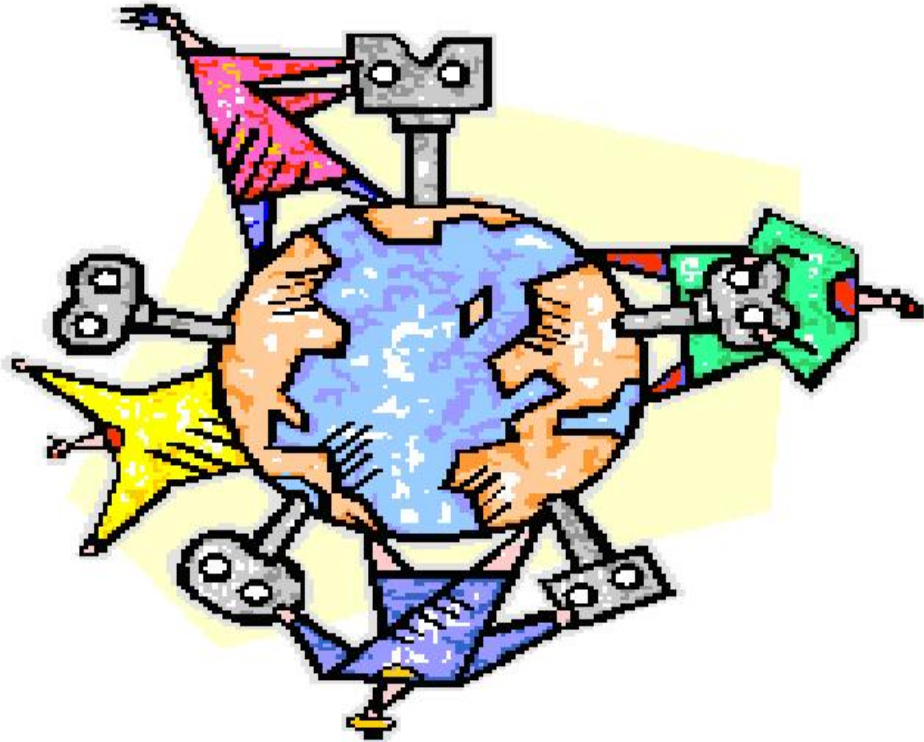


# CHV20



## CIVICS GRADE 10, OPEN

(Revised Feb. 2006)

# Introductory Information for CHV20 - Civics

## Introduction

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about elements of democracy and the meaning of democratic citizenship in local, national and global levels. 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. (*The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies*).

## Structure of the Lessons

This course is made up of 2 units. Each unit has a lesson book. The lesson book may suggest websites and additional resources that you may find necessary for the assignments.



### Key Question

These assignments must be completed, handed in and marked to receive credit in the course.



### Support Question

These do not need to be submitted to the marker but they may help you understand the course material more fully. You may wish to have a dictionary handy when you are working through the assignments. They are called SUPPORT QUESTIONS. Look up unfamiliar words in the dictionary and write their meanings inside the front cover of your workbook section of the unit. This way, you will have a record of the terms used in the unit and your own vocabulary will grow.

Remember, you must complete the KEY QUESTIONS successfully in order to achieve the credit in this course. Each unit has 5 lessons and each must be completed for credit. In summary, the CHV20 course is made up of 2 units with assignments, and a final examination.

## What You Must Do To Get a Credit

In order to be granted a credit in this course, you must

1. Successfully complete the Key Questions for each unit and submit them for evaluation within the required time frame.
2. Complete the final examination.

The evaluation will include assessment in the four categories as outlined by the Ministry of Education (***knowledge and understanding, application, research and inquiry, and communication***). The evaluation is balanced according to the divisions outlined in Durham District School Board's *Guidelines for Grading Practices*.

The weighting for the course will be as follows:

|                            |            |
|----------------------------|------------|
| ➤ <b>Unit 1</b>            | <b>35%</b> |
| ➤ <b>Unit 2</b>            | <b>35%</b> |
| ➤ <b>Final Examination</b> | <b>30%</b> |

## What You Need to Get Started

You will need determination and self-discipline in order to complete this course. Make sure that you have:

- a regular time to work on your lessons,
- a quiet space to work,
- a dictionary and a thesaurus,
- access to the internet and resource material relating to managing personal resources.

## TABLE OF CONTENTS

### Unit 1 - Informed and Active Citizenship

- Lesson 1 What About Democracy?
- Lesson 2 Active Citizenship: How Can Citizens Participate In Decision Making?
- Lesson 3 Introduction to Canadian Government
- Lesson 4 Your Local Government
- Lesson 5 Participating At the Local Level

### Unit 2 - Purposeful Citizenship

- Lesson 6 Provincial Government: Participating At the Provincial Level
- Lesson 7 Federal Government: Participating At the Federal Level
- Lesson 8 What Is Global Citizenship?
- Lesson 9 Success within Global Citizenship
- Lesson 10 the Future of Global Citizenship

**Note:** CHV20 is based on the Ministry of Education's curriculum guidelines, Canadian and World Studies, Grades 9 and 10.

### REFERENCES

Evans, M., Evans, R., Slodovnick, M., & Zoric, T. (2000). *Citizenship: Issues and Actions*. Toronto: Pearson Education Canada.

Brune, N. & Bulgutch, M. (2000). *Canadian by Conviction Asserting Our Citizenship*. Toronto: Gage Educational Publishing Company.

Solsiki, R. (1999) *Our Canadian Governments*, Original Publication

The Ministry of Education (2000). *The Ontario Curriculum – Canadian and World Studies*. Queen's Printer for Ontario: Author

Chief Electoral Officer of Canada (2000). *Canada at the Polls*. Ottawa: Chief Electoral Officer of Canada.

[http://www.taxpayer.com/main/news.php?news\\_id=1206](http://www.taxpayer.com/main/news.php?news_id=1206)

<http://www.markville.ss.yrdsb.edu.on.ca/history/civics/civicshome.html>

<http://www.abc.net.au/civics/oneworld/default.htm>

[http://www.pch.gc.ca/special/gouv-gov/index\\_e.cfm](http://www.pch.gc.ca/special/gouv-gov/index_e.cfm)

<http://www.kidsvotingcanada.com>

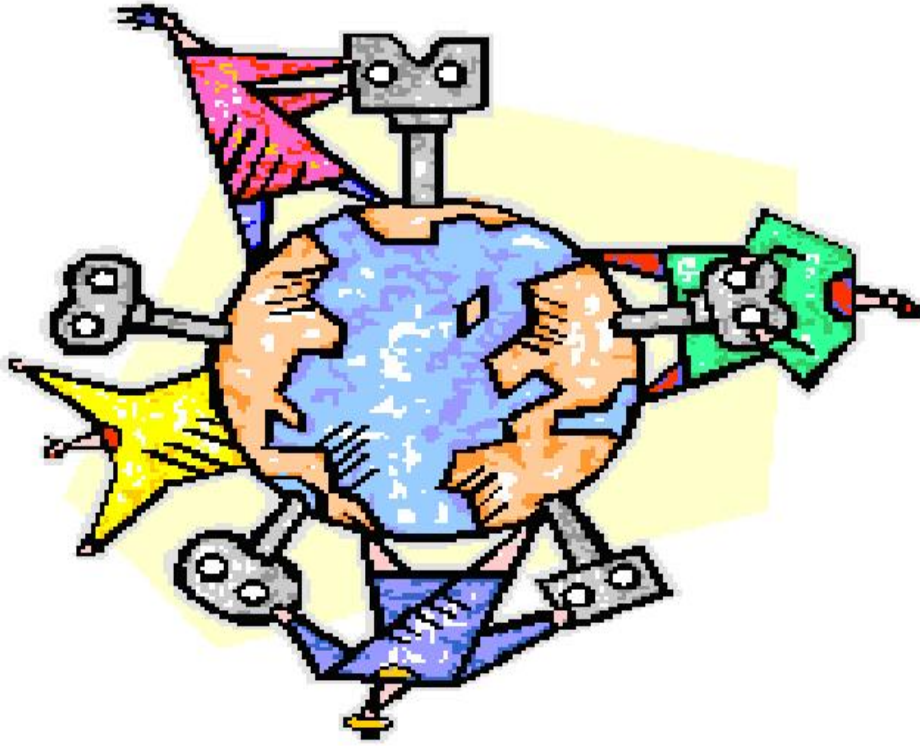
<http://www.psr.keele.ac.uk/election.htm>

[http://www.pch.gc.ca/charter-anniversary/index\\_e.cfm](http://www.pch.gc.ca/charter-anniversary/index_e.cfm)

<http://www.edselect.com/index.htm>

<http://www.gov.on.ca/MBS/english/index.html>  
[http://www.cic.gc.ca/english/newcomer/fact\\_08e.html](http://www.cic.gc.ca/english/newcomer/fact_08e.html)  
<http://www.hri.ca/index.aspx>  
<http://archives.cbc.ca>  
<http://www.un.org/english>  
<http://laws.justice.gc.ca/en/charter>  
[http://canada.justice.gc.ca/en/news/fs/2003/doc\\_30898.html](http://canada.justice.gc.ca/en/news/fs/2003/doc_30898.html)  
<http://www.uelac.org/whatis.html>  
[www.durhamregion.com](http://www.durhamregion.com)  
<http://www.oultwood.com/localgov/canada/ontario.htm>  
<http://www.city.toronto.on.ca/budget2004/pdf/2004operatingfinal.pdf>  
<http://www.parl.gc.ca/information/about/process/house/guide/guide-e.htm#parl>  
<http://www.craigmarlatt.com>  
<http://canada.justice.gc.ca/en/ps/pad/faq/faq.html>  
<http://www.edu.gov.on.ca/eng/document/curricul/secondary/canadian/canaful.htm>  
[http://www.taxpayer.com/main/news.php?news\\_id=1206](http://www.taxpayer.com/main/news.php?news_id=1206)  
<http://www.smokefreeottawa.com/english/letters.htm>  
<http://www.ontla.on.ca/index.htm>  
[http://www.electionsontario.on.ca/fyed/en/form\\_page\\_en.jsp](http://www.electionsontario.on.ca/fyed/en/form_page_en.jsp)  
[http://www.scc-csc.gc.ca/Welcome/index\\_e.asp](http://www.scc-csc.gc.ca/Welcome/index_e.asp)  
<http://www.pm.gc.ca/eng/default.asp>

# CHV20



## Lesson 1

## Unit 1: Informed and Active Citizenship

|          |  |
|----------|--|
| Lesson 1 | What About Democracy?  |
| Lesson 2 | Active Citizenship: How Can Citizens Participate In Decision Making? |
| Lesson 3 | Introduction to Canadian Government                                  |
| Lesson 4 | Your Local Government  |
| Lesson 5 | Participating At the Local Level                                     |

### Overall Expectations

#### By the end of this unit, students will:

- demonstrate an understanding of the reasons for democratic decision making;
- compare contrasting views of what it means to be a “citizen”;
- explain the legal rights and responsibilities associated with Canadian citizenship;
- explain the legal rights and responsibilities associated with Canadian citizenship;
- demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens’ actions;

### Specific Expectations

#### By the end of this lesson, students will:

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

## Lesson 1: What about Democracy?

Whether you like it or not, being a residence in Canada defines you as a citizen in many different ways. For example, you might have a part-time job, or you might be a member of a local basketball or hockey team. Your role as a citizen intensifies from your local community, to the province, to the country and even the world. Regardless of where you are or who you are communicating with, you have certain duties and **responsibilities** (a duty or obligation) as a citizen.

**Civics is the study of how public decisions are made of issues that are important to society and of the rights and responsibilities of the citizens.**

**Studying civics will enable you to:**

- Find out how our government works and what processes it uses to make decisions that affect us all
- Identify your personal beliefs and values about how we participate in society
- Practice basic citizenship skills
- Examine the challenges of participating in communities in which people often hold differing views
- Think critically about what active and responsible citizenship means to you

Once you have a certain amount of knowledge and some basic skills, you will be able to participate as a citizen to make a difference in society. You will have ideas about how to act according to your **values** (your beliefs about what is most important or significant in life). There are many young people, like you, who will contribute to civic life (the life of their communities).

### The Decision Making System

Throughout history there have been differing opinions as to who should have the power to make decisions. Some questions arise when you consider the statement:

- Who should have the authority to make decisions for a society that has so many different needs?
- What processes should be used to make decisions in a society?
- How should citizens within the society be involved in the decision making?



Various societal systems have found different answers to the above questions. Although there are various forms of decision making systems, there are 2 main types of decision making:

1. AUTOCRACY
2. DEMOCRACY



## What is Democracy?



The word democracy has roots in the Greek language. *Demo* means “people” and *cracy* means “rule”. Therefore democracy means “rule by the people”. Democracy is often associated with decision making. An example of decision making is voting. In a democracy all people are able to participate in decision making. Democracy has many different formats and is practiced in many different ways.

## The Origins of Democracy and Decision Making

Canada’s democratic decision making system traces back to Ancient Greece in the middle of the fifth century BC. Many residents of the independent city of Greece were unhappy because the decision making process was led by a small group of upper class privileged residents. This forced the unhappy residents to rebel and insist on having more of an active role in decision making.



Overtime, the leaders in the democratic nation of Greece began to listen to the underprivileged residents. Finally, a group of citizens were able to participate in the decision making processes. All men over the age of 18 that were born in Greece were allowed to participate. Some rights the men were given were the right to vote, the right to hold office, the right to own property, the right to defend themselves in a court of law, freedom of speech and freedom of peaceful assembly.

Unfortunately, these rights and freedoms excluded several citizens of Greece such as women, slaves, and immigrants.

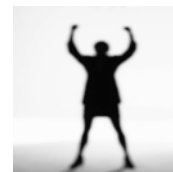
As the population grew the city developed and was replaced by nation-states. As different philosophers expressed their views of the ideals of citizenship, the concept of democracy spread. Democratic decision making evolved within the new nation-states and all over the world. Groups of people in democratic movements all over the world created and developed written documents stating the rights and freedoms of citizens.

### The main components of a democracy are:

- Decision making involves citizens having a voice
- All citizens are to be treated equally
- All citizens are to have fundamental rights and freedoms
- All citizens should have a sense of responsibility towards other citizens
- All citizens should have a sense of what is fair and just

## Direct Democracy

A **direct democracy** is a democratic system in which every citizen participates directly in decision making. In a democracy the people, or at least the majority of people, have the right to participate in important decisions.



A system with direct democracy has fewer people involved. Therefore, it is easy for all citizens within the system to decide on the outcome of each issue or question. Fewer problems develop because there are fewer people involved in the system.

## Indirect Democracy or Representative Democracy



A **representative democracy** is a democratic system in which citizen's vote for representatives who make decisions on their behalf.

Representative democracy is more common today because our societies are very complex where many people have very different needs. The more people that exist in an indirect democracy, the more challenging it becomes to ask everyone citizen to vote. Instead of asking every citizen to vote on an every issue, the citizens vote for an individual who makes decisions on their behalf.

Each representative is expected to listen to all citizens and respond to their concerns interests. Therefore, it is very importance that every citizen actively participates to express their opinion in a meaningful and constructive manner. Every several years this representative is voted back into power, or citizens vote for another representative to satisfy the needs of the community. The government and representatives are encouraged to make meaningful decisions so the will be re-elected



Every so often an important question comes up for the citizens to express their views toward the important question in the form of a vote. This is known as a **referendum** where a political question is referred to the people for a direct vote. In Canada there have been approximately 60 referendums at the provincial and national levels. Some issues that lead to a referendum were: women's right to vote, daylight savings time, constitutional changes proposed in the Charlottetown Accord, and public health insurance. Quebec has had two referendums, in 1980 and in 1995, to determine whether Quebec would be separated from Canadian government.

## Democracy Today

In the past, people within any system of government were often lead by one ruler. Citizens were "subjects" of a ruler and therefore had very little say in the decision making process. Today, citizens are able to express their opinions more often. It has become a focus to respect all citizens and their rights. Canada is known as a nation that is at the forefront of respecting all citizens within a democracy.



## Support Question

### The Decision Making System

Think of a decision you have recently made that involved 2 or more people. (For example, you have decided to go away for the weekend). You need to fully explain your decision.

For your decision, consider the following:

- a) how was the decision was made
- b) how were you involved in the decision-making process
- c) to what extent the process was democratic.



## What Are Our Rights?

As democracy has developed over the last several hundred years, so have the rights of citizens. The ideas of rights have shifted from a focus on civil rights to a focus on social rights. Examine the chart below:

### RIGHTS: OUR CHANGING IDEAS

| CIVIL RIGHTS                                    | POLITICAL RIGHTS                                | SOCIAL RIGHTS  |
|---|---|--|
| <b>Focus within the 18<sup>th</sup> Century</b> | <b>Focus within the 19<sup>th</sup> Century</b> | <b>Focus within the 20<sup>th</sup> Century</b>                      |
| <i>Everyone is equal before the law</i>         | <i>Right to participate in elections</i>        | <i>Right to a certain standard of economic and social well-being</i> |
| <i>Liberty of person</i>                        | <i>Right to run for and hold office</i>         | <i>Right to participate full in society</i>                          |
| <i>Right to own property</i>                    | <i>Right to vote</i>                            |  |
| <i>Freedom of speech, thought and religion</i>  |   |  |

A **right** has different meanings to several people. In general, a **right is** something that you are entitled to. Some people feel they are entitled to be very rich. Others may feel they are entitled to luxuries in life such as expensive cars and clothing. These examples are not something we are entitled to. They are things that we can exist without if we really needed to.

Most people agree that rights do not discriminate and therefore everyone should be treated fairly and equally. Canadian rights are often described in terms of “freedoms” “freedom to” and “freedom from”. Therefore, rights and freedoms are often referred to simultaneously. As a result, **rights and freedoms are** something we are morally and legally entitled to do or have.

In Canada our rights and freedoms are protected and guaranteed through a written document called the **Canadian Charter of Rights and Freedoms**. This document is written with Canada’s constitution and was established in 1982. You will learn more about the Canadian Charter of Rights and Freedoms later in the course.

Your rights are also protected and guaranteed in international documents such as the **Universal Declaration of Human Rights** and the **United Nations Convention on the Rights of the Child**. You will learn more about these and other documents within the Global Citizenship lessons.



## What are my rights as a Canadian?

All Canadians enjoy certain rights based on Canada's tradition of democracy and respect for human dignity and freedom. These rights are found in Canada's *Human Rights Codes* and in the Canadian **Charter of Rights and Freedoms**.

All Canadians enjoy the following **rights**:

- **equality rights:** equal treatment before and under the law, and equal protection and benefit of the law without discrimination
- **democratic rights:** such as the right to participate in political activities, to vote and to be elected to political office
- **legal rights:** such as the right to be presumed innocent until proven guilty, the right to retain a lawyer and to be informed of that right, and the right to an interpreter in a court proceeding
- **mobility rights:** such as the right to enter and leave Canada, and to move to and take up residence in any province
- **language rights:** generally, the right to use either the English or French languages in communications with Canada's federal government and certain of Canada's provincial governments.
- **minority language education rights:** in general, French and English minorities in every province and territory have the right to be educated in their own language

All Canadians also enjoy **fundamental freedoms** of religion, thought, expression, peaceful assembly, and association.

## Majority Rule vs. Minority Rights

In a democracy many people assume every citizen has always had the right to participate in decision making. Ancient Athens established democracy because "all" citizens could take part in political decisions. Surprisingly, "all" DID NOT mean "all" adults". It did not mean "all young people". It did not mean women, slaves, and people from other cities that were outside of Greece. In early democracies the rights of citizens were limited to a very minute group of people, usually adult men who owned property or who were working.



As time passed and democracy was implemented outside of Greece idea of “all citizens” changed. Today the terms “all citizens” have been extended to and include several different types of people in democratic nations. The main concept of a democracy is that “the people decide”. With this concept we must assume that decisions are made by the majority of people. Many questions arise when considering this concept: What happens to the rights of the citizens that are not a part of the majority? How should decisions be made with such differing opinions in a democracy? In a democracy, is everyone happy? How are the rights of the minority protected?

Many of the above concerns are ongoing. Democratic nations rely on a simple majority rule. **Majority rule** is the principle that the opinion of the greater number should prevail (that is, 50% plus one). This principle is accepted as fair because there are more numbers in a majority and the greater amount of people are thought to have the “correct opinion”. Because we believe all citizens have equal rights, rights for the minority have been implemented.

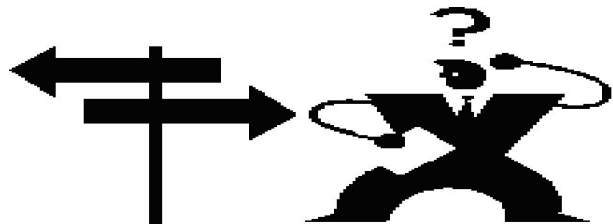
**Minority right** is the principle that the rights of the minority must be safeguarded. How can the minority still have protected rights when their opinions and views clash with the majority? This question has always been a concern for democratic nations. The answer may not satisfy all citizens. All democratic nations must do what they can to help protect and respect the right of the minority. Documents such as the Canadian Charter of Rights and Freedoms and the Universal Declaration of Human Rights do protect all groups of people, even the minority.



## Support Question

### Is Majority a Fair Rule?

1. In your own words explain what is meant by “majority rule.”
2. Do you think majority rule is a fair and moral way to make decisions? Ask 3 more people this same question.
3. Describe another method Canadian government could use in the decision making process instead of “majority rule”



## Voluntary Organizations: The Right To Participate

Voluntary Organization's try to make a difference by benefiting others in areas such as health, youth programs, social services, sports and recreation, arts and culture, religious faith, animal welfare, or international aid. Some examples are as follows:



The Canadian National Institute  
for the Blind



 **Key Question #1**
**Why Study Civics?** (30 marks)

First, unscramble the following words. Second, write a brief description of each.

1. siivcc
2. leuav
3. mtgenenvro
4. iilvc rsgthi
5. ccyaromde
6. pepiratcita
7. ayctorauc
8. iitenzc
9. irsthg nda eeodmrf
10. aiojymrt eurl
11. tiormyn thgsri
12. secnsnsuo
13. tislsoiierpnby
14. vspnreeitterea ccoedymar
15. feiornd

 **Key Question #2**
**The Inquiring Citizen** (20 marks)

1. What is a responsibility? Provide 3 examples of how you are a responsible citizen. (2 marks)
2. List 3 things the study of civics will enable you do to. In your own words, explain each example. (3 marks)
3. What is a value? List and explain 4 things that you value most in life. (5 marks)
4. Explain the difference between Direct Democracy and Indirect Democracy by using the following chart. You must provide a minimum of 2 examples in each column. (5 marks)

|                    | ADVANTAGES     | DISADVANTAGES  |
|--------------------|----------------|----------------|
| DIRECT DEMOCRACY   | Ex. 1<br>Ex. 2 | Ex. 1<br>Ex. 2 |
| INDIRECT DEMOCRACY | Ex. 1<br>Ex. 2 | Ex. 1<br>Ex. 2 |

5. Explain the difference between Majority Rule and Minority Rights. In your explanation, state whether you agree or disagree to use this method in decision making. (5 marks)



## Key Question #3

### What, Me Participate? (50 marks)

Many people involve themselves in voluntary organizations within their community. As you have learned, being an active citizen is an integral part of citizenship. Your task for this assignment is to create an information brochure on a voluntary organization that interests you.

By using the Internet and/or your local library gather information and create a three fold pamphlet for people that would be interested to volunteer with the organization. To begin, brainstorm volunteer organizations that are in your local community. Some examples have been given to you within this lesson.

Make sure your pamphlet includes the answers to the following questions:

- a) What is the organization?
  - b) What is the local address of the organization
  - c) What other contact information is there for the organization?
  - d) What is the purpose of the organization?
  - e) Do they have a motto/logo? If so, what is it?
  - f) What types of activities are available through the organization?
  - g) What are the requirements to be a volunteer with this organization?
  - h) How does the organization receive money or funding?
- Be sure that your pamphlet has a cover page
  - Make sure you have used correct spelling, grammar and punctuation
  - Apply ALL knowledge & answers in a well-crafted pamphlet
  - Use subheadings, pictures, colour, desktop publishing etc.
  - Ask yourself before you submit it for marks “Is my pamphlet neat, colourful?” and “Is all the required information present?”

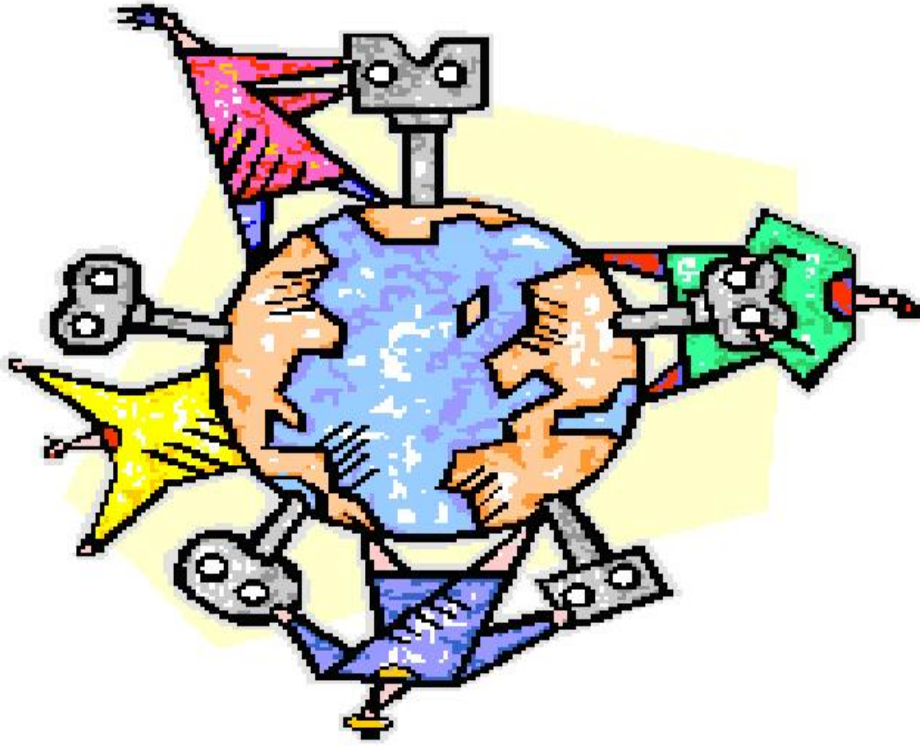
Make sure your name, the title of the organization and “KEY QUESTION #3” is clearly labelled on the FRONT of your pamphlet.

### Useful Websites:

|  |   |
|--|---|
| Charity Village  | <a href="http://www.charityvillage.com">http://www.charityvillage.com</a>               |
| World Wildlife Foundation of Canada                    | <a href="http://www.wwf.ca">http://www.wwf.ca</a>                                       |
| International Volunteer Organization Green Volunteers: |   |
| Voluntary Work in Nature                               | <a href="http://www.peacework.org/default.htm">http://www.peacework.org/default.htm</a> |
|  | <a href="http://www.greenvol.com">http://www.greenvol.com</a>                           |
| Multiple Sclerosis Society of Canada                   | <a href="http://www.mssociety.ca">http://www.mssociety.ca</a>                           |
| National Voluntary Organizations Active Disaster       | <a href="http://www.nvoad.org">http://www.nvoad.org</a>                                 |
| Muscular Dystrophy Association                         | <a href="http://www.mdausa.org/">http://www.mdausa.org/</a>                             |
| Yahoo Hot Jobs   | <a href="http://ca.hotjobs.yahoo.com">http://ca.hotjobs.yahoo.com</a>                   |



# CHV20



## Lesson 2

## Lesson 2: Active Citizenship - How Can Citizens Participate In Decision Making?

### Specific Expectations

By the end of this lesson, students will:

- 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)
- 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).
- 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)
- 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)

### What Are Our Responsibilities?

In Lesson 1 you were briefly introduced to rights and freedoms.



### Support Question

### Rights and Freedoms Review

Review the meaning of rights and freedoms through these questions:

- Why are our rights and freedoms important?
- How do we ensure our rights and freedoms are being met?
- Are rights and responsibilities connected?

You will be introduced to a better understanding of these questions within this lesson. Let's start with the question "Are rights and responsibilities connected?" Yes! Rights and responsibilities are directly linked. Each right is closely connected to a responsibility. For example if you have the right to vote, you also have the responsibility voice your opinion(s) in elections. You have the right to drive, but you must drive safely and obey traffic laws.

Some responsibilities are used in laws and can be enforced. While other responsibilities involve our morals and what we believe to be is fair and just. Most responsibilities can be divided into 3 different categories: **Informed Citizenship, Purposeful Citizenship and Active Citizenship**. The 3 responsibilities of citizenship are all interconnected.



### Informed Citizenship

- As true citizens, we need to be aware of the needs of our communities
- This includes families, schools and neighbourhoods
- This also includes regional, national, and global interests
- We must understand the working of our government, how it operates, and its major policies, leaders, origins, concepts, structures, and processes



### Purposeful Citizenship

- As contributing citizens, we need to understand our role and our relationship with our communities and government
- We need to be aware of, and sensitive to, the values and perspectives that guide our own and others' actions and decisions



### Active Citizenship

- As active citizens, we must apply our knowledge in a meaningful and constructive manner
- We must know how to participate effectively within our communities and how to influence government most directly and effectively
- We must have a vision of our future and develop strategies in order to implement change to bring that vision about
- We must insist that our government is fair and responsive, that addresses the needs of all, all that does not exclude, that works consistently to improve our life.



## Common Goals

One of the underlying goals that encompass all of the responsibilities is to participate in ways that affect the whole community. It is important to research and understand the needs of the community so the majority of the community will benefit through your contribution. This can be a difficult task due to the different needs that exist within a community. It is generally agreed that we should all try to meet basic needs such as adequate shelter or housing, medical care or treatment and proper nutrition. Once these basic needs are met other goals for the community might be: to increase the employment rate, reduce the crime rate, improve the education system and improve facilities for youth.



### Support Question

#### A Review of Your Community

Answer the following questions based on the community you live in:

1. Are the basic needs (housing, nutrition, medical) within your community being met?
2. Once the basic needs of your community are met, what are some other goals within your community?
3. What role do you have in your community?
4. What can you do to help achieve the common goals in your community?

Once a community has established goals, they act as a guide to direct various methods of participation. For example, a community might decide to improve the facilities for youth. Their first course of action might be to form a committee that focuses specifically on youth facilities. From there they would research different ways to receive funding. They may start fundraising within their community, or contact local government agencies. Often with larger scale projects the community needs to receive support from larger networks such as the provincial and federal governments or government agencies.



### Support Question

#### Common Good, or Common Bad?

Examine the signs on the next page and reflect on the questions:

1. Do these signs promote common good?
2. Are these restrictions that all people in the community would agree with?
3. What conflicts would arise by posting these signs in a community?



As you reflected on the questions, you may have found that the signs DO promote common good. However, these signs often cause conflict. For example, a “NO SMOKING” sign may not be the most popular decision, but we abide by them because they are made for the common good of all people within the community.

### Freedom to Disagree

Of course the difficult task for all democratic governments is to make sure their decisions promote the common good for all of the citizens. Usually a decision is made that will benefit the greater part of the community. However, democratic systems do allow citizens to challenge outcomes of the decision-making process. We are given the right to appeal decisions made by the government and come together to speak out against decisions.



These rights are guaranteed in the **Canadian Charter of Rights and Freedoms**. One of the most important things to remember when practicing the right to disagree is to remember your responsibilities as a citizen. You must not infringe upon others' rights when challenging a decision.

Review the following newspaper articles that exemplify our right to disagree.

#### **Airport will affect Uxbridge**

Adapted from Ajax Pickering News Advertiser  
Feb 15, 2005

##### **To the editor:**

If my fellow residents of Uxbridge believe that the proposed international airport in Pickering will not affect us, they are mistaken. The Greater Toronto Airports Authority (GTAA) would have you believe Uxbridge will suffer no ill effects from an airport. Guess again!

You only have to look at their business plan that will see cargo planes, budget airlines and flight training turning right on takeoff over Uxbridge 24 hours a day, seven days a week, not left over Toronto. Pearson has restrictions, no flights between 11 p.m. to 5 a.m., and no training, since they lost that to Hamilton some years ago, and now they're trying to steal it back to justify building this airport. Rest assured my fellow taxpayers, we will be coughing up the tax dollars to supply all the infrastructure required for this project. Yet when you consider most of us have never had the joy of city water,

sidewalks, or transit, but are still paying the same tax rate as our brothers and sisters throughout the GTA, ask yourself why do we always pay?

The most important thing our great and glorious leaders have forgotten is the fact there are two nuclear power plants in our region and if this airport was already there they would definitely not be built. These are the regulations according to International Atomic Energy Agency (IAEA) on proximity of airports to a nuclear facility. One year after former Premier Ernie Eves and Dr. James Young announced a review of nuclear security, citing flyovers as a threat to our security, along comes the GTAA, and the Transport Ministry, with this plan that will see 630,000 flights a year. Given the amount of pollutants that will fall on us daily it sounds ironic that the government has its heart set on this greenbelt legislation. Preserve the land and start dumping thousands of tons of ash, glycol, and jet fuel on it.

Once again our government is doing its job selling out our safety and security to a private company and maybe before we start booking our vacations and packing our bags we should ask ourselves if this is a high risk poker game and the only players at the table are the GTAA and Transport Ministry. The time to decide is now; once this genie is out of the bottle there's no putting it back.

B. C., Uxbridge

---

### **Airport idea ill-conceived**

Adapted from Ajax Pickering News Advertiser  
Mar 15, 2005

**To the editor:** Re: 'Airport will affect us', Times-Journal, Feb. 16.

Brian Cochrane in his letter has introduced a few themes of this airport saga when he touched on the probable tax burden to Uxbridge residents in infrastructure costs, the blanketing of our neighborhoods and farmlands with toxic byproducts of this industry, and the empowering of a private (not for profit) not-so-accountable corporation to build an airport within a 20-mile radius of a nuclear power plant.

If these aspects are not troubling enough, consider a few more: the destruction of wildlife habitat and the development of an airport which borders North America's largest wildlife park, The Duffins Rouge Park, the paving of valuable O<sub>2</sub>-producing fields and forests in the new era of Kyoto and the poisoning of the very streams and waterways provincial government has championed with its Oak Ridges Moraine legislation.

If the soaring childhood cancer rates associated with this industry don't keep you awake at night surely the deafening noise levels will!

There are other alarming aspects to this ill-conceived proposal. The 'Pickering Airport Lands', at more than 11,000 acres, represent the largest agriculture parcel of land east of Toronto to the shores of P.E.I. This is class-one farmland! The Toronto Food Policy Council has outlined a future in which "food security" will be our next concern. In these turbulent times dwindling resources must feed a burgeoning world population. All these

repercussions and the GTAA has not yet shown us the need for an airport. This idea's time came and went three decades ago. It's a whole new world! M. M., Goodwood



## Support Question

### Freedom to Disagree

1. How does this demonstrate our right to disagree?
2. Are these examples effective methods that challenge the decision?
3. Which of the views best represent the common good? Why?
4. How would you demonstrate your right to disagree?

### Who Can Participate?

To simple answer the question, EVERYONE! Whether you are 7 years of age 17 years of age or 77 years of age, all people can participate in a democratic nation.

Unfortunately, there are various limitations that prevent certain people to participate in every aspect of a democracy. For example, when voting in an election you must be a Canadian citizen who is 18 years of age. This restriction does limit the amount of citizens able to vote in elections. However, you will learn that there are many other ways you can participate in a democratic society.

### A Look Back in History

Today nearly every Canadian citizen has the opportunity to participate in an election by voting for a representative of his or her choice. The right to vote in a public election is also known as franchise. In early Canadian history, only a select group of Canadians were given the right to vote. Since the time of Confederation in 1867 more and more people in Canada gained the right to vote. The first group of citizens that had the franchise were men who owned property.



Unfortunately, for many groups of Canadians citizens the right to vote did not come easily. Women all over Canada campaigned for the right to vote. This campaign is known as the **Suffrage Movement**. Women spoke out to educate and influence the public about women's rights status and to be treated as equal members of society. Finally, in 1918 women did receive the right to vote in federal elections. However, most Asian and Aboriginal Canadian women were still denied the right to vote. Furthermore, women in some parts of Quebec were deprived of the right to vote until 1940.

Other groups of citizens slowly gained the right to vote throughout history. Asians, native people and prisoners were among those who gained the right to vote in Canadian

elections over the past century. More recently the right to vote has been extended to mentally disabled Canadians, Canadian inmates and the homeless.

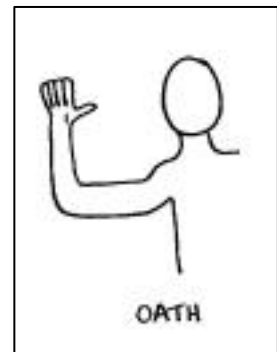
## Am I a Canadian Citizen?

A person is considered to be a **Canadian citizen** if:

- He or she is born in Canada
- One parent is born in Canada
- Naturalization

**Naturalization** is a legal process where you must apply to become a Canadian citizen and match the criteria below:

- You must be 18 years or older
- You must be a permanent of Canada who was lawfully admitted into Canada
- You must have lived in Canada 3 out of the previous 4 years
- You must speak English OR French
- You must know specific information about Canada. This is outlined in *A Look at Canada* handbook



## Ways of Participating

It is essential that all citizens offer their input to the government so the government can access the needs of every community. Often many people express their opinions of what is needed within a specific community to a group of friends, or co workers. Unfortunately, the government cannot meet citizens' needs if the opinions do not reach the government. Many people resist trying to reach the government for various reasons.

Some questions and concerns that might arise are as follows. These questions and concerns should not stop anyone from participating in society.

- Why would the government listen to me?
- How does a citizen convey their views to the government?
- I am too young!



Many of these activities are excellent devices to become an informed, purposeful, and active citizen:



Demonstrate your right to vote

Organize a peaceful protest

Be a political leader



Write a petition

Write a letter to government

Volunteer in a political campaign



Offer help to someone

Perform at a local retirement home



 **Support Question**

**Participation Brainstorm**

1. What rights and freedoms are the citizens exercising in the previous examples?
2. Would you participate in any of these activities?
3. Think of 5 other activities you would carry out to participate in society.

This newspaper article exemplifies various ways youth like you can participate in society.

### Laura Newton proves to be a special junior citizen

Pickering girl's work recognized with provincial award

Mar 8, 2005 - By Joshua May Special to the News Advertiser

Source - <http://www.durhamregion.com/dr/regions/ajax/story/2622717p-3041468c.html>

AJAX - A special-needs teacher at Ajax's J. Clarke Richardson Collegiate, Ms. Griffin first encountered 16-year-old Laura after the youth gently rapped on her classroom door almost 18 months ago. **Offering her services to aid the six disabled children in Ms. Griffin's senior developmental class, Ms. Griffin was astounded by Laura's act of spontaneous generosity.**

"She's a special kind of person," said Ms. Griffin. "Everyone can learn a lesson from her. She's selfless, giving and should be recognized for the work she has done."

It is those types of contributions that compelled Ms. Griffin to nominate Laura for the Ontario Community Newspapers Association's Ontario Junior Citizen of the Year Award. The award recognizes remarkable young people aged six to 17 in Ontario for their continuous commitment to making others' lives better, for performing a heroic act, and/or for having overcome personal struggles.

Laura is one of 12 individuals and a group, and the only in Durham Region, to receive the award for 2004. Recipients of the honour receive an Ontario Junior Citizen of the Year lapel pin, a \$200 cheque and meeting with Ontario Lieutenant Governor James Bartleman in recognition of their efforts.

A Pickering resident her entire life, Laura was nominated by Ms. Griffin for her **tireless efforts as part of an integral support team dedicated to aiding a class of non-verbal, medically fragile students who have severe to moderate developmental delays, and are totally dependant on others for every aspect of their personal lives and daily care.** In fact, Laura has gone far and beyond Ms. Griffin's expectations, having **assembled her own**

**group of six volunteer students who are actively involved in assisting the students by reading to them, feeding them, taking them out for walks and socializing throughout their lunch periods.**

"I was very honoured when they told me I had won (the Ontario Junior Citizen of the Year Award)," said Laura. "But, to be honest, I felt somewhat guilty accepting the praise. I never do (charitable work) to be acknowledged, I just want to help others."

However, Laura's selflessness cannot mask her **active participation in the community. Volunteering with groups such as the Salvation Army, Easter Seals and World Vision just to name a few, her charitable services have followed her all the way from grade school at Highbush Public School, where she donated her time to craft show fundraisers,** to her high school efforts at both Dunbarton and J. Clarke Richardson where she's held similar events and designed developmental programs for disabled children.

"It's important to acknowledge the hard work and dedication of these young people," said Nancy Burman, co-ordinator of the 2004 Ontario Junior Citizen of the Year Awards. "So often we only hear about the bad news in our communities. It's nice for a change to recognize the achievements of these individuals."

Laura is currently working to **create a new bursary at J. Clarke to be called 'The Annual Dylan Carr Memorial Citizenship Award'**. With the aid of a number of the school's faculty members, the honour is to commemorate the life and death of her cousin, a victim of a rare degenerative affliction known as Batten disease. A close confidante of Laura's before his passing,

she is offering to help subsidize an annual donation of \$200 over the next four years to one student that best exemplifies an outstanding commitment to volunteer work within the school and community, and consistently elevates themselves far and beyond the required 40

hours of community service that high school students need to graduate.

"When (Dylan) passed away, it was really hard for me. My mother always said he and I were inseparable," said Laura. "This award is kind of therapeutic to me in a way. It makes me feel better to think his memory will live on through others' charity work."



## Key Question #4

### How Can You Be a Junior Citizen? (25 marks)

1. Review the previous article entitled, "Laura Newton Proves To Be a Special Junior Citizen".
2. List 5 ways Laura is currently participating in society. Provide a brief description of each example. (5 marks)
3. On a separate piece of paper, design a **slogan** for Laura. (10 marks)

- A **slogan** is a phrase or expression which conveys the nature of a specific goal or aim. It is intended to be memorable, and is often very brief.
- Most slogans use a short phrase, and have a unique graphic.
- Some examples of slogans are as follows:

SKATE  
HARD  
OR GO  
HOME!

*Jet Ice*<sup>®</sup>  
WE BRING ICE TO LIFE™



- Your slogan should correspond with Laura's goals.
- Your slogan must be colourful, include a short phrase, and include an illustration to correspond with Laura's goals.

4. On a separate piece of paper, design a slogan that best describes your goals.

Your slogan must correspond with your goals, include a short phrase, include an illustration, and be neat and colourful. (10 marks)


 **Key Question #5****Responsibilities of Citizenship** (20 marks)

1. What are the 3 responsibilities of citizenship? (3 marks)
2. What type of Citizenship means we need to be aware of the needs of our communities? (1 mark)
3. As informed citizens we must also understand the workings of what? (1 mark)
4. What type of citizenship means we need to understand our role and our relationship with our communities and government? (1 mark)
5. Briefly describe the elements of Purposeful Citizenship. (2 marks)
6. What type of citizenship means we must apply our knowledge in a meaningful and constructive manner? (1 mark)
7. Briefly describe the elements of Active Citizenship. (2 marks)
8. Why is it important to have a vision of our future? (2 marks)
9. As active citizens what must we insist from the government? (2 marks)
10. List 5 ways in which Canadian citizens can make their voices heard. (5 marks)

 **Key Question #6****How Can I Promote Common Good in my Community?** (30 marks)

Your task for this assignment is to write a response to the following question: *How Can I Promote Common Good in my Community?* To begin you will need to research the needs of your community. Gather the information by answering the following questions and by using the phone book, the Internet, contacting your city hall and your own observations.

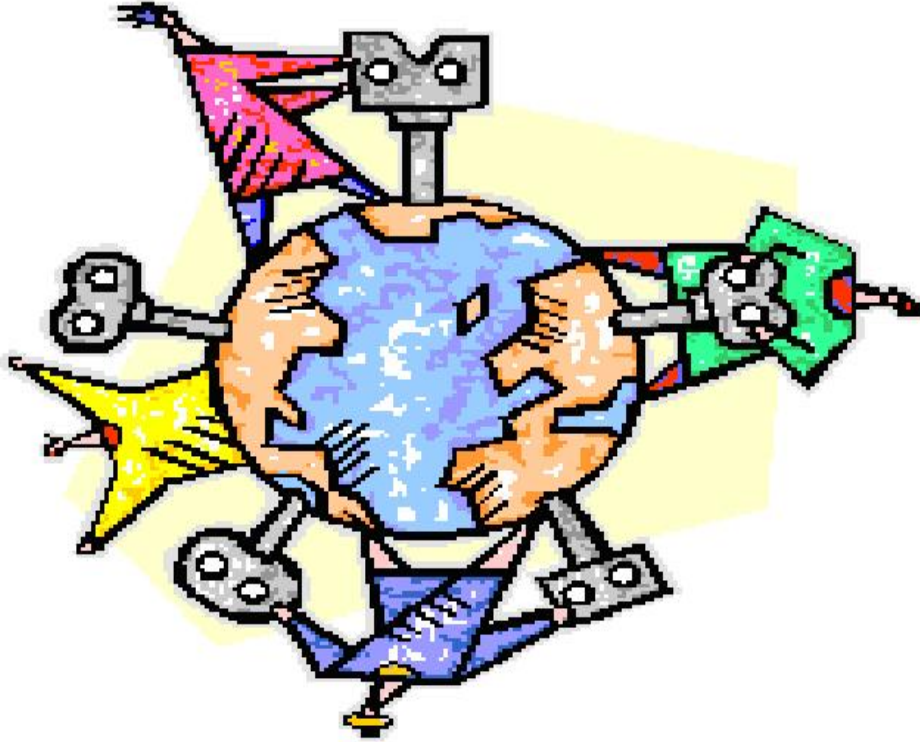
- What areas in my community are in need of improvement?
- How many types of needs in the community are there? (i.e. shelter, food, education, violence)
- What actions could I take to improve my community?
- Will the greater part of my community benefit because of my actions?
- How will these choices help you become an Informed, Purposeful and Active Citizen?
  - Be sure that your response has a cover page
  - **Make sure your name, and “Key Question #6” is clearly labelled on your cover page.**
  - You must have a minimum of 5 paragraphs which includes a well stated introduction and a conclusion
  - Make sure you have used correct spelling, grammar and punctuation
  - Ask yourself before you submit it for marks “Is my response clear and organized?” and “Is all the required information present?”

 **Key Question #7****Rights of Youth in Canada** (20 marks)

Perform the following tasks to learn more about Youth in Canada.

1. Go to this website: [www. hri.ca/children/youth](http://www.hri.ca/children/youth)
2. Click on *Legal Quiz*
3. Read the information provided and take the legal quiz by clicking on *take the test*
4. Once you have taken the test, answer the following questions using full sentences:
  1. What was your score at the end of the quiz?
  2. Provide 3 pieces of information that you learned by doing the quiz.
  3. Choose ONE question from the quiz (1-18). Write down the question, the correct answer that includes ALL information. Also write down your thoughts about this question.
  4. Are the laws from the quiz always in the best interest of society? Explain your answer. Provide some examples if necessary.
  5. Do the laws allow young people to ignore their responsibilities and escape the consequences of their actions? Why? or Why Not? Explain by using at least 2 examples from the quiz.

# CHV20



## Lesson 3