

Questions and Answers

QUESTIONS AND ANSWERS

GENERAL INFORMATION

The Q & A section includes answers to the following questions in the student resource:

- Blue Questions (B)
- Critical Thinking Challenge (CTC)
- Think Critically (TC)
- Connect to the Big Ideas

Answers to Spot and Respond to the Issue questions are not included in the Q & A section but are incorporated into the specific chapter teacher notes.

Note: These answers represent only sample perspectives or points of view. They are not the only possible or “correct” answers—other responses may prove just as valid.

INTRODUCTION

(TC) What does citizenship mean to you? (p. 2)

- A sense of belonging to the country, province and community in which I live. A sense that I can pursue opportunities in Canada, that I can feel safe, that I have certain freedoms, such as freedom of speech and the ability to move and live where I want.
- I have certain rights as a citizen, such as being able to vote and communicating with government in either English or French.
- I have certain responsibilities as a citizen, such as obeying laws and paying taxes.
- As a citizen, I have many opportunities to have my voice heard. I can act as an individual or part of a larger group to try and change the laws and improve my quality of life.

(CTC) How could being a Canadian citizen affect your individual or collective identity? (p. 2)

- I am free to travel anywhere in Canada or around the world knowing that citizenship in Canada is respected wherever I go.
- My identity and language are valued in Canada and will always be protected. So if I'm Anglophone, Francophone or Aboriginal, no one can take that part of my identity away from me.
- Canada recognizes the multicultural heritage of many of its citizens, and operates within an officially bilingual framework.

(B) In what ways do you express your individual or collective identity? (p. 2)

- The way that I behave or conduct myself (e.g., respect for Elders, self-confidence, being proud of my heritage).
- The activities that I participate in (e.g., sports, the arts, cultural groups).
- The things that I talk about with others (e.g., my hopes and plans for the future, opinions, religious beliefs, my hopes and aspirations for my community).
- The language(s) I speak, the culture(s)/community(ies) with which I identify and my participation in them.

(B) To what extent do these photographs illustrate factors that affect your quality of life, citizenship, and identity? (p. 5)

- We have extraordinary choices in Canada. Take food for example—from the variety of food we buy in supermarkets, to restaurants of all kinds. The quality of the food is regulated and ingredients are listed on labels in both official languages.

- Canada's job market has a broad choice of jobs. I'd like to be paid more but I am guaranteed a minimum wage and decent working conditions enforced by law.
- I have a variety of friends from many different ethnic and cultural backgrounds. It makes Canada a much more exciting place to live.
- Technology has given us so much. I can communicate with my friends at any time, I have access to the Internet when I need information, and I can stay in touch with my family wherever I am in Canada or the world.

(B) Which statements by the following speakers communicate an individual point of view and which seem to state a larger group perspective on factors affecting quality of life? (p. 6)

According to one possible interpretation of the quotation(s):

- Elder Albert Yellowknife expresses a perspective of the Bigstone Cree Nation in Alberta and of many Aboriginal people in North America. He stresses that passing on the traditions of his people, particularly sacred ceremonies, is essential to maintaining an ongoing, distinct culture and heritage.
- Sandra Vidakovic, a refugee from Bosnia, expresses the point of view that safety is the most important aspect of her quality of life in Canada, specifically not living in fear of expressing an opinion. She also values Canadian health care, family time, and educational opportunities.
- Dolorèse Nolette expresses a perspective of many Francophones in Alberta when she says that being able to speak French is important to her quality of life and that she wants her children to carry on speaking French. She also expresses the personal point of view that she doesn't expect to be able to speak French everywhere in Canada, but it is important to her that French is recognized as one of Canada's two official languages and Canadians are aware that there are Francophone communities in all parts of Canada.

(B) What factors are important to Elder Albert Yellowknife's quality of life? In what ways do his comments reflect collective identity? (p. 6)

According to one possible interpretation of the quotation(s):

- The aspects of life that provide quality include language, traditional ways, and spirituality.
- The factors that contribute to quality of life are: (1) achieving balance of the physical, mental, spiritual, and emotional aspects; (2) remaining distinct in terms of traditions, values, and language; and (3) learning the ways of other cultures.
- His comments reflect collective identity when he quotes the Elders and describes how culture and values are passed down from generation to generation through sacred ceremonies and the oral tradition.

(B) What beliefs and values are important to Sandra Vidakovic's quality of life? (p. 7)

According to one possible interpretation of the quotation(s):

- She believes in free speech and values the right to express her ideas without fear of reprisal. She values fair and equal treatment, especially in terms of education and health care. She values quality time with her family.
- She identifies some issues that could affect her quality of life: (1) if other people tried to harm her because they disagreed with her opinion; (2) if she needed to have money to access health care; (3) if she had to work two jobs and couldn't make time for her family; and (4) if she wasn't allowed to go to university.

(B) What link does Dolorèse Nolette make between speaking the French language and her collective identity? How does the right to speak French affect her quality of life? (p. 7)

According to one possible interpretation of the quotation(s):

- The collective identity of Francophones in Alberta is based upon language, an attachment to the collective history of Francophones in Canada, and a generally common cultural heritage.
- Language rights allow people to use French or English in their dealings with the federal government. They strengthen and affirm the identity of individuals and of the official language communities.

(B) Think about your school, family, and community. What issues are people talking about? What issues are making headlines in the news? (p. 8)

- School issues (e.g., healthy food versus fast food). What kinds of food should or should not be available in the school cafeteria?
- Family issues (e.g., staying out late). By what time should students be home on school nights and on the weekend?
- Community issues (e.g., limited recreational facilities, poor public transportation). What can our community do about improving recreational facilities and public transit?
- Issues that are making headlines (e.g., immigration; improving First Nations employment levels; the value of the Canadian dollar versus the U.S. dollar; the high cost of gas).
- Here's what we're talking about in our family...
- I read the newspaper today and here's the important news in our community...
- I watched the TV news this evening and they're talking about...

(TC) What issues could these photographs communicate? (p. 8)

(TC) How do Canadians' individual rights affect security searches and policing? (p. 8)

- Issue: Are security searches at the airport and unrestricted searches by police an infringement on personal rights?
- Most Canadians recognize that with airline travel, security concerns must override the right not to be searched.
- An unrestricted locker search at a school may violate individual rights, depending on the circumstances.

(TC) How do they connect to decisions about the environment and quality of life? (p. 8)

- Issue: Why is government not encouraging the development of energy alternatives such as wind power and solar energy?
- Developing wind power and solar energy is currently a high cost alternative. Politicians are reluctant to advocate massive investment in these areas without seeing a viable return.
- Wind energy and solar energy do not create GHG emissions, except perhaps in their initial installation. Given the desire of politicians to respect environmental issues, political encouragement of non-polluting alternative energy sources is worth supporting.

(TC) What options do people in Canadian society have if they can't meet their basic needs? (p. 8)

- Issue: How well does government and Canadian society help people who can't meet their basic needs?
- Government support in terms of financial assistance is limited. A number of organizations provide nightly shelter and food. If shelters are full, a tent city, such as the one in the photograph, may spring up.
- Some people will move to other cities where they hope that their luck will change for the better.
- Many people turn to food banks if they do not have enough money to meet their basic food needs. Food banks exist today in many Canadian cities to support those in need. Some may turn to crime as an option, though this option is not acceptable to our society.

What issues could these photographs communicate? (p. 9)

- The students wearing decals communicate the issue of participation in Canada's democracy. Based on voter statistics, too few Canadians exercise their responsibility to vote. These students are participating in the political process, perhaps voting for a leader or for a party's platform. They have the opportunity to make their views known and possibly acted upon.

- Elder Marion LeRat asserts collective identity for First Nations, Métis and Inuit. The issue is the recognition of collective rights that is foundational in Canada's identity as a country.
- Car exhausts are symptomatic of issues such as climate change, air pollution and dependence on the car for transportation. Greenhouse gas emissions contribute to global warming, air pollution to health hazards, and high fuel costs to budget problems for people and their families.

(TC) How do these examples affect citizenship in Canada? (p. 15)

- The government has apologized to Aboriginal peoples for requiring their children to attend residential schools. This step could be seen to begin to recognize the harm done to many Aboriginal children by removing them from their language and culture. It may also help speed up settlements of outstanding land claims and other issues that have not been resolved. This may encourage stronger relationships and feelings of reconciliation and citizenship among Aboriginal peoples and other individuals and groups living in Canada.
- The national debt is a burden to all Canadians. In recent years, responsible Liberal and Conservative governments have paid down some of this debt. This means that the interest paid by government on the debt is reduced and that funds could be freed up to be applied to such valued programs as universal health care.

(TC) How do health-care services connect to citizenship and quality of life? (p. 15)

- Canadians believe that every citizen is entitled to the best possible health care. Our economic system is set up to provide all Canadians with health services for free, or minimal premiums.
- Life can be stressful enough for many people. They may not have a job, but if they get sick, at least they have health care.
- Many Canadians see public health as one of our country's greatest national achievements. It contributes to people's pride in being Canadian.

(TC) How do rights and freedoms affect your identity and quality of life? (p. 15)

- I enjoy freedom of speech in Canada.
- I can travel wherever I want in this country.
- I can go to school to get a decent education.
- The enshrining of a Charter of Rights and Freedoms in the constitution of Canada gives one something that is solid and long-lasting and that truly impacts/has impacted the lives of people in Canada and Canadian citizens.
- I have privacy that cannot be invaded without due cause. I can insist that my rights be upheld, and can challenge any infringement of the Charter through the courts.

(TC) How might factors such as identity and citizenship affect your behaviour as a consumer? (p. 15)

- I have so many choices in things to buy. That's because Canada has such a good economy.
- Nobody tells me what I have to buy. I'm free to choose what works for me.
- I like to buy products made in Canada. That way I'm supporting local producers and Canadian jobs.
- I have the right to boycott to express my discontent with a product or its effects, such as adverse effects on the environment.

CHAPTER 1

(B) Based on the photographs on this page and page 16, what evidence can you identify that governance in Canada has changed since 1867? (p. 17)

- Aboriginal citizens can now be represented in government in Canada by members of their own communities.
- Canada is governed the same way it has been governed since 1867; we have the same constitution. What has changed is the fact that:
 - Women are working in all levels of government.
 - Those who govern Canada represent the pluralistic nature of the country.
 - Parliament is more diverse.
 - The attire is less formal. Politicians seek a closer association with the ordinary citizen.

(CTC) To what extent might the different experiences of the Canadians on this page affect their views or perspectives? (p. 17)

- Rahim Jaffer understands the refugee experience. He knows what potential refugees to Canada must go through and what they should expect if they are accepted into Canada.
- Nancy Karetak-Lindell speaks from the perspective of a specific group of Inuit. She understands Inuit customs and traditions and knows issues that concern them.
- Vivian Barbot can speak both from a Francophone perspective and as a Canadian with roots in the developing world.
- As a politician with a background in agriculture, Paul Steckle can understand the perspective of farmers.

(CTC) What factors do you think the prime minister takes into account when appointing the members of cabinet? (p. 24)

- The requirements of the position and who is best qualified based on skills and experience to fill it.
- Representation of the different regions of Canada.
- Allegiance to the party and its leader.
- The prime minister's personal opinion of the person.
- Balance of gender, ethnicity, language and age of members.

(CTC) As prime minister, how could you use cabinet positions to respond to issues about government that concern Canadians? (p. 25)

- Add new portfolios for important issues, such as the new Ministry of the Environment that was added in 1971.

- Decrease the number of portfolios, possibly by combining some, when Canadians express concern about government being too big and costing too much.
- Appoint a well-known, well-respected and competent person to be cabinet minister for a portfolio that is an issue in the news to show Canadians that the government intends to work hard at this issue.
- Appoint a cabinet minister from a specific region to show that their concerns are important to the government.
- Consider past and present issues of importance to Canadians that the government needs to stay informed about.

Connect to the Big Ideas (p. 25)

Students will go online and check the Government of Canada website for information on the current members of the cabinet to compare with the cabinet shown on this page. Answers to questions will be based on online research.

(CTC) Who are the leaders of political parties in Canada today? (p. 27)

Students will likely use the Internet to determine the current leaders of political parties in Canada, whether those parties are represented in the House of Commons or not. For example as of 2008, Elizabeth May was the leader of the Green Party. Although the party has no seats in the House of Commons, it attracted 4.5 percent of the national vote in 2006.

(CTC) If you were prime minister, to what extent would you work with the opposition? You could use your answer, supported with facts and reasons, as a step toward completing your chapter task. (p. 28)

Note: We would generally refer to the “Official Opposition.” However, if parliament is being governed by a minority government, as in the Conservative government of Stephen Harper (elected in 2006), it may well mean working with all opposition parties.

- I wouldn’t work with the opposition if I had a majority government because we would be able to pass any legislation we wanted.
- I would work with the opposition to develop the contents of legislation so that all sides are satisfied because I understand that the opposition represents the opinions of many Canadians. Opposition members can have useful input to improve legislation.
- I would work with members of the opposition, especially if mine was a minority government, and their cooperation was needed to pass important legislation.
- Sometimes a member of the opposition is the best person for a job. For example, when Brian Mulroney was Conservative prime minister, he appointed Stephen Lewis of the NDP to be Canada’s ambassador to the United Nations.

- Sometimes a party has to form a coalition with another party/parties in order to govern, particularly if several parties have a similar number of elected members and none has a majority (e.g., Israel and Italy).
- For some issues, working together is considered to be beneficial to the country as a whole, and politics should be set aside.

(B) What evidence from the comments of these MPs shows their two key responsibilities? (p. 29)

- Working for constituents—“being a voice for your constituents,” “make sure legislation addresses the issues of the Aboriginal communities,” “assisting constituents with services provided by the Government of Canada.”
- Working as part of government—“being a legislator,” “formulating policies,” “Whether you are in government or in opposition you have an important role to perform.”

(B) Based on this chart, to what extent do election results reflect voter choice? (p. 29)

- In this case, Conservative Deepak Obhrai was the choice of most voters both in actual votes and the percentage of the total vote.
- About one-third of voters did not vote for the winning candidate.
- The Green Party achieved 7.4 percent of the vote. That would indicate a stronger pro-environment vote in Calgary East than the Green Party’s national vote of 4.5 percent.

(CTC) Why might the role of the Senate to represent minorities be important to governance in Canada? (p. 31)

- The Senate helps ensure that minority interests and rights will be reflected in legislation.
- Because of the electoral process there is no guarantee that all minorities will be represented in the House of Commons.
- To help ensure that all Canadians, including minorities, are treated equitably. Among the minorities that members of the Senate represents are those whose rights and interests are often overlooked (e.g., the poor, the elderly, the dying, veterans). For example, in 1995, an Aboriginal senator asked the Standing Senate Committee on Aboriginal Peoples to study the mistreatment of Native veterans. The Committee found veterans to be the victims of inequities. As a result of Senate recommendations, in 1996 the federal government established the Aboriginal Veterans Scholarship Trust for young Aboriginal Canadians going on to post-secondary education.

(B) Why might Canadians have different views and perspectives on the role of the Senate in Canada’s political system? What evidence can you find on this page? (p. 32)

- Some people value the role of the Senate because it gives senators opportunities to advocate for Francophone and minority rights. For example, as a senator, Jean-Robert Gauthier helped to keep a hospital open in Ottawa.
- Some people consider the Senate to be “illegitimate and ineffective,” meaning that they disagree with the way that senators are selected and not elected and do not believe that their work is important. For example, Bert Brown has campaigned for many years to change the Senate; he represents many people in Alberta who voted for him as a candidate for senator.
- Some people believe that appointed senators are critical in making sure that citizens who may not have a voice on issues that concern them are heard through Senate representation. Also, since senators do not have to be re-elected, there could be a better chance that they will make the “right” decision and not the “politically expedient” one.

(B) How does the structure of the Senate represent Canadians in a different way than the House of Commons? How does this structure help the Senate act in the interests of regions and minority groups? (p. 33)

- The Senate represents each of the regions of Canada almost equally, regardless of the population in each area. This means that the region with the most people cannot be more powerful than any of the other regions, and decisions are more balanced across the country.
- The four major regions each have 24 Senate seats: Ontario, Québec, the Maritimes (Nova Scotia, New Brunswick, Prince Edward Island), and the Western Provinces (Manitoba, Saskatchewan, Alberta, British Columbia). Newfoundland and Labrador has six seats, and the Northwest Territories, Yukon and Nunavut each have one seat.
- The Senate has fewer seats than the House of Commons and, therefore, fewer people represent each region.
- Senators currently are appointed, not elected, with the intention of making decisions based on the best interests of Canada, instead of meeting the needs of constituents that will be asked to re-elect those in the House.

Connect to the Big Ideas (p. 33)

1. Canada’s legislative branch involves people in decisions in three ways:
(1) Voters elect the members of the House of Commons to represent them in decision making; (2) Senators represent different regions and interest groups; and (3) A person can talk directly to his or her member of parliament.
2. Interview questions may include:
 - Are you a member of cabinet?
 - Have you introduced any private members’ bills?

- Do you sit on any government committees?
 - If you are in opposition, when have you been involved in changing the direction of a government decision?
 - What are your top priorities?
 - How do you represent the views of your constituents?
 - How do you juggle opposing views and values of your constituents?
3. Answers will vary.
4. Strategies to include different perspectives and points of view may include:
- Roundtable—Go around the group giving each person time to state his or her ideas and opinions;
 - In someone’s shoes—Think about someone whose perspective or point of view is not represented in the group and imagine what they would say. (*Caution:* Avoid stereotypes and consider research and the specific person’s experiences, not generic cultural role-playing.)

(B) How does the judicial branch connect to peace, order and good government for all Canadians? (p. 35)

- The judicial branch makes sure that the rights of all Canadians are respected; the judiciary has special collective rights in the constitution that allow them to make independent decisions to uphold the rights of Canadians in the constitution and Charter.
- Judges interpret the laws and apply them to specific situations.
- The Supreme Court answers questions about laws, especially in relation to the constitution and the Charter of Rights and Freedoms.
- It is a way to resolve conflicts that does not resort to violence.
- It provides predictable patterns of behaviour and treatment of all individuals.

(B) Check for an update on appointing Supreme Court judges. What’s the procedure today? (p. 35)

- This process is in transition. Be sure to check the Government of Canada website for the latest news about how Supreme Court judges are selected.

(TC) Why might John Baird have used the visual backdrop in this photo to help communicate his message and persuade his audience? (p. 38)

- To reinforce the message about making people accountable.
- To help convince the audience that the government is very serious about accountability.

- The visual image in the background keeps the message simple, focused and memorable.

(CTC) How might making Canada’s government more accountable contribute to good government for all Canadians? What other measures might contribute to good government? (p. 39)

- Decisions will be fair and unbiased because the process will be public and more transparent.
- Government spending can be monitored by the people because the information will be available to everyone.
- It is less likely that illegal or unethical activities will occur because government must report on all of their activities.
- Much more information will be available about lobbying activities and lobbyists who seek to influence government decisions.

(B) How does the process of passing a law create opportunities to build Canada as a society where people of many perspectives and views belong? What challenges does this process create for Canadians, in your opinion? (p. 41)

- There are many checks and balances in the process of passing a law. Because a good deal of debate takes place, the best ideas often surface to be incorporated into the legislation.
- At the committee stage:
 - Representatives of different interest groups can review proposed legislation and provide their ideas and opinions to government for possible inclusion in the legislation.
 - Groups and individuals have another opportunity to voice their wishes to the democratic government.
 - It can be challenging to bring together many different perspectives and sometimes laws are created with which some sectors of society do not agree.

(B) What has Stéphane learned about the role of MPs from his firsthand experience of the House of Commons? Why do you think people have different views about the job MPs do? (p. 43)

- MPs are committed to serving and helping their constituents.
- Stéphane learned that MPs work long hours debating laws and serving on committees. He noted that the political parties cooperate to try to do what is best for Canadians, even though Question Period makes it seem that they do not agree.

- Stéphane has firsthand experience, but most people do not get to see the jobs MPs do up close. Most people must rely on media coverage to form an opinion about what MPs do.

(B) How does the information on this page relate to your chapter task and communicate an important issue about government today? (p. 44)

- Because First Nations peoples are so spread out across Canada, it can be difficult to elect a First Nations MP.
- Some First Nations people feel excluded from the federal system. Their ancestors were not consulted at the beginning when Canada was created and some feel that they are still not closely involved today in decision making.
- Some do not vote or find it difficult to choose an appropriate representative. Therefore, their views are not well represented in government.
- Some members of First Nations equate voting with assimilation with a system that does not reflect their beliefs, and therefore refrain from voting.
- If you were prime minister, you could be very concerned that Canada's Aboriginal peoples felt excluded from the governing process and you could try to find ways to include them.

(B) What values do you believe each of these bills reflects? (p. 45)

- Bill C-30 has value in that biofuels produce less greenhouse gas emissions (GHGs) than oil and gas or coal. On the other hand, they also reduce available food crops, which may result in an increase in the price of food.
- Bill C-321 is great for hockey fans. One might need a national referendum to see if the rest of the country agreed.
- Bill C-19 is aimed at making streets safer and more secure for everyone. Since many people have been killed or injured—usually innocent bystanders, not those actually racing—prevention is likely a good idea.

Connect to the Big Ideas (p. 45)

1. Answers will vary.
2. Students may suggest that they will involve citizens in decisions about the law by conducting an opinion poll, involving representatives on committees, holding constituency meetings, and so on.

(TC) Where do you get your news? (p. 46)

(TC) How does the source of your news affect the information you get? (p. 46)

- Ownership of the source dictates the information you get. For example, you may only get one side of a story from national news media.

- You may get a different point of view from different newspapers (e.g., the *Toronto Star* and the *Calgary Herald*). Their approaches will be different based on their ideas, beliefs and values and whether they think there should be more or less government intervention.
- Some newspapers are more “sensation” oriented. A tabloid will give a different picture/image than a more mainstream newspaper.

(TC) Do some formats communicate more efficiently than others? (p. 46)

- Not necessarily—it depends on the focus of the format.
- A locally focused TV station isn’t likely to cover global news extensively.
- A local newspaper for a small town will communicate local news more effectively than others.
- For some people, short newspaper columns with news snapshots communicate the best. Others who prefer more in-depth reporting might turn to CBC or PBS for more “serious” coverage. It depends on how you want your news.

(TC) How do you know if you have access to reliable, balanced information? (p. 46)

- You need to look at the source and their experience: What is the person’s experience? Whom do you trust?
- Will CBC TV give more balanced coverage than CITY TV?
- Some radio and TV stations depend on quick “sound bites” (i.e., snippets of sensational, local news such as accidents, murders, fires and scandals).
- The Internet can be a questionable source, depending on the site. How do you check the information? You check it against other sources you may have read, seen or heard.

(B) According to Mr. Martin, what is the main role of government? Do you agree or disagree? Why? (p. 47)

- Mr. Martin says that government should “change our society for the better.” I agree.
- Yes, it’s generally true—even when the government seems to be the bringer of bad news, such as raising taxes or sending the Canadian Forces into danger around the world.
- I assume that Mr. Martin is including Canada’s role in not just making Canada a better place, but also the world—helping those who don’t have as good a quality of life as Canadians.

(CTC) How do different types of media cover government decision making? How do journalists get information? What is the relationship between politicians and the media? (p. 47)

- Newspapers through press conferences and interviews with politicians or government spokespersons.

- TV and radio through press conferences and interviews.
- Journalists get information from the above and from regular sources or trusted sources—people in a position to know information, but who don't want to be identified as the source.
- Relationships between the media and politicians are always shifting, depending on the circumstances. Generally speaking, politicians try to keep the relationship in good shape because they rely on the media to get their messages out to the public.
- At difficult times when government actions are in question, relations between government and media become very challenging.

(B) Why do you think groups in Canada want media outlets that serve their communities? (p. 48)

- It is one way to maintain their culture and collective identity.
- Information can be provided in the language(s) that members of the group are most comfortable understanding. It helps them to maintain their language but also to understand the issues.
- It provides news of local interest with which they are concerned every day.
- These outlets focus on issues and questions that are important to the group.
- It represents the points of view and/or perspectives within their culture. This can be a very different response to news events given diverse historical perspectives such as of Aboriginal, Francophone and immigrant voices in Canada.

(B) How do you think the variety of Canada's media affects the way Canadians deal with issues? (p. 48)

- Canadians get many different perspectives on issues because of the various media sources.
- Most people likely rely on just a few media sources for their information. This may mean that some Canadians don't get to see all sides of an issue.
- Because Canada has a wide variety of media sources, and many reporters and columnists, Canadians have a number of sources to draw on to get a valid, balanced picture of an issue.
- They provide a "Canadian" analysis of world and national events that provides an alternative to the American perspective and focus.

Connect to the Big Ideas (p. 50)

1. Responses will vary depending on the issue selected and the activities completed. Hopefully, students will become more critical of the news and realize that it is not just factual but based upon opinions. They should also begin to recognize how the media actually influences and changes some stories over time and influences what is and what isn't shared in news stories.

2. Responses will vary but the news story should reflect a balance of opinions expressed by those who listened to the reporter's talk. Suggest to students that they try to speak directly with someone on one side of the issue and someone on the other and someone who supports and rejects different aspects of the issue. Obviously this will depend on the issue and how sensitive it is. If it's something like local transportation, that may not be a problem.
3. Most media people would claim that they are most responsible for communicating issues because they are unbiased and provide a range of views, whereas the government presents only its side of the issue. Students may express other opinions.

(CTC) How might lobbyists affect political decision making and the lives of Canadians? (p. 51)

- Because they are often powerful and well funded, lobbyists may influence government decisions to the detriment or benefit of Canadians, depending on the group's goals.
- Some special interest groups can afford to hire lobbyists, while others cannot. This means that the government may not be getting a balanced view of the issue.
- Canadians may believe that government will make decisions not in the interest of the public good.
- Since lobbyists are usually very well informed about their field or industry or cause, they can help point governments in the right direction, or stress where the problems are and suggest alternative courses of action.
- Lobbyists may advocate on behalf of citizens' interests and the common good.

(CTC) To what extent do lobbyists represent Canadians? In what ways do they help or hinder effective government decision making around issues? (p. 52)

- Lobbyists represent specific sectors of the Canadian population, but there is no guarantee that all groups will be represented. Only those that are well organized and well funded will likely have lobbyists.
- Lobbyists can help government decision making by providing expertise that the MPs do not have. They can hinder decision making by influencing politicians to favour solutions to issues that may not be in the best interests of all Canadians.
- Lobbyists often suggest that, if cooperative, the government will get some major benefit, such as increased tax revenue or more job creation.
- Lobbyists generally favour particular responses to issues, which may be advantageous to some groups and not to other, less organized minorities such as those who have been in trouble with the law or the poor or disenfranchised.

(TC) Why might the oil sands have become a focus of lobbying by different groups? (p. 52)

- An extraordinary amount of land has been degraded, impacting the environment and the area's wildlife. Environmental groups are concerned.

- The development of the oil sands is, as of 2008, the major economic engine driving Alberta. It means jobs, tax revenues and an overall healthy economy. Industry groups want this healthy economy to continue as does Alberta's government.
- The use of water from the Athabasca River to process bitumen is a source of concern to hydrologists, environmentalists and health officials. The volume of water taken is high, and once processed, the water is contaminated. Some health officials are concerned that downstream populations, such as Fort Chipewyan, are seeing increased levels of certain cancers and that the oil sands could be a possible cause.
- The development of the oil sands affects many cultural groups and transient workers; for example, Fort McMurray has a shortage of affordable housing, and the voices of transient workers are unlikely to be heard unless social agencies speak up.

Connect to the Big Ideas (p. 53)

1. According to one possible interpretation of the sources, the lobbyist for CAPP believes that he represents the Canadians who work in the petroleum industry and who have the technical expertise to address the issues. The lobbyist for the Pembina Institute believes that he represents all Canadians who are concerned about environmental issues.

They agree that working together with different perspectives, and with government, is the best way to develop good solutions to issues. They sometimes disagree on solutions, for example, that more controls are necessary. Their points of view are more similar than different because they both want the best solutions and both recognize that working together is the best way.

2. In this chapter, the roles that people take on in Canada's federal system include citizens, voters, members of parliament, senators, judges, lobbyists, and the governor general.
3. Think about what would influence you, then think about how you might influence others. Then think about your task focus. Is what the lobbyist is telling you helpful to your task, or hindering you?

Try focusing on just a couple of things that may be valuable for your task. If you try and cover too many areas, you lose focus.

CHAPTER 2

(TC) How can the justice system change this (property damage)? What goals should it have? (p. 56)

- The justice system can either deliver more serious punishment to prevent crime, or look to alternative solutions, including community service, education and more community involvement.
- The justice system can't change this. Society has to change this by recognizing the circumstances that cause people to act in this way, such as poverty, and taking the right steps to resolve them. That might lower the incidence of crimes like this.

(B) Why do you believe justice is often portrayed as “blind”? (p. 57)

- Justice could often be portrayed as blind to show that it judges purely on fact, rather than appearances.
- I would want justice to be “blind” to the way I look—my clothes, my hair, the colour of my skin, my age, my level of understanding, how big I am, and so on—so that I am not judged by these factors.
- I would want justice to consider, on the one hand, that if I did something wrong then I should be punished. On the other hand, I'd want justice to recognize that I am young and made a bad decision and perhaps should have a chance to redeem myself.

(B) What challenges to the justice system do you think Justice McLachlin is referring to? (p. 57)

- Delays in hearing cases.
- Safety and security vs. respect for individual rights.
- Political decisions vs. human rights.
- Victims' rights vs. offenders' rights.
- Issues in society.

(B) Do you agree with Justice McLachlin's statement that “nothing is more important than justice and a just society”? Why or why not? (p. 57)

- I think “justice” in its broadest sense means that all the laws and rights of Canadians are broadly maintained. Otherwise our society might break down.
- I think that the basic needs of food and shelter, love and family are more important, especially in homes where poverty is endemic. Under these circumstances, one might consider justice in a social context in that society would help to ensure that these basic needs are met for all Canadians.

(TC) Who should face consequences for incidents like this? What consequences would be just? (p. 60)

- In a riot, there should be different consequences depending on how people were involved—leading/instigating, damaging property, hurting people, watching.
- Just consequences would be based on the actual circumstances that caused the riot.
- There are always two sides to the situation. One, why did the riot take place; two, what might have prevented it? Did the authorities act appropriately and wisely? If they made the situation worse by their actions, are the consequences for the people involved lessened?
- Consequences should be imposed in a way that they assist the recovery of those victimized.

(B) Why do you think it might be hard for an offender and a victim to face each other? (p. 62)

- It can be very emotional for both parties, depending on the severity of the offence and the attitude of both parties.
- It can be very difficult for someone to admit wrongdoing, and challenging to make a true apology.
- Neither the offender nor the victim may want to meet face to face. The victim may feel unable to forgive the offence or may not even want to listen to the offender.
- It may depend on whether the offender is going to provide restitution to the victim. If so, the circumstances may be a little easier.
- We should lessen the impact on the victim; consequences should be imposed to assist the recovery of those victimized.

(B) Do you agree that the consequences this young offender faced were fair for her and for the person she wronged? Why or why not? What other consequences might she have faced? (p. 63)

- Since this was a first offence, and the offence was relatively minor with no one being physically hurt, it's better that the offender not be tagged with a criminal record if she can learn from the experience and recognize the consequences of her actions.
- The consequences of community service were commensurate with the crime and it did some good for the daycare.
- I think it was fair from the victim's perspective as the offence was minor and the stolen goods were likely recovered. That doesn't take away from the trauma or violation the victim may have experienced.
- The offender might have been charged had she not acknowledged what she had done and admitted that it was wrong. That could have led to a criminal record.

- My decision would depend on how well the perpetrator honoured the conditions of the sentences. Did the person carry out the task well, or just cause more hardship, worry and expense for the victim? Did the victim honour the system by allowing the perpetrator to carry out his or her restitution? How can we ensure that it does no more harm?

(B) In your opinion, what factor had the biggest impact on this young offender’s change of attitude? Why? What life lessons can you learn from her story? (p. 63)

- Recognition that what she did could have led to far more serious consequences, such as jail time and a criminal record.
- Had she received a criminal record, many of the rights most of us take for granted, such as being able to travel to other countries, would be taken away.
- Life lessons include being aware of the consequences of your actions. One seemingly small mistake can have repercussions for a lifetime.
- Life lessons include wondering if you can recover the relationships you have with your parents and friends. Will they be able to trust you again?

(B) Why do you think a separate justice system is needed for young offenders? (p. 64)

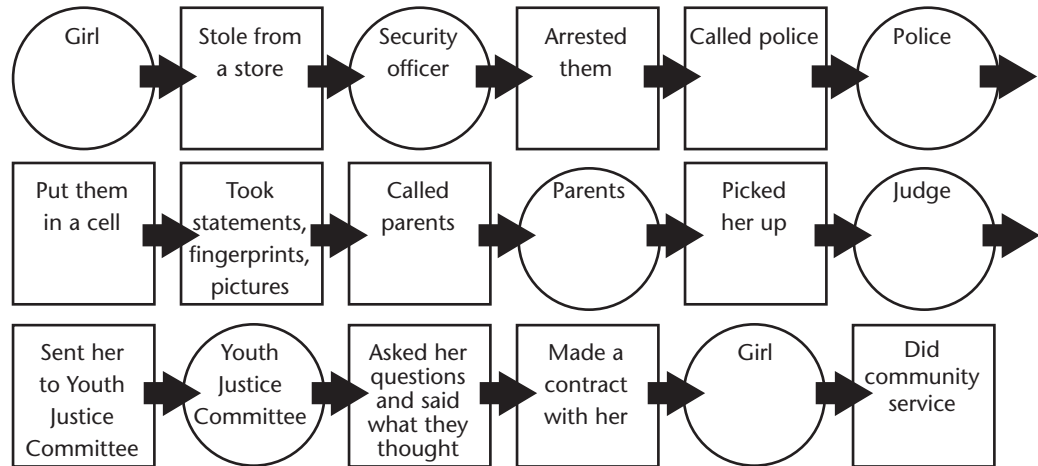
- Young people do not understand what they are doing in the same way that adults do.
- Putting young people in jail or prison with older criminals does not help them change for the better. It not only jeopardizes their well-being, but can lead to their acquiring habits that would make them poor risks (offenders) as adults.

(B) Based on information on this page, how would a criminal record affect your quality of life? How might it affect your identity? (p. 64)

- A criminal record can permanently bar you from some jobs, volunteer positions, and travel to some countries (e.g., I may not be able to visit my relatives in Britain).
- I may not be able to become a (lawyer, teacher, police officer) as I would like.
- Some people may not want to be my friends if I had a criminal record.
- I might think of myself as less worthy, less important—as someone with a criminal record.

Connect to the Big Ideas (p. 65)

1. Students will create a flow chart similar to the following.



2. Student reflections will vary.

(B) If two young people of the same age commit the same crime, would you expect them to face the same consequences? Under the YCJA, they may or they may not. To what extent is this approach to justice equitable? (p. 66)

- I think it would be very unfair if the two offences were not treated equally.
- I recognize that people are different so the decisions may vary, based on the personalities of the authorities, where they live, how the communities feel about justice.
- The young people may live in very different areas of Canada. The circumstances of a young offender living in the Yukon might be much more difficult than those of someone living in Banff. What would best help each offender would be very important in the decision.

(B) Consider all the people involved in the flow chart. What does it tell you about Canadians' concerns in providing fair and equitable justice for youth? (p. 66)

- Canadians are more concerned about rehabilitating young offenders than punishing them.
- Justice can involve many other professionals, not just police officers, lawyers and judges. Others, such as social workers, mental health workers, Elders and community volunteers, can design programs that will help to rehabilitate young people.

Caveat! Some students might draw the conclusion that the system gives more rights to the young offender than to the victim.

(CTC) If you do something wrong, how important is it to receive consequences quickly? Why? How important is it to make up for wrong actions that affect others? (p. 67)

- If I don't receive consequences quickly, I might forget why I am being punished. Also, other people may think that it wasn't fair that I "got away with it."
- The right consequences, determined within a reasonable time, may stop me from hurting others in the future.
- I agree that the wrong I did to someone else should be dealt with. I will have repaid a debt I owe to that person.
- As Chief Justice Beverly McLachlin has stated, too many offences take too long to be heard. The courts are well aware of this. When the time between offence and consequence is too long, everyone loses. The offender has to wait and cannot get on with his or her life, and neither can the victim.

(B) In your opinion, to what extent should the law apply equally to everyone, no matter what their circumstances? Why? (p. 68)

- The law should always apply equally to everyone, but the type of rehabilitation a young offender needs will vary depending on his or her circumstances.
- If we want to give people the chance to turn their lives around, each case has to be looked at carefully, including any previous offences committed by the offender. We need to consider whether there are resources in the community to assist the offender.

(TC) How might this work affect the fairness of the justice system, in your opinion? (p. 68)

- What better people to educate young people about the law than those involved with its enforcement. They see what happens firsthand and can pass that knowledge on.
- Police officers can often spot young people who are in danger of moving into criminal activity and head them off. This kind of coaching and mentoring to keep young people away from trouble is great for the justice system; hopefully, these young people won't come into contact with the system.
- Police officers are often aware of the environments and experiences that some young people come from, and the people they hang around with. If these environments include poverty and other social issues, an early mentoring type of intervention can make all the difference between whether that young person becomes a productive member of society or not.
- Some students might argue that the system gives more rights to the young offender than to the innocent victims.

(B) Do you agree that young people do not understand their actions in the same way as adults? Why or why not? (p. 69)

- It may be difficult for me to appreciate or agree with this, given that I am a young person and have never been an adult. When I'm older I may look at things differently.
- Yes, I haven't had enough life experience to fully appreciate what's right or wrong, or just how serious the results of my actions can be. For me, sometimes my actions are just about having some fun.

(TC) Why might it be useful to know what Anne McLellan has to say about the YCJA and youth justice? (p. 69)

Anne McLellan was Justice Minister in the Liberal government that helped write the new YCJA legislation. One might conclude that no one could be better informed to speak about the intent of that law and the benefits it would bring both to young offenders and society as a whole.

(B) Anne McLellan makes some suggestions about how young people can get involved with youth justice. In your opinion, how might this make the justice system work better? (p. 69)

- If young people get involved as volunteers, they can help to design community service programs that will be effective for young offenders.
- They might be able to help the school or community prevent young people from breaking the law, such as by providing recreational programs.
- Young people might have the best perspective on how to deal with young offenders as they are closer to them than adults are.

(B) How does each objective of the YCJA strive to achieve justice for young people? For victims? For the community? (p. 70)

- Students may summarize their ideas in a table.

YCJA Objective	For Young People	For Victims	For the Community
Address the young offender's circumstances	There are different reasons why young people commit crimes.	I realize that this person's home life was very difficult.	Look to see why this is happening here and what the community can do about it.
Rehabilitate young people	Provide the young offender with the skills to live well.	The offender is less likely to re-offend.	Increases the positive forces in the population.
Apply meaningful consequences	Reduce the chance that the young person will re-offend.	The offender has been punished appropriately.	Creates a safe society by preventing crime.

(TC) To what extent should individual circumstances affect justice? (p. 70)

- Offences often take place due to the circumstances in which young people find themselves. They may live in a situation of poverty or abuse; they may not have regular meals; they may live in a household with little parental or guardian support or supervision.

- The young person may have mental health issues, or learning disabilities.
- Increasingly, the justice system is recognizing that the best way to deal with a young offender is to try and appreciate those circumstances and fit the consequences of the offence accordingly. What would be appropriate consequences for one offender—such as community service in the comic (p. 63)—might be special education, or placement in a foster home for a different offender.
- All young people should be treated equally; all have the ability to make their own decisions once they are old enough to do so.

(TC) Based on the graph, how effective is this strategy (YCJA)? What does the graph below tell you? (p. 71)

- The total youth charged with offences is about the same as in the late 1980s; however fewer are ending up in jail.
- Many young people could be seen to be getting away with serious crimes under the YCJA. Some believe they should be charged.
- The number of youth actually charged is at a 20-year low because they are being dealt with by alternative means and not charged.
- As of 2008, the YCJA strategy has kept more young offenders from being charged. This means that they may be getting opportunities to turn their lives around and become productive members of society.
- It could be seen to give all youth a better chance at being law-abiding, regardless of circumstances.
- It could be seen to be a more positive approach than simply punishing young offenders.
- Keeping someone in jail is extremely costly. If you can keep people out of jail by providing them with services that will help them become productive members of society, that could be a much better, less costly solution.

Caution: The graph does not show the actual per capita statistics and doesn't show the severity of the crimes.

Connect to the Big Ideas (p. 71)

1. Students will need to develop criteria for using the rating scale to judge the process of deciding consequences for young offenders. Criteria may include:
 - Meaningful consequences—The consequence fits the crime; it is related to what was done; it teaches the offender a lesson.
 - Standard consequences—Similar crimes result in similar consequences. There is not too much difference in the severity of the consequence regardless of who you are or where you live.
 - Rehabilitation—The focus is on changing the life and behaviour of the young offender for the better.

2.

Objective	Who It Affects Most	Reasons Why
Address the young offender's circumstances	1. Young offender 2. Victim 3. Parents and friends	Their individual needs are more likely to be addressed.
Rehabilitate young people	1. Young offender 2. Victim 3. Society	They get a second chance by learning new skills.
Apply meaningful consequences	1. Young offender 2. Victim 3. Society	They learn a lesson as well as being punished.

In this chart, the young offender is always the primary person affected. Depending on the offence, the victim may be the one who is also always affected. In the initial part, addressing the circumstances, the home situation and friends will be affected. In the rehabilitation process, society may get the benefit if a young offender is returned to a positive and productive situation, without re-offending or being permanently scarred with a criminal record.

(B) The first article on this page says that harsher sentences would hold young offenders to account for their actions. To what extent do you agree with this statement? (p. 72)

- Disagree—Many young offenders are not considering the consequences for themselves or others when they do something bad.
- Disagree—Many young offenders deserve a second chance. If they don't get it, they may cause our society more serious problems in the long run.
- Agree—Repeat offenders may think twice before breaking the law again.

(CTC) How should respect for identity shape the youth justice system? (p. 72)

- The YCJA includes respect for identity because it addresses each person's circumstances.
- The people working in the system—the police, judges, and so on—must be sensitive to the cultural differences of offenders and respect their individual identities.

(B) What makes youth justice fair, in Mr. Long's opinion? (p. 73)

- It is open and transparent. Anyone can be an observer in a courtroom and watch justice in action.
- The needs of the victim are considered carefully.

(B) How do crimes affect the quality of life and identity of victims? To what extent are these important factors in determining consequences for young offenders? (p. 73)

- Because of crimes, some victims are injured and may not be able to work for a time. They may lose their livelihood or they may not be as independent as before.
- Some victims lose valuables or have property destroyed or stolen. It costs them money to replace their things.
- The impact of a crime on the victims should be an important factor in determining consequences, in particular making restitution to the victim.
- A crime disrupts the emotional security of the victims. It reduces their sense that we have effective peace, order and good government.

(B) In your opinion, which is more important: the privacy of young offenders or public safety? Why? (p. 73)

- I think serious offenders should be named so that we know who they are, helping to prevent them from being able to anonymously commit other crimes.
- I think that young offenders don't realize the seriousness of what they've done. But to name them would prevent them from getting the chance to be rehabilitated as well as avoid a criminal record.
- I think that if it's a serious offence, then public safety overrides the privacy of young offenders and they should be named.

(B) What do you think of the message of this cartoon? (p. 74)

- It's easy for young offenders to avoid punishment.
- Young offenders know they can get away with an offence and won't face consequences.
- The justice system is too lenient on young offenders.

Connect to the Big Ideas (p. 75)

1. Answers will vary.
2. Students will need to refer back to the flow chart on pages 66 to 67 to design appropriate scenarios.
 - Scenario 1—The prosecutor sends the 14-year-old to a Youth Justice Committee that decides he should complete community service involving students similar to the one they bullied.
 - Scenario 2—The prosecutor sends the 17-year-old to court where the judge sends him to jail. But he sends the 13-year-old to professionals who assign him to addiction counselling.
 - Scenario 3—The prosecutor sends the 15-year-olds to court where the judge assigns community service to repair the vandalism and work for the victims for several months.
3. Student responses will depend on the news items chosen.

(TC) Why are interviews an effective way to gather information? (p. 77)

- You can set up a series of questions beforehand that can be consistently asked to your target audience.
- By obtaining responses to the same question from many different people, you get a range of opinions and can determine what most people are thinking.
- Interviews allow you to probe for information you need. A response from an interviewee may lead to further questions that provide additional information for your project or task.

(TC) How important is it to know the responsibilities of citizens in the justice system, in your opinion? (p. 78)

- It's not that important. If something happens down the line, I'll figure it out then. I've got too much going on to worry about the justice system. As far as I'm concerned, it works.
- It's somewhat important so that you know your rights and responsibilities and how you can be involved, and so that you can be sure that the justice system is fair.
- It's very important to understand your responsibilities because your actions affect others and you can also lose access to some of your rights and freedoms if you aren't responsible and break the law.

(CTC) What advantages and disadvantages might a jury have for an accused person? (p. 79)

- Advantages—If even one person is on the side of the accused, he or she could be discharged.
- Disadvantages—A jury trial might take longer than facing a judge. It may also be more expensive in terms of legal fees.

(B) To what extent are the rules for jury duty fair and equitable in your opinion? What factors do you need to consider? (p. 79)

- The rules are fair because every Canadian adult can serve, except people convicted of some crimes. I considered whether or not some people have an advantage over others.
- The rules aren't fair for people of low income. They may not be able to afford to be off of work to participate in a jury. I considered whether or not a juror would suffer hardship by serving.

(TC) What does this oath indicate about the impact of jurors on the fairness and equity of the youth justice system? (p. 79)

- Jurors may be biased or have personal opinions about the offender that would make the trial unfair. They must focus on the law and the evidence.

- Even though each person has a set of opinions, it is possible to be fair by focusing on the law and the evidence.

(TC) In what way does the anonymity of jurors help or hinder justice? (p. 80)

- Help—Jurors have nothing to fear from the accused because he/she does not know who they are and therefore they can present an honest verdict.
- Hinder—There is no way of knowing if a juror has extreme views about a topic that might prejudice him or her in the case being tried.

Connect to the Big Ideas (p. 81)

1. Jury procedures that treat the accused fairly:
 - Both the prosecution and the defence had input into jury selection.
 - They showed the jury a picture of the accused to be sure that no one knew him.
 - The judge briefed the jury on their duties and told them to reserve judgement until the end when all of the evidence had been presented.
 - When they deliberated the verdict, no one could talk to them and they couldn't read or listen to the news. They weren't influenced by other people's opinions.
 - Each jury member had a vote and the decision had to be unanimous. The jury took several votes as they reviewed the evidence because they were allowed to change their minds.
2. There is nothing in the story to suggest that jurors can say what the sentence should be. The accused is either guilty or not guilty according to the jury. (Note: In Canada, a pre-sentence hearing is often held in which the judge considers the offender's circumstances and decides on an appropriate sentence.)

(B) How do you think volunteering with an advocacy group might help you influence the fairness and equity of the youth justice system? (p. 82)

- I would be part of an organization that attempts to influence government and the justice system to make changes so that crime prevention is the focus, not just punishment.
- I might be able to help individual people to improve their lives.
- By volunteering, citizens are acting on their values and exercising their rights and responsibilities in a democratic society, as well as a mixed economy that values social safety nets—those supported by governments and agencies.

(B) To what extent do Brad Odsen and Jacqueline Biollo agree on what goals the justice system should have? (p. 83)

According to one possible interpretation of the sources:

- They agree that punishment is not the only way to achieve justice. Society and government must tackle the roots of some crimes, such as poverty and inadequate housing and education.
- The present system is not really preventing crime. Canada is failing to spend money on prevention when the return on doing so would provide dramatic savings to the justice system.
- Harsher laws and penalties don't work.

Connect to the Big Ideas (p. 83)

According to one possible interpretation of the sources:

1. The work of advocacy groups is related to citizenship because they believe that offenders can become good citizens if they are supported by government and non-profit agencies.
Citizens are acting on their values and exercising their rights and responsibilities in a democratic society, as well as a mixed economy that values social safety nets—those supported by governments and agencies.
2. Opinions will vary. If possible, compare the relative number of volunteers from the classroom to the number of volunteers in the total population who work with these two agencies.

(B) How do Elders contribute to the fairness and equity of youth justice? (p. 84)

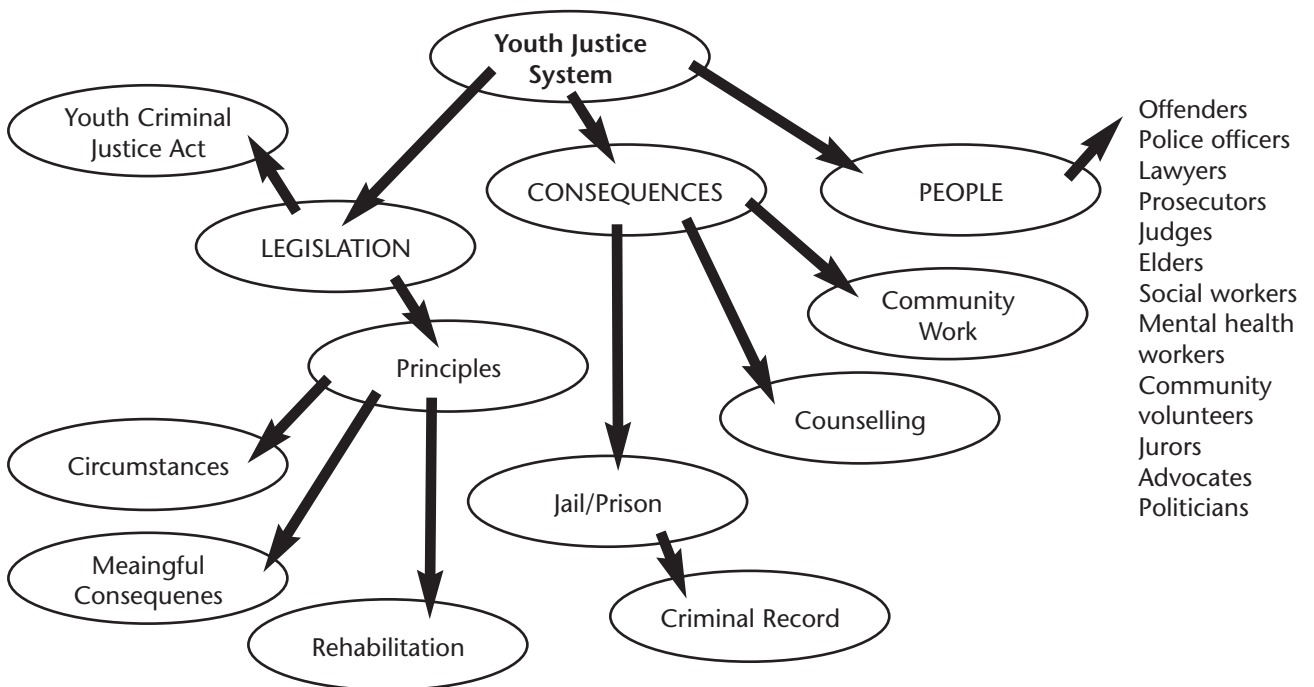
- Some Elders share traditional beliefs and are members of Youth Justice Committees in their communities. They provide guidance and direction to young people in their own language and with their own cultural values.
- Elders serve as positive role models and advisors for youth in their communities.
- Some Elders may be able to act as advisors in spiritual, economic, social and even political matters.
- Some Elders are part of my church and provide mentorship for young offenders.

(TC) In what way is a Youth Justice Committee a "circle"? (p. 85)

- The circle represents a single harmonious shape, which is what the committee needs to be. The members need to agree and be focused on their task.
- Although the committee is made up of individual people, they must work together as one, like the points in a circle.

Connect to the Big Ideas (p. 85)

1. Students should incorporate several factors that affect their personal identities—language, ethnic/cultural background, age, gender, family and so on.
2. Students may suggest questions to the Elders, such as the following:
 - How do you balance the needs of the offender with those of the victim?
 - How would you treat a first-time offender differently from a repeat offender?
 - Do you ever have situations where you cannot agree as a group? If so, what do you do?



CHAPTER 3

(TC) What would your life be like if you couldn't join other people in projects, events and activities of your choosing? (p. 88)

- I wouldn't be free to do the things I wanted over the weekend.
- I wouldn't be free to express my opinions the way I can now.
- I'd miss out on being able to freely associate with my friends up at the lake.

(TC) In what way might these laws affect your quality of life? When is it okay for laws to restrict people's choices? (p. 89)

- If we didn't have laws like these, people might litter and not be responsible enough to clean up after themselves.
- We want a decent, clean environment. Sadly, we may need laws in place to bring this about, otherwise it simply won't happen.
- Laws to restrict choices are necessary under certain circumstances, such as to prevent littering, or underage drinking or smoking, and to ensure use of seat belts, which are statistically proven to reduce injuries in accidents.
- Laws to restrict choices are necessary in time of war, or major disasters such as flooding, earthquakes, forest fires or epidemics.

(TC) What rights and freedoms do you expect to have, as a citizen of Canada? To what extent do individual rights build a society that includes you and others? (p. 89)

- Rights—to vote; to go wherever I want; to be safe; to speak my own language.
- Freedoms—to work; to have friends; to dress the way I want; to express an opinion.
- When a society collectively chooses that all its members should have these rights and freedoms, it allows those people to be productive, innovative members of society, able to work together to everyone's benefit.

(TC) What responsibilities come with these rights? What's the connection between the right to representation in government and your identity? (p. 89)

- Responsibilities include voting and being informed about the issues. The hope is that all Canadians would act on those responsibilities. However, voting patterns suggest that many Canadians do not exercise their responsibilities.
- In the past, not everyone had the right to vote and therefore they were not represented in government (e.g., women, Aboriginal peoples). At that time, their identity would have been as inferior persons or "second-class citizens."

- Canadians recognize that they live in a democratic society because they can exercise the right to vote as well as stand for office in the federal, provincial and territorial government.
- When I am old enough to vote, I can identify myself as having a say in who gets elected. I will have some power.

(B) To what extent should individual rights and freedoms be protected in society? Which speaker do you agree with most? Why? (p. 95)

- Rights and freedoms should be protected to the fullest amounts possible so that citizens can live their lives without being afraid that someone is always watching over their shoulder.
- Citizens lose their rights and freedoms when they break the law by doing such things as dealing in drugs or stealing. Society needs to keep a watchful eye, so if it takes sniffer dogs or other means to catch them, those should be used.
- We live in an age where terrorist activities jeopardize our security. It's better to search when circumstances look suspicious. I'd rather be safe than sorry.
- Many innocent people have been tagged with a questionable reputation just because someone thought their behaviour and actions were suspicious and they got searched. I believe authorities should have a very good reason ("probable cause") before conducting any search or seizure.
- I personally would agree with the student as I don't want to live in a society where authorities are allowed to search without a really solid reason supported by appropriate permissions.

(B) How does the Charter connect to what you learned about the judicial branch in Chapter 1? (p. 96)

- The Supreme Court uses the Charter to determine if laws in Canada are fair and reasonable.
- Judges try to ensure that laws be consistent with the objectives of the Charter and the constitution.
- It allows people to challenge the application of laws to ensure that judges are upholding Charter rights.

(B) According to Jean Chrétien, why is it important to enshrine the Charter in the constitution? Do you agree or disagree with his statement? (p. 96)

- Canada is such a large and diverse country that the only way to provide equal protection to everyone is to include the basic rights and freedoms in the constitution.
- Agree—There needs to be a “higher law” that all of the provincial and territorial governments must follow. That means everyone is treated the same, no matter where they live in Canada.

- Disagree—The Charter could be a separate law, not part of the constitution. Then, if it needs to be, it can be changed or brought up to date easily.

(B) What does a free and democratic society mean to you? (p. 98)

- It’s a place where I can make decisions about how I want to live and I can be part of the decisions that the group makes for all of us.
- It’s a country where everyone can vote and be represented in government.

(B) What’s the relationship between a free and democratic society and respect for individual rights? (p. 98)

- A free and democratic society is based upon a belief in certain human rights and respect for every person as an individual.
- In some countries, the rights of the group more often outweigh the rights of individuals. They do not believe in a “free and democratic society” in the same way as we do in Canada.

Connect to the Big Ideas (p. 98)

1. Students might begin by posing related questions to answer through their research. For example, What does it mean to belong in society? How do people “build a place” for themselves? How do people “build a place” for others? What aspects of the Charter are related to these questions?
- 2.

Rights and Freedoms	Responsibilities
Freedom to express your opinion	<ul style="list-style-type: none"> • Become informed before expressing an opinion. • Respect the rights of others to have different opinions.
Freedom to choose your own religion	<ul style="list-style-type: none"> • Respect the rights of others to believe in a religion, or not.
Freedom to organize peaceful meetings and demonstrations	<ul style="list-style-type: none"> • Organize the meeting or demonstration so that it is peaceful. • Act responsibly when attending meetings and demonstrations.
Freedom to associate with any person or group	<ul style="list-style-type: none"> • Accept responsibility for group action or leave the group.
Democratic rights	<ul style="list-style-type: none"> • Respect the results of elections. • Vote. • Communicate wishes to elected officials on laws and policies.
Mobility rights	<ul style="list-style-type: none"> • Have a valid passport when leaving and returning to Canada. • Become familiar with the laws of the province or territory you move to.
Legal rights	<ul style="list-style-type: none"> • Know the laws and adhere to them.
Equality rights	<ul style="list-style-type: none"> • Be aware of the rights of others. • Stand up for rights. • Pursue action through legal means to uphold rights.

(B) What are the goals of Diversity and Students for Change? What sections of the Charter connect with these goals? (p. 99)

- The goal of the group is to promote awareness and respect for the diversity of people in Canada and, in particular, at the grassroots level in Emily's school.
- This connects to the Charter sections about equality rights and religious freedom, as well as the freedom to organize peaceful meetings and demonstrations.

(TC) What contribution does her (Emily's) work make to Canadian society? What contribution could you make at your school? (p. 99)

- Emily's work, and that of other volunteers at her school, is to get fellow students, and, by extension, their families and friends, to appreciate firsthand the diversity of peoples at her school. In particular, to respect and appreciate who people are and to embrace and understand, not criticize different cultures.
- By focusing on respect and cooperation, Emily's student group helps focus students on the benefit of this approach, that working together and sharing leads to a more positive and inclusive society.

(B) How did the *Indian Act* restrict the rights and freedoms of First Nations people? (p. 100)

- The act defines who may be registered as a "status Indian" with Treaty rights. This means the federal government mostly controls these decisions, not First Nations themselves. The Indian Act was and is a way for the government to administer Treaty rights to Treaty peoples.
- It defined how First Nations peoples had to conduct their affairs, such as band elections, although First Nations had their own ways of governing themselves.
- At points in its history, the act restricted the right of First Nations peoples to travel freely, to take political action, to wear traditional dress, and to take part in traditional ceremonies.
- The act originally prevented First Nations from taking any political action.
- Until 1960, in order to vote, members of First Nations had to give up their legal identity and Treaty rights.
- The *Indian Act* contravened Section 2, Fundamental Freedoms in the Charter, and Section 3 under Democratic Rights, preventing First Nations citizens from voting.

(CTC) What attitudes does the Charter reflect toward women today? (p. 101)

- Women have rights equal to men's in the Charter based on Sections 15 and 28.
- Although the Charter shows that most Canadians consider women to be equal to men, there are examples in society that show that women are still seen as unequal to men in some circumstances or occupations. For example, there are far more men in politics and the premier or prime minister is almost always a man.
- In general terms, statistics show that, in some jobs, men are still making more than women for the same work.

(B) To what extent is voting a responsibility as well as a right, in your opinion? (p. 101)

- Although every citizen should vote, they don't have to. In many elections, between 50 percent to 60 percent of the voters turn out. I think that this situation reflects poorly on Canadians.
- In some countries, such as Australia, everyone must vote. When one considers the low voter turnout, such as in Alberta's recent provincial elections, maybe voting should be compulsory.
- If you don't vote, some might say you get the government you deserve.

(B) A prejudice is a "pre-judgement." How do prejudices affect the identity of individuals and groups? Consider to what extent the Charter can protect people from prejudice. (p. 102)

- Individuals or groups that experience prejudice may feel that they can never expect to be treated fairly (e.g., in getting jobs, in treatment by police, etc.). Toronto's black population, especially young males, have consistently believed that Toronto's police force singles them out. The police, for their part, have in recent years made an effort to support and address issues that may be present for this demographic group.
- Individuals or groups that are prejudiced against others may think that they are superior to other people (e.g., white supremacists). Adolf Hitler was shocked at the 1936 Berlin Olympics that a black American, Jesse Owens, should win four gold medals in sprints and the long jump. Hitler considered blacks to be inferior.
- The Charter is designed to protect people since everyone is equal under the law in the right to jobs, and to not be discriminated against.

(B) Based on the values and attitudes in the Charter, why did Canada's government apologize to Japanese Canadians? (p. 103)

- Canada's government apologized on behalf of Canadian citizens to Japanese Canadians because their rights were violated—the right to be free of discrimination, and the right to be free of imprisonment, search and seizure without reasons backed by law and evidence—rights now enshrined in the Charter.
- Japanese Canadians were discriminated against during World War II because of fear. Canada's government felt that, because their race or ethnic origin was Japanese, they might turn against this country. Japanese Canadians did not receive justice as individuals; they were seen only as a group of people who might threaten this country due to the war against Japan and other countries.

(TC) In what way is providing sign-language interpreters in hospitals fair and equitable? (p. 105)

- It means that government services do not discriminate because of disability.

- The Charter requires that everyone be treated equitably. In this case, a person who cannot hear, should receive help in order to receive equal treatment.

(B) What other groups might be affected by this decision? (p. 105)

People who are not fluent in either English or French may have a right to interpreters when they receive services, such as at hospitals and schools, in order to be treated equitably.

(B) In what ways did the *Lord's Day Act* infringe on Canadians' right to freedom of religion? Do you agree with the Supreme Court decision? Why or why not? (p. 106)

- It was based on the Christian religion in which Sunday is a "day of rest." In other religions, different days of the week are important. Therefore, although people were able to practise or not practise their religions, it appeared that the government favoured rights inspired by one group's beliefs only.
- Sunday is not a holy day in our religion and we use it to get the family ready for the week, including shopping for groceries.
- Some will agree (e.g., it means that the government treats all religions equally).
- Some will disagree (e.g., it means that commerce is more important than religion).

(CTC) How do we decide if the needs of society should outweigh the rights of individuals? How does the Charter affect these decisions? (p. 107)

- Politicians debate the proposed new law, keeping in mind the requirements of the Charter.
- The Supreme Court is asked to rule on the question, as it is defined in the new law. They examine the law by referring to the rights and freedoms in the Charter and by considering other rulings that they have made in the past.
- Events such as the 9/11 attacks on New York's World Trade Center forced the Canadian government to look carefully at factors such as "no-fly" lists. In this process, many people had their individual rights overridden to protect society as a whole. Some people think that these "no-fly" lists are an infringement of privacy or rights.

(B) Examine the cartoon carefully. What do you believe the cartoonist thinks is more powerful: the Charter of Rights and Freedoms or the *Anti-Terrorism Act*? (p. 108)

- The cartoonist believes that the *Anti-Terrorism Act* is a very solid structure that won't be swayed by the paper dart symbolizing the Charter of Rights and Freedoms.

- The right-hand image symbolizes a tower similar to that of the World Trade Center in New York that was destroyed in the 9/11 attacks of 2001. This tower, however, won't fall.
- Even though the *Anti-Terrorism Act* is Canadian legislation, it is probably influenced by the *U.S. Patriot Act* brought in by President George W. Bush's administration after 9/11. Under this act, many civil liberties in the U.S. have been put on hold in the name of security. Among *U.S. Patriot Act* measures are "no-fly" lists. To a lesser degree, Canada's act emulates that of the U.S., with security being more important than rights and freedoms.

(CTC) What possible problems arise from advertising to children? How effectively would the Charter protect children? (p. 109)

- Children can use their own money to buy products and they can influence what the family buys. Young people do not always understand what is good for them and advertising is designed to make them believe that the product is good.
- The Charter would not be effective in protecting children from advertising because the Charter permits choice, even with children. The other question is, who determines whether the advertising is good or bad? Who determines harm? One could say that advertising breakfast cereals laden with sugar is particularly harmful for children and should not be permitted.
- The above question gets into the whole issue of what children should watch on TV, movies or the Internet.

Connect to the Big Ideas (p. 109)

1. Other issues that students identify in this section:
 - Should the government provide services in other languages, in addition to Canada's official languages?
 - Should employees be allowed a day off for religious reasons?
 - Should certain people be banned from flying if they are suspected of being a threat?
2. The Charter is an effective part of law-making in Canada because laws must be consistent with its rights and freedoms. If a law is unclear, the Supreme Court can interpret and explain it using the Charter for guidance. Examples will vary.

(B) What jobs are young people legally allowed to hold in Alberta? (p. 112)

Responses may include:

- Age 12–14: make deliveries for a retail store; deliver newspapers or flyers; work as a clerk in an office or retail store; work in a restaurant or the food service industry (with written consent from parent or guardian).

- Age 15–18: work in retail stores selling food or beverages; work in retail businesses selling gasoline or other petroleum products; work in a hotel or motel (but cannot work between midnight and 6 a.m.).
- Some stores won't allow you to work until age 18 due to safety concerns (e.g., building supply stores).
- Students can find out more details by checking the Alberta Human Rights Commission; they can link to it at the Nelson website.

(TC) What workplace issues might you encounter as a server in a restaurant? How might the Charter protect you on the job? (p. 112)

- Your employer might try to pay you less than other servers of different races, gender, age, etc. Laws based upon the Charter require him/her to pay everyone the same, regardless of race, gender, age, etc., for the same work.
- Customers might not be polite. There is little that the Charter can do about this, unless customers actually break the law.
- You are entitled to breaks at various times and to work hours as agreed with your employer.
- You might be subjected to workplace harassment.

(TC) How might rights concerning wages affect quality of life? (p. 114)

- Women are not discriminated against, but paid the same as men who are doing the same work. This is in line with Sections 15 and 28 of the Charter of Rights and Freedoms.
- Having full equality with men with rights to equal wages could mean that not only financially is women's quality of life improved, but also psychologically.
- All other female workers, both present and future, such as Mary Kelly's granddaughter, will have equality of opportunity and reward because of Mary's stand on the issue.
- Government and industry may be less likely to break the law.

(CTC) Citizenship is about building a society in which everyone belongs. How do individual rights connect to citizenship? (p. 114)

- When rights are equal for everyone, people feel that they belong; that they are neither superior nor inferior to anyone else, regardless of gender, ethnicity, religion and education.
- The challenge for Canada is to build a society that recognizes and includes all citizens, and to find ways to address issues when some citizens feel excluded from some aspects of society, such as some Aboriginal peoples, immigrants and refugees, and citizens dealing with poverty.

- Individual rights connect to citizenship because those rights are shared by your next-door neighbour in Alberta as well as a friend you may have in St. John's, Newfoundland and Labrador. These are rights that generally cannot be taken away from you. These rights are “common ground” for the actions and responsibilities of all Canadians.

Connect to the Big Ideas (p. 114)

1.

	Problem: Ontario law required the provincial government to pay men and women working for the province equally, but they weren't doing so.
What problems could arise from this situation?	It is unfair to pay men and women differently for the same work or work of equal value.
What individual rights and freedoms have been infringed upon or protected? Why?	The right to be free of discrimination, because women were treated unfairly.
Who is this a problem for?	It's a problem for the women who worked in the province, but also for all women in all work situations.
Why is a decision for this problem necessary?	Provincial departments were breaking the law. The situation caused hardship for many women.
What are some possible solutions?	(1) Begin paying women equally and give them back-pay to the time the law was passed. (2) Decrease the pay of men to that of women in similar situations. (3) Increase women's pay and decrease men's pay so that the province doesn't have to pay any more in total.
What would your decision be if you were in this situation?	I would select solution #1 because the situation was unfair to the women and because the provincial government was breaking its own law. Also, it wouldn't be fair to decrease men's pay.

2. A Charter challenge is very difficult because you need lawyers and people who have been wronged who are willing to challenge the situation. And you need money and patience because these cases usually take a long time to resolve. In this case, five unions came together to work on it, too.

The Charter is effective in protecting individual rights because you have to have a strong case before you can challenge a law or situation using the Charter. This means that it is not being used frivolously to win lawsuits.

(B) Why do you think decisions based on the Charter might vary from case to case? In your opinion, does this make the Charter more effective or less effective in protecting individual rights? (p. 115)

The individual circumstances of each case are likely different and there are many factors to consider. However, the general principles of the Charter can be interpreted for all circumstances. This means the Charter could be seen to be effective in all areas when cases are brought forward.

Connect to the Big Ideas (p. 115)

Visit government websites. Students may record the information and their ideas in a table.

Workers' legal rights	Similar to Different from Charter	How I Could Use This When Applying for a Job
The right to get and keep a job regardless of race, gender, age	Similar—right to be free of discrimination	Ask if they have a mandatory retirement age.
The right to safe working conditions	Different	Ask how they keep workers safe and if they have safety drills. Are there any hazards I should know about?
The right to compensation and benefits	Different—minimum wage is regulated by each province	What salary and benefits will I get? How do I earn increases?

2. The chapter task requires students to research and find out which Charter issue about individual rights is gaining the most attention today. Information from the Supreme Court website may help with this research. So might talking to a lawyer who might have some ideas. Students could also consider contacting the University of Alberta's Centre for Constitutional Studies, or the Law Society of Alberta.

CHAPTER 4

How do the collective rights of Aboriginal peoples recognize this (their unique place in Canada as the first peoples of this land)? (p. 118)

- There are many different First Nations, Inuit and Métis groups in Canada. Their collective rights affirm their original (Aboriginal) rights and Treaty rights to such things as hunting and fishing and control and title over land. These rights are geographically, culturally, and historically specific. This means that they are not defined in the same way nor do they apply equally to all of the different Aboriginal peoples across the country.
- Although it has not yet been determined by the courts, governments in Canada have accepted that the collective rights of many Aboriginal peoples include rights to self-government. The scope and character of these rights are usually negotiated (rather than legislated) and are taking shape in different ways across Canada.

(TC) What might Treaties mean for citizenship in Canada today? (p. 119)

Canadians (both Aboriginal and non-Aboriginal) can learn to recognize Treaties with First Nations and the rights associated with them, as part of the constitutional fabric of the country.

(TC) To what extent is knowing history a responsibility that comes with citizenship? (p. 119)

- The Métis are people whose ancestors were both First Nations and European. It is very important to know the history of your people and your country so that you can understand how their values and laws developed.

(TC) In what way do Francophone schools assert the citizenship of Francophones in Canada? How do they affect the responsibilities of all Canadian citizens? (p. 119)

- Francophones have the collective right to education in French as per Section 23 in the Charter. In some places in Canada where French-language speakers are in the minority, Francophones have had to fight to have the schools to which they are entitled. Francophone schools can affirm language and identity of Francophone children as active and responsible citizens in Canada, reflecting the bilingual history of and official language rights in Canada.
- Challenges—How do Francophones outside of Québec exercise their collective language rights when they are living in largely English-speaking communities? Can they get recognition of concerns such as French-language hearings in the courts and the availability of interpreters?
- Opportunities—As Francophone communities in western Canada grow, all Canadians will have more opportunities to understand and appreciate

the contributions of Francophone peoples to the history and identity of Canada and to appreciate the recognition of official language collective rights in the Charter.

(B) What do you already know about Canadian history that you can apply to these stamps? (p. 120)

- Louis Jolliet, at the request of Jean Talon, and Father Jacques Marquette left Québec in 1673 and discovered the Mississippi River. They confirmed that it emptied into the Gulf of Mexico and not the Pacific as many had believed.
- Gabriel Dumont was a leader of Métis people and is best known as the man who led the small Métis military forces during the Northwest Resistance of 1885. He was an extraordinary leader who tried to focus Canada's attention on the challenges facing the Métis people.
- Molly Brant was an extraordinary Mohawk woman, born in 1736, who became the partner of Sir William Johnson, the Superintendent of Aboriginal Affairs in the province of New York. She had great influence among the Iroquois and played a leading role in persuading the Haudenosaunee Confederacy (Iroquois Confederacy) to support Britain during the American Revolution.
- The *Great Peace of Montréal* was a treaty signed between New France and thirty-nine First Nations. Signed on August 4, 1701, the treaty ended 100 years of war between the Haudenosaunee (Iroquois), allied to the English, and the French, allied to the Wendat (Hurons) and the Omàmiwinini (Anishinabe or Algonquin).
- The Red River is a historic waterway that flows north from South Dakota into Manitoba. Upper and Lower Fort Garry were key settlements on the river in the 1800s, where the city of Winnipeg now stands. The danger of flooding is often present following spring thaws.

(B) Why do you believe Canadians want to commemorate the link between history and these identities? (p. 120)

These stamps represent people and places that are part of Canada's discovery and rise to becoming an independent country. They are part of the foundation that identifies who we are as a people.

(B) Based on the facts on this page, why are collective rights important to all Canadians? (p. 122)

- Collective rights demonstrate that Canadians value the contributions of the founding peoples and work to maintain mutual respect among peoples of all origins.
- When resolving modern-day issues, Canadians must consider the collective rights of all groups involved. Without this respect, the issues are not likely to be solved.
- Canada is unique because many countries do not have collective rights explicitly written out in the constitution for groups within them.

(TC) What legislation could affect their identity (members of the Pikangikum First Nation)? What opportunities and challenges does it pose for their future and the future of all Canadians? (p. 123)

- Canada's Constitution, the *Indian Act*, and the Numbered Treaties (Treaties are legally enforceable agreements, not legislation as such) affect their identity.
- Opportunities—Will they have input into development in their community because of their collective right to the land? How will this affect the jobs they might have in the future?
- Challenges—Will these children be able to leave their communities when they grow up and yet retain their collective identities?
- Do an Internet search for the Pikangikum First Nation's website for more up-to-date information.

(B) What can you learn about the Numbered Treaties from this map? Identify three facts related to their location and dates. Identify a question posed by the map that would require further research. (p. 124)

- The earliest Numbered Treaties were signed in 1871, one in southern Saskatchewan and the other in southern Manitoba (current provincial names).
- The Numbered Treaties account for all of Manitoba, Saskatchewan and Alberta, but only part of British Columbia, part of Ontario, and part of the territories.
- Treaty 11 was the last to be signed in 1921. It includes parts of the Yukon, Northwest Territories, and Nunavut.
- Question: How many land claims still exist in Alberta that are not yet settled?
- Question: What happens to First Nations in British Columbia not served by Treaties?

(B) To what extent do you believe it's important to follow up on agreements? Think of a situation in your own life where you have reached an agreement with someone. (p. 125)

- It's important to follow up on an agreement by making sure that both parties clearly understand what was promised and do what was promised.
- In the case of First Nations, this requires a process to regularly review how the Numbered Treaties are being applied and to identify issues that need to be addressed.
- The challenge with the Treaties is in part that the understanding between First Nations and the government was never clear. In addition, even when there was understanding reached between First Nations and government, government frequently neglected the obligations it undertook in making Treaties.

(CTC) In what way did the Numbered Treaties acknowledge the past? In what way did they respond to events of their time? (p. 126)

- The Treaties acknowledged that the First Nations had a claim to the land before the Europeans arrived.
- The Treaties helped to prevent war between First Nations and Canada's government in nation-to-nation agreements, making it possible to do things such as build a railway from coast to coast for the benefit of all peoples living in Canada and attempting to secure future opportunities for some First Nations groups by providing education, health care, and reserve land for their exclusive use as a part of the Treaty.
- Canada's government wanted to see settlements by immigrant farmers, primarily from Britain and Western Europe, take place across the prairies in the last part of the nineteenth century up to the start of World War II. The securing of the Numbered Treaties and the land allocations for First Nations left the way open for these new immigrants to clear and farm the major agricultural regions that exist in the prairie provinces today.
- First Nations faced major challenges to their way of life, such as the collapse of the buffalo herds on which they depended so heavily for food.

(CTC) How does the way you understand the past affect the way you understand groups in society today? How do perspectives affect understandings of the past? (p. 127)

- You begin to understand and appreciate the values, goals and cultures of groups if you also understand what they were like in the past and the things they experienced.
- First Nations may not interpret or understand the Treaties in the same way as the government. Some Nations recorded the Treaties in their own way; for example, some First Nations recorded them orally and the government recorded them in written English—often with different meaning. One of the key differences for some groups and the government is about ownership of the land. The government believed that the First Nations gave up the land, but most First Nations could be said to believe that they agreed to share the land, not cede it. Furthermore, some groups, such as prairie First Nations, do not consider land to be a commodity.
- Not all First Nations may have this perspective about land. For example, the Six Nations could be said to think of themselves as landlords over the Haldimand Tract in southern Ontario—similar to the Crown over public lands.

(TC) How does the first stick demonstrate a First Nations perspective on the Treaties? (p. 127)

- In general, each First Nations group considers itself to be a sovereign nation within Canada and that the Treaty is between them and the British sovereign—Queen Victoria at the time most Treaties were signed.

(TC) Why might an English record differ from a record in another language? (p. 127)

- The meaning of words in each language differs and can affect the overall meaning or interpretation of the record or document.
- Language is a fundamental part of culture and different cultures may consider different things about the agreement to be important. Therefore, they would record different things in their own language.
- First Nations were familiar with their own language—some groups shared an oral language, and oral traditions and may not have had a written language with script like the English language. Interpreters were unlikely to fully understand what the written English language actually meant or implied.

(B) Examine the medal carefully. What messages about the meaning of the Numbered Treaties does it convey? To what extent do the statements on this page convey the same messages? (p. 129)

- The figures are the same size and face each other directly showing that the parties to the Treaty are friendly and equal.
- Both seem to see the Treaty as a friendly and important agreement, but Morris could be interpreted as viewing the First Nations somewhat paternalistically as being in need of support in order to succeed because they need to “learn the cunning of the white man” and receive money from the British sovereign in order to flourish and grow their current lives.

(B) Compare and contrast the information on this page. What issues about First Nations governance can you identify? (p. 130)

- First Nations had their own form of governance and decision making. Canada’s parliament passed the *Indian Act* without any consultation with First Nations. Some members of the government believed that First Nations needed guidance because they were inferior. Therefore the *Indian Act* defined how First Nations should be governed and how the chiefs should be selected. It also gave the federal government the power to remove chiefs.
- Issues: Should First Nations govern themselves using traditional methods, or should they follow the rules established by the federal government, or both? Is the *Indian Act* a just or unjust law? How should First Nations be involved in making required changes to the *Indian Act*?

How does the message of these photos compare with the photo above? (p. 131)

- In both photos, there are examples of First Nations people being assimilated. In the top photo, the women and children are in western dress while at the same time the children have circles on their faces painted by a spiritual leader. In the bottom photos, Thomas Moore (an anglicized name) changed from traditional First Nations dress to western dress and had his hair cut when he attended school.

(B) Compare the statement above with the statement below. Why might the government have made the statement below? Why might First Nations have protested against this statement? (p. 133)

- The government wanted to do away with the Treaties, which the First Nations considered sacred and essential to their survival.
- To First Nations, the Treaties were commitments that had to be honoured. They were binding on First Nations, so they should also be binding on Canada's government. The government did not seem to intend to stop using First Nations land for colonization and for people living in the country of Canada, so the government should keep its commitments in exchange for this.
- Canada's government felt that the Treaties were a block to prevent the parties from moving forward. The government felt that it was just as easy to scrap the Treaties through legislation and come up with something better. The government seemed to have no concept of how strongly First Nations felt that government must keep its commitments to them.

(TC) In what way is this march an expression of democratic rights? In what way does it affirm the identity of the marchers and their citizenship in Canada? (p. 135)

- Peaceful assembly is a right guaranteed by the Charter.
- The traditional clothing and headdresses clearly identify First Nations. The messages on the signs signify that the Canadian government, and therefore the country of Canada has broken its promises about honouring Treaty rights.

(TC) How could you find out the position of Canada's current government on Treaty rights? (p. 135)

- Check websites on the Internet, such as Indian and Northern Affairs Canada.
- Check with your Member of Parliament.
- Check with a member of the Assembly of First Nations or from a specific First Nation for their perspective.
- Read news articles and see newscasts on the Internet. Visit websites of news and government organizations and First Nations, such as CBC, CPAC, APTN, and the AFN.

Connect to the Big Ideas (p. 137)

1a. Affirms First Nations identity—The *Indian Act* affirmed their collective rights. *Note:* Here is some background information, for clarification:

- While the *Indian Act* implements Treaties to some extent, there are treaty rights established through Section 35 of the *Constitution Act* 1867 that are not defined or implemented through the *Indian Act*. Treaty rights and the *Indian Act* are NOT co-extensive, even if in practice on the prairies, there is a great deal of overlap between the two. Conceptually and at law, the rights stemming from the *Indian Act* and Treaties are very different.

- The *Indian Act* does not have full definitional control of who receives treaty benefits administered through the act when a First Nation has taken control of their membership list.
 - INAC provides the following information on its website:
Your rights as an individual Treaty Indian depend on the precise terms and conditions of your First Nation’s Treaty. A person is entitled to annual treaty payments if he/she is:
a Registered Status Indian; and
a member of, or affiliated with, a treaty band.
 - Note the dual requirement: A Treaty Indian is not necessarily the same as a Status Indian and vice versa. Bands who have taken up the option provided under the *Indian Act* since 1985 to control their membership lists do have some say in regards to who is a Treaty Indian and therefore eligible for various benefits flowing from Treaties. However, it is absolutely true that this control is incomplete, as many problems continue to plague the rules around Status (see the 2007 B.C. Supreme Court decision in *McIvor* in this regard).

1b. Challenges First Nations identity—The *Indian Act* challenges their collective rights by pointing to the status rules that define who is an Indian for the purposes of government benefits and services, and not to Treaty rights. The *Indian Act* continues to cause some interference with self-determination on the part of First Nations.

2. For views of First Nations, you can look up newspaper stories and check the websites of the Assembly of First Nations and individual First Nations.



Assembly of
First Nations
FirstNation.ca

(B) Read the chart carefully. How do the questions relate to the perspective of Treaty 8 First Nations today? Choose one question and describe a connection. (p. 140)

- Canada’s government does not see the Treaty as a nation-to-nation agreement and has not kept its commitment on Treaty rights.
- Question 3—In the past, Canada’s government could be seen to have demonstrated a position that First Nations were in need of guidance and support, and that it would potentially be better for everyone if they were assimilated with the rest of Canada. That position appears to be changing (e.g., ongoing attempts to resolve outstanding land claims; the apology in 2008 for the imposition of residential schools).

Connect to the Big Ideas (p. 142)

1. The majority of people in Alberta speak English as their first language and/or as the language predominantly used in the public space and in the provincial government (2008); this makes Francophone peoples who generally speak French as a first language considered to be living in a minority setting in Alberta. This is similar to English-speaking peoples living in a minority setting in Québec, where the majority of the people speak French as a first language and are Francophone.

2. Responses may include:

Community	Challenges	Opportunities
Francophones in Saint-Isidore, Alberta	Maintaining a Francophone identity and French language in an English-speaking province	Helping Canadians of other backgrounds and perspectives to learn more about Francophone history, identity and origins in Alberta and Canada
Anglophones in Québec	Maintaining their own cultural identity and English language in a French-speaking province	Helping Canadians of other backgrounds and perspectives to learn more about their history and origins in Québec as a part of Canada

(B) How do Rachel’s rights as a Francophone affect her quality of life? (p. 143)

Her official language rights under the Charter enhance her quality of life by affirming her language, culture and identity, supporting her ability to do such things as the following:

- She can attend a Francophone school, which helps her to maintain her language and culture and affirm her Francophone identity.
- She can use her language in federal government departments across the country and in all federal courts that recognize this bilingual history as part of Canada.

(B) How does Rachel represent the concerns of a minority-language speaker? (p. 143)

- She worries about losing her French because in Alberta, just about everyone else speaks English—as they do in most of the rest of Canada. She may end up speaking more English than French.
- If she marries and has a family, she wants to be able to pass on French language, culture and identity to her children.

(B) How does Devin represent the concerns of a minority-language speaker? (p. 144)

- Because his first language is English, Devin feels it is really important to be educated at an English-language school.
- Devin doesn’t worry about losing his identity. In fact, he says that living in a predominantly Francophone society makes his Anglophone identity stronger.
- He says that buying everyday stuff at the store, or playing baseball, he has to speak French because that’s what everyone else speaks. It doesn’t seem to be a problem for him because he is bilingual.

How do the collective rights of Francophones reflect and affirm their history? (p. 145)

- The French were among the first Europeans in North America. They established settlements in the 1600s and developed relationships with First Nations during the fur trade.

- As far back as 1774, the English acknowledged Francophone rights to their language and identity.
- The *BNA Act* of 1867, the *Official Languages Act* of 1969, and 1982's Charter of Rights and Freedoms each confirm the unique place of French as a part of the country of Canada's bilingual foundations.

How do you believe life in Canada would be different today if this commitment (to rights affirming Francophone and Anglophone identity) had not been made in 1867? (p. 146)

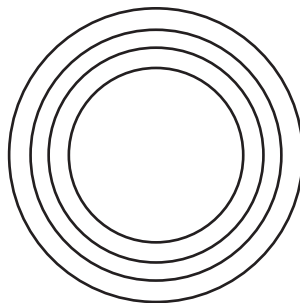
- Canada could have become mainly English-speaking federally, instead of bilingual, and Francophones could have been assimilated.
- Francophones and Anglophones may not have reached an agreement, and what is now Canada might have looked very different. For example, it could have been taken over by the United States.

(B) What effect do you think the laws described on this page would have on a minority-language group? (p.147)

- They might make them feel as if their government viewed them as less than full and equal citizens.
- It might make it more challenging to affirm and maintain their culture and language.

Connect to the Big Ideas (p. 148)

1. Language is closely related to culture and is a very important aspect of a person's identity. Students' diagrams will vary. For example, a student may propose that identity is a way of seeing and being in the world, and is like the layers of an onion.



- Outer layer — Humanity
- Layer 2 — Citizenship
- Layer 3 — Language
- Layer 4 — Community
- Layer 5 — Cultural/ethnic background(s)
- Layer 6 — Religion
- Layer 7 — Gender
- Layer 8 — Age
- Layer 9 — Interests
- And so on...

2. The Charter is effective in ensuring that Francophones in minority settings can send their children to Francophone schools with Francophone school boards, as long as the numbers warrant it.
3. Provincial governments are responsible for education and must support the education rights of official language minorities according to the Charter. These rights have been challenged over time but have been supported historically in legislation such as the following:
 - 1774—Britain passed the *Québec Act*, which recognized the rights of Francophones to their language and identity.

- 1867—Canada became a country and the *BNA Act* confirmed that it is bilingual.
 - 1982—The Charter established the right of official language minorities to education in their language.
4. Go online to check this information. For example, check to see whether Aboriginal languages are recognized by some provinces/territories, and if so, which languages and which provinces/territories.

(CTC) How does official bilingualism help create a society in which all Canadians belong? (p. 149)

- One reason: It's a policy endorsed by the federal government and given a mandate by all Canadians through their elected representatives; it is also supported by the constitution regarding official languages.
- Official bilingualism encourages Canadians, whether Anglophone or Francophone, to celebrate their language, culture and identity wherever they live in Canada.
- Pluralism in Canada is enhanced by official bilingualism. Bilingualism gives Canada a unique flavour where neither language nor culture is merged with the other but where both have the chance to thrive.

(CTC) In what way is asserting collective rights an act of citizenship? In what way does it build a society in which people of different identities and perspectives can belong? (p. 149)

- By asserting collective rights, you show that you understand the rights of citizens in Canada and that you will participate actively as a citizen in society to access and exercise your rights.
- It makes it easier for people of different identities and perspectives to belong, even if they are living in a minority setting in the community.
- It says that Canada appreciates the benefits of pluralism—that we gain a great deal from the contributions of many peoples, including First Peoples and Francophone and Anglophone peoples.
- As a country, Canada can show others that a bilingual country can work peacefully and respectfully together, and that we can be proud of our history and how it contributes to our citizenship and identity.

Why might Canadians have different perspectives on what this sign represents about affirming Francophone identity in Québec? (p. 150)

- Depending on your identity and location in Canada (e.g., living in western, eastern or northern Canada), you may or may not be aware of what it is like to live as a member of the majority or of the minority in a province or territory in Canada. Your perspective on what this sign represents may be affected by having never lived in a setting such as Québec, where French is the first language of most peoples and is an urban setting such as this one on the east coast with a fairly large population. A person's understanding of affirming Francophone identity

may also be impacted by whether they have any experience with Francophone people beyond news media stories, which are often about contentious issues and can sometimes create misunderstanding if not reported in a balanced and contextual way.

- English speakers might find it cumbersome that the French directions come first.
- French speakers might be upset because they believe the sign should be only in French (just as English-only signs prevail in many other parts of the country), or the French sign should be larger in accordance with Québec laws.
- Québec has the right to list the French directions first, according to the Supreme Court.

Connect to the Big Ideas (p. 151)

1. A search of the government of Canada website will show that the individual responsibilities of all Canadians include aspects such as:

- To obey Canada's laws;
- To vote in elections;
- To express opinions freely while respecting the rights and freedoms of others;
- To help others in the community;
- To care for and protect our heritage and environment; and
- To eliminate discrimination and injustice.

Therefore, the collective rights of official language groups affect my individual responsibilities as a citizen of Canada because:

- I need to respect their Charter rights when I express my opinions.
- I need to help eliminate discrimination against these groups.
- I need to be informed and supportive of the issues that affect official language groups in my community.
- I need to understand that the Charter also provides rights to me to receive federally provided services in either English or in French.

2. Coderre suggests that the responsibilities of citizenship include:

- Being full participants in the issues facing the country.
- Protecting who you are and adding your identity to Canada.

3. Some Francophones living in Québec might have a different perspective than Coderre about the Charter because they see themselves as an independent nation within Canada, in addition to being an official language group.

4. Students' editorials may include the following ways that collective rights affect quality of life:

- Students can attend school in their first language.
- Minority-language groups can maintain their culture and language.
- People can access government services in their first language.

- Minority-language groups can develop in other realms such as business, education, art and sports.

(B) According to Denis Coderre, how do collective rights affect quality of life for everyone in Canada? (p. 151)

- Canadians can share different cultures and each person is a first-class citizen, regardless of language group.
- Collective rights enhance open-mindedness toward others.
- Collective rights allow us to appreciate and express greater creativity.
- Collective rights encourage us to embrace differences and learn from them.
- With the support of collective rights, we possess a stronger ability to solve problems.

(TC) To what extent does the Charter affect Denis Coderre’s quality of life? (p. 151)

- Denis Coderre can use his language to celebrate his differences and still be seen as an equal, not an outsider.
- The collective rights in the Charter mean that as Francophones, we do not have to submerge our identity. Instead we can add it to that special place Canada has created to celebrate our differences.

(CTC) How does understanding the complexity of views and perspectives about Louis Riel connect to citizenship in Canada today? (p. 154)

- Louis Riel said that both the Métis and Francophones had what we interpret today as collective rights.
- The Métis were Aboriginal peoples entitled to land claims.
- The Canadian government in the 1880s wanted to move settlers into western Canada. They ignored or failed to take into account the rights of First Nations and Métis. Louis Riel was determined to uphold these rights and petitioned the Canadian government to respect Métis lands in Saskatchewan.
- The petitions failed and armed conflict ensued between Riel’s Northwest Resistance and Canada’s government.
- Canada and members of Francophone and Métis communities now honour Louis Riel for his courage in supporting the collective rights of the Métis as foundational members of this country.

(B) How does the information on this page demonstrate that the Métis have diverse perspectives? What other examples of differences in views and perspectives can you find in this section? (p. 155)

- It could be interpreted that governments assumed that over time the Métis would be assimilated into the general population and there would be no need for settlements.

- Some Métis lobbied for settlements, and eight remain in Alberta.
- The Métis used the settlements for farming, and hunting and fishing. In 1990 the eight settlements were permanently given to the Métis by the Alberta government, along with recognition of self-government.

(B) How do these events reflect the Métis struggle to gain collective rights? How do they reflect changes in the view of Canada’s government regarding Métis collective rights? (p. 156)

- Initially, the Métis were not included as Aboriginal peoples in the negotiations toward recognition of the collective rights of Aboriginal peoples in the constitutional amendments or patriation of 1982. It took extensive lobbying for recognition of these rights before the Métis were included in Section 35 of the Charter.
- Canada’s government has been more open to working with the Métis in recent years. In May 2005, Canada’s government and the Métis Nation signed the Canada-Métis Nation Framework Agreement. Its purpose was to *“identify and implement initiatives that will help improve the quality of life of Métis people within Canada, to build the capacity of the Métis National Council, and to develop a manageable negotiation and discussion processes, as appropriate, that will address Aboriginal rights and issues of the Métis.”*
- The status of the Métis with respect to the federal power over Indians and Indian Lands under s. 91(24) of the *Constitution Act, 1867* remains unclear (as of September 2008).

(B) How does the recognition of the right to land affirm the collective identity of the Métis? (p. 157)

- Having ownership of the land gives permanence to the Aboriginal group and is the basis for many Aboriginal rights. Having the ownership gives them a say in how the land is to be developed.
- Ownership of the land has led to an agreement with the government of Alberta to develop oil and gas resources on that land leading to potential revenue sources and employment
- As owners of the land and partners in its resource development, the government recognizes that the Métis, as Aboriginal people, have collective rights and must be consulted on matters that concern them.

(CTC) What view of Métis collective rights does the Alberta government’s 2007 decision about harvesting rights reflect? (p. 158)

- In 2003, the Supreme Court of Canada confirmed that Métis people have harvesting rights that are protected by Section 35 of the Charter of Rights and Freedoms. Alberta’s concern was that under the Interim Métis Hunting Agreement (IMHA), the Métis could hunt anything, anytime, anywhere. Alberta wanted a negotiated agreement in terms of sustainable development that recognized the need for conservation of Alberta’s fish and wildlife.

- Alberta does not dispute the collective rights of the Métis but believes they should work collaboratively to come up with an agreement that works both for the Métis and for wildlife preservation. Negotiations have been held but no agreement has been reached as of yet (September 2008).
- At this time, the Alberta government will respect the Powley decision and fish and wildlife officers will allow anyone claiming exemption under Métis harvester status to prove that claim.

Note: The impact of section 35 on Métis organizations. The Powley decision has caused Métis to develop their own internal discussions and attempts to regulate who is Métis for the purposes of the rights recognized through Powley. These initiatives are ongoing.

Connect to the Big Ideas (p. 158)

1. The Charter is likely the most important piece of legislation that recognizes Métis rights because it applies to all provinces and territories.
2. The question asks students to “consider an example from today,” so no sample answers are possible.

(CTC) Why might the Métis organizations described on this page have different perspectives on Métis collective rights? (p. 159)

The Métis Nation of Canada (MNC) represents the Métis Nation nationally and internationally. It receives its mandate and direction from the democratically elected leadership of the Métis Nation’s governments from Ontario westward. Their perspective is a national one. The following quote is from their website in their development of a Constitution for the Métis Nation of Canada.

Successful court cases recognizing the existence of the Métis people and our Aboriginal rights, on-going political lobbying, the adoption of a national definition for citizenship within the Métis Nation and the expansion of Métis control over socio-economic programs and services delivered to our people all positively contribute to our nation’s self-government agenda. (Source: Métis Nation of Canada website)

- The Métis Nation of Alberta (MNA) looks at the broad national and provincial picture of Métis rights, which includes Métis members wherever they live. To quote from its website:

To promote and facilitate the advancement of Métis people through the pursuit of self-reliance, self-determination and self-management. (Source: Metis Nation of Alberta website.)

- The Métis Settlements General Council (MSGC), according to its website, is the political and administrative body for the collective interests of the Métis Settlements. The MSGC is a proactive government that helps develop, implement, and distribute programs and services to the eight Alberta settlements. It therefore could be seen to have more local Alberta focus than the MNC or the MNA.

(B) Why are the collective rights of the Métis important to Audrey Poitras and Gerald Cunningham? (p. 159)

- The federal and provincial governments must recognize the Métis and treat them fairly.
- The Métis sense of identity is supported by the collective rights in the Charter.
- Audrey Poitras is interested in honouring her history and identity and is related to Gabriel Dumont, a historical leader who fought for the rights of the Métis.
- Many citizens are proud of their Métis heritage, as reflected in the 2006 census. According to Statistics Canada, those who identified themselves as Métis almost doubled in number between 1996 and 2006 to an estimated 389 785. Gerald Cunningham is very proud that more people are coming forward to claim their Métis heritage.