or agreed with the actual chronology.
3. Once students have discussed the key ideas they now have the information necessary to complete the graphic timeline assignment. Student timelines should integrate the information that has been provided into a diagram showing the development - through time - of democratic ideas and rights. To illustrate how a timeline can be constructed around a diagram or picture, the teacher should work with the class on creating a model based on the development of a child (Timeline Assignment Appendix 1.4.2). For example, the developmental stages of a child's growth in terms of mobility may be chronologically arranged around a picture of a set of stairs or a sidewalk. Whatever the graphic selected, its ultimate effectiveness will depend on the degree to which it helps to convey the information included on the timeline.

Assessment/Evaluation Techniques

2. Formative assessment completion check of prediction of the chronology of documents.
3. Summative evaluation by teacher of completed timeline, using rubric, Graphic Timeline: A Holistic Rubric - Appendix 1.4.3.

Accommodations

- Depending on the needs of the learners in his or her class, the teacher may find it necessary to rewrite some or all of the source passages used in this exercise.
- The use of primary documents may be preferred but they obviously cannot be used verbatim if their use prohibits students from grasping the key ideas that they contain.

Resources

Print

Many of the documents that might be used in an activity of this sort are included in standard anthologies such as Arthur Haberman's, *The Modern Age, Ideas in Western Civilization, Selected Readings*, Gage Education Publishing Company, 1987.

Non-Print

Pericles' Funeral Oration

<http://pegasus.cc.ucf.edu/~eshaw/pericles.html>

Magna Carta

<http://www.fordham.edu/halsall/source/mcarta.html>

John Locke- "Concerning Civil Government"

<http://ipf.simplenet.com/eeta/htm-01/jl-ccgse/jl-ccg00.shtml>

<http://ipf.simplenet.com/eeta/htm-01/jl-ccgse/jl-ccg00.shtml>

American Constitution, Bill of Rights

<http://lcweb2.loc.gov/const/constquery.html>

American Constitution, Fourteenth Amendment

<http://lcweb2.loc.gov/const/constquery.html>

New Zealand Electoral Law of 1893 The language of the 1893 legislation may be difficult to obtain and accordingly, the teacher should summarize what the Act stated (this was the first law guaranteeing women the right to vote - including Maori women). A number of sites dealing with the history of the New Zealand suffrage movement are available on the Internet

<http://www.nzhistory.net.nz/Gallery/Suffragists/Suffragists.htm>

Mahatma Gandhi

<http://proto.as.arizona.edu/~cmeakin/gandhi.html>

United Nations, Universal Declaration of Human Rights

<http://www.un.org/rights/50/decla.html>

Maastricht Treaty

<http://europa.eu.int/en/record/mt/title2.html>

Activity 5: Degrees of Democracy

Time: 120 minutes

Description

Students are organized into groups and each group evaluates the structure of a different historical or current political system in terms of its democratic or non-democratic elements. Having completed this exercise, students return to their groups to develop a flow chart that outlines the structure of what they think would be the ideal democratic government/political system needed to meet the needs of a small community.

Strand(s) and Expectations

Strand(s): Informed Citizenship and Purposeful Citizenship

Overall Expectations

ICV.02 - compare contrasting views of what it means to be a “citizen”;

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens’ actions;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities.

Specific Expectations

IC3.01 - identify the rights and responsibilities of citizenship expected and practised in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students;

PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

PC1.03 - articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socioeconomic status) on their sense of civic purpose;

PC2.04 - describe how their own and others’ beliefs and values can be connected to a sense of civic purpose and preferred types of participation;

AC1.02 - demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate).

Planning Notes

1. For the first phase of this activity, the teacher needs to create five diagrams. Each diagram outlines the basic structures of one of five different political systems: 5th century Athens, the Iroquois Confederacy, present day Libya, present day Switzerland, and the governance model of a typical Ontario secondary school (from classroom to the provincial cabinet). On each diagram, boxes, labels, and arrows are used to identify the parts of the government that are being depicted, and the ways in which the parts interact. Each diagram needs to provide sufficient information (for example, who could vote, who had what powers, how laws were created, who enforced laws) to enable students to evaluate the degree to which the government system that has been diagramed included democratic processes and principles (see Appendix 1.5.1 – Ancient Athens for a diagram that outlines the structure of 5th century Athens). Make an overhead of each diagram.
2. For phase two, the teacher prepares an instruction page that establishes the island scenario and describes the elements that group members are to incorporate into the design of their ideal democracy. These elements include such factors as: leadership selection, number and duties of leaders, length of terms for elected officials, process for developing laws and policies, opportunities for citizen participation and input, and a means of law enforcement. In addition, each group must establish what they would consider to be the five basic rules that their society must adopt.
3. The teacher needs to develop a Group Work Effectiveness checklist (see Appendices 1.5.2. and 1.9.1 for further information). Items on this checklist should incorporate criteria taken from the “Collaboration Expectations” that are found under the “Active Citizenship” strand in the Civics course. Many of the traits that contribute to working effectively as a member of a group are fundamental to democratic decision-making. The purpose of this checklist will be to provide students with an opportunity to reflect on their own performances when working as a member of a group. Beside each item on the checklist should appear a series of boxes that can be marked to indicate the degree to which a student thinks they either did or did not demonstrate a specific behaviour or attitude.
4. Provide large pieces of paper or bristol board.

Prior Knowledge Required

The first part of this activity provides students with examples showing how the basic structure of a government may be outlined in a diagram. Students may refer to these examples when designing their own democratic government.

Teaching/Learning Strategies

1. Students brainstorm criteria for oral presentations and view a rubric on assessing oral presentations.
2. Dividing the class into five groups, the teacher assigns each group one of the systems of government. Groups are given copies of the appropriate diagram. The members of each group are instructed to identify the features on the diagram that in their view are either democratic or undemocratic. For example, the group examining 5th century Athens might note that having citizens vote was democratic but that excluding women from voting was undemocratic. Each group is asked to reach an overall conclusion as to whether or not the political system that they have examined should or should not be considered to be democratic.
3. Groups use an overhead to explain and justify their findings to the class. Each group organizes itself so that one spokesperson (or two) gives an overview of the structure of the political system that the group has examined. A second spokesperson (or two) highlights the parts of the political system that

the group found to be democratic. A third spokesperson (or two) outlines the parts of the political system that were not democratic. The final task for the group representatives is to offer an overall evaluation of the government that they have analysed (democratic or not democratic) and to justify their decision to the class. While making their presentation to the class, the expectation is that every group member must play a role and must speak (albeit the range and nature of the individual contributions may vary).

4. To start off the last phase of this activity, the teacher distributes the Group Work Effectiveness checklist - Appendix 1.9.1. The teacher should use this opportunity to review some of the behaviours that typify the actions and attitudes of an effective member of a team or group. Students should be informed that at the conclusion of this activity, they will be asked to use the checklist to self assess the role that they played within their group. Completed checklists are to be inserted into their Citizen's Handbook.
5. Each group is instructed to create an ideal government in response to the following scenario. As a result of a maritime disaster, four thousand people have found themselves indefinitely stuck on an island. 25% of the population is under the age of twelve. 25% of the population is between twelve and seventeen years of age. Everyone else on the island is eighteen or older. While there is no means of escaping the island, the natural resources are sufficient that everyone will have enough to eat for as long as "on average" they all work six hours a day. Each person who does not work six hours a day has their share of the food-gathering and -growing duties handled by the remaining islanders.
6. Groups are further instructed to sketch a diagram of their government on a large sheet of paper or piece of Bristol board. Diagrams must indicate such factors as how laws and decisions will be established, how laws will be enforced and decisions implemented, how leaders are to be selected, and what powers and responsibilities leaders are to be given. In addition, each group is expected to state what should be the five laws that are created by the islanders. Students are encouraged to incorporate into their diagrams the insights that they gained from their study of 5th century Athens and the other government systems.
7. The class completes a "gallery walk" to view the other groups' diagrams. One person from each group stays with the diagram to provide an explanation. Completed diagrams are posted around the room.
8. Ask students to complete Appendix 1.9.1 - Group Work Effectiveness checklist." The checklist in turn provides each student with a basis for responding in their Citizen's Handbook to a prompt such as the following "Next time that I work in a group, I will focus on improving my..."

Assessment/Evaluation Techniques

3. Formative assessment of overhead by peers.
3. Formative assessment of presentation by self, peer and teacher of oral arguments by teacher.
7. Formative assessment of diagrams of model governments by peers and teacher.
8. Formative assessment of group work by self and peers, checklist Grade 10 Canadian History in the Twentieth Century Academic Appendix 1.1.1.
8. Summative evaluation of journal response.

Accommodations

- Special needs of individual students may be taken into account when organizing groups. For instance, students whose language skills may make them reluctant to speak in front of the class may be grouped with students who have better language skills and are less reticent.
- Instructions provided by the teacher with respect to the island exercise may be typed and reproduced for students who may have difficulties following verbal commands or information written on the board.

Resources

Non-print

5th century Athens

<http://www-adm.pdx.edu/user/sinq/greekciv/politics/jamie/changes.html>

Iroquois Confederacy

<http://www.axess.com/mohawk/iroquois/document1.html>

Libya - the Libyan Constitution provides a useful overview of the state structure and it is available from the “International Constitutional Law” website

<http://www.uni-wuerzburg.de/law/info.html>

The American State Department’s Report on Libyan Human Rights Practices for 1996 may prove helpful

http://www.state.gov/www/global/human_rights/1996_hrp_report/libya.html

Switzerland - the homepage of the Swiss Parliament offers internal links describing various aspects of the nation’s political structure

<http://www.parlament.ch/>

Ontario Schools - the School Council Handbook created by the Ontario Ministry of Education and Training offers one overview of the governance model used in Ontario publicly funded schools

<http://schoolcouncils.tvdsb.on.ca/info.html>

Activity 6: Broadening the Definition of Democracy

Time: 45 minutes

Description

This activity encourages students to consider the complex mix of legal, political, social, and economic factors that may be needed in order to foster and maintain a democratic state. The exact nature and balance of these factors is part of an ongoing debate. One of the goals of this exercise should be to introduce students to some of the issues and ideas that surround this debate, and to encourage them to think about democracy and citizenship in terms beyond questions simply of suffrage right.

Strand(s) and Expectations

Strand(s): Active Citizenship and Purposeful Citizenship

Overall Expectations

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens’ actions;

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions.

Specific Expectations

PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

PC1.03 - articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socioeconomic status) on their sense of civic purpose;

AC1.02 - demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers).

Planning Notes

For this exercise, students will need a page that has been divided into four quadrants. Each quadrant should be given one of the following labels; The Political System, The Legal System, The Economic System, and The Social System. In the centre of the page should be a box that will be used by the teacher to initiate the discussion and to begin the idea map.

Prior Knowledge Required

Activity 5 or a similar exercise should be used to set the stage for a discussion of democracy that extends beyond suffrage rights insofar as it will have already encouraged students to consider some of the legal, political, social, and economic issues that surround the creation and maintenance of a democratic state. While it will be advantageous if students have had some exposure to idea mapping prior to the start of this activity, it should not take long for them to become familiar with the process.

Teaching/Learning Strategies

1. After explaining to the class the overall objectives of this activity, the teacher starts the idea map by having the class write a definition of democracy in the centre box on the page. While defining democracy is no simple task, standard definitions usually highlight the importance of the “consent of the people” and need for “informed and effective” citizen participation in leadership selection, the development of policies and the creation of laws. With these factors in mind, the following definition may provide an effective starting point for this exercise: “Democracy refers to a society in which the authority of the government comes from and depends upon the consent of the people, and in which citizens have the opportunity to make informed decisions with regards to leadership selection, the creation of government policies and the passage of laws.”
2. Students, in a think-pair-share, are asked to underline and explain the key ideas in the definition that has been provided by the teacher. The task now becomes considering the impact that parts of this definition may have on other areas of society. To start the process of “mapping” out some of these possible impacts, the teacher may want to begin by focussing on the idea of “informed decisions.” The class is asked, “What might be necessary to ensure that everyone has an opportunity to make “informed decisions”? As students identify factors such as education and access to information (media, government disclosure, availability of research materials), the teacher assists them with entering these terms as headings under the appropriate quadrants.
3. Once a major idea has been placed inside a quadrant, students are encouraged to see the ways in which this idea may lead to other considerations. For example, education may be a major idea that leads to a discussion of taxes and compulsory attendance.
4. Once some major ideas have been established and students have practised the process, it should be possible to have them work in pairs on mapping out the implications of one or two of these major ideas. Partners may add their insights to an idea map that the teacher creates on the board.
5. To close this activity, the teacher provides students with a journal prompt that encourages them to reflect on the ideas that they included on the map. The prompt might read: “If I had to choose one idea from the map that was a key to creating democracy, I would choose...”.

Assessment/Evaluation Techniques

4. Formative observation of mind map by peers and teacher.
5. Summative evaluation of response journal.

Accommodations

- Having students work with partners, after the class as a group has practised the technique of mapping ideas, should provide opportunities for the teacher to assist individual students or pairs of students who may be experiencing difficulties.
- As an alternative to written journal entries, students with special needs may need access to word processors, tape recorders, or other technological aides.

Resources

Non-Print

Alexa Sandmann has provided an overview of the background and rationale for mind maps.

<http://www.iac.net/~pfilio/san95.htm>

The Educational Development Resource Centre offers teachers a comprehensive series of articles examining the theoretical and practical considerations surrounding the use of concept maps.

http://158.132.100.221/CMWkshp_folder/CM.ResFolder.html

Activity 7: Rights and Responsibilities in a Democracy

Time: 120 minutes

Description

The first part of this activity uses a range of scenarios to engage students in an examination of the way in which democratic “rights” bring with them responsibilities. By selecting the scenarios so that they refer to democratic rights from a variety of different contexts (school, the legal system, political participation, employment), the teacher should be able to help students understand the responsibilities that exist in a variety of settings. The second part involves the use of scenarios to introduce students to some of the issues that confront citizens living in democracies. The process to be followed in this activity helps to lay the groundwork for the You Be the Arbitrator Assignment in Activity 8.

Strand(s) and Expectations

Strand(s): Purposeful Citizenship

Overall Expectations

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens’ actions;

PCV.02 - articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of other individuals and groups in Canadian society;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist.

Specific Expectations

PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

PC1.02 - explain, based on an analysis of cases in local, provincial, national, and global contexts, how democratic beliefs and values are reflected in citizen actions;

PC1.03 - articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socioeconomic status) on their sense of civic purpose;

PC2.04 - describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation;

AC2.02 - analyse important historical and contemporary cases that involve democratic principles in the public process of conflict resolution and decision making;

AC1.03 - demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community;

IC1.01 - explain the causes of civic conflict, and identify the need for decision making processes and structures (e.g., ensure individual and community needs are met, resolve conflict, adapt to change);

IC3.01 - identify the rights and responsibilities of citizenship expected and practised in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.02 - communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation);

AC3.03 - demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community.

Planning Notes

- Both parts of this activity rely on the use of scenarios. There are many sources that provide the sorts of scenarios that would be useful or that offer models upon which the teacher can develop his/her own scenarios (see Resources).
- For the first part of this activity, the teacher needs to prepare a handout that has two columns. One column should be entitled Rights. The other column should be entitled Responsibilities. In the Rights column, the teacher lists brief scenarios that highlight, or have implicit within them, democratic rights that citizens have in a variety of contexts. For example, the Rights column may include the following scenario: A man who disagrees with the policies of the mayor of his city has a right to make a presentation to the city council when it is in public session.
- In addition to involving different rights, scenarios should be taken from a variety of contexts (for example, voting in a federal election, attending a political demonstration, discrimination in the work place). For example, a scenario might include the story of a shopkeeper who is constantly making insulting remarks and has defended her actions by saying that she has a right to freedom of expression.
- For the second part of this activity, the teacher creates a series of scenarios that examine some of the major issues that confront democratic societies. These scenarios should involve contemporary situations that are taken from a variety of contexts and settings. The scenarios should address such issues as the conflicts that sometimes exist between majority versus minority rights, the rights of citizens and the extent to which they extend to non citizens, the limits that should be placed on political protest, the right to protection versus the right to privacy, private property versus the public good.
- Scenarios should end with a question that compels students to decide what should be done to resolve the conflict among competing interests and rights. For example, a scenario might read: A study done by your local government reveals that a majority of voters are in favour of imposing a curfew on teenagers. To what extent, if any, should this type of law be viewed as acceptable in a democratic society?
- The teacher will also need copies of Appendix 1.9.1 - Group Work Effectiveness that was used in Activity 5.

Prior Knowledge Required

- Students need to be familiar with the criteria that appear on Appendix 1.9.1 - Group Work Effectiveness checklist that was used in Activity 5.

Teaching/Learning Strategies

1. The teacher distributes the handout on rights and responsibilities and leads the class through a consideration of the first two or three scenarios. Students are encouraged to identify the right that is involved in each scenario and then, turning their attention to the column entitled Responsibilities, they are encouraged to suggest and summarize responsibilities that should accompany each right as part of the obligations of democratic citizenship. Once students have an understanding of the task, they should be given a chance to work with a partner at completing the remaining scenarios. At the conclusion of this activity, the class debriefs the remaining scenarios.
2. The teacher introduces the second part of this activity by distributing copies of the Group Work Effectiveness checklist and scenarios dealing with democratic rights. Students are told that the end of this activity, they will use the checklist to assess their performance while working as part of a group.
3. Under the direction of the teacher, the entire class works through the first few examples. The teacher explains that after reading each scenario, students are to follow the same the process and are to take point form notes based on the following directions: identify and state the issue, identify and state the competing democratic rights that appear to be involved, answer the question asked at the end of the scenario, and list reasons that they would use to justify their answer.
4. Having reviewed these steps with the teacher, students are organized into small groups and asked to complete the same process for two additional scenarios. If at all possible, the group should - through discussion - come to a consensus as to what answer should be given to the question at the end of the scenario. If this proves impossible, it may be necessary for the group members to adopt more than one resolution.
5. Once groups have completed their scenarios, they read each of the scenarios that they have been given to the entire class and make an oral report of their findings. At this point, other members of the class will have an opportunity to either question or confirm the success of the group's resolution to the conflict.
6. At the end of this activity, students complete the Group Work Effectiveness checklist. To encourage students to compare their performance in Activity 7 with the checklist that they completed at the end of Activity 5, students are asked to write an entry in their journal in response to the following prompt; "I think that the key change(s) between the first and second checklist are..."

Assessment/Evaluation Techniques

1. Formative assessment of chart on "Rights and Responsibilities" by self, peer, and teacher.
2. Formative assessment of group work using checklist Grade 10 Canadian History in the Twentieth Century, Academic – Appendix 1.1.1, focussing on achieving a consensus.
5. Formative teacher observation of oral report of findings in scenarios.

Accommodations

- Scenarios should be written so that they relate to the needs and abilities of students in the class. The teacher might also create a word list that explains the meaning of particularly difficult terms. Video clips may be available to illustrate many of the scenarios.

Resources

Print

Borovoy, Alan. *The Fundamentals of our Fundamental Freedoms*. Canadian Civil Liberties Education Trust (booklet created by the Canadian Civil Liberties Association).

Non-Print

Canada's School Net provides a number of case studies that may be of interest.

<http://www.acjnet.org/teacher/index.html>

Ontario Human Rights' Commission web site includes excellent materials for educators.

http://www.ohrc.on.ca/text_only/english/publications/enscptcp.html

Activity 8: Conflict Resolution

Time: 120 minutes

Description

The first phase of this activity is designed to familiarize students with some of the basic strategies and skills that are employed in conflict resolution and to allow them an opportunity to practice these strategies and skills by participating in role-play situations. This activity will also introduce students to the ideas of mediation and arbitration and to the different ways in which disputes are often settled outside the traditional and formal structures of the judicial system. The second part requires that students employ many of the skills that have been introduced and used during earlier activities in this unit. Each student will be expected to write an argumentative paragraph in response to a case study that involves conflicting rights and responsibilities. In the role of an arbitrator, students will need to identify the issue, describe the competing rights and responsibilities, and provide arguments and evidence to support their proposed resolution.

Strand(s) and Expectations

Strand(s): Active Citizenship and Purposeful Citizenship

Overall Expectations

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities;

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions.

Specific Expectations

IC1.03 - research and report on the elements of democratic decision making (e.g., rights and responsibilities of citizens, rule of law, common good, parliamentary system, majority rule, rights of minorities);

IC4.03 - examine and analyse the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches;

IC4.04 - demonstrate an understanding of the important role played by regulatory and adjudicative (quasi-judicial) agencies in our democratic society when resolving issues and disputes between individuals and groups, and between individuals or groups and government;

AC2.01 - analyse approaches to decision-making and conflict resolution that can affect their own lives;

AC2.02 - analyse important historical and contemporary cases that involve democratic principles in the public process of conflict resolution and decision-making;

AC2.03 - demonstrate an ability to apply conflict resolution and decision-making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives;

PC2.03 - analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC3.06 - demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern.

Planning Notes

- For this activity, the teacher needs to prepare a handout outlining some of the key steps or considerations that are used in the field of conflict resolution (teacher may find it helpful to refer to the work done by writers such as Weeks or to the guidelines provided by Fisher and Ury) and that defines the terms mediation and arbitration. The teacher also needs to prepare a number of role-play situations that students will be asked to act out and then collectively resolve using the techniques studied in class. These role-play situations should include examples that are reflective of situations that sometimes confront teenagers and/or involve the sorts of situations that are sometimes referred to arbitration or mediation (a dispute between an employer and an employee, a conflict between neighbours over a tree, a crisis within a family).
- For the assignment component of this activity, the teacher needs to prepare a handout that includes two or three case studies, and the instructions and criteria needed to successfully complete this assignment. Developing two or three case studies provides students with an opportunity to select an issue that they find to be of greater personal interest. Case studies should involve contemporary examples where the rights of citizens are in conflict or dispute. For assistance with creating case studies and role-play situations, teachers may find it helpful to consult the resources provided for Activity 7.

Prior Knowledge Required

- Most students will have been involved in role-play activities prior to Grade 10. Similarly, students should have had extensive practice with writing argumentative paragraphs prior to Grade 10. Completion of the assignment included as part of this activity also requires students to use skills that have been practised during Activity 7 and Activity 8.

Teaching/Learning Strategies

1. At the start of the lesson, the teacher describes a conflict that has developed between two students. The class is asked what options the students have in terms of resolving this dispute (for example, one party can win at the expense of the other party, one party can withdraw or abandon its position/goals, both parties can tacitly agree to ignore the problem, or both parties can compromise and adopt a middle ground solution). All of these options have problems and by encouraging students to identify these problems, the teacher sets the stage for an examination of an alternative approach using the techniques of conflict resolution (creating an atmosphere that promotes co-operation, clarifying problems and perceptions, working on communications, identifying shared interests, focussing on what is doable, generating creative alternatives).
2. The teacher distributes a handout summarizing the key steps in the conflict resolution process and reviews each of these steps to ensure that students understand the key concepts. The task for the class is to propose how this process might help the students involved in the conflict that was used to introduce this activity. Having worked through an initial example with the assistance of the teacher, students continue the work in groups of three or four.

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3. Each group is given a different case study. Two students in each group act as the disputants identified in their case study. The third (and fourth) student will serve as a mediator(s) (and if mediation fails, as an arbitrator(s)). After having a few minutes to rehearse their roles, group members are asked to role play the situation for the rest of the class. The goal of the mediator is to actively encourage the disputants to resolve their conflict by encouraging them to use some or all of the techniques involved in the conflict resolution process. The mediator's conflict resolution skills are assessed by a checklist.
 4. To introduce the assignment, the teacher reviews the elements required to successfully complete this task (refer to the criteria that are to be used when evaluating the assignment), the due date, and the mark value of the assignment relative to the other assessment tools that are used in the course. In particular, students should focus on the factors (identifying the issue(s) in the case study, explaining the rights and/or responsibilities that appear to be in conflict, proposing a "fair" and "reasonable" solution that is reflective of the student's use of the skills employed in conflict resolution, and providing evidence and arguments to justify their proposed resolution) that will need to be incorporated into their paragraph.
 5. The teacher conducts a debriefing discussion during which the learnings are connected to specific democratic principles, agencies, institutions, and examples, including those used in case studies.

Assessment/Evaluation Techniques

3. Formative observation by peer and teacher of mediator's conflict resolution skills using a checklist.
4. Summative evaluation by teacher of arbitration paragraph using Grade 10 Applied History Appendix 1.1.1.

Accommodations

- The teacher should be sensitive to the stress that role-playing conflict situations and/or acting in front of their peers may create in some students. Students who might find it difficult to role play a disputant could be assigned the role of mediator.
- ESL/ELD students and students who have special needs should be encouraged to submit a draft of their paragraph so that it can be reviewed by the teacher and revised by the student prior to being submitted for final evaluation.

Resources

Print

Weeks, Dudley. *The Eight Essential Steps to Conflict Resolution*.

Fisher, Roger and William Ury. *Getting to Yes*.

Community Experts

professional conflict resolution expert or arbitrator

Activity 9: The Town Council Simulation

Time: 120 minutes

Description

This activity involves the use of a simulation to provide students with an opportunity to experience the issues and interests that must be dealt with as part of the democratic decision making process. As part of this exercise, students will role play individuals who will bring to the decision-making process a host of different backgrounds and needs. The goal will be for the elected representatives of the community to find a means of balancing these needs while working within the constraints of a very tight budget.

Strand(s) and Expectations

Strand(s): Informed Citizenship, Active Citizenship, and Purposeful Citizenship

Overall Expectations

ICV.01 - demonstrate an understanding of the reasons for democratic decision-making;

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

IC1.01 - explain the causes of civic conflict, and identify the need for decision-making processes and structures (e.g., ensure individual and community needs are met, resolve conflict, adapt to change);

IC1.05 - identify similarities and differences in the ways power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts (e.g., in families, classrooms, municipalities);

IC4.06 - examine and describe the roles played by elected representatives and interest groups in the political process (e.g., lobbying);

PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

PC2.03 - analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC3.01 - describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities;

PC3.05 - describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement;

AC2.01 - analyse approaches to decision-making and conflict resolution that can affect their own lives;

AC2.03 - demonstrate an ability to apply conflict resolution and decision-making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.02 - communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation);

AC3.03 - demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community.

Planning Notes

- To create this simulation, the teacher will identify and write brief descriptions of individuals who will play a role at a meeting of the local town council. Roles should include such individuals as the mayor, five or six town councillors, the chief of police, the district fire chief, the head of the public works department, a union leader representing the local police association, a union leader representing workers in the town's public works department, a citizen concerned about the quality of the town's

water, a land developer wanting to build a subdivision that will be linked to the town's sewage and water lines, a local business owner concerned about the impact that taxes are having on his/her company's ability to compete, a representative from a non profit agency that provides low cost housing for the homeless and who is looking for city funds to expand its program, a leader from a local rate payers group who wants improvements made to an area park, and a representative from a property owners' group who wants to reduce residential taxes.

- Additional roles may be added or some of the proposed roles may be eliminated based on the size of a particular class. The key is that each of the speakers who will appear before the town council will come to the table with demands (expressed in dollar amounts) that will necessitate changes in terms of how money is currently being used (raising additional taxes, lowering current taxes, or changing the amounts spent last year in the various budget lines).
- The mayor and the other member of town council (and indeed the speakers who will appear at the meeting) will need to have a copy of last year's budget and a need to fix the amounts that will be spent in each of the categories for the coming year. They should also be given individual, political concerns and interests that they will need to keep in mind as they work towards creating next year's budget.
- Name tags of roles may be useful.

Teaching/Learning Strategies

1. At the start of this activity, students should be reminded that their work through the course of this exercise is evaluated by the teacher according to the criteria that appeared on Appendix 1.9.1 – Group Work Effectiveness checklist.
2. To introduce this simulation, the teacher need to provide students with a brief description of the town, a diagram outlining the structure of the town government, and an overview of the procedures that are involved at a council meeting. Next, the teacher assigns roles and provides each individual with a brief description of the character that they play and the interests/goals that they represent need to pursue and argue either for or against at the meeting.
3. While presenters are given time to prepare arguments and to review the budget (and to allow for some informal political discussions to occur), the mayor and councillor hold an initial, private meeting to discuss their own budget concerns. Before calling the Town Council Meeting to order, the mayor should ask representatives and local citizens who are making presentations to the council meeting to draw numbers to determine the order of speakers. Speakers need to keep their comments focussed and short (two or three minutes) and an opportunity should be given for one or two questions to be directed to each speaker by the elected officials on the town council.
4. Once all of the speakers have made their presentations, an opportunity should be provided for everyone to mingle for one last chance at private discussions and possible lobbying.
5. When the town council reconvenes, the mayor informs the gallery that the town is in serious trouble if it cannot establish a budget. Towards this end, the mayor proposes that the citizens in the gallery should break into two or three committees. At the same time that the mayor and councillors work as a group to try and create a budget, each of the committees that have been created also need to try and establish a budget. After a given period of time, each group (including the mayor and councillors) presents their budget to the remainder of the class, and explain the reasons behind their decisions.
6. To debrief this simulation, the teacher should direct the class in a discussion that focuses on such questions as: why was the council either able or unable to set a budget, what political tactics did groups or individuals use to influence the decision-making process, what problems did individuals face in terms of getting their needs met, what parts of the process were effective, what parts of the

-
- process were not effective, what emotions did individuals at the meeting experience, and what considerations should/did the elected officials need to take into account when determining the budget?
7. Students write an entry into their journal after the simulation: “The reality of democratic decision making is...”.

Assessment/Evaluation Techniques

- 2-5. Formative assessment of group work skills using Appendix 1.9.1 – Group Work Effectiveness checklist.
- 2-5. Formative assessment by self, peer, and teacher observation of problem solving, prediction, and conflict resolution skills.
7. Summative evaluation of journal entry.

Accommodations

- Rather than making a verbal report to the Town Council, students with special needs may find it advantageous to make their presentations using the assistance of an alternative form of communication (a tape recording, a written report, a created videotape).

Resources

See resources for Activity 6 for further information on idea mapping.

Community Experts

member of elected council, community organization

Activity 10: Fundamentals of Democracy

Time: 75 minutes

Description

This activity calls upon students to review and summarize many of the insights that they have developed through the course of Unit 1. The task involves identifying characteristics that would typify an “ideal citizen” in a democratic society. The process of trying to identify such characteristics should engender some degree of debate as students will bring to the task their own values, ideas, and experiences (both as developed within and beyond the confines of this course). Students then write an end of unit test.

Strand(s) and Expectations

Strand(s): Informed Citizenship, Active Citizenship and Purposeful Citizenship

Overall Expectations

ICV.02 - compare contrasting views of what it means to be a “citizen”;

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens’ actions;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

PC1.03 - articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socioeconomic status) on their sense of civic purpose;

AC1.02 - demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.02 - communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation).

Planning Notes

- For this activity, the teacher develops a handout that includes a graphic of a man and woman located in the centre of the page. At the top of the page place the question that is the focus of this exercise: What are the characteristics of an ideal citizen in a democratic society?
- Locate a variety of topic headings that will help to focus and organize student efforts at defining possible characteristics around the graphic. Topic headings should include items such as “involvement in government”, “approach towards conflicts”, “attitudes towards others”, “rights”, “responsibilities”, “methods of improving society”, “attitudes towards government”, “involvement in politics”, “involvement in community”, and “life at home.”

Prior Knowledge Required

This activity draws upon ideas developed during previous exercises in this unit.

Teaching/Learning Strategies

1. The teacher begins by explaining that this activity involves pulling together ideas from the experiences that students have had both inside and beyond this course. Further, students are informed that there is no definitive list available of the characteristics that might define an “ideal citizen” in a democracy, and that, accordingly, before any characteristic can be added to a page, its inclusion must be justified. In effect, this lesson involves completing an idea map where the teacher has already begun the exercise by including on the handout some of the major topics that might be useful.
2. With the assistance of the teacher, students are encouraged to pick a topic and propose a “characteristic” that is related to this topic. When a student puts forward a characteristic, they must also provide a reason to support its inclusion.
3. If there is consensus that this characteristic be included, then it should be added to the diagram next to the appropriate topic. If there is no consensus, then the teacher should encourage the members of the class to discuss the characteristic further with the goal of either reaching consensus (through clarification and reasoned consideration) or developing a modification of the characteristic that responds to the interests and concerns of all the parties.
4. Students will write an end of unit test. One of the questions on the test might ask students to define the “ideal citizen”.

Assessment/Evaluation Techniques

1. Formative observation of student answers in discussion.
4. Summative evaluation by teacher of facts and concepts learned in this unit through a test. Summative evaluation of students’ ability to apply knowledge in end of unit test.
Summative evaluation of student’s six journal entries in the Citizen’s Handbook”
Use a checklist to evaluate these six response journal entries. For further instructions on the evaluation of this type of journal, see the Resources listed below and the rubric provided in Appendix 3.5.2 – Citizen’s Handbook Rubric.

Accommodations

- The stipulation that students will need to achieve consensus before an idea is added to the idea map will help to ensure that everyone in the class remains engaged in the process. In other words, the “consensus stipulation” creates a situation where all students will have an interest in ensuring that other members of the class understand both the proposed characteristics and the reasons for their inclusion.

Resources

Print

Bromley, K. *Journaling: Engagements in reading, writing, and thinking*. NY: Scholastic Inc., 1993.

Parson, L. *Response Journals*. Portsmouth, NH: Heinemann, 1990.

Appendix 1.1.1

Simulation: The River

Background: Picture a valley. The year is 8,000 B.C. Life in this valley is fed by a river that tumbles from a distant range of mountains. Along the banks of this river five villages have developed. Each village has its own customs, leaders, and religious beliefs. While the villagers have little contact with each other, they speak the same language. Some think that there was a time hundreds of years ago when the people of these villages may have belonged to the same family and worshipped the same gods. Others doubt that this could ever have been the case since the villagers often mistrust their neighbors and seldom speak.

In a normal year, the river provides an ample supply of water to irrigate the fields of grain that surround each village. In an ideal year, each village is able to easily feed every member and to gradually increase its population. This, however, is not a normal year. A drought has descended on the valley and the river has been slowed to a trickle. The villagers understand the danger that this drought poses to their survival. If any village tries to take from the river the amount of water that it would ideally need to water its fields, the impact on the other villages will be immediate and severe.

In the valley, a severe drought means that there will be many deaths. This stark reality has compelled the leaders of the five villages to call an emergency meeting. At this meeting, a leader from each village will eventually declare what his/her village plans to do in order to respond to the drought. There are many strategies that might be followed. Not all of these strategies are peaceful. Some people in the valley think that one or more villages may combine and declare war on their neighbors. Rumours about secret deals are already circulating. Others think that the villagers will be able to work out a peaceful strategy to resolve the problems created by the drought.

Regardless of what happens at the meeting of the village leaders, there are a few realities about life in the valley that no one can escape.

1. In an ideal year, each village uses 20 liters of water per person per week. At this level, the villages are able to prosper and their populations can increase. To reach this weekly level of consumption for all of the villages, there would need to be 20,000 liters of water in river. As a result of the drought, there is a maximum of 10,000 liters of water in the river each week.
2. The minimum amount of water needed to ensure that no one in a particular village dies as a result of the drought is 15 liters per person per week.
3. At 10 liters of water per person per week, roughly 10% of the population of each village will die.
4. In the case of a war among some or all of the villages, the side with the largest population will automatically win. As is often the case in war, the losing village or villagers will be forced to leave the valley. Few if any will survive if they are forced to leave the valley in the middle of this drought.
5. Wars carry a price and winners and losers will experience a loss of 15% of their population.
6. As in real life, wars are often best planned in secrecy and declared with an element of surprise.
7. War is not the only option and it may or may not be the best alternative.

Appendix 1.1.1 (Continued)

Simulation: The River

Planning Phase: The members of each village will gather in private to (a) determine who will be their designated leader, (b) determine who will serve as their diplomat or diplomats (maximum of two per village), and (c) develop a village plan. During this phase there can be no communication with other villages (10 minutes).

Diplomacy Phase: Each village will have an opportunity to send out a maximum of two diplomats to travel to other villages to discuss plans, make deals, and decide on strategies. During the diplomacy phase, designated leaders cannot leave their own villages. Except for diplomats, everyone else must remain at home to make plans and to receive diplomats from other areas. There are no exceptions to this rule (10 minutes).

Meeting Of Village Leaders Phase: A meeting with the five leaders will be held to determine how to deal with the drought. While other villagers are expected to sit near their leader during this meeting, the leaders are the only one's who can speak on behalf of their villages. At this meeting, village leaders are expected to discuss how the villagers can best cope with the drought. Each village leader must speak (5-10 minutes). Following this general discussion, village leaders will have a few minutes to privately discuss what has occurred with the members of their village. During these private discussions, there can be no communications with other villages.

Final Declarations: The leader of Callisto will speak first. The leader of Rhea will speak second. The leader of Io will speak third. The leader of Oberon will speak fourth. The leader of Titan will speak last. In this order, each leader must declare what his/her village intends to do. All declarations are final. Each leader must briefly explain the reasons behind his or her declaration.

Village	Population	Ideal Amount of Water Needed for Maximum Prosperity (20 litres per person per week)	Minimum Amount of Water Needed for No Loss of Life (15 litres per person per week)	What an Equal Share of Water Would be for Each Person During Drought (10 litres per person per week)	What the Loss of Life Would be at 10 litres per Person per Week (10% of Population)	Expected Loss of Life for any Village Involved in a War (15% of Population)
#1- Titan	300	6,000 litres	4,500 litres	3,000 litres	30 deaths	45 deaths
#2- Oberon	230	4,600 litres	3,450 litres	2,300 litres	23 deaths	34 deaths
#3- Rhea	250	5,000 litres	3,750 litres	2,500 litres	25 deaths	38 deaths
#4- Callisto	110	2,200 litres	1,650 litres	1,100 litres	12 deaths	16 deaths
#5- Io	110	2,200 litres	1,650 litres	1,100 litres	12 deaths	16 deaths
Totals	1,000	20,000 litres	15,000 litres	10,000 litres	102 deaths	Depends

Appendix 1.4.1

Evolution of Democracy

<p>A) New Zealand – Election Act _____ An Electoral Bill containing provisions on women’s suffrage (the right of women to vote in an election) was introduced by Richard Seddon in June. During debate, there was a majority support for the enfranchisement of Maori, as well as Pakeha, women. The bill was passed by the Legislative Council on 8 September and consented to by the governor on 19 September. The Electoral Act gave all women in New Zealand the right to vote.</p>	<p>D) European Member States _____ The Union (of European nations) shall set itself the following objectives: Resolved to mark a new state in the process of European Communities. Recalling the historic importance of the ending of the division of the European continent and the need to create firm bases for the construction of the future Europe. Confirming their attachment to the principles of liberty, democracy, and respect for human rights and fundamental freedoms and the rule of law. Desiring to enhance further the democratic and efficient functioning of the institutions so as to enable them better to carry out, within a single institutional framework, the tasks entrusted to them. Resolved to establish a citizenship common to the nationals.</p>
<p>B) King John I – Magna Carta _____ No bailiff (policy officer) for the future shall, upon his own unsupported complaint, put anyone to his “law”, without credible witnesses brought for this purpose. No freemen shall be taken or imprisoned or disseised (injured) or exiled or in any way destroyed, nor will we go upon him nor send upon him, except by the lawful judgment of his peers or by the law of the land. To no one will we sell, to no one will we refuse or delay, right or justice.</p>	<p>E) John Locke – Concerning Civil Government _____ The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but to have only the law of nature for his rule. The liberty of man in society is to be under no other legislative power but that established by consent in the commonwealth; nor under the dominion of any will or restraint of any law, but what that legislative shall enact according to the trust put in it...</p>
<p>C) Constitutional Convention – Constitution of United States _____ We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America. Article I. Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives. Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.</p>	

Appendix 1.4.1 (Continued)

Evolution of Democracy

<p>F) United Nations – Universal Declaration Human Rights _____</p> <p>The General Assembly Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction. Article 1. All human beings are born free and equal in dignity and rights....Article 2.1.1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives 2. Everyone has the right of equal access to public service in his country 3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.</p>	<p>G) US Congress – Amendment to XV to the Constitution of the U.S. _____</p> <p>Amendment XV. Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, colour, or previous condition of servitude.</p>
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Appendix 1.4.2

Timeline Assignment

Resources: Worksheet for Part One of Activity 4

Materials: Blank Paper (8 1/2 x 10 or 8 1/2 x 14)

Due Date:

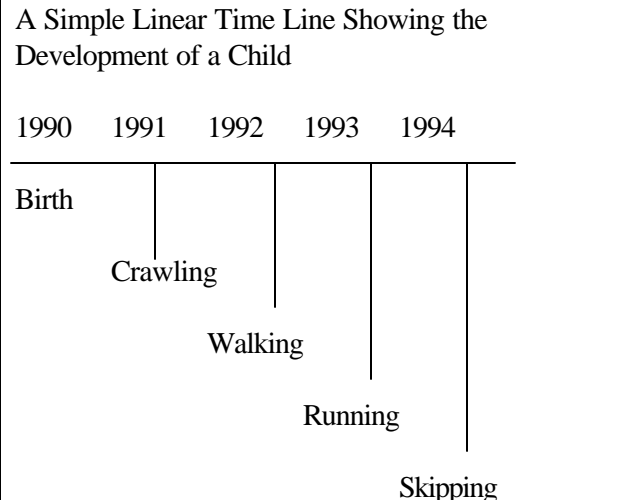
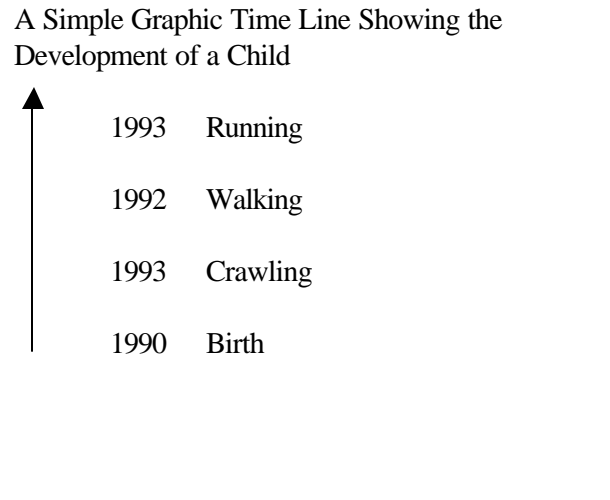
Evaluation:

Instructions: For this part of the assignment, your goal will be to create a graphic timeline based on the information that has been examined in Part One. On your timeline, you will need to indicate:

- i) the date (year) and name of each of the documents studied in Part One
- ii) and the key idea (or ideas) relating to the development of democracy that was expressed in each of these documents (you will need to keep your statement of each key idea very brief).

The key to creating an effective graphic timeline is to design an appropriate picture around which you can organize the necessary information. In the case of the development of democracy, there are many pictures that may prove effective. For example, you might build your timeline around a picture of a road. If you chose to use a “road” as your organizing picture, the developments in democracy might become “milestones” or “signs” along the road. There are many other pictures that might also prove effective in terms of designing your timeline. For example, you may want to design your timeline around the construction of a building, the growth of a plant, an ascent up a mountain or traveling through time. The key to this assignment is to be creative and think of a picture that will help to reinforce the idea that your timeline deals with the “development of democracy”.

In constructing your timeline, you may use computer graphics or you may rely on your own artistic creations. In either case, while this is not an assignment for art class, your work will in part be assessed for its artistic merit. More specifically, your creation will be evaluated based on the following criteria; creativity, evidence of understanding the stages in the development of democracy, accuracy of information, neatness, completeness, spelling and grammar, and the overall effectiveness of your design relative to the task that you have been assigned.

A Simple Linear Time Line Showing the Development of a Child	A Simple Graphic Time Line Showing the Development of a Child
 <p>1990 1991 1992 1993 1994</p> <p>Birth</p> <p>Crawling</p> <p>Walking</p> <p>Running</p> <p>Skipping</p>	 <p>1993 Running</p> <p>1992 Walking</p> <p>1993 Crawling</p> <p>1990 Birth</p>

Appendix 1.4.3

Graphic Timeline: A Holistic Rubric

Blended criteria include:

- planning
- completeness of information
- graphic interpretation of metaphor
- format and design

Achievement Categories: major stresses indicated
Thinking/Inquiry and Application (T/I & A)
Knowledge/Understanding (K/U)
Application and Thinking/Inquiry (A & T/I)
Communication (C)

Level 4

Timeline shows clear evidence of planning and thought. The information displayed goes beyond the provided documents. Graphics are a creative interpretation of the metaphor (in this case, human development). Overall format is original and the design is eye-catching.

Level 3

Timeline is clear in its presentation. The information displayed represents all of the documents in the assignment and is accurately sequenced. The graphic accurately portrayed the expected metaphor. The overall look is neat and typical of graphic timelines and shows clear evidence of effort and planning.

Level 2

Timeline meets most expectations. The historical information is accurate but not complete. The graphics are not always connected to the dates or events and ideas to be portrayed. The metaphor portrayed by the graphics is recognizable. The overall product is competent and shows effort but is careless in spots.

Level 1

Timeline meets some expectations. The historical information is accurate in most but not all cases and is incomplete. The graphics are connected to the dates or events and ideas to be portrayed in some cases. The metaphor may not be recognizable in the graphics. The overall product is somewhat messy and careless.

Holistic rubrics are useful:

- for variety from a steady diet of detailed analytic scoring.
- for assessing overall performance.
- when quick scoring rather than a more time consuming micro-management of separate criteria is needed or desired.
- when the separate criteria are interconnected and interdependent.
- when teachers (or students) have had sufficient experience in judging a performance to have developed a sound professional sense of the levels of quality attained.

However, the simplicity of holistic rubrics may compromise validity, reliability, and the teaching potential of providing specific feedback for student growth.

Beginning with the highest level in a rubric capitalizes on the tendency to focus on the beginning of a text or selection options (as in survey or a candidate list). Student attention should be drawn to the highest rather than to the lowest standard.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 1.5.1

Ancient Athens (5th Century)

<p>Head of the Assembly (one man)</p> <p>Powers</p> <ul style="list-style-type: none"> - was leader of the Assembly and the Athenian Government <p>Selection</p> <ul style="list-style-type: none"> - one man was picked by lot each day from the Executive Committee (a new man each day) 	<p>Generals (10 men)</p> <p>Powers</p> <ul style="list-style-type: none"> - each general was in charge of soldiers and ships from one of the 10 areas within Athens <p>Selection</p> <ul style="list-style-type: none"> - elected by the Assembly each year and could be re-elected
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<p>Assembly (approximately 43,000)</p> <p>Powers</p> <ul style="list-style-type: none"> - met 40 or more times per year - passed laws, had the authority to declare war 	<p>Selection</p> <ul style="list-style-type: none"> - only male citizens over 18 years old - of 43,000 possible members only 6,000 attended at any one time
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<p>Allowed to Vote</p> <p>Adult Male Citizens: over 18, male, and born of Athenian parents (approximately 43,000)</p>	<p>Not Allowed to Vote</p> <ol style="list-style-type: none"> 1. Athenian Women and Children (approximately 128,000) 2. Foreigners (approximately 24,000) 3. Slaves (approximately 115,000)
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<p>Council of Five Hundred</p> <p>Powers</p> <ul style="list-style-type: none"> - most powerful branch of the government - controlled finances, public Military matters, foreign affairs - prepared laws for the assembly 	<p>Selection</p> <ul style="list-style-type: none"> - 50 men chosen by lot from each of 10 areas Athens - must be over 30 - could serve only one year in a row 	<p>Government Departments</p> <p>Government Departments were made up of employees paid by the Government to take care of roads, temple construction, trade, naval construction, economic planning, and the other government initiatives</p>
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<p>Executive Committee (50 men)</p> <p>Powers</p> <ul style="list-style-type: none"> - saw that government officials and employees carried out the laws and took care of the “day to day” administration of government limited to services 	<p>Selection</p> <ul style="list-style-type: none"> 50 men chosen by lot from the Council of Five Hundred - term 1/10 of a year
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Appendix 1.9.1

Group Work Effectiveness

Criteria	Level 1	Level 2	Level 3	Level 4
Working toward achievement of group goals (T/I)	- limited evidence of commitment towards group goals	- communicates commitment to group goals; minimal participation in assigned roles evident	- communicates commitment to group goals and effectively carries out assigned roles	- actively identifies group goals and works effectively to meet them
Effective demonstration of interpersonal skills (A & C)	- limited participation in group interactions, even when prompted or demonstrates insensitivity to feelings or knowledge base of others	- participates in group interactions when prompted or expresses ideas and opinions with moderate consideration for feelings or knowledge base of others	- participates in group interactions without prompting or expresses ideas and opinions with sensitivity to feelings or knowledge base of others	- actively promotes effective group interaction and the expression of ideas and opinions that is sensitive to the feelings and knowledge base of others
Contributions to group maintenance (T/I)	- limited attempt to identify changes necessary to the group process even when prompted or refuses to work toward carrying out these changes	- when prompted, helps identify needed changes to group process or is only moderately involved in carrying out changes	- helps identify changes or modifications needed to carry out group process and works toward carrying out these changes	- actively helps the group to identify changes or modifications needed to carry out group process and works toward carrying out these changes
Effective performance of group roles (A & K/U)	-rarely accepts opportunities or requests to perform more than one role in the group	- makes an attempt to perform more than one role in their group with moderate success with additional roles	- effectively performs two roles within the group	- effectively performs a variety of roles within the group

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

* Any rubric for group work effectiveness comes into play for complex projects in which groups work over a lengthy period of time. Such rubrics can be used for teacher, self, and peer assessment with the appropriate teaching, modelling, practice, and reflection.

Rubrics are inappropriate for simpler group tasks of short duration. In such cases, teacher might wish to use a checklist based on the above criteria or use criteria from the Observational Checklist For Assessing Group Discussions (Canadian History In The Twentieth Century, Academic – Appendix 1.1.1).

Unit 2: Democracy - The Canadian Context

Time: 25 hours

Unit Description

The second unit of this course applies some of the ideas that were introduced in the first unit to the Canadian context. After examining the general structure of the Canadian system of government, students examine and evaluate many of the key government institutions, political processes, legal safeguards, and private and public agencies that help to define democracy in Canada. At the end of this unit, students use the skills and knowledge that they have acquired as democratic citizens living in Canada to create action plans. Through these action plans, students will explore the democratic methods that may be used by Canadian citizens to reform existing laws and/or policies.

Strand(s) and Expectations

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations

ICV.01 - demonstrate an understanding of the reasons for democratic decision making;

ICV.03 - describe the main features of local, provincial and federal governments in Canada and explain how these features work;

ICV.04 - explain the legal rights and responsibilities associated with Canadian citizenship;

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens actions;

PCV.02 - articulate their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of other individuals and groups in Canadian society;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

ACV.01 - demonstrate an ability to research questions of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

IC1.01 - explain the causes of civic conflict, and identify the need for decision-making processes and structures;

IC1.03 - research and report on the elements of democratic decision making;

IC3.02 - describe the changing nature of Canadian citizenship rights and responsibilities based on an examination of provincial legislation, the Bill of Rights (1960), and the Canadian Charter of Rights and Freedoms (1982);

IC3.03 - explain why it is essential in a democracy for governments to be open and accountable to their citizens, while protecting the personal information citizens are required to provide to governments;

IC3.04 - demonstrate an understanding of how the judicial system protects the rights of both individuals and society;

IC3.05 - describe a case in which a citizen's rights and responsibilities have been upheld or restricted, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome;

IC3.06- -identify significant political leaders in today's Canada;

IC4.01 - explain the main features and functions of the different levels of government in Canada;

IC4.02 - compare how laws, regulation, public policies, and decisions are made and enforced at the local, provincial, and federal levels;

IC4.05 - investigate the role of political parties in the parliamentary process and examine the selection process for majority, minority, and coalition governments, using provincial and federal examples;

IC4.06 - examine and describe the roles played by elected representatives and interests groups in the political process;

IC4.07 - research recently passed legislation at the community, provincial, or federal level to resolve public conflict, and produce a report analysing the key issues and different points of view on the issues;

IC5.05 - examine and describe methods of electing governments in other countries;

PC2.01 - compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest;

PC2.02 - explain how different groups define their citizenship, and identify the beliefs and values reflected in these definitions;

PC2.03 - analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC2.04 - describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation;

PC3.01 - describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities;

PC3.02 - describe, compare, and analyse Canadian cases in which contrasting value systems, multiple perspectives, and civic purposes coexist;

PC3.05 - describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement;

PC3.06 - demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern;

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources; and identify main ideas, supporting evidence points of view, and biases in these materials;

AC1.02 - demonstrate an ability to organize information effectively;

AC1.03 - demonstrate an ability to apply conflict-resolution and decision-making strategies to public issues affecting their own lives;

AC2.02 - analyse important historical and contemporary cases that involve democratic principles in the public process of conflict resolution and decision making;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings;

AC3.02 - communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills;

AC3.03 - demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community;

AC4.01 - research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals' and groups' contributions;

AC4.02 - compare and evaluate the impact of various types of non-violent citizen participation in resolving public issues in Canada;

AC4.03 - research and describe how family, gender, ethnicity, class, nationality, and/or institutional affiliation may affect one's ability to participate;

AC4.05 - produce a research report on the contributions of public agencies and evaluate the value of these contributions to society.

Activity Titles (Time + Sequence)

Activity 1	Canadian Conundrum: Confederation in 1867	95 minutes
Activity 2	Overview of the Canadian Federal Government, Ontario Provincial and Local Government	95 minutes
Activity 3	Federal Government: Legislative Branch, House of Commons Simulation	135 minutes
Activity 4	Federal Government: Legislative Branch: MPs - Balancing Interests and Questions of Accountability	60 minutes
Activity 5	Public Agencies Assignment	140 minutes
Activity 6	Information and Informed Citizenship: A Newspaper Exercise	75 minutes
Activity 7	Freedom of Information and the Right to Privacy	60 minutes
Activity 8	Political Spectrum, Political Parties, and Points of View Assignment	90 minutes
Activity 9	Elections - Procedures, Processes and Fairness, and Alternative Electoral Systems – Group Analysis and Class Presentations	110 minutes
Activity 10	Unit Test	45 minutes
Activity 11	The Future of Canadian Federalism: Two Case Studies – Charlottetown Accord and Aboriginal Self Government	150 minutes
Activity 12	Judicial Branch - Overview of the Judicial System, Civil versus Criminal Law, and What is a Crime?	120 minutes
Activity 13	Safeguarding the Rights of the Accused - The Case of David Milgaard and A Study of the Charter of Rights and Freedoms	110 minutes
Activity 14	Legal Issues and Action Plans Assignment	215 minutes

Teaching/Learning Strategies

In addition to employing simulations, debates, case studies, role playing, journal entries, and classroom discussions, this unit uses a variety of individual and group exercises and assignments to build student skills with respect to researching, organizing, analysing, and presenting information. Though the course of the unit, students are encouraged to use oral, written, and graphic methods of presenting the results of their investigations. In keeping with the overall focus of the unit, the emphasis in this researching and reporting is on issues and institutions related to democracy in Canada.

Assessment and Evaluation

Unit Skills and Assessment Overview

Activity	Skill/Context	Assessment/Evaluation
1	Analyse and draw conclusions in a Citizen's Handbook entry about value of a federal governmental system	Formative and summative by teacher of Citizen's Handbook rubric
2	Identify executive, legislative, and judicial functions of government Predict citizen influence in governmental matters and the significance of physical appearance for leaders in Citizen's Handbook entries Organize, record, and evaluate information on ways citizens may influence governments	Formative by teacher observation

3	Present arguments on proposed legislation in governmental simulation	Self assessment by Presentation checklist
4	Write an argumentative Citizen's Handbook entry in defense of a position on the use of "recall" for members of governments	Formative by teacher
5	Present an account and assessment of a public agency	Summative by teacher using presentation checklist
6	Pairs present analysis of news reports for bias Self analysis for bias in Citizen's Handbook entry	Formative/teacher Formative/teacher/student using Citizen's Handbook rubric
7	Small groups present analyses of issues around right to know and right to privacy	Formative assessment of collaboration/teacher /student using observation checklist Formative assessment of presentations using checklist
8	Make and record predictions in political spectrum exercise on a chart Locate and organize information and write a brief analysis of the responses of political parties to issues	Formative assessment Summative evaluation by teacher using argumentative rubric
9	Brainstorm ways of citizen involvement/participation in government Argumentative Citizen's Handbook entry dealing with impact of level of citizen participation in government Present analyses of alternative electoral systems in small groups	Formative/teacher observation Formative/student Formative/summative teacher using Citizen's Handbook rubric Peer assessment/presentation rubric
10	Unit test	summative by teacher with an answer sheet
11	Make predictions about response to proposed constitutional changes Demonstrate comprehension through role play or panel presentation Evaluate and draw conclusions about Aboriginal self government in Citizen's Handbook entry	Formative/teacher observation Formative/teacher observation Formative/student Formative/summative teacher using Citizen's Handbook rubric
12	Understand the structure of the judicial system and the differences between criminal and civil law Apply knowledge to whether a scenario is a civil or criminal case and whether a crime has been committed Apply critical thinking skills and draw conclusions about the fairness of the legal system	Formative assessment by self and peer using a chart Formative by self/peers/ teacher based on scenarios Summative by teacher with journal rubric
13	Analyse the weaknesses in the protection of a Canadian's right to be presumed innocent until proven guilty in the Milgaard case and offer some conclusions on how to improve the justice system	Summative by the teacher with a journal rubric

14	Analyse a law or policy, design an action plan, create a sample method, and present and defend their plan to the class	Summative evaluation by peers and teacher of presentations with a rubric
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Resources

Print

Forsey, Eugene. *How Canadians Govern Themselves* – 4th Edition. Public Information Office, House of Commons, 1997.

Kaplan, William. *The Meaning and Future of Canadian Citizenship*. McGill-Queen's University Press, 1992.

Loenen, Nick. *Citizenship and Democracy: A Case for Proportional Representation*. Dundurn Press Ltd., 1996.

Non-Print

Canadian Politics on the Web

<http://polisci.nelson.com/canpol.html>

United Nations Association in Canada

<http://www.unac.org/unacwhat.html>

Simon Fraser University, Canadian Government Internet Links

<http://www.sfu.ca/~aheard/cangovt.html>

Canadiana, The Canadian Resource Page

<http://www.cs.cmu.edu/Unofficial/Canadiana/>

Online Resource Guide to Political Inquiry at Concordia University

<http://www.cs.cmu.edu/Unofficial/Canadiana/>

Politics in Canada

<http://www.clas.ufl.edu/users/martinez/cpo4133.htm#History>

Canadian Political Science Association; Electronic Resources

<http://www.sfu.ca/igs/cpsares.html>

The Civnet site on the Internet offers many ideas and resources relating to civics education. For example, materials on the Civnet site should prove helpful in terms of developing case studies and identifying some of the key issues related to democratic government, democratic decision making, democratic rights and responsibilities, and the skills that citizens need in order to effectively participate in a democracy.

<http://civnet.org/index.html>

Similarly, the Foundation For Education For Democracy site includes a number of effective ideas and tools for teaching civics

<http://www.human-rights.net/fed/index.html>

Activity 1: Canadian Conundrum: Confederation in 1867

Time: 95 minutes

Description

This activity is based on using a “problem-solving approach” to study the development of Canadian federalism. By examining a map of British North America in the mid 1860's, students build an overview of the concerns and options that confronted the delegates at the Charlottetown Conference. Students

examine the options that were debated at the time of Confederation: copying the British unitary system or the weak American federal state, or developing a new Canadian system. After students have examined the origins of Canadian federalism, they consider the impact that government decisions have on the daily lives of Canadians and how the Constitution (Sections 91 and 92) divides responsibilities between the Federal and Provincial Governments.

Strand(s) and Expectations

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations

ICV.03 - describe the main features of local, provincial and federal governments in Canada and explain how these features work;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions.

Specific Expectations

IC1.01 - explain the causes of civic conflict, and identify the need for decision-making processes and structures;

IC4.01 - explain the main features and functions of the different levels of government in Canada;

AC1.02 - demonstrate an ability to organize information effectively.

Planning Notes

- Create a customized map of British North America circa 1864. Place pictures that reflect the various political, economic and social/cultural realities that existed in the mid-1860s on this map. Below it, provide a space where students will be able to summarize some of the competing interests, problems, and concerns that had to be addressed by the political leaders who assembled at Charlottetown in 1864.
- Prepare a handout containing a picture or photograph that shows a variety of examples of government involvement in the lives of Canadians.
- Develop a handout with three large circles to create a Venn diagram to represent the three levels of government; federal, provincial, and municipal. In terms of municipal governments, the Canadian Constitution provides that each Provincial Government may (or may not) create local governments within its jurisdiction. As such, there is no Constitutional guarantee that there will be municipal governments but they have been established in every part of Canada. When creating Venn diagram, ensure that there is significant overlap of the three circles.
- Finally, provide students with copies of Sections 91 and 92 of the Constitution Act, 1867.

Prior Knowledge Required

Students should have knowledge of the study of Confederation that they will have completed in the intermediate grades. The goal of this activity is to explain why the framers of the British North America Act opted to create a strong federal state.

Teaching/Learning Strategies

1. The teacher begins by outlining the goals of the unit and the assignments that will be used to assess student performance. In particular, the teacher should explain how the exercises in this unit build towards the student presentations that are scheduled for Activity 14. While the emphasis in Unit 1 was on group work skills, Unit 2 is focussed on presentation skills.

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2. The teacher distributes the map of Canada as it existed in 1864. Students are asked to identify concerns that confronted the representatives who gathered at the Charlottetown Conference and the three options facing them.
 3. The teacher asks the class to evaluate why these models might have been viewed by many of the delegates at Charlottetown as unable to meet the needs of the proposed Canadian state. From this discussion the idea of creating a multi-level state with a strong central government should emerge.
 4. Next give students a copy of a picture showing the involvement of government in the lives of Canadians. Working with a partner, students circle (on the picture) any elements that show the impact of a law, the effect of a government policy or the provision of a government service.
 5. The teacher then provides the class with copies of Sections 91 and 92 of the Constitution. In addition, students are given the handout containing the labelled Venn diagram. Working with their partners, students use Sections 91 and 92 to identify what government actions fall under the authority of the Federal Government and which are the responsibility of the Provincial Governments. Sorted responsibilities taken from the picture should be recorded in the appropriate circles on the Venn diagram. In the event that an element of the picture falls under the jurisdiction of both the Federal and the Provincial Governments, it should be recorded in the shared area of the appropriate circles.
 6. Students should be cautioned that there may be elements of the picture that are not directly addressed in Sections 91 and 92. Such items are often covered by the residual powers clause but to save confusion, they should be set aside until they can be discussed by the entire class.
 7. To conclude this activity, the teacher asks members of the class to report on their findings. As student answers are recorded, it becomes apparent that government responsibilities and powers are often intertwined in very complicated ways. As appropriate examples are raised, the teacher also helps students identify and record what are typically municipal responsibilities. Once a range of items has been added to the Venn diagram, the teacher may see opportunities to use the diagram to introduce ideas such as power sharing and transfer payments. The diagram may also be used to identify some of the areas of conflict that have shaped Canada's political history.
 8. Students write an entry in their Citizen's Handbook in response to the following prompt: Having a federal system of Government works to (increase or decrease) the amount of conflict in a nation....

Assessment/Evaluation Techniques

8. Journal entries are evaluated at the end of the unit.
Student understanding of the content of this lesson will be reviewed through the unit test in Activity 10.

Accommodations

- Students with special needs should be encouraged to use their word lists to record and define new vocabulary that is introduced in this lesson.

Resources

Non-Print

the Constitution Act, 1867, is available at the National Library of Canada's Internet site
http://www.nlc-bnc.ca/confed/constitu/ca_1867.html

Blue Pages of the local telephone directory may prove helpful in identifying the services provided by different levels of government

Activity 2: Overview of the Canadian Federal Government, Ontario Provincial Government and Local Government

Time: 95 minutes

Description

Through the three parts of this activity, students will deepen their understanding of the main features and functions of the different levels of government in Canada as well as of the ways citizens can influence governments in Canada. In addition, students are introduced to many of the political leaders who currently hold offices within each of the branches of government and at each of the levels of government.

Strand(s) and Expectations

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations

ICV.03 - describe the main features of local, provincial, and federal governments in Canada and explain how these features work;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes exist.

Specific Expectations

IC3.06 - identify significant political leaders in today's Canada;

IC4.01 - explain the main features and functions of the different levels of government in Canada;

IC4.02 - compare how laws, regulation, public policies, and decisions are made and enforced at the local, provincial, and federal levels;

PC3.05 - describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement;

AC4.03 - research and describe how family, gender, ethnicity, class, nationality, and/or institutional affiliation may affect one's ability to participate.

Planning Notes

- Create diagrams that identify the particular bodies that comprise each of the three branches of government at each of the three levels with space to write in examples.
- Create handouts with numbered pictures and names of various key political leaders who play roles within the executive, legislative and judicial branches of the three levels of government.
- Develop a five column chart, Name That Face, labelled: Number of Picture or Name, Name of the Political Leader, Office, Level of Government, and Branch of Government
- As an alternate activity, the teacher may invite a guest speaker to discuss their involvement in the political process.

Prior Learning Required

- Understanding of Canadian federalism as established in Activity 1.

Teaching/Learning Strategies

1. Introduce the topic How Governments are Organized and suggest that the basis of the organization is according to the kinds of actions or functions that governments perform.
2. Conduct class brainstorm exercise to identify a variety of these actions from the executive branch, the legislative branch, and the judicial branch.

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3. Discuss the meaning of legislative, executive, and judicial and have students in groups brainstorm examples at all three branches.
 4. Provide the groups with diagrams of the three branches of government at each level with space to include the examples previously generated.
 5. Invite students, working in pairs, to generate additional examples and, in turn, challenge the rest of the class to identify correctly where each belongs.
 6. Ask students to write a journal entry using the prompt: to what extent can ordinary citizens influence the decisions made by our governments, local, provincial, and federal and could they be more effective?
 7. Survey students as to whether they know someone who has tried to influence a government decision. If so, focus on the methods that were used.
 8. Create a list of the methods that people might use to “to influence government”. Make the list as complete as possible. It should include, but not be confined to:
 - using access to information laws to become informed;
 - contacting political representatives both electronically and/or in writing;
 - letters to the editor;
 - petitions;
 - joining political parties;
 - attending public government sessions - town council meetings, provincial and federal, and legislative sessions; committee hearings
 - joining/creating an advocacy or lobby group
 9. Have students, working in pairs, create and complete a four column chart on which each of the above Method of Influencing Governments is listed down the left side column. The other columns are headed, respectively, Strengths, Limitations and Suggested Situation for Use. Complete an example with students before asking them to complete the chart.
 10. Conduct a class discussion based on the results of the student work on the charts and generating a composite Strengths, Limitations, and Suggested Use on the board. Have students make appropriate changes on their charts.
 11. Ask students to match any pictures or names that they are familiar with on the Name That Face handout relative to the list of offices that appears on the second handout used for this exercise. This process will likely involve considerable teacher input. Students will often recognize faces and/or names from the media but not be aware of the roles that these individuals perform in the political system. Use the sample population of political leaders included on the handout (party leaders, Cabinet Ministers, Mayor) as a means of discussing what groups are/may be over represented or under represented in the leadership ranks of the Canadian political system. For example, women, minority groups, and young people have traditionally been under represented in the Canadian political system.
 12. Have students write a journal entry in response to the following prompt: How may citizens counter the public and media bias about the appearance of “leaders”?

Assessment/Evaluation Techniques

12. Journal entries are evaluated at the end of the unit.
Student understanding of the content of this lesson will be reviewed through the unit test in Activity 10.

Accommodations

- Pair or group students to assist with tasks.
- Have students add new vocabulary to their word lists.
- Prepare an outline to assist students.

Resources

Non-Print

A diagram of the Federal Government is available at http://canada.gc.ca/howgoc/govorg_e.html

The information needed to create a diagram of the Ontario Provincial Government is available at www.gov.on.ca/MBS/english/look/gov/index.html#ont

A diagram of the government of the City of Toronto is available at www.city.toronto.on.ca/council/structure.htm#3

Pictures and names of political leaders are available from newspapers and other forms of print media or through Internet sites operated by governments, political parties or media outlets.

CBC News Online site on the Internet offers information (and often photographs) on political figures that have been in the media during the past year.

www.cbcnews.cbc.ca/

Activity 3: Federal Government: Legislative Branch, House of Commons

Simulation

Time: 135 minutes

Description

The first phase of this activity uses a simulation to introduce students to the structure of the House of Commons, the functions performed by the House of Commons, MPs (Members of Parliament), lobbying groups, and government committees. The second phase involves students researching political leaders, and writing and mailing letters expressing their own concerns relative to a topic(s) of personal interest.

Strand(s) and Expectations

Strand(s): Informed Citizenship, Active Citizenship

Overall Expectations

ICV.03 - describe the main features of local, provincial, and federal governments in Canada and explain how these features work;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities.

Specific Expectations

IC4.02 - compare how laws, regulation, public policies, and decisions are made and enforced at the local, provincial, and federal levels;

IC4.05 - investigate the role of political parties in the parliamentary process and examine the selection process for majority, minority, and coalition;

IC4.06 - examine and describe the roles played by elected representatives and interests groups in the political process;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings.

Planning Notes

- Have pictures of the House of Commons available along with accounts of how a bill is passed, the role of the Speaker, Cabinet Ministers, MPs, the operation of Committees and lobby groups.
- Review Appendix 2.3.1 – Oral Presentation rubric and brainstorm additional criteria.

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- Create a Letter Planning Sheet that prompts students to identify a topic or issue of personal concern, and provides questions and details about the political representative who has jurisdiction in this area.

Prior Learning Required

- Ability to role play and the ability to work in small groups is required.

Teaching/Learning Strategies

1. Review with students the criteria included on Appendix 2.3.1 – Oral Presentation rubric and explain that presenting information may take a variety of forms – including the sort of oral reporting that will take place in the House of Commons Simulation.
2. Inform students that they will simulate the working of the House of Commons by using its organization and rules to debate a bill on an important public issue.
3. Organize the class as the House of Commons. Divide the class into groups with a Government party with a leader/Prime Minister and cabinet members and three Opposition parties. Designate two or three students to play the role of a lobby group at the committee hearing stage.
4. Use the physical set up of the class to explain to students the differences that exist when there is a majority government, minority government, and coalition government and give a few examples.
5. Discuss with the class a topic for debate that will engage students.
6. Designate the particular topic/bill chosen as a Government bill. Assign party policy positions for and against the bill to the Opposition parties. Allow each group, including the designated lobby group, time to prepare arguments for or against the bill. Have each group appoint one or two members who will be "recognized" by the Speaker to represent their party's position.
7. Review the process by which bills are introduced and debated in the House of Commons - first reading, second reading, committee hearings, detailed debate, third reading, and passage. Quickly have the Speaker move to the second reading stage. Have a group representative of all the parties in the House of Commons become a Special Committee to hold Hearings on the Bill, ensuring that the Government party has a majority. Explain that this is the stage where interested groups, and individuals, can try to influence the legislative process.
8. The lobby group makes its presentation and may be asked questions by members of the House Committee. The Committee members may discuss amongst themselves their responses to the presentation and will vote on whether it will report to the House for or against the bill. The Government members of the Committee will vote in accordance with the party's policy on the bill.
9. Hold the House debate on the bill, based on the students identified to the Speaker as representatives of their party.
10. The House will vote on the bill following the debate. The vote will reflect the stands taken by each of the parties unless some members decide to break party ranks.
11. Conduct a follow up discussion about the process, Include in the discussion other ways interested citizens may attempt to influence the process. This might include: conducting a media campaign - letter writing, advertising, petitions - to increase citizen participation and put pressure on the Government; and hiring professional lobbyists to set up such a campaign.
12. At the conclusion of this activity, have students evaluate their own performances by completing the appropriate items on Oral Presentation Checklist.
13. Distribute Letter Planning Sheet (see Planning Notes) and review the information that students will need to either identify and/or research. The Internet offers a valuable tool for gathering the information that is required on the Letter Planning Sheet.
14. Students write a letter to the politician and include it and the reply in their journal.

Assessment/Evaluation Techniques

- Self assessment of oral presentation using a checklist or rubric, (Appendix 2.3.1) or Appendix 2.3.2 - Debate rubric.
- Letter Planning Sheet and copy of the final draft of the letter should be included as part of the Journal.

Accommodations

- Rather than orally presenting their position in the Special Committee meeting or in the House of Commons, students with special needs may write a journal entry stating their ideas and arguments

Resources

Non-print

A great deal of contemporary information is available on the Internet on Canada's School Net at www.schoolnet.ca/

Activity 4: Federal Government: Legislative Branch: MPs - Balancing Interests and Questions of Accountability

Time: 60 minutes

Description

Using case studies, students deepen their understanding of the roles played by elected representatives and interest groups in the political process.

Strand(s) and Expectations

Strand(s): Informed Citizenship

Overall Expectations

ICV.03 - describe the main features of local, provincial, and federal governments in Canada and explain how these features work

Specific Expectations

IC4.01 - explain the main features and functions of the different levels of government in Canada

IC4.06 - examine and describe the roles played by elected representatives and interests groups in the political process

Planning Notes

- Use case studies other than those provided if more recent examples better illustrate the focus of this Activity.

Prior Learning Required

- Knowledge of the role of members of parliament and political parties and the workings of the House of Commons is required. This information has been introduced during earlier activities in this Unit.

Teaching/Learning Strategies

1. Review with students the process by which a person becomes a Member of Parliament: the role of political parties in the Canadian parliament; the distribution of ridings; the election process; the process of joining a political party and getting the party's nomination.
2. Have students think, pair share the reasons that there are so few independent MPs. Urge them to consider the candidates' and the voters' perspectives as well as economic and political barriers.

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3. Present students, either as a whole class or in small groups, with several scenarios to explore the implications of an MP's situation. Ask them to recommend a course of action to the member:
 - After a particularly horrendous killing, the majority of constituents in the member's riding reveal in a poll that they want to return the death penalty for this kind of offence. The member agrees, but the party she belongs to is opposed to capital punishment. What does the member do?
 - The member believes his party should take a much stronger stand on tobacco advertising and the availability of tobacco products. His constituency, however, receives millions of dollars from tobacco companies to sponsor sporting and cultural events in the riding. What should the member do?
 - The political party the member belongs to has decided that access to abortion should be limited. Polls indicate strong support for the stand among constituents, but the member is strongly in favour of easy access. What should she do?
 - The member has been asked by the party's leaders to become a member of an important committee examining environmental concerns. The work will involve spending large amounts of time in committee work, traveling outside the member's constituency. Constituency members have written letters to local newspapers complaining of the member's apparent indifference to the needs of the riding. What should the member do?
 - 4. As part of the follow up discussion, introduce the concepts of recall of an elected member by voters, a referendum on proposed legislation by the voters and free votes in the House of Commons for members of Parliament.
 - 5. Finally, students should be provided with a prompt to respond to in their Citizen's Handbook: Do you support the introduction of political reforms like recall, referendum and free votes?

Assessment/Evaluation Techniques

Journal entries are evaluated at the end of this unit.

Accommodations

- Use a contemporary video as another medium to convey content information.
- Provide a set of reference notes.
- Pair or group students to assist with tasks.

Resources

Non-Print

Teachers interested in reading more about British Columbia's *Referendum Act* can read a full version of this legislation at

www.qp.gov.bc.ca/bcstats/96400_01.htm

Arranging for a visit from an MP may be helpful. A list of MPs, including information as to where they may be contacted, is available through the Parliamentary Internet web site

<http://www.parl.gc.ca/index.html>

CBC News in Review Notebook is a weekly online news and current events program that is provided by Edunet

<http://www.edunetconnect.com/>

Canadian Parliamentary Channel

Activity 5: Public Agencies Assignment

Time: 140 minutes

Description

Students will deepen their understanding of the contributions of public agencies to our society through research, preparation, and presentation of a report, which describes and evaluates the work of a particular agency. Working in pairs, students produce a handout summarizing the key information about a specific social agency.

Strand(s) and Expectations

Strand(s): Active Citizenship

Overall Expectations

ACV.01 - demonstrate an ability to research questions of civic importance, and to think critically and creatively about these issues and questions;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

AC1.02 - demonstrate an ability to organize information effectively;

AC4.05 - produce a research report on the contributions of public agencies and evaluate the value of these contributions to society.

Planning Notes

- The teacher prepares a list of questions that students should use to evaluate websites and web resources. A list of suitable questions is available in the Appendices for the Canadian History in the Twentieth Century, Applied course – Unit 1.
- The teacher prepares examples of public agencies
- The teacher creates rubric for evaluating completed assignment. (See Appendix 2.5.1 – Written Presentation.)
- Prepare to review and/or teach the necessary skills involved in researching, preparing, and presenting the report.

Prior Learning Required

Previous activities on citizenship and citizen participation will prepare students.

Some knowledge of how to do basic research, summarize information, draw conclusions from information, and make presentations is required.

Teaching/Learning Strategies

1. This activity is the first of many that will encourage students to conduct their own web-based research. To set the stage for this form of research, the teacher should distribute and review in class, a list of questions that students should have in mind when evaluating a web site. The focus of these questions is on encouraging students to become critical surfers who actively question the origins, authenticity, and bias of information that is published on the web.
2. This activity focusses on the contributions of public agencies to society. Provide students with examples of a variety of such agencies, including governmental bodies (e.g., the Canadian Radio and Telecommunications Commission, the Children’s Aid Society), service clubs (the Lions, Kiwanis), media, and public interest groups (the local ratepayers group, education groups). Brainstorm additional groups in each category. Alternatively, or in addition, have students identify an area of civic interest and, using sample questions, model the inquiry process.

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3. Discuss with students, using examples from newspapers and/or their family and general experience, the importance of these groups in our society.
 4. Have students, working in pairs, select one of these agencies to research and prepare a one-page handout for the class which describes and evaluates its contributions. Emphasize to students that their research does not require directly contacting the agency because the time and resources of many of them are already severely strained. Some social agencies, however, may appreciate student inquiries as a means of highlighting their work, and may have opportunities for student voluntary involvement in one or more of their programs. As an alternative means of introducing students to the many social agencies that exist in their community, the teacher may organize a career day. Sources of information might include: information distributed by the agency, information about the agency's activities published in newspapers or on Internet websites or broadcast on other electronic media.
 5. Brief presentations may be made in conjunction with the handouts. The presentations may best be conducted by grouping the agencies according to the original categories.

Assessment/Evaluation Techniques

Teacher evaluates the one-page Social Agency Handout using a Written Presentation rubric – Appendix 2.5.1. An Oral Presentation rubric – Appendix 2.3.1 may also be used to evaluate the optional oral report that is built into this exercise.

Accommodations

- Use a tape recorder or computer as an alternative to written responses

Resources

Non-Print

The United Way Internet site provides a list of member agencies for each area in Ontario. These lists may provide an effective starting point for identifying social agencies that exist in different parts of the Province.

<http://www.unitedway.ca/english/index.cfm?area=3>

Print

Web Analysis - Appendix 1.5.2 from *Canadian History in the Twentieth Century, Applied* course profile – Unit 1.

Activity 6: Information and Informed Citizenship: A Newspaper Exercise

Time: 75 minutes

Description

Using newspaper and magazine materials, students will analyse a current public issue that involves conflicting beliefs, and values and in doing so they will describe and evaluate the conflicting positions. They will also demonstrate their ability to overcome personal bias and suspend judgment in dealing with the issue of public concern. An extension of this activity might involve using public opinion polls and television newscasts.

Strand(s) and Expectations

Strand(s): Purposeful Citizenship

Overall Expectations

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizen actions;

PCV.02 - articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of other individuals and groups in Canadian society;

ACV.01 - demonstrate an ability to research questions of civic importance, and to think critically and creatively about these issues and questions.

Specific Expectations

PC2.03 - analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC2.04 - describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation;

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources; and identify main ideas, supporting evidence.

Planning Notes

- The teacher prepares materials to demonstrate the concepts of bias and conflicting values and beliefs in the context of a current public issue or issues.
- The teacher needs to provide each pair of students with the front sections taken from two daily newspapers from the same date or with access to the web sites of two daily newspapers.

Prior Learning Required

- Students should have some understanding of bias and of report writing.

Teaching/Learning Strategies

1. Review the concept of bias with students, including the various ways it appears: e.g., emphasis on one perspective, use of emotional language, distortion and/or omission of other points of view, importance given to the story, use of devices like humour and sarcasm. Discuss with students the differences between a reasoned, open-minded point of view, bias, and prejudice (a blind, close-minded maintaining of a belief.)
2. Present students with samples from one such debate that illustrate the conflicting values, beliefs and purposes. Analyse the samples for evidence of bias. Discuss with students the issue of their own bias in dealing with these issues.
3. Provide students with the front sections of two Ontario daily newspapers taken from the same date (or have them visit the web sites of two newspapers). Working with a partner, students are to identify a story that has been covered by both papers and analyse the stories for the signs of bias outlined above.
4. The teacher summarizes by having students report on their findings. As examples of bias are identified, students are encouraged to explain what changes would have created a more “balanced” or bias free report.
5. At the end of this activity, students are given a prompt and asked to write an entry in their Citizen’s Handbook. The prompt might read: “While I am reading the newspaper (or watching the TV), I should be aware of...”

Assessment/Evaluation Techniques

Summative evaluation of journal entry by the teacher at the end of the unit

Accommodations

- Newspaper stories vary in length and difficulty, and different newspapers target different reading levels. This allows the teacher some flexibility in terms of directing students to sources that are appropriate to their reading level.
- Encourage ESL students to bring newspapers in their first language for use with Strategies 3 and 4.

Resources

Non-Print

AJR Newslink provides Internet links to hundreds of Canadian newspapers.

<http://ajr.newslink.org/nonusn.htm>

Activity 7: Freedom of Information and the Right to Privacy

Time: 60 minutes

Description

Through a brief investigation students will deepen their understanding of the need for governments to be open and accountable to their citizens and at the same time protecting the personal information citizens are required to provide to governments.

Strand(s) and Expectations

Strand(s): Informed Citizenship

Overall Expectations

ICV.04 - explain the legal rights and responsibilities associated with Canadian citizenship;

ACV.01 - demonstrate an ability to research questions of civic importance, and to think critically and creatively about these issues and questions.

Specific Expectations

IC3.03 - explain why it is essential in a democracy for governments to be open and accountable to their citizens, while protecting the personal information citizens are required to provide to governments;

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources; and identify main ideas, supporting evidence.

Planning Notes

- Teacher prepares in advance examples related to the two main topics as well as basic information about the relevant legislation.
- Assign the tasks in this activity several days in advance of the proposed discussion day. Have students ask family and friends for examples. Suggest they watch the newspaper as well as the electronic news over the course of these days not only for explicit examples of either requests for information or intrusion upon privacy, but of situations identified in the papers that would provide opportunities for both. The Internet also offers many opportunities for research on these topics.

Prior Learning Required

- Basic research skills

Teaching/Learning Strategies

1. Have students brainstorm examples of the rights of citizens. Provide students with a list of additional rights of citizens of democratic countries, including the right to access to information and the right to privacy. Have students individually rank these rights from most to least important in their opinion.
2. Survey students to see where they ranked the right to access to information and the right to privacy. Discuss reasons for the ranking.
3. Conduct a class discussion about whether these two rights - the right to know and the right to privacy - can exist at the same time. Provide students with information about the laws, which are intended to give them access to information – e.g., Municipal Freedom of Information and Protection of Privacy Act, the Ontario Freedom of Information Act, the Federal Access to Information Act.
4. Inform students of some of the government departments that receive a lot of requests for information from citizens: at the federal level, Revenue Canada and the Prime Minister's Department, the Privy Council Office; at the provincial level, the Ministry of the Environment and the Ministry of Labour are high on the list; at the municipal level, requests concerning zoning regulations, planning decisions, and bylaws are common. Discuss particular questions that might be directed to these ministries or departments.
5. Divide the class into small groups of three or four.
 - (a) Assign half the groups the task of making a list of why they might want information from the local, provincial, or federal governments and what kinds of information they as citizens might want or need to know. As well, ask them to report on any concerns they discover in the process or procedures involved, and to make recommendations for improving the system.
 - (b) Assign the other half of the groups the task of listing all the ways governments and others in society have of finding out about you and compiling a profile of the different aspects of your private life. Ask the groups to make recommendations to ensure greater privacy for citizens' personal lives.
6. Have each set of groups report on separate days for part of the class. In each case, discuss the findings and the recommendations.
7. At the end of each oral report, the teacher uses a presentation checklist to provide group members with a formative evaluation of their presentation.

Assessment/Evaluation Techniques

Teachers may use a presentation checklist or the Oral Presentation rubric (Appendix 2.3.1) to provide groups with a formative evaluation of their oral reports.

Accommodations

- Extra time may be provided for students with special needs to complete the research component of this activity.
- Break the research component down into separate steps and have students with special needs focus on completing one step at a time
- Provide additional information or reference notes.

Resources

Non-Print

Teachers wanting more information on privacy issues, including relevant Canadian legislation, should pursue the many links available at Colin Bennett's web site at the University of Victoria, BC www.cous.uvic.ca/poli/bennett/courses/456/privres.htm

The Media Awareness Network is another Canadian Internet site that offers excellent information related to this activity.

www.media-awareness.ca/eng/issues/priv/laws/lawcdn.htm

Canada's School Net has a site that offers an extensive set of links and materials for students relating to privacy issues.

www.uottawa.ca/hrrec/lawroom/priveye/pintro.html

Teachers might also invite a member of the Freedom of Information/Right to Privacy Group and order a kit from the Commission on Freedom of Information/Right to Privacy.

Activity 8: Political Spectrum, Political Parties, and Points of View Assignment

Time: 90 minutes

Description

Students investigate the nature of the political spectrum, and determine where they may fit relative to their individual values and ideas. In addition, the class examines where the existing parties in Canada may fit along a “left” to “right” continuum, and the impact that their relative locations have historically had on their electoral support.

Strand(s) and Expectations

Strand(s): Purposeful Citizenship, Active Citizenship

Overall Expectations

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

ACV.01 - demonstrate an ability to research questions of civic importance, and to think critically and creatively about these issues and questions.

Specific Expectations

PC2.03 - analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC3.06 - demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern;

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources; and identify main ideas, supporting evidence;

AC1.03 - demonstrate an ability to apply conflict-resolution and decision-making strategies to public issues affecting their own lives.

Planning Notes

- For this activity, each student needs a copy of the handout entitled *The Political Spectrum: Where do you stand?* – Appendix 2.8.1
- Create an organizer with four columns marked *Ideas, Left, Centre, and Right*. Use three criteria, *Change, Economy, and Individual Freedom*, under the *Ideas* column to compare positions on the spectrum.
- Record and compare where parties and individuals are located along the political spectrum according to their views on individual freedoms, change, and economy.
- Prepare a research assignment on the position of political parties on a number of issues that are of public concern to students.

Prior Knowledge Required

Students need an understanding of bias as studied in Activity 6 and basic research skills as practised in Activity 5.

Teaching/Learning Strategies

1. Have students complete the ten-statement questionnaire (Appendix 2.8.1 – The Political Spectrum: Where Do You Stand?) and add up the number of statements with which they agreed and disagreed. A student who had five agrees and five disagrees will be in the centre of the spectrum. A student with six disagree and four agree will be slightly left of centre. The higher the number of disagrees, the further left a student is located on the spectrum. The higher the number of “agrees”, the further right a student is on the spectrum.
2. Record the number of students who are located at each point of the spectrum: a picture should emerge that shows that the majority of the class is focussed at or near the centre. Identifying this pattern will ultimately be helpful in terms of explaining the electoral record of different political parties. Explain that over time, the location of the centre of the spectrum may move left or right.
3. Return to the questionnaire. Use questions 6 and 7 to determine where individuals fit on the spectrum with regard to change. Strongly disagrees supports change and may be placed to the left while individuals who strongly agree oppose change and may be placed on the right of the spectrum. Use question 4 to establish positions on individual freedoms and question 10 on the economy.
4. Once the chart is completed, students should focus on examining the impact that the spectrum has on Canadian politics. Start by asking which of the federal political parties have most often formed a government? Using the answer to this question as a starting point, the teacher encourages students to use the spectrum to explain what at least in part may account for the past electoral strength of the Liberal Party. Similar questioning can be used to identify and explain the political fortunes of the Reform Party, the Progressive Conservative Party and the New Democratic Party. Marking the location of these parties along the line below the table opens up many areas of discussion related to the performance of the parties, their goals and the people they often represent.
5. Assign students the task of researching and writing a two-paragraph report on political parties on the political spectrum. In a democracy, political parties have different points of view when responding to issues that are of public concern. To complete this assignment, students research the positions that three different parties have developed relative to a specific issue. The Internet, newspapers, magazines and party information sheets are excellent resources.
6. In this first paragraph of their reports, students identify the issue that they have investigated, and describe and explain the platforms that three parties have developed relative to this issue. In the second paragraph of their report, students state which of the three parties offers what they deem to be the best response to the issue under consideration. In addition, they provide evidence and arguments to support their position.

Assessment/Evaluation Techniques

Summative evaluation of the written report using the argumentative essay rubric (see Argumentative Essay Rubric, Canadian History in the Twentieth Century, Grade 10, Academic – Appendix 1.1.2).

Accommodations

- Goal setting may provide a means of assisting students with special needs in terms of completing this and other assignments in this unit. Focus on establishing short term goals that will lead to the creation of the two paragraph report. For instance, a student might be directed to first show the teacher the research that she/he has completed with respect to one political party before investigating the views of

a second party. Prior to writing the report, a student might be directed to complete a chart that outlines the similarities and differences that exist among the party platforms or positions.

Resources

Non-Print

A comprehensive link list of Canadian political party web sites is available at the University of British Columbia, Walter C. Koerner Library site.

www.libraryh.ubc.ca/poli/cpwebpr.html

Activity 9: Elections - Procedures, Processes and Fairness, and Alternative Electoral Systems - Group Analysis and Class Presentations

Time: 110 minutes

Description

In this activity, students deepen their understanding of the different types of citizenship participation and involvement through discussion and an election simulation. Then in small groups they analyse and explain one of the different electoral systems in democratic societies. Each group must highlight what they consider to be two or three strengths and two or three weaknesses of that electoral system

Strand(s) and Expectations

Strand(s): Active Citizenship

Overall Expectations

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

IC1.03 - research and report on the elements of democratic decision making;

IC5.05 - examine and describe methods of electing governments in other countries;

AC1.02 - demonstrate an ability to organize information effectively;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings;

AC4.02 - compare and evaluate the impact of various types of non-violent citizen participation in resolving public issues in Canada;

AC4.03 - research and describe how family, gender, ethnicity, class, nationality, and/or institutional affiliation may affect one's ability to participate.

Planning Notes

- Prepare election result materials and ballots as outlined in the Teaching/Learning Strategies.
- For the second part of this activity, the teacher provides short readings on three general groups of electoral systems: Plurality Systems, Proportional Systems, and Systems that include features of both Plurality and Proportional Voting.
- In the case of Plurality Systems, the teacher might include a reading on the First Past the Post System used in countries such as the United States and Canada. Block Voting, as practised in Bermuda and Thailand, offers another example of a Plurality System. In terms of Proportional Systems, the teacher could create a reading on the List System used in South Africa and Brazil. Another reading could explain the operation of systems that combine features of Plurality and Proportional Voting such as the

Parallel System used in Russia and Japan, and the Limited vote system used for some elections in Spain.

- Create an organizer to guide student research with such topics as: Name of electoral system, Description of how it operates (use a diagram to help illustrate your description), A key strength and a key weakness of this system, and An example(s) of countries where this system is used.

Prior Learning Required

- Students need a basic understanding of the concept of citizenship and the methods by which citizens participate in democracy. Activities in Unit 1 and earlier activities in Unit 2 should provide sufficient background.

Teaching/Learning Strategies

1. Ask students to write down their definition of Canadian citizenship. Conduct a class discussion and create a working definition that would include:
 - a person who has the legal status of being Canadian either through birth or through achieving citizenship from the Government of Canada;
 - a person with all the rights and responsibilities guaranteed to citizens through the Constitution and the Charter of Rights and Freedoms, and the laws of Canada;
 - a person with the right to participate in governing the nation through voting, holding public office and many other ways.
2. Brainstorm with students ways in which a citizen's right to participate in governing the nation are protected, both in law and through citizen action. Alternatively, students could be asked to examine a newspaper or news magazine for evidence of citizen participation. Create a composite list on the board or an overhead. This list might include but not be restricted to:
 - voting in local, provincial, and federal elections (included here would be making public the voters' list to provide the opportunity to correct any errors or omissions);
 - being informed about public issues through discussion, reading, viewing, attending meetings;
 - signing a petition;
 - writing a letter to a political representative or newspaper;
 - wearing a button or putting a sticker on a vehicle;
 - contributing time, money to a political party or joining a political party;
 - campaigning for a candidate;
 - joining a lobby or interest group to support a particular issue or action;
 - demonstrating through marches, boycotts, or other forms of peaceful protest;
 - serving as a juror;
 - running for and holding public office;
 - serving the country through the military or other public service;
 - participating in actions of civil disobedience against an unjust law and accepting the consequences of those actions.
3. Discuss with students the question of the responsibility of citizens to participate. Ask how many of them voted in the last student election, and what reasons they had for participating and not participating. Include in the discussion their opinions as to why citizens in the larger community may choose not to participate. These might include:
 - they are too busy;
 - they don't see they make a difference;
 - they think only the well off benefit;
 - there is a cultural tradition of non-involvement;

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- there is a cultural tradition against the participation of women;
 - they do not understand politics or the issues or government.
4. Discuss with the students the issue of the significance or lack of significance of citizen participation.
 5. Conduct a brief election simulation on an issue of interest to the class about which there is some division of opinion. Precede the election with a discussion of the *pros* and *cons* in such a way that it becomes clear where the majority lies. Preceding the vote, which will be by ballot, have the majority side move to one side of the class and the minority to the other. When distributing the ballots, ensure that on the majority side ballots have written on them, "You did not participate because of ...(one of the reasons above)." The result will be that the minority side wins the election.
 6. This could be followed up with examples that show percentage of vote turnout, and how governments at all levels in Canada have been elected by a minority of the possible voters.
 7. Have students update their journals with an entry written in response to the following prompt; I agree (or disagree) with the old saying that "people get the government they deserve."
 8. The teacher begins by explaining that while the electoral system used in Canada is possibly the single most common method used by present-day democracies, it is not the world's only electoral system. The teacher then explains that electoral systems are sometimes grouped into three types: Plurality Systems, Proportional Systems, and Systems that combine features of Plurality Voting and Proportional Voting. Each of these terms is written on the board and the teacher outlines the basic differences that exist among these types of systems. The teacher further explains that in this exercise students will be examining some specific models that are related to each of these basic types.
 9. Students are then divided into groups and each group is given a reading that describes a different electoral system. Based on this reading, each group prepares an explanation of the system it has been assigned (explanations may include the use of a diagram), identifies countries where this system is used, and develops a list of the system's apparent strengths and weaknesses.
 10. Each group presents its findings to the rest of the class. Students use a teacher-prepared chart to record the relevant information from each group presentation. This may be followed up by an analysis of a recent election result from the perspective of each of the systems.
 11. The teacher concludes the lesson by having students discuss the strengths and weaknesses of the group presentations relative to the criteria on the Presentation Checklist.

Assessment/Evaluation Techniques

Student journals are evaluated by the Teacher at the end of the unit.

10. Students use the Presentation Rubric that was introduced in Activity 3 to discuss the strengths and weaknesses of group presentations (Oral Presentation - Appendix 2.3.1).

Accommodations

- The teacher may take into account relative levels of difficulty when assigning specific electoral systems to individual students.
- Students may be encouraged to add new terms to their word lists and to write their own definitions for these terms.
- Readings may be adjusted in terms of structure and vocabulary to meet the needs of individual students. Vocabulary lists might be provided to help students understand difficult terms.

Resources

Non-Print

Either of these sites will offer a teacher a solid background in the current electoral systems that are either used or have been proposed in different parts of the globe:

The Institute for Democracy and Electoral Assistance has an excellent web site that contains a wealth of information on alternative electoral systems, voter turn out, and existing electoral practices around the world.

www.int-idea.se/publications/voteturnout.html

Another first class site dealing with alternative electoral systems in terms of both theory and practice has been created by Ben Reilly and Andrew Reynolds as part of the Administration and Cost of Elections Project.

www.aceproject.org/main/english/es/default.htm

Elections Canada has a book for sale entitled *A History of the Vote in Canada*. This work details the evolution of voting in Canada. Selected excerpts and pictures from this book are available at the Elections Canada web site.

http://www.elections.ca/home_e.html

Activity 10: Unit Test

Time: 45 minutes

Description

This test will focus on evaluating student knowledge/understanding of the materials studied in Activities 1 through 9.

Accommodations

- Teachers must take into account specific accommodations outlined in a student's IEP. Consultation with the special education teacher who is responsible for assisting a student will prove helpful in terms of creating a test writing environment and standards for evaluation that appropriately respond to the student's needs.

Activity 11: The Future of Canadian Federalism: Two Case Studies - Charlottetown Accord and Aboriginal Self Government

Time: 150 minutes

Description

Through a brief examination of aspects of the constitutional debate and of Aboriginal self-government, students will deepen their understanding of the ways contrasting values and multiple perspectives have become part of the reality of Canadian federalism.

Strand(s) and Expectations

Strand(s): Purposeful Citizenship, Active Citizenship

Overall Expectations

PCV.01 - examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions;

PCV.02 - articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of other individuals and groups in Canadian society;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

ACV.02 - demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities.

Specific Expectations

PC2.02 - explain how different groups define their citizenship, and identify the beliefs and values reflected in these definitions;

PC3.02 - describe, compare, and analyse Canadian cases in which contrasting value systems, multiple perspectives, and civic purposes coexist;

AC2.02 - analyse important historical and contemporary cases that involve democratic principles in the public process of conflict resolution and decision-making;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings.

Planning Notes

- The teacher needs to create a chart with three columns entitled Canadian Federalism Today. The columns from left to right are entitled Proposed Constitutional Change, Possible Supporters/Reasons and Possible Opponents/Reasons. The left column contains brief statements of the main proposed changes in the Charlottetown Accord, including the proposal:
 - to recognize Quebec as a "distinct society"
 - to make the Senate more powerful and to have an equal number of representatives from each province;
 - of self government for Aboriginal peoples; for a new division of powers between the Federal Government in Ottawa and the provinces with the provinces getting more power and more money;
 - to guarantee Quebec 25 percent of the seats in the House of Commons;
 - to guarantee rights regarding matters like health care, education and protection of the environment.
- Create an overhead using the following two quotes from Pierre Trudeau and one from a policy paper of the Federation of Saskatchewan Indians
 - “As for Aboriginal rights, this means saying ‘We were here before you: You came and took the land from us and perhaps you cheated us by giving us some worthless things in return for vast expanses of land and we want to reopen the question. We want you to preserve our Aboriginal rights and to restore them to us.’ Our answer is no. we can’t recognize Aboriginal rights because no society can be built on historical ‘might have beens’.” - Prime Minister Pierre Trudeau, 1969
 - "Clearly our Aboriginal peoples each occupied a special place in history. To my way of thinking, this entitles them to special recognition in the Constitution and to their own place in Canadian society, distinct from each other and distinct from other groups."- Prime Minister Pierre Trudeau, 1983.
 - “... at the time of Treaty-making, our ancestors held back or ‘reserved’ certain rights and powers of Indian Governments. These are not mentioned in the Treaty Articles, because they were not subject to negotiation. They were, and they remain, our inalienable rights. Among these are the inherent sovereignty of Indian nations, the right to self-government, jurisdiction over our lands and citizens and power to enforce the terms of the treaties.” - Federation of Saskatchewan Indians
- Prepare copies of reading entitled It Depends on Whose Eyes You See With - Appendix 2.11.1).

Prior Learning Required

- Students should have an understanding of point of view and knowledge of skills involved with respect to the format chosen, e.g., role play.

Teaching/Learning Strategies

Case 1: The Charlottetown Accord

1. Provide students with an overview of the attempts at constitutional change represented by the Meech Lake and Charlottetown Accords. Briefly discuss the breakdown of both attempts.
2. Provide students with a three-column chart, entitled Canadian Federalism Today.
3. Ensure that students understand what each of the proposals on the chart means, perhaps by comparing the proposed situation with the current one.
4. Ask students, working in small groups, to complete the other two columns for each of the proposed changes. Emphasize that the purpose of the exercise is to understand how contrasting values and multiple perspectives are part of the Canadian reality. Encourage them to use their own knowledge and *educated* guesses as the basis of their responses.
5. Have the groups report their results and create a composite response on the board. Following this discussion, provide students with a summary of the actual *pros* and *cons*.

Case 2: Aboriginal Self Government

6. Explain to students that the following exercise is intended to establish the differing perspectives that exist in Canada on the subject of Aboriginal self-government and to allow them to understand some of the basis for these perspectives.
7. Introduce students to the complicated nature of the topic by reading or putting on the board or overhead the two quotations from former Prime Minister, Pierre Trudeau and that of the Federation of Saskatchewan Indians.
8. Distribute the reading *It Depends on Whose Eyes You See With* and explain that for each introductory statement there are two completions, the first in each case representing the traditional mainstream Canadian point of view, the second, the perspective of Aboriginal people.
9. The differing perspectives may be approached in a variety of ways:
 - Have four pairs of students prepare a brief role play in which each pair plays the role of a supporter of that perspective. Students may be encouraged to elaborate on the basic idea presented in each case, but must preserve the main idea.
 - In a follow up discussion ask students acting as the audience how they felt about the viewpoints being represented. The discussion should include whether the representation was likely accurate? Would more information be necessary?
 - Create two panels of students to present and explain each of the perspectives, and answer questions from the rest of the class about their positions.
10. Have students write a journal entry giving their own perspective on the issue of Aboriginal self government. Students might be asked to respond to a prompt such as: In my own view as a Canadian citizen, Aboriginal self-government should....

Assessment/Evaluation Techniques

9. Students use the Presentation Rubric that was introduced in Activity 3 to discuss the strengths and weaknesses of group presentations. See Appendix 2.3.1 - Oral Presentation rubric.
10. Student journals are evaluated by the Teacher at the end of the unit (see Appendix 3.5.2).

Accommodations

- As preparation for this activity, students with special needs may be provided with a word list that will allow them to define difficult terms that appear in the quotes and reading that are to be used in class.
- Rewrite quotes and the reading so that explanations for difficult terms appear in the text.

Resources

Non-Print

There are many Internet sites that explore the issues and initiatives that have dominated the ongoing debate in Canada over the future of the Canadian Constitution. Teachers interested in further information on the Charlottetown Accord and other matters related to the Canadian Constitution will find a wealth of resources at the Intergovernmental Affairs site created by the Federal Government.

www.pco-bcp.gc.ca/AIA/ro/doc/conste.html

The Solon Law Archive provides a very extensive and updated set of documents dealing with the Canadian Constitution.

For further information on Aboriginal Self Government, consult the Federal Government web site at www.inac.gc.ca/pubs/selfgov/policy.html

or consult the many links provided at the Turtle Island on the Net web site

www.turtleisland.org/front_htm

The Royal Commission on Aboriginal Issues and Self Government is available on CD (Canada Communication Group – Publishing, Ottawa, Ontario, K1A 0S9). Selected excerpts are available at <http://www.inac.gc.ca/rcap/index.html>

Additional information related to Aboriginal and Federal Government response to the Royal Commission are available at Indian and Northern Affairs Canada website at

http://www.inac.gc.ca/index_e.html

Activity 12: Judicial Branch - Overview of the Judicial System, Civil versus Criminal Law, and What is A Crime?

Time: 120 minutes

Description

This activity gives students an overview of the structure of the Canadian legal system. Then students examine two case studies to identify the differences between civil and criminal law. Finally, students examine the factors that are used to determine whether a crime has been committed and then test their understanding by applying these factors to a series of case studies.

Strand(s) and Expectations

Strand(s): Informed Citizenship

Overall Expectations

ICV.03 - describe the main features of local, provincial, and federal governments in Canada and explain how these features work;

ICV.04 - explain the legal rights and responsibilities associated with being a Canadian citizen.

Specific Expectations

IC3.04 - demonstrate an understanding of how the judicial system protects the rights of both individuals and society;

IC4.02 - compare how laws, regulation, public policies, and decisions are made and enforced at the local, provincial, and federal levels.

Planning Notes

- Prepare a diagram of the Canadian Justice System (from the police through the Supreme Court to Jails, Penitentiaries, and Prisons).

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- Find two case studies to illustrate the differences that exist between criminal and civil justice.
 - Create a series of case studies that require that students determine whether a crime has been committed. These case studies should be constructed so that they raise controversial issues such as questions of competency, intent, human rights, and discrimination.

Prior Knowledge Required

- Students should have a basic understanding of the concepts of ‘judicial power’ and the ‘judicial branch’ of government as established earlier in this unit and an ability to work with case studies.

Teaching/Learning Strategies

1. The teacher uses a diagram that outlines the various parts of the Canadian justice system (police, magistrates, lawyers, provincial courts, federal courts, Supreme Court, penal facilities) and explains the steps and institutions that exist in the justice system by using the example of an adult who has committed a serious offence.
2. Students are then given a reading of two case studies. One case study outlines the experiences of an individual who is charged, tried and convicted for a criminal offence. The other case study describes the experiences of an individual who is the complainant in a civil trial. Students are asked to underline differences that exist between the experiences of these two individuals.
3. The teacher next directs students to create a chart with three columns. The columns are given the following headings: Points of Comparison, Civil Law, and Criminal Law. Using the differences that students have underlined in the reading, the teacher assists the class with identifying the basic points of comparison that exist between civil and criminal law (who is involved, who pays, institutions that play a role in the process, results that may follow.) Students use the information in the readings to complete their charts.
4. The teacher explains to the class the basic factors that are considered in order to determine whether or not a crime has been committed (the act, intention, age.) Students add these factors to their notes and are provided with a range of case studies. Working with a partner, students apply the factors to determine whether or not the individuals involved in the case studies should or should not be charged with having committed a crime.
5. The activity ends with a class discussion of the case studies. During this discussion, students are asked to justify their decisions.
6. Finally, the teacher provides the class with a prompt for a journal entry: Equal under the law should mean....

Assessment/Evaluation Techniques

6. Journal entries are evaluated at the end of this unit.

Accommodations

- Case studies may be varied in terms of their language, length, and subject matter.
- Pairing students allows for groupings that reflect individual abilities and needs.
- Optional prompts may be created for the journal entry.

Resources

Non-Print

The Federal Department of Justice web site provides a brief description of the functions and structure of each of the parts of the Canadian judicial system.

www.canada.justice.gc.ca/Publications/info_education/CCS/index_en.html

An excellent overview of the Canadian justice system is also available at www.cjprimer.com/canada.htm#head4.

Canada's School Net page entitled "Welcome to the Law Room" also examines many of the issues and much of the content needed for Activities 12, 13, and 14.

<http://www.uottawa.ca/hrrec/lawroom/lawroom.html>

In particular, the School Net site provides an example of a case study that could be used as a model for the sorts of case studies needed for part three of Activity 12.

www.uottawa.ca/hrrec/lawroom/primer.html

Activity 13: Safeguarding the Rights of the Accused - The Case of David Milgaard, and A Study of the Charter of Rights and Freedoms

Time: 110 minutes

Description

Through a study of the Milgaard case, students deepen their understanding of the processes that attempt to protect the rights of the accused that are built into the criminal justice system. Students use additional case studies and the Charter of Rights and Freedoms to study the rights and freedoms that Canadians have, may have, or do not have according to the terms of the Constitution.

Strand(s) and Expectations

Strand(s): Informed Citizenship

Overall Expectations

ICV.04 - explain the legal rights and responsibilities associated with Canadian citizenship.

Specific Expectations

IC3.02 - describe the changing nature of Canadian citizenship rights and responsibilities based on an examination of provincial legislation, the Bill of Rights (1960), and the Canadian Charter of Rights and Freedoms (1982);

IC3.04 - demonstrate an understanding of how the judicial system protects the rights of both individuals and society;

IC3.05 - describe a case in which a citizen's rights and responsibilities have been upheld or restricted, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome;

IC4.02 - compare how laws, regulation, public policies, and decisions are made and enforced at the local, provincial, and federal levels.

Planning Notes

- Students need a summary of the *R. v. David Milgaard*. Although Milgaard was wrongfully imprisoned for 22 years, the Supreme Court of Canada, even as it was advising the Minister of Justice in 1992 to quash the original conviction, held that "in our view David Milgaard had the benefit of a fair trial in 1970." The Hurricane Carter/Lesra Martin case could be an interesting extension, as could the Guy Paul Morin, and Donald Marshall cases.
- Collect copies of the Charter of Rights and Freedoms and create a handout that includes eight to ten short case studies that have been written to raise possible charter rights. To create these case studies, teachers should refer to topics that are of current public interest that raise questions about the fundamental human rights guaranteed to Canadians.

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- In addition, the list of case studies should include two or three examples where students might assume that they have certain rights but these rights are not addressed in the Charter or have been narrowly defined by the Supreme Court. For example, case studies could be written to include such issues as: the potential impact of the notwithstanding clause and issue of access to justice through the Charter as related to questions of the financial cost of litigating (especially when confronting the “deep pockets” of a government or corporation)

Prior Learning Required

- A basic knowledge of the legal safeguards for accused citizens.

Teaching/Learning Strategies

1. Have students read a summary of the David Milgaard case (see Appendix 2.13.1).
2. Working in pairs or small groups, ask students to identify as many of the safeguards of the accused as they can. As well, have them identify those safeguards that may be missing in this summary.
3. Have students write a journal entry in which they assess the fairness of David Milgaard’s treatment and explain their reasons. As well, they are to make recommendations for improvements to the justice system based on the case.
4. The teacher begins by explaining to the class the origins of the Charter, the changes that have occurred over time in the area of “citizenship rights” since the passage of the Bill of Rights and the introduction of the first Human Rights legislation at the Provincial level, and what the Charter’s existence means to Canadians in terms of defining and securing their liberties. The teacher should use this opportunity to highlight the way in which the rights of Canadian citizens, have gradually been expanded and entrenched and have been the result of the diligent efforts of generations of Canadians who have dedicated themselves to bringing about reforms.
5. After giving students a copy of the Charter of Rights and Freedoms, the teacher should explain the difference between a right and a freedom. Refer students to the first section of the Charter where it is established that no right is absolute and that the limits placed on Charter rights must be reasonable and justifiable within the context of a democratic society. Provide the class with examples to help clarify the ideas of rights, freedoms, absolute rights, limited rights, reasonable and justifiable restrictions.
6. The teacher has the class review the format of the Charter, explaining the importance of the Preamble and noting the way in which rights and freedoms have been organized under topic headings into sections. Students are then given case studies to read. Working in pairs, students take each case study and:
 - summarize the main the issue/conflict involved in the case study;
 - describe the rival viewpoints that exist;
 - identify what if any provisions of the Charter may apply to each case;
 - explain what, given the evidence in the case study and the provisions of the Charter, they think would be a “reasonable” resolution of this issue in the context of a democratic society.
7. The teacher concludes this exercise by having members of the class explain and discuss their findings.

Assessment/Evaluation Techniques

Journal entries are evaluated at the end of the unit.

Accommodations

- Have students use a tape recorder or computer to make personal reflections on exercise.
- Record reading materials for disabled students.

Resources

Non-Print

Copies of Supreme Court of Canada Charter decisions delivered since 1983 are available at a University of Montreal web site.

www.droit.umontreal.ca/doc/csc-scs/en/

The Canadian Civil Liberties Association web site contains a wealth of case studies that raise Charter rights.

www.ccla.org/schools

Ontario Human Rights' Commission provides hundreds of potential case studies (similar sites in other provinces).

www.ohrc.on.ca/index2.htm

The text of the Charter of Rights and Freedom may be found at (<http://www.efc.ca/pages/law/charter/charter.sect.html>)

Canada's School Net offers a range of lessons plans and case studies that raise Charter issues.

www.acjnet.org/teacher/freetab.htm

The Alberta Law Foundation has provided a primer on the Charter of Rights and Freedoms that includes a very informative FAQ section.

www.extension.ualberta.ca/legal/faqs/nat/char.htm

Print

Beaudoin, Gérald and Errol Mendes. *The Canadian Charter of Rights and Freedoms*, 3rd ed. Toronto: Carswell, 1996.

Activity 14: Legal Issues and Action Plans Assignment

Time: 215 minutes

Description

Working in small groups, students must research a piece of federal, provincial, or municipal legislation or an official government policy. Based on their research, they identify and justify change(s) that they think need to be made to the law that they have selected or been assigned. At this point, the group becomes an activist organization dedicated to achieving the desired change(s). Group members create an Action Plan spelling out their goals and the methods that they will use as democratic citizens to achieve these goals. One of these methods (whether it is a radio ad, a poster, a letter, a video, a pamphlet, a sticker, a sign, a button, etc.) must actually be created. Finally, groups present their action plans to the class - including the items that they have created as a sample of the strategies they propose to employ.

Strand(s) and Expectations

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations

ICV.01 - demonstrate an understanding of the reasons for democratic decision making;

PCV.03 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

ACV.01 - demonstrate an ability to research questions of civic importance, and to think critically and creatively about these issues and questions;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

IC4.07 - research recently passed legislation at the community, provincial, or federal level to resolve public conflict, and then produce a report analysing the key issues and different points of view on the issues;

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources; and identify main ideas, supporting evidence points of view, and biases in these material;

AC1.02 - demonstrate an ability to organize information effectively;

AC1.03 - demonstrate an ability to apply conflict-resolution and decision-making strategies to public issues affecting their own lives;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings;

AC3.03 - demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community;

PC2.03 - analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC3.05 - describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement.

Planning Notes

- While 215 minutes has been targeted for the completion of this assignment, half of this time will be spread out over a number of earlier classes to allow for students to organize their plans and coordinate their efforts. The preparations needed to complete this assignment will in large part be finished by students working outside of class time. Approximately half of the proposed 215 minutes will need to be set aside for the class presentations.
- The teacher will provide students with a handout outlining the details of this assignment and the criteria that will be used to evaluate each group's final product.
- The teacher also identifies a number of laws/policies that students might select to investigate. Help the students narrow the focus down to sections, sub sections or even single provisions of existing legislation. For example, a law such as the Employment Standards Act may be broken down into sections dealing with minimum wage provisions, hours of work, layoffs, termination, severance, and vacation pay.

Prior Learning Required

- Familiarity with the qualities of an effective presentation.
- Understanding of the sorts of activities that citizens use to influence governments in a democracy.

Teaching/Learning Strategies

1. Teacher introduces this assignment by having students form into groups and by reviewing the instructions and criteria for evaluation. Students are informed that once each group has selected the law or policy that it will investigate, the assignment has four phases: a research component, creation of an action plan, development of one of the strategies contained in the action plan, and a presentation to the class.
2. For the research phase, students will gather relevant information about the issues or questions raised by their law or policy using sources such as books, newspaper articles, and Internet web sites. Group members will identify the points of view that exist with respect to these issues/questions, and collectively decide what they think needs to be changed to improve the law or policy that they are investigating. Students need to justify the proposed changes.
3. As background for phase two, the class should brainstorm the problems associated with trying to communicate with large numbers of people in a world in which citizens are constantly bombarded with

information and competing media messages. Creativity as well as substance can be of prime importance when designing the measures that will be included in a political action plan.

4. To create their action plan, the members of each group will:
 - clearly state their overall objective (the change(s) they want to see introduced)
 - outline the facts and arguments that justify the proposed change(s)
 - explain six measures (actions) that they intend to use to (i) increase public awareness and support, and (ii) to influence and inform relevant decision-makers both in government and in the broader community and provide a rationale outlining what they think each measure will accomplish relative to achieving their overall objective
5. Each group must actually create one of the measures proposed in its action plan.
6. The class presentation represents the final product of this assignment. Each group explains to the rest of the class their action plan and displays the one measure that they have actually developed. Review the presentation checklist and rubric with the students.
7. At the end of each presentation, students should have an opportunity to question group members about the change(s) they have proposed and the contents of their action plans.

Assessment/Evaluation Techniques

6. Teacher uses Appendix 2.5.1 - Written Presentation rubric, and Appendix 2.3.1 - Oral Presentation rubric, to evaluate final product.

Accommodations

- The law/policy investigated by a particular group may be assigned based on the individual needs and abilities of group members.
- Provisions taken from laws and passages taken from policies may be rewritten to address the reading levels of students or vocabulary lists may be provided to assist students with difficult terms and/or ideas.
- The variations that are built into the presentation phase of this assignment should allow students to pursue areas of personal strength and interest.

Resources

Non-Print

Web Networks offers an extensive list of organizations that are involved in initiatives aimed at changing government policies and plans. Students may find it useful to visit the sites of some of these groups to explore the sorts of political actions that they have developed as part of their campaigns.

<http://www.web.net/>

Associations Canada.Com offers a comprehensive listing of associations (business, professional, social and government) that will provide students with links to organizations that are involved in activities aimed at influencing government policies and plans.

<http://www.associationscanada.com/>

Appendix 2.3.1

Oral Presentation

Activities 3 and 4 refer to student development of a presentation checklist. The criteria used in the following rubric are among those students ought to identify as appropriate for assessing effective oral presentations.

Criteria	Level 1	Level 2	Level 3	Level 4
Clear expression of ideas/ presentation of a point of view (C)	- communicates information as isolated pieces in a random fashion	- communicates important information but not a clear theme or overall structure	- clearly communicates main idea or theme and provides suitable support and detail	- clearly and effectively communicates main idea, theme, or viewpoints
Presentation of a point of view (T/I)	- point of view unclear	- point of view apparent but unclear at times	- clear point of view	- provides support of viewpoint with rich or persuasive detail
Provision of supporting evidence (T/I and K/U)	- information provided not clear as evidence: limited accuracy or relevance	- evidence clear and supports point of view, though not consistently; few inaccuracies	- evidence clear and consistently supports point of view	- evidence is thorough and detailed suggesting a degree of mastery
Communication appropriate to medium (oral)/ final product format (A and C)	- limited demonstration of effort for presentation; limited attention paid to language and style	- some attention to language and style, but pacing requires more attention	- suitable effort and presentation shown	- presentation appears well rehearsed

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2.3.2

Debate Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Clear articulation of position (C)	- position is not clearly stated	- position is recognized, but only clarified through prompting	- a clear position is stated	- a clear position is stated and fully articulated
Provides support for position (T/I and K/U)	- limited support for initial position	- support for initial position is present but lacks clarity of presentation and reasoning	- support for initial position is clearly presented and reasoned based on evidence	- supporting arguments for position are both reasoned and persuasively presented
Effectively critiques positions (A and C)	- limited sensitivity to opponents' positions	- opposing views acknowledged but not effectively critiqued or dealt with sensitively	- opposing views acknowledged and effectively critiqued	- opposing views effectively critiqued and opponents treated with sensitivity
Effective Communication (C)	- communication during debate is rarely clear and/or forceful	- communication exhibits moderate clarity and/or forcefulness	- clarity and forcefulness fairly consistent during the debate	- communication is consistently clear and forceful

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2.5.1

Written Presentation

The criteria used in the following rubric are among those students and teachers identify as appropriate for assessing effective written presentations; e.g., brochure.

Criteria	Level 1	Level 2	Level 3	Level 4
Clear expression of ideas/ presentation of a point of view (C)	- communicates information as isolated pieces in a random fashion	- communicates important information but not a clear theme or overall structure	- clearly communicates main ideas or themes	- clearly and effectively communicates main ideas, themes or viewpoints
Presentation of a point of view (T/I)	- point of view unclear	- point of view apparent but unclear at times	- clear point of view	- provides support of point of view using rich and persuasive detail
Provision of supporting evidence (T/I and K/U)	- information provided not clear as evidence; limited accuracy or relevance	- evidence clear and supports point of view, though not consistently; few inaccuracies	- evidence clear and consistently supports point of view	- evidence is thorough and detailed suggesting a degree of mastery
Effective communication with diverse audiences (C and A)	- presents information in a style and tone which matches audience's interest and level of knowledge in a limited way	- presents information in a style and tone which moderately match audience's interest or level of knowledge	- presents information in a style and tone consistent with audience's interest and level of knowledge	- presents information in a style that effectively capitalizes on the audience's interest and level of knowledge
Communication appropriate to medium (written) / final product format (A and C)	- limited demonstration of effort for presentation; limited attention paid to language and style	some attention to language and style	- suitable effort and thoughtful preparation clearly shown	- evidence that text format matches conventions of quality design

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2.8.1

The Political Spectrum: Where Do You Stand?

Circle the response which most correctly describes your reaction to each of the following ten statements. Make certain that you take a stand on all ten statements.

1. The death penalty should be automatic in all cases of premeditated (preplanned) murder.
Agree Disagree
2. The courts are usually too lenient with offenders caught by the police.
Agree Disagree
3. Poor people should work harder to improve themselves instead of expecting the government to support them.
Agree Disagree
4. Laws on the non-medical use of drugs should be strictly enforced.
Agree Disagree
5. Young people in school should be forced to spend one or two summers in the armed forces to give them more discipline.
Agree Disagree
6. Older politicians with more experience usually make the best party leaders.
Agree Disagree
7. Canada should keep all of its ties to the British monarchy.
Agree Disagree
8. Every student should know the words to the national anthem and be expected to sing them when the anthem is played.
Agree Disagree
9. Immigrants should be immediately sent to whatever part of the country has any kind of labour shortage.
Agree Disagree
10. Government should not interfere in the operation of small businesses.
Agree Disagree

Appendix 2.11.1

It Depends on Whose Eyes You See With

In a democratic country like Canada:

When all people are considered equal, giving one group of people special rights of self-government and claims to land are undemocratic. Promises made in old statements like the Proclamation of 1763 and the treaties were part of another time and should have no place in a modern democratic country.

Agreements that recognized the existence of rights that included self-government and land ownership have no time limitations. People who have come here from elsewhere created a situation for themselves.

Others who came later agreed to this situation when they came. Aboriginal people already had their own ways and wish to be able to continue them as has been recognized and accepted by both the Crown and Canadian governments.

The treaties signed between Aboriginal people and the British, then Canadian governments meant:

That Aboriginal people gave up their rights to certain parts of the country and received from the government in return certain reserved land and other forms of assistance;

That the Crown and Canadian governments could not give those lands to the Aboriginal peoples because it was Aboriginal land to begin with, a fact the treaties themselves accepted.

The treaties signed between Aboriginal people and the British, then Canadian governments meant:

The Crown and later the Canadian government had taken responsibility over "Indians and Lands reserved for Indians" as demonstrated by Section 91 of the British North America Act. Clause 24 of the Section established the power of the federal government over Aboriginal people;

That the Crown and the Canadian government accepted the self-governing powers of the Aboriginal peoples and guaranteed that they would be able to live their lives in much the same way as they had before the arrival of the Europeans. The clause in Section 91 was intended to undermine the importance and authority of the treaties, something Aboriginal people have never agreed to.

Section 35 of the Canada Act recognizes and affirms "Aboriginal and treaty rights." This means:

That these rights, whenever they are specified, have been given to Aboriginal people by the Canadian people through their government and constitution;

That these rights have always existed and are simply being recognized by the Canadian people through their government and constitution.

Appendix 2.13.1

The Facts of the David Milgaard Case

Early in the morning of January 31, 1969, David Milgaard, then 16 years old, Nichol John and Ronald Wilson drove from Regina to Saskatoon, Saskatchewan. In Saskatoon, sometime before 7:00 a.m. on that morning they stopped a woman walking by their car to ask for directions. Shortly after that the car became stuck, Wilson and Milgaard got out of the car and walked away in different directions to seek assistance. Wilson returned to the car before Milgaard.

Sometime that morning, Gail Miller, 20, a nurse's aide, was robbed, sexually assaulted and murdered and her body later found in a Saskatoon snow bank.

Although both at the time and throughout his ordeal, David Milgaard denied any involvement in the murder, his testimony did confirm a number of other details.

At some point during the trip from Regina to Saskatoon, Milgaard had broken into a building.

He admitted that when they stopped the pedestrian to ask for directions that he looked at her with a view to possibly robbing her. Other evidence indicates that Gail Miller's purse was taken by somebody and thrown in a garbage can. Milgaard confirmed that a compact or makeup bag was found in the Wilson car after they left Saskatoon. It had not been there earlier. When Nichol John inquired about it, David Milgaard seized it and threw it out of the car and could not give any explanation for his actions.

Milgaard also told his counsel that he may have had a knife in his possession when he arrived in Saskatoon.

Albert Cadrain, whom the group had picked up in Saskatoon, testified that he saw blood on the pants and shirt of Milgaard when Milgaard changed his clothes at the Cadrain house.

In mid-1969 David Milgaard was arrested and charged with Gail Miller's murder.

On January 31, 1970, following a trial by judge and jury, the accused was found guilty of murder and was sentenced to life imprisonment.

In 1971, the conviction was confirmed by the Saskatchewan Court of Appeal. Also in 1971, the accused application for leave to appeal his conviction to the Supreme Court of Canada was dismissed.

While in prison, Milgaard was sexually assaulted and tried to commit suicide. In 1973, Milgaard escaped from Stony Mountain Penitentiary, north of Winnipeg. He was later returned to prison.

In 1980, he did not return to prison after being released on day pass. He was shot while being recaptured 77 days later.

In December, 1988, David Milgaard's lawyers applied to have the case reopened.

Also in 1988, his lawyers made an unsuccessful attempt to get DNA testing done.

On February 27, 1991, Kim Campbell, then Federal Justice Minister, turned down the request to reopen the case.

In August, 1991 Milgaard's lawyers tried again to have the case reopened.

On November 29, 1991, Campbell directed the Supreme Court to review Milgaard's conviction on the basis that there was widespread concern whether there was a miscarriage of justice in David Milgaard's conviction and that it was in the public interest that the matter should be inquired into.

Appendix 2.13.1 (Continued)

The Facts of the David Milgaard Case

In 1992 there was another unsuccessful attempt to get DNA testing done.

On April 14, 1992 the Supreme Court found that:

- It is believed Milgaard had had the benefit of a fair trial in January, 1970;
- It had not been presented with any valid evidence that the police had acted improperly in the investigation or in their interviews with any of the witnesses;
- Nor was there evidence that there had been inadequate disclosure in accordance with the practice prevailing at the time;
- Milgaard was represented by able and experienced counsel;
- No error in law or procedure had been established;
- At the conclusion of the trial, there was ample evidence upon which the jury, which had been properly instructed, could return a verdict of guilty.
- Fresh evidence "placed before us which is reasonably capable of belief and which taken together with the evidence adduced [brought out] at the trial could reasonably be expected to have affected the verdict. We will therefore be advising the [justice] Minister to quash the conviction and direct a new trial."

The "fresh evidence" included the fact that a key witness against Milgaard at the trial, Ronald Wilson, changed his testimony. Additional evidence suggested Milgaard's alleged confession may not have taken place. And more importantly, there was evidence concerning sexual assaults committed by Larry Fisher which came to light in October, 1970, when Fisher made a confession.

David Milgaard was freed in 1992 when the Saskatchewan government decided not to try him again. He was not formally acquitted. On July 18, 1997, Milgaard's lawyers announced that DNA tests proved Milgaard did not kill Miller. That day he received an apology from Saskatchewan for his wrongful conviction.

On July 25, 1997, Larry Fisher was arrested in Calgary for the rape and murder of Gail Miller. His trial began in Yorkton, Saskatchewan, on October 12, 1999. Larry Fisher was found guilty of the murder of Gail Miller on November 22, 1999.

In May, 1999 the Saskatchewan government and the Milgaard family agreed to a compensation package for Milgaard in the area of \$10 million.

Unit 3: Democracy: Global Perspectives

Time: 14 hours

Unit Description

Students will demonstrate their understanding of the role of citizenship in defending and promoting human rights as the basis of democracy in the world community.

Strand(s) and Expectations

Strand(s): Informed Citizenship, Purposeful Citizenship, Active Citizenship

Overall Expectations

ICV.05 - demonstrate an understanding of citizenship within a global context;

PCV.04 - demonstrate an understanding of a citizen's role in responding to non-democratic movements;

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

IC5.01 - analyse contemporary crisis or issues of international significance in the context of the global community;

IC5.02 - summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child;

IC5.03 - research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs;

IC5.04 - compare the contributions of individuals, as explored in the student summaries, to arrive at a definition of the term "global citizen";

PC3.03 - analyse a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;

PC3.04 - analyse the evolution of Canada's participation in international tribunals, from the Nuremberg trials after World War II to the International Court of Justice's ongoing prosecutions involving war crimes and genocide;

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources and identify main ideas, supporting evidence, points of view, and biases in these materials

AC1.02 - demonstrate an ability to organize information effectively;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings;

AC3.02 - communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills;

AC4.01 - research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals' and groups' contributions;

AC4.02 - compare and evaluated the impact of various types of non-violent citizen participation.

Activity Titles (Time + Sequence)

Activity 1	The Origins of the Universal Declaration of Human Rights	120 minutes
Activity 2	Understanding the Universal Declaration of Human Rights	150 minutes
Activity 3	In Defence of Human Rights: Canada and War Crimes Tribunals	120 minutes
Activity 4	Defining the Global Citizen	135 minutes
Activity 5	The Future of Human Rights: A Culminating Activity	375 minutes

Prior Knowledge Required

As the final unit in this course, the activities in Unit 3 have been designed to build upon and utilize skills that have been developed in the first two Units. For instance, for the culminating activity in Unit 3, students call upon the group work skills that they practised in Unit 1, and this must employ the research and presentation skills that were developed in Unit 2.

Unit Planning Notes

The school Library/Resource Centre will likely prove to be an important asset for students completing the research component of the activities in this unit. The teacher may want to discuss the sorts of information needed for this unit so that the teacher/librarian can locate appropriate resources.

Teaching/Learning Strategies

In this unit students are involved in the study of primary and secondary source materials, writing activities, class discussions, a debate, and a research assignment that leads to a class presentation.

Assessment and Evaluation

Unit Skills and Assessment Overview

Activity	Skill	Assessment/Evaluation
1	- evaluate and draw conclusions in Citizen's Handbook entries about: the responsibilities of citizens in protecting against the rise and spread of racism; causes of racism in Canada in the 1930s	- formative student assessment and summative teacher evaluation using Citizen's Handbook rubric
2	- in a Citizen's Handbook entry, predict reasons why the United Nations took the lead in making the Universal Declaration of Human Rights - demonstrate comprehension of meaning of clauses in Universal Declaration of Human Rights	- formative student assessment and summative teacher evaluation using Citizen's Handbook rubric - formative teacher observation
3	- brainstorm definitions of war crimes- draw conclusions about how to enforce war crime prosecutions - demonstrate point of view in one-page report on war crime: definition, enforcement, desirability of Permanent World Court, Canada's role	- formative teacher observation - summative teacher assessment
4	- analyse qualities of global citizen in a one- to two-page profile of a global hero	- summative teacher assessment using
5	- demonstrate inquiry model through small group presentation	- summative teacher assessment

Note: The culminating activity for this unit utilizes a group work exercise. The teacher should ensure that in structuring their summative evaluation for this assignment (and for other group work or partnered initiatives that involve an evaluation component), that steps are incorporated into the evaluation process that will focus and report on the performance of individual students.

Resources

Non-Print

The Nizkor Project website provides access to excellent materials on the holocaust and on hate crimes.
<http://ftp.nizkor.org/hweb/>

An extensive set of links on the Holocaust is available at the California State University web site.
<http://www.csuchico.edu/~sedelman/Hol153.html>

Human Rights Watch is an American-based organization that tracks and reports on international human rights issues.
<http://www.hrw.org/site-map.html>

Canadian Department of Foreign Affairs and International Trade offers information on a variety of topics either directly or indirectly linked to human rights issues.
<http://www.dfait-maeci.gc.ca/menu-e.asp>

Print

Basic information for the activities has been provided in the accompanying appendices. Additional sources of information have been included in the individual activities.

Roberts, John C. De V. *World Citizenship and Mundialism*. Praeger Publishing, 1999.

Dunne, Tim, ed. *Human Rights in Global Politics*. Cambridge University Press, 1999.

Brownlie, Ian. *Basic Documents on Human Rights*. Oxford University Press, 1992.

Community Experts

Member of a non-governmental organization (e.g., Amnesty International, Red Cross, B'nai Brith of Canada, the Canadian Jewish Congress, member of the Canadian Bar Association)

Spokespersons from the Canadian Armed Forces

Activity 1: The Origins of the Universal Declaration of Human Rights

Time: 120 minutes

Description

Students will develop an understanding of the conditions that gave rise to the Universal Declaration of Human Rights (UDHR) through an analysis of a selected number of Articles from the Declaration.

Strand(s) and Expectations

Strand(s): all strands

Overall Expectations

ICV.05 - demonstrate an understanding of citizenship within a global context;

PCV.04 - demonstrate an understanding of a citizen's role in responding to non-democratic movements;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities.

Specific Expectations

IC5.02 - summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights;

PC3.03 - research and summarize the introduction of the Nuremberg laws, the public response to these laws in pre-World War II Europe, and the subsequent erosion of human rights that led to the Holocaust;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings;

AC3.02 - communicate their own beliefs, points of view, and informed judgments, and effectively use appropriate discussion skills.

Teaching/Learning Strategies

1. Provide students with a selection of articles from the Universal Declaration of Human Rights: e.g., #1-equality, #2-no discrimination, #3-life, #5-torture, degrading treatment, #6-person, #9-arbitrary arrest, exile, #15-nationality, #23-work, free choice in work. Inform students that the articles are from the UDHR made by the United Nations in 1948. Conduct a class discussion first to clarify the meaning and then to suggest reasons why it was thought necessary to make these kinds of declarations at this particular time. Beginning from the obvious conclusion that these conditions were absent in many places, students may suggest the impact of World War II both during the war and, because of its devastation and disruption, after it as well. Students may also suggest the impact of the Great Depression and the treatment of Jews by the Nazis. The true extent of the Holocaust was just becoming widely known in 1948.
2. Ask students why the United Nations in particular decided to make this Declaration. Responses might include: it was a body that could lay claim to representing all of humanity; individual national governments were not only not providing these rights, but in the case of Nazi Germany, had systematically taken them away from a group of its own citizens; the nations of the world as a whole had not protected people from the loss of these rights.
3. Inform students that Adolf Hitler had made his anti-Jewish hatred clear years before in his book, *Mein Kampf* and that he had come to power in Germany as Chancellor, or Prime Minister, legally, in 1933.
4. Provide students with a summary of the Nuremberg Laws passed in September, 1935 after Hitler had consolidated his hold on the Nazi party and the government and had made himself Fuehrer on the death of President von Hindenburg (August, 1934): *The Law for the Protection of German Blood and German Honor* which prohibited marriage between Jews and Germans; and *The Reich Citizenship Law* which stripped Jews of their German citizenship. Have them suggest reasons why the Nazis would take these actions first. Responses might include: it was a test to see if the rest of the German citizens would protest and, although some among the Jewish and the non-Jewish population did protest, most did not; it stripped German Jews of their basic membership in German society and made them a distinct, inferior group, thus creating a “them” and “us” situation; it made it possible for the Nazis to then take further actions against Jews which did not affect other German citizens. Refer students back to Article #15 – nationality in the UDHR.
5. The Nuremberg Laws set the stage for subsequent laws and anti-Semitic programs. Provide students with a list of some of the subsequent actions taken by the Nazis against German Jews during the 1930s:
 - January, 1937: Jews are banned from many professional occupations including teaching Germans, and from being accountants or dentists. They are also denied tax reductions and child allowances.
 - April, 1938: Jews are ordered to register their wealth and property.
 - June, 1938: Jewish businesses are ordered to register.
 - July, 1938: Jews are prohibited from trading and providing a variety of specified commercial services.

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- July, 1938: Jews over 15 must apply for identity cards from police that must be shown on demand to any police officer.
 - July, 1938: Jewish doctors are prohibited by law from practising medicine.
 - August, 1938: Nazis require Jewish women to add “Sarah” and men to add “Israel” to their names on all legal documents, including passports.
 - September, 1938: Jews are prohibited from all legal practices.
 - October, 1938: Law requires Jewish passports to be stamped with a large red “J.”
 - November 9/10, 1938: *Kristallnacht* - The Night of Broken Glass: Jewish businesses are attacked.
 - November, 1938: Jews are fined one billion marks for damages related to *Kristallnacht*.
 - November, 1938: Jewish pupils are expelled from all non-Jewish German schools.
 - December, 1938: Law for compulsory “Aryanization” of all Jewish businesses.
 - February, 1939: Jews forced to hand over all gold and silver items.
 - March, 1941: German Jews are ordered into forced labour.

Emphasize that this is only a partial list. A more complete Holocaust Timeline is available at www.historyplace.com

6. Discuss with students what the purpose of this process of accelerating denials and restrictions may have been. Responses might include: the gradual process was less noticeable; each restriction made the next one easier; Jews were being gradually withdrawn from normal German society so that when the final solution began Jews had already almost disappeared from sight. Again, the appropriate Articles in the UDHR may be referred to.
7. Ask students, either as a whole class or working in pairs, to suggest further questions about this situation. These will likely include:
 - Why didn't more German Jews protest?
 - What kinds of people did resist?
 - Why didn't more German citizens at large protest?
 - Why didn't more German Jews at least try to escape?
 - What did other countries do?

This is an appropriate place for the teacher to discuss with students the implications of the fact that this unprecedented destruction of human rights and of human life took place in a democratic country. Perhaps the major issue raised is the responsibility of citizens to ensure the protection of these rights for all. The discussion would focus on both how to educate citizens in this responsibility and in what ways citizens can act to prevent these kinds of attacks on human rights.

8. Conduct a class discussion of these questions - and any others that emerge – but indicate that “What did other countries do?” will be addressed at a later point. Provide students with case studies of those who resisted. Students may have to be informed that there was a long history of anti-Jewish prejudice, or anti- Semitism, throughout Europe and that much of the anti-Jewish rhetoric used by the Nazi Party was not new. In this context, many Jewish and non-Jewish citizens did not comprehend and were accordingly unable to predict the danger that was posed by the Nazi regime. Responses to the second question will include: some did, and paid the price; many shared the anti-Semitism of the Nazis; many were caught up in their own lives and were indifferent to the treatment of others. In terms of escaping, many did, but tragically, many of these people were later caught up by the expansion of Nazi Germany into places like the Netherlands, Belgium, Poland, and elsewhere and ended up in the gas chambers of Auschwitz and others.
9. Discuss with students evidence of racism in Canada today and the responsibilities of citizens. Have students apply the lessons concerning citizenship and racism of Germany in the 1930s to Canada

today. This could be in the form of a poster, an editorial, or a Citizen's Handbook of "Do's and Don'ts".

10. Inform students that the world, at least in terms of governments, was aware of what was happening to Jews in Germany. In July, 1938, President Franklin Roosevelt of the United States convened a League of Nations conference at Evian, in France, with delegates from 32 countries, including Canada to consider helping Jews fleeing Hitler. No country was willing to take significant action. In May, 1939, the St. Louis, a ship crowded with 930 Jewish refugees was forced to return to Europe when it was turned away by Cuba, the United States, Canada and other countries. Why?
11. To explain why, a brief examination of a Canadian history text dealing with the situation in the 1930s would reveal: high unemployment because of the Depression, a situation that would make any government wary of adding more people; many newly arrived immigrants were being deported because of the poor economic conditions; there were racist attitudes in Canada against many minorities, including Jews.
12. Discuss this disaster and suggest ways of making sure it doesn't happen again. Conduct a class discussion based on the results. Students write an entry into their Citizen's Handbook.

Assessment/Evaluation Techniques

9. Summative evaluation of application of knowledge product (poster, editorial, etc.).
12. Formative assessment of class discussions, Citizen's Handbook entry.

Accommodations

- Provide plain language version of selected Articles from UDHR.
- Encourage visual response to Applying Lessons assignment.
- Use a tape recorder to respond to refugee assignment.

Resources

Print

Irving, Abella and Harold Troper's *None is Too Many* for treatment of anti-Semitism in Canada in the 1930s. The St. Louis situation and the Christie Pits riot in Toronto are included in this excellent study.

Non-Print

A plain language version of the Declaration

www.un.org

Canada's School Net, Insult and Injury - Hate Crime in Cyberspace

www.uottawa.ca/hrrec/lawroom/hatehome.html

Activity 2: Understanding the Universal Declaration of Human Rights

Time: 150 minutes

Description

Students will deepen their understanding of the rights and responsibilities of citizenship based on an analysis of the United Nations Universal Declaration of Human Rights and Declaration of the Rights of the Child. They will also begin to develop an understanding of the concept of global citizen through an examination of the career of Canadian John Humphrey, one of the authors of the Universal Declaration of Human Rights.

Strand(s) and Expectations

Strand(s): Informed Citizenship, Active Citizenship

Overall Expectations:

ICV.05 - demonstrate an understanding of citizenship within a global context;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities.

Specific Expectations

IC5.01 - analyse contemporary crises or issues of international significance in the context of the global community;

IC5.02 - summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the Universal Declaration of Human Rights and Declaration of the Rights of the Child;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings;

AC3.02 - communicate their own beliefs, points of view and informed judgments, and effectively use appropriate discussion skills.

Planning Notes

- Following the second part of this activity, make the assignment that will comprise the culminating activity of the unit-see Activity 5. At this point students should understand the meaning of the Articles in the Universal Declaration of Human Rights and will then have time to begin research and other necessary preparations.
- Class and resource library time should also be built into this culminating activity.

Prior Learning Required

Students have experience working in small groups. They also should have the skills to undertake independent research and to make a presentation.

Teaching/Learning Strategies

1. Based on the previous activity, have students make a Citizen's Handbook entry explaining why the Universal Declaration of Human Rights was made in 1948 by the United Nations.
2. Introduce to students the concept of global citizen and indicate that one of their tasks in the course of the next couple of activities will be to identify the major criteria to define the concept. Suggest that the career of John Humphrey, writer of the first draft of the Universal Declaration of Human Rights, will serve to give them some ideas.
3. Provide students with a profile of John Humphrey (see UN web site and Morton's book on the UN) and, after they have read it or listened to it, discuss the concept of a global citizen using his career as an example.

-
4. Following the discussion, have students make an initial definition of “global citizen” with the idea that they will further refine it based on subsequent activities.
 5. Divide the class into small groups of no more than four. Provide each of the groups with a selection of Articles from the Rights from the Universal Declaration of Human Rights (four or five articles for six or seven groups) and from the Declaration of the Rights of the Child (divided between two or three groups). Each group’s task is twofold: to make the meaning clear using plain language and to provide at least two examples, along with their reasons, of individuals or groups in Canada who would have been pleased to see these rights proclaimed.
 6. Have students write their plain versions on the board or, using markers, on oversized pieces of paper, which are then posted.
 7. Have members of the group explain their plain versions and make any needed refinements based on class contributions. Members of the groups will also present and explain their examples of interested individuals/groups.

Assessment/Evaluation Techniques

- 5-7. Formative assessment of small group work and presentation by peers and teacher.

Accommodations

- Assignments within groups for research and presentation to take needs into account.

Resources

Non-Print

Plain Language Version of the Declaration of the Rights of the Child available at <http://www.un.org>

Print

Profile of John Peters Humphrey- see Desmond Morton’s *The United Nations-Its History and the Canadians Who Shaped It*. Toronto: Kids Can Press, 1995.

Community Experts

Students may also be used as resources on the subject of human rights abuses, since many will have both knowledge and experience

Members of NGOs (e.g., Amnesty International, Red Cross)

Activity 3: In Defence of Human Rights: Canada and War Crimes Tribunals

Time: 120 minutes

Description

Students will deepen their understanding of the concept of war crimes, the history of war crimes tribunals, Canada’s involvement in these tribunals and the ongoing efforts to establish a permanent International Criminal Court.

Strand(s) and Expectations

Strand(s): Purposeful Citizenship

Overall Expectations

PCV.04 - demonstrate understanding of a citizen’s role in responding to non-democratic movements.

Specific Expectations

PC3.04 - analyse the evolution of Canada's participation in international tribunals, from the Nuremberg trials to the ongoing prosecutions involving war crimes and genocide.

Planning Notes

- Prepare the War Crimes Overview in whatever format is chosen.

Prior Learning Required

Students have the ability to work in small groups. They have an understanding of point of view and the ability to present reasons in support of a point of view.

Teaching/Learning Strategies

1. Introduce students to the concept of war crimes by providing newspaper or video accounts (available from CBC News in Review or, in some circumstances, as downloadable files from Newsworld Online). A good example would be the work of Canadian Louise Arbour as former head of the International Tribunals for Rwanda and Bosnia.
2. Divide the class into small groups or pairs and ask them to discuss and record their ideas on the concept of war crimes. Specifically, they should note their arguments for and against the idea that there is or can be such a concept as war crimes. They should also brainstorm and record their ideas on what should constitute war crimes. Finally, they should make concrete suggestions as to how such war crimes should be prosecuted and enforced. Indicate that the issues have been debated for a long time and continue to be debated today.

Teacher Note:

It may be necessary to provide students with an example of the debate about the concept of war crimes. For example, if the very act of war involves killing other humans, how can some acts be called "crimes" and not all acts of war? As well, if a person was forced, on pain of death, by an authoritarian government to take part in or be linked in some way to acts defined as war crimes should this person be charged as a war criminal? How does one deal with a situation where a plane drops bombs and incidentally, or accidentally, kills innocent people? Can/should those on the "winning" side be charged with war crimes as well as those on the losing side?

3. Conduct a class discussion based on the group reports. Record results on the board or on oversized sheets of paper and have students make notes based on the collective ideas of the class. Have students make an initial journal entry in which they record their personal stand on these questions and issues.
4. So that they can understand how the world arrived at the present situation, provide students with an overview of twentieth-century war crime tribunals together with an indication of Canada's involvement (see Appendix 3.3.1). This might be done either on an overhead, a board outline, or a handout.
5. Based on this overview, conduct a class discussion on the steps taken to deal with war crimes as well as the issues raised by these steps. Assign students a one - page report in which they present their point of view on the war crimes question. The paper must state, with their reasons, where they stand on the various issues raised, including the idea of a permanent International Criminal Court, and what they believe Canada's role should be.

Assessment/Evaluation Techniques

2. Formative assessment of group work skills by teacher (Grade 10, Canadian History in the Twentieth Century, Academic – Appendix 1.1.1).

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5. Summative evaluation of one-page report on Canada: War Crimes Issues and an International Criminal Court.

Accommodations

- Use of a “scaffolding technique” where the teacher provides the first part of a sentence or the first sentence in a paragraph may assist some special needs students with completing the brainstorming activities suggested in this activity
- Using video materials from CBC – News in Review provides a visually impaired student with an effective alternative means of gathering information about the events considered in this activity

Resources

Computer video clips on many Canadian and international current events are available for viewing at the CBC Newsworld Online web site.

<http://www.cbc.ca/onair/av/>

Video clips that are available through CBC News in Review subscription are indexed at the program’s web site.

<http://www.yrbe.edu.on.ca/~ahs/cbc/>

Activity 4: Defining the Global Citizen

Time: 135 minutes

Description

Students will deepen their understanding of the concept of global citizenship by researching and summarizing civic actions of individuals and non-governmental organizations that have made a difference in global affairs.

Strand(s) and Expectations

Strand(s): Informed Citizenship, Active Citizenship

Overall Expectations

ICV.05 - demonstrate an understanding of citizenship within a global context;

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions.

Specific Expectations

IC5.03 - research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs;

IC5.04 - compare the contributions of individuals as explored in the students summaries, to arrive at a definition of the term “global citizen.”;

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources; and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC1.02 - demonstrate an ability to organize information effectively.

Planning Notes

Provide sources to support the brainstorming exercise around candidates for inclusion as global citizens. These might include Internet sites and books as suggested under Resources.

Prior Learning Required

- ability to take part in a brainstorming exercise
- ability to write a position paper

Teaching/Learning Strategies

1. Review with students their earlier journal entry on the characteristics and qualities of a global citizen. Indicate that this activity will involve identifying, researching, and writing a brief profile of a global citizen of their choice.
2. Before students begin to identify those who might qualify, reinforce both the local and international aspects of the concept by having students read or listen to the following words from Eleanor Roosevelt who was head of the UN Commission on Human Rights at the time the Universal Declaration was drafted:
Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any map of the world. Yet they are the world of the individual person: the neighborhood he lives in; the school or college he attends; the factory, farms, or office where he works. Such are the places where every man, woman or child seeks equal justice, equal opportunity, equal dignity, without discrimination. Unless these rights have meaning there, they have little meaning anywhere.
3. Both the role of ordinary individuals and that of non-governmental organizations might be demonstrated by a brief account of the activities of Canadian, Marie-Claire Nadeau, and the role of citizens groups in the International Court of Justice's decision on the use of nuclear arms (see Appendix 3.4.1 - Citizens Action: The Global Context). Additional accounts can be found at <http://www.globalheroes.com>. Stemming from these accounts of the actions of ordinary citizens conduct a discussion on other ways average citizens can act to promote and defend human rights. Ideas for such opportunities can be found at a variety of Internet sites, including: <http://www.gov.nb.ca> and <http://www.unac.org>
4. Based on criteria suggested by these stories, conduct a brainstorming exercise with students to identify likely Canadian and international candidates for "global citizen" honours. These might include (although obviously the list is meant only to suggest the scope) such contemporary figures and organizations as Buffy Sainte-Marie, Viola Drummond, Kay Livingstone, Rosa Parks, Wilson Head, Kahn-Tineta Horn, Nelson Mandela, Mother Teresa, Craig Keilburger, Cardinal Paul-Emile Leger, David Suzuki, Jean Vanier, Red Cross, Frontier College, Doctors Without Borders, and YWCA/YMCA. (See <http://www.heritageproject.ca> for additional sources of likely candidates.)
5. Have students choose a character they would like to investigate. The task is to write a short (one- or two-page) profile of the person's beliefs, values, and actions that they believe qualify the person as a "global citizen." Each investigation and written profile then becomes the student's exemplar of the criteria for qualification as a "global citizen." These profiles can be posted in the classroom and should form the basis of a discussion that arrives at a definition of a global citizen.

Assessment/Evaluation Techniques

5. Summative evaluation of global citizen profile by teacher based on identification of criteria and supporting evidence.

Accommodations

Students tape their profile or create a series of drawings or photo album that illustrates the qualities they are focussing on.

Resources

Print

Staton, P. *Claiming Women's Lives*. Green Dragon Press, 1994.

Alexander, K and Avis Glaze. *Towards Freedom: The African-Canadian Experience*.

Appendix 3.4.1 - Citizens Action: The Global Context

Non-Print

The United Nations - Some Canadians who made a difference

<http://www.unac.org> ,

List of non-governmental organizations (NGOs) including Canadian sites

<http://www.ontla.on.ca>.

UN NGOs

<http://www.ngos.net>

Activity 5: The Future of Human Rights: A Culminating Activity

Time: 375 minutes

Description

Through a series of presentations of the results of their investigations, students will deepen their understanding of human rights through analyses of contemporary crises or issues of international significance in the context of the global community.

Strand(s) and Expectations

Strand(s): Informed Citizenship

Overall Expectations

ICV.05 - demonstrate an understanding of citizenship within a global context;

ACV.01 - demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.03 - demonstrate an ability to collaborate effectively when participating in group inquiries and community activities;

ACV.04 - demonstrate a knowledge of different types of citizenship participation and involvement.

Specific Expectations

IC5.01 - analyse contemporary crises or issues of international significance in the context of the global community;

AC1.01 - demonstrate an ability to formulate questions; locate information from different types of sources; and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC1.02 - demonstrate an ability to organize information effectively;

AC3.01 - demonstrate an ability to contribute to a positive climate in group settings;

AC3.02 - communicate their own beliefs, points of view and informed judgments, and effectively use appropriate discussion skills;

AC4.01 - research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals' and groups' contributions.

Planning Notes

- Teacher will have previously arranged for class time in the Library/Resource Centre.

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- The assignment will have been made and explained near the beginning of the unit - see Activity 2- Understanding the Universal Declaration of Human Rights, Part 3.
 - As a follow-up to the discussion of the evaluation criteria - see Appendix 3.5.1 - the Complex Presentation rubric - students will require a review of point of view. As well, there should be discussions, and class time devoted to choosing and preparing an appropriate final product format and to engaging audiences effectively.

Prior Learning Required

Students should have the ability to work in small groups. Students have practised researching independently and organizing and presenting material effectively – including an understanding of point of view, of choosing appropriate formats for presentations and effective ways of engaging audiences

Teaching/Learning Strategies

1. Divide the class into small groups of no more than four. Explain to students that working in the groups they are now in, they will take on the role of United Nations investigators who, in fact, monitor the human rights in the world. As a group they will choose one (or possibly two) of the human rights contained in the Articles they have just finished dealing with.
2. Over the course of the time allotted for the activity, both at home and in class time, they will:
 - gather information about situations around the world involving abuse or failure to meet the terms of that (or those) particular human right(s). Each member of the group would, for example, be responsible for investigating a particular medium - newspapers, magazines, books and periodicals, television, the Internet - for appropriate information.
 - gather information from those sources about what, if anything, is being done to address the situation and by whom or what organization or government
 - organize the results of their investigations into a report to be made to the appropriate United Nations Committee (see Teacher’s Note, below)
 - this presentation will include not only an account of the situation(s), but also an assessment of its seriousness and recommendations about what should be done to improve the situation. The presentations may involve written materials, statistics with charts, graphs, anecdotes, eyewitness accounts, photographs or video, or taped interviews, either actual or created (if based on factual material). Emphasize that traditional oral presentations need not be the only format, but rather might include, among others - and in either live or videotape form: dramatizations, role play, interviews, photo essay (see Teacher’s Note, below.)
 - each member of the group will provide evidence of her/his research; an account of her/his role in organizing the presentation; and will play a significant part in the presentation itself. This will form part of each student’s summative evaluation.

Teacher’s Note:

- The six monitoring committees are: The Committee on the Elimination of Racial Discrimination; The Human Rights Committee; The Committee on Economic, Social and Cultural Rights; The Committee Against Torture; The Committee on the Elimination of Discrimination Against Women, The Committee on the Rights of the Child. The selection of Articles to be investigated as part of this activity might be done in such a way that each of these committees would be involved in the final “reports.” In this way students might also be organized to act as one of these committees to “receive” these reports and ask questions of clarification and information. This ensures multiple involvement on the part of students in the content and process of the activity. Alternatively, the whole class acts as the relevant committee and becomes the “audience” in terms of the evaluation rubric.

-
- The Complex Presentation rubric in Appendix 3.5.1 might serve as the basis for a discussion of evaluation criteria.
 - As well, time must be set aside, as part of the preparation, for discussion of the format of the presentation. This discussion would address the need to choose a format appropriate to the topic, to the skills required, and the necessary time and materials.
3. Discuss with students both the timeline for preparation and presentation, perhaps a week or ten days, and the criteria for evaluation.
 4. Students will make 10- 15-minute presentations, including time for questions from the United Nations Commission.
 5. An appropriate follow-up activity would be to generate ways to promote human rights and to have students carry out one or more of these ideas as a class activity. Ideas for such opportunities can be found at a variety of Internet sites, including: <http://www.gov.nb.ca> and <http://www.unac.org>
 6. Citizen's Handbooks are collected and evaluated near the end of the course.

Assessment/Evaluation Techniques

4. Summative evaluation of presentations by peer and teacher using Complex Presentation rubric - Appendix 3.5.1.
6. Summative evaluation of Citizen's Handbook, using rubric Appendix 3.5.2.

Accommodations

- Teacher should consult with student's special education or ESL teacher to look for ways in which assistance may be provided for this assignment and appropriate accommodations may be generated.
- Teacher should look for ways in which complex tasks may be broken down into component parts for students with special needs. In the case of the culminating activity for this unit, a task list might be created that will allow the student, teacher and other (parents, Special Education teacher) to monitor the students progress.

Resources

Non-Print

Promoting Human Rights

<http://www.gov.nb.ca> and <http://www.unac.org>

Appendix 3.3.1

Twentieth-Century War Crimes Tribunals: An Overview

1907: The Fourth Hague Convention is held at The Hague, the Netherlands. The convention was the first international agreement outlining basic “rules” for warfare. The major provisions included prohibitions on mistreating prisoners and protecting the lives and property of civilians. Canada, still a colony of the British Empire, was not part of the agreement.

1945: The Nuremberg War Crimes Trials: At the end of World War II, the major countries on the winning side, Great Britain, the United States, the Soviet Union, and France created an International Military Tribunal to try Nazi German leaders on war-crimes charges. Twenty-two men were tried by the tribunal, nineteen of whom were convicted. Genocide and crimes against humanity were identified for the first time. Critics argued that although the actions the men were tried for were horrific, the trials were in some sense illegal themselves because: winners were trying losers, when it was clear that terrible acts had been carried out on both sides; as well, the crimes the men were charged with were identified as such after the fact. Canada, though not a major participant in the trials, agreed, along with most of the international community, on the appropriateness of the trials.

1946: The Tokyo War Crimes Trials: A similar set of trials took place dealing with twenty-eight Japanese leaders who faced the same charges for their actions during the war.

1948/49: The Geneva Conventions: Named after the city in Switzerland where they were signed, the Conventions followed up on the crimes addressed by the Nuremberg trials. Genocide was defined as acts, “committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group,” and included complicity, attempt, and incitement to commit the act. In 1949, the definition of war crime was extended to include “willful killing, torture or inhumane treatment...willfully causing great suffering or serious injury to body or health, unlawful deportation or transfer or unlawful confinement of a protected person.” Canada has signed these Conventions.

1950: The Nuremberg Principles: were presented by the United Nations Law Commission and are based on the idea that no accused war criminal in any place or time is above the law.

1993: The International Criminal Tribunal for the former Yugoslavia (ICTY): was established by the UN after the civil war that followed the establishment of an independent Bosnia, a former province of Yugoslavia. The killings, rape and torture there of hundreds of thousands of mainly civilians, has been followed by similar actions in Kosovo, another province of the former Yugoslav republic.

1994: The International Criminal Tribunal for Rwanda (ICTR): was established in Arusha, Tanzania by the United Nations Security Council in the aftermath of the slaughter of over half a million, mainly Tutsi minority citizens of Rwanda by the majority Hutu.

Appendix 3.3.1 (Continued)

Twentieth-Century War Crimes Tribunals: An Overview

1994 - Present: From 1996, until she left to become a member of the Supreme Court of Canada, Louise Arbour headed both the ICTR and ICTY. These tribunals are handing down the world's first convictions for genocide and in May 1999, they indicted, for the first time, a sitting head of state, Serbian President, Slobodan Milosevic, on war crimes charges. Critics argue that the tribunals are political instruments aimed at the Serbs in particular. They also argue that the internal affairs of a sovereign country are no one else's business. Another real problem is that the courts established by these tribunals have no enforcement power and must rely on national governments to seize and transport suspects. Supporters of the tribunals argue that the world community has a moral responsibility to seek out justice when national governments are unable or unwilling to take action.

1998: An International Criminal Court? At an international conference in Rome in July 1998, 120 countries, including Canada, approved a treaty that would establish a permanent world court with the power to prosecute cases of genocide. Seven countries, including the United States, voted against it and another 21 did not vote. Before the plan can go ahead the treaty must be ratified by 60 countries. Those who oppose it argue the court would become a political instrument and would try to take jurisdiction over national courts. Some Americans feel it would become an anti-American agency.

Appendix 3.4.1

Citizens Action: The Global Context

1. A Profile of a Canadian Global Citizen: Marie-Claire Nadeau

- She was born in Montreal in 1945, eventually earning a degree in adult education from the University of Quebec at Montreal.
- From 1965 to 1975 she was a community organizer for a youth movement called the Young Catholic Workers.
- She learned of the problems of young people around the world when she attended an international youth conference in Lebanon in 1969.
- From 1975 to 1982, Marie-Claire Nadeau helped create a public kindergarten in a working-class neighbourhood in Quebec city.
- Until 1987, Marie-Claire volunteered as a member of the non-governmental organization, SUCO, (Service universitaire canadien outre-mer) to work with women and children in the mining camps of Peru.
- There she taught school and worked to get proper water and electrical services in the camp.
- She helped found and organize a program called, “barefoot doctors,” women who brought basic health care to remote communities.
- Since her return she has continued to work to support these Peruvian women. She helped to co-ordinate a loan co-operative for the women and in 1997 financing for 20 small businesses managed by some 300 women was provided.
- She currently works for a non-profit organization in charge of training projects dedicated to improving economic and social conditions in southwest Montreal.

2. The Decision of the International Court of Justice on Nuclear Weapons

On July 8, 1998, The International Court of Justice (ICJ), the highest judicial body in the world, handed down an advisory opinion on the legality of the threat or use of nuclear weapons. The ruling declared the threat and use of nuclear weapons to be generally contrary to international law. It unanimously upheld that the complete elimination of nuclear weapons is a legally binding obligation. The Court admitted it could not fully answer the question put to it by the UN General Assembly: “Is the threat of use of nuclear weapons in any circumstance permitted under international law?” Because present international law does not explicitly authorize or prohibit the use of nuclear arms, the Court based its ruling on humanitarian laws and principles. Of great importance in this decision, was the work of citizens’ organizations worldwide. They launched the initiative, lobbied the World Health Organization and the United Nations General Assembly to put the questions to the ICJ, and supported States participating in the case. Among the international sponsors of the project were the following non-governmental organizations:

- International Association of Lawyers Against Nuclear Arms
- International Peace Bureau
- International Physicians for the Prevention of Nuclear War

Canadian sponsors included:

- Canadian Peace Alliance
- Physicians for Global Survival
- Science for Peace
- Veterans Against Nuclear Arms
- Lawyers for Social Responsibility
- Project Ploughshares
- United Church of Canada
- World Federalists

Citizens can now urge governments to begin negotiations on the elimination of nuclear arms.

Appendix 3.5.1

Complex Presentation

This rubric takes into account criteria for presentations using a variety of media (written, oral, and visual).

Criteria	Level 1	Level 2	Level 3	Level 4
Clear expression of ideas/ presentation of a point of view (C)	- communicates information as isolated pieces in a random fashion	- communicates important information but lacks clear theme or overall structure	- clearly communicates main ideas or themes	- clearly and effectively communicates main ideas, themes or viewpoints
Effective communication with diverse audiences (C and A)	- presents information in a style and tone which minimally match audience's interest and level of knowledge	- presents information in a style and tone which moderately match audience's interest or audience's level of knowledge	- presents information in a style and tone consistent with audience's interest and level of knowledge	- presents information in a style that effectively capitalizes on the audience's interest and level of knowledge
Communication appropriate to media / final product format (A and C)	- limited effort for presentation is shown; language and style are inappropriate - uses only one method/medium of communication	- some attention to language and style - more than one medium is used, however without consideration for conventions; e.g., visuals are shown but not clearly explained	- effort and thoughtful preparation clearly shown - two media are used with appropriate conventions followed	- presentation seems to be well rehearsed - media used creatively; e.g., use of humor, pitch, eye-catching design (if visuals are used)
Soundness of Judgements (T/I)	- stated judgements poorly supported	- judgements supported by some valid and relevant evidence	- judgements well supported by sufficient evidence	- clear judgements based on solid evidence

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 3.5.2

Citizen's Handbook Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Independence/ Self-reliance (T/I)	<ul style="list-style-type: none"> - evidence that a response journal has been attempted - excessive reliance on teacher-provided prompts - many opportunities for entries overlooked 	<ul style="list-style-type: none"> - greater independence from teacher prompts - some consistency in making entries independently 	<ul style="list-style-type: none"> - responses are frequently self-initiated, at appropriate points in the unit and of substantial length 	<ul style="list-style-type: none"> - has made the journal a major vehicle for interaction with and understanding of the unit - shows ability to predict, sort out difficulties and draw conclusions through extended, interactive "discussion" within the journal
Engagement (K/U)	<ul style="list-style-type: none"> - little evidence of consistency or understanding of the function of a journal: i.e., entries are random and inconsequential - two or three lines with little substance or personal involvement; entries demonstrate no real form or purpose 	<ul style="list-style-type: none"> - an emerging sense of the potential of a response journal, but numerous response possibilities are still missed - some sense of engagement, i.e., some connections made between personal response and unit material ("What I thought about...") 	<ul style="list-style-type: none"> - regularity and nature of responses (inter-relatedness and involvement with unit's theme) show clear understanding of uses of a response journal - some evidence of realization of journal's potential as a vehicle for interaction between student and teacher/other students in order to increase understanding of unit expectations 	<ul style="list-style-type: none"> - makes applications of unit's ideas to other, often "real life" situations - knows what was gained from involvement in the unit
Point of View (T/I)	<ul style="list-style-type: none"> - limited point of view: minimal thoughtful elaboration either in terms of personal response or in relation to the substance of the unit material (e.g., analytical comments) - entries show little relationship to one another 	<ul style="list-style-type: none"> - some evidence of point of view: - some personal responses explained - some response/ text connections are explained and elaborated - the entries, when taken together, reveal the beginnings of a personal perspective on the units theme - continued presence of sketchy and random entries 	<ul style="list-style-type: none"> - a clear point of view evident through thoughtful reflections, judgements made about unit ideas, issues, concepts - entries are inter-related and show consistent involvement with unit's expectations - responses show some evidence of having gone beyond classroom treatment: . additional information. related ideas . discussion of implications of unit's expectations 	<ul style="list-style-type: none"> - consistently shows evidence of monitoring own thinking, learning: e.g., "I learned this from this..." "I now realize my first conclusions were..." "My plan is to first...and then..." - journal reflects understanding of style and of audience (self, teacher, other students, others who may be a part of the process)
Written Communication (C)	<ul style="list-style-type: none"> - language and style inappropriate - entries very short or incomplete 	<ul style="list-style-type: none"> - language appropriate but lacks attention to style - some very short entries and some longer entries 	<ul style="list-style-type: none"> - language and presentation style appropriate - entries are of consistent length of several paragraphs or at least half a page 	<ul style="list-style-type: none"> - exceptional use of language - entries are substantial

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.