

Chapter One

How effectively does Canada's federal political system govern Canada for all Canadians?

CHAPTER OVERVIEW

In Chapter 1, students explore and evaluate issues related to governance, power and authority, government representation and decision making, and individual and collective citizenship and identity. Through readings and related activities, students build on their understanding and appreciation of Canada's federal political system.

Teachers can use the student book as a primary source to help students research, evaluate, develop and communicate an informed response to the chapter issue question, *"How effectively does Canada's federal political system govern Canada for all Canadians?"* The focus questions, key questions and activities will guide this inquiry. The sources in the student book will help students prepare a speech for the chapter task.

Through the readings and related activities in the teaching resource and student book, students do the following:

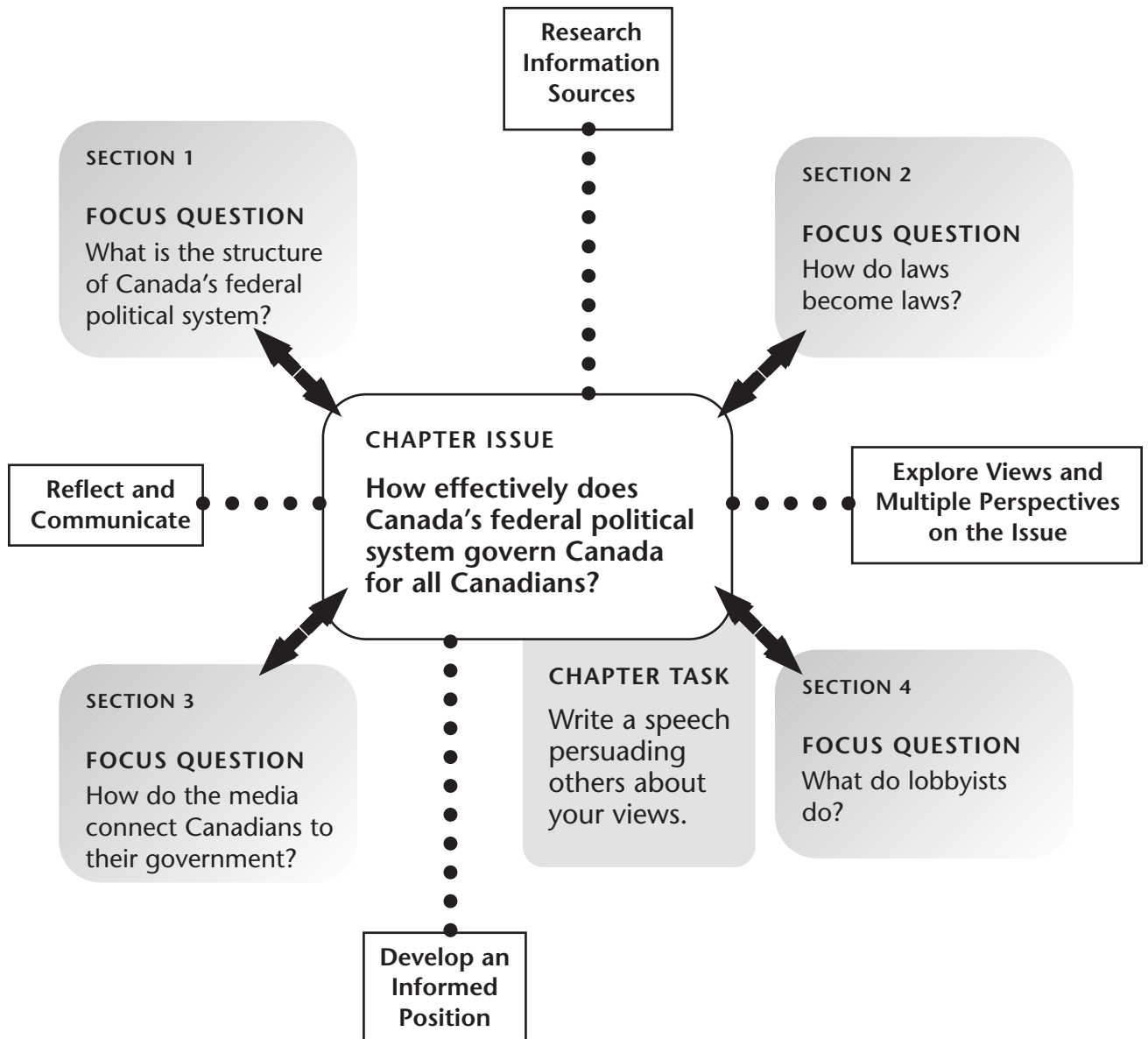
- They evaluate ideas, information and positions from multiple perspectives, while exploring how governance impacts individual and collective citizenship and identity.
- They learn to detect bias when analyzing sources related to governance.
- They interpret maps and graphs that illustrate information about the structure, role and function of the federal political system.
- They research and develop an informed position, supported by evidence, in response to the chapter issue and chapter task.
- They respect the needs and perspectives of others in group discussions.
- They persuasively communicate an informed position supported by research and evidence, through oral and written reports.
- They analyze the media's role in communicating government actions and current affairs issues.

CONSIDERATIONS AND CAUTIONS

There is an error on page 33 of the student book. The number of seats in the house should read 308, not 208.

CURRICULUM OUTCOME CORRELATION CHART	
Values and Attitudes	
9.1.2	appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
9.1.3	appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
Knowledge and Understanding	
9.1.4	examine the structure of Canada’s federal political system by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • How are laws passed in the federal political system? (PADM) • What is the relationship between the executive, legislative and judicial branches of Canada’s federal political system? (PADM) • What processes are used to determine Members of Parliament (MPs) and Senators? (PADM) • To whom are Members of Parliament and Senators accountable? (PADM, C) • What is the role of political parties within Canada’s federal political system? (PADM, C) • What is the role of the media in relation to political issues? (PADM, C) • How do lobby groups impact government decision making? (PADM, C) • To what extent do political and legislative processes meet the needs of all Canadians?
9.2.3	appreciate the impact of government decision making on quality of life
9.2.5	critically assess the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • What are the indicators of quality of life? (PADM, ER)
Skills and Processes	
See the detailed skills and processes chart on pages 22–24 of the Overview in this teaching resource. Choose the skills you wish to emphasize for each chapter.	
Grade 9 Benchmark Skills—see the detailed Benchmark Skills chart on page 30 of the Overview in this teaching resource	
9.S.1	Critical Thinking and Creative Thinking <ul style="list-style-type: none"> • Determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue.
9.S.8	Oral, Written and Visual Literacy <ul style="list-style-type: none"> • Communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking into consideration particular audiences and purposes.

CHAPTER INQUIRY AT A GLANCE



SUGGESTED LESSON SEQUENCE

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
CHAPTER OPENER ACTIVITIES					
Introduction	Page 16	1–2 periods		Handout 1–1: Teacher Assessment Checklist for Student Learning: Knowledge and Understanding Handout 1–2: Teacher Assessment Checklist for Student Learning: Skills and Processes	Teacher Backgrounder B–3: Canada’s Federal Political System
Introduce the Chapter Issue	Page 16	1 period	Handout G–1: Exploring the Chapter Issue		Skills Centre, page 340: Setting and Using Criteria
Chapter Opener Visual	Pages 16–17	1 period			Skills Centre, page 340: Drawing Conclusions
Exploring the Questions	Page 17	Ongoing	Handout G–3: Learning Log		
Explore the Vocabulary	Pages 16, 24, 27, 29, 30, 31, 35, 39, 44, 47, 49	Ongoing	Markers, variety of coloured paper, scissors, chart paper		
INTRODUCE THE CHAPTER TASK					
Setting Up the Task	Pages 18–19	1 period and ongoing	Handout 1–4: Chapter 1 Task: Let’s get started!	Handout 1–3: Self-Assessment Checklist: Persuasive Communication	
Researching the Task	Pages 36–37	Ongoing			
Creating and Reflecting on the Task	Page 54	3–5 periods	Handout 1–6: Organizer for Writing a Persuasive Speech	Handout 1–5: Assessment Rubric: Chapter 1 Task: Write a Persuasive Speech Handout 1–7: Reflecting on the Task	

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
SECTION 1: WHAT IS THE STRUCTURE OF CANADA'S FEDERAL POLITICAL SYSTEM?					
SETTING UP THE SECTION Getting Started Working with the Comic	Page 20	1 period	Handout 1–8: What is the structure of Canada's political system?		Teacher Backgrounder B–1: Canada's Constitution
EXPLORING THE SECTION					
What does the executive branch do?					
Exploring the Questions	Pages 24–25	1 period	Chart paper, markers		
Extending the Learning		1 period			
Connect to the Big Ideas	Page 25	1–2 periods			
What does the legislative branch do?					
The House of Commons	Page 27	3–5 periods			
Extending the Learning	Page 27	1 period			
Exploring the Questions	Page 28	1 period			Skills Centre, page 372: Tips for Roundtable Discussions Teacher Backgrounder B–5: Majority and Minority Governments
The Role of MPs	Page 29	1 period			Skills Centre, page 369: Conducting Interviews
Canada's Electoral Process	Pages 29–30	1–2 periods	Handout 1–9: The ABC's of the Electoral Process		Skills Centre, page 348: Interpreting and Constructing Charts and Graphs Teacher Backgrounder B–4: The Electoral Process
Spot and Respond to the Issue	Page 30	1 period			Skills Centre, page 340: Drawing Conclusions Skills Centre, page 369: Conducting Surveys
The Senate	Page 31	1 period			Skills Centre, page 371: Tips for Writing Emails

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
What does the legislative branch do?					
The Role of Senators	Page 32	1 period			
Representation	Page 33	1 period			Teacher Backgrounder B-5: Majority and Minority Governments
Connect to the Big Ideas	Page 33	1–2 periods	Handout 1–10: Branching Diagram		
What does the judicial branch do?					
Exploring the Question	Page 35	1 period			Teacher Backgrounder B-6: The Supreme Court
LOOKING BACK ON THE SECTION		1 period		Evaluate student's One-Minute Essay	
SECTION 2: HOW DO LAWS BECOME LAWS?					
SETTING UP THE SECTION Getting Started	Page 38	1 period	One-Minute Essay		
EXPLORING THE SECTION					
Case Study: The Federal Accountability Act	Pages 39–41	1–2 periods			Teacher Backgrounder B-7: The Federal Accountability Act
Exploring the Questions	Page 39	1 period			
What steps did the FAA go through?	Pages 40–41	1–2 periods	Handout G-5: Class Discussion Notes		
Profile of a Parliamentary Page	Page 43	1 period			
What voice do First Nations, Métis and Inuit peoples need?	Page 44	1 period	Handout 1–11: The Federal Accountability Act		Teacher Backgrounder B-22: Protocol for First Nations, Métis and Inuit Elders
Bills! Bills! Bills!	Page 45	1 period	Chart paper, markers		
LOOKING BACK ON THE SECTION		1–2 periods			

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
SECTION 3: HOW DO THE MEDIA CONNECT CANADIANS TO THEIR GOVERNMENT?					
SETTING UP THE SECTION Getting Started	Page 46	1 period	Chart paper, markers		
EXPLORING THE SECTION					
Meet the Press	Pages 47–48	2 periods			
How to Detect Bias	Page 49	1–2 periods	Handout 1–12: Law to Fix Election Dates	Handout 1–13: Assessment Rubric: Detecting Bias	
LOOKING BACK ON THE SECTION		3–5 periods			
SECTION 4: WHAT DO LOBBYISTS DO?					
SETTING UP THE SECTION Getting Started	Page 51	2 periods			
EXPLORING THE SECTION					
How do lobbyists see their role?	Pages 52–53	1–2 periods			
LOOKING BACK ON THE SECTION		3–5 periods			
CHAPTER 1 REVIEW					
Summarize the Big Ideas		1 period			Skills Centre, page 364: Organizing Information
Chapter Review Activities	Page 55	2–4 periods		Handout G–6: Assessment Rubric Template	

ADDITIONAL COMMENTS

- The instructional time for each lesson is an estimate based on a 50-minute period.
- Choose from suggested activities, making decisions based on the needs of students; teachers do not need to attempt every activity in order to complete the outcomes from the program of studies.
- Refer to the Curriculum Congruence Chart on pages 18–21 in this teaching resource for a complete list of general and specific outcomes for this chapter.
- Suggested student responses to the blue, Critical Thinking Challenge, Think Critically, and Connect to the Big Ideas questions can be found in the Appendix on page 369.
- Check out the “[Links@Nelson](#)” Student and Teacher Centres at the Nelson website for resources to support the chapter activities. The site includes modifiable versions of all the handouts.

- Activities in the teacher notes in each chapter walk you through one way of approaching teaching the contents of the student book. The simulations provide alternate teaching activities designed to help apply the learning from the two general outcomes and issues from the Grade 9 program of studies.

CHAPTER OPENER ACTIVITIES

SECTION OVERVIEW

The Chapter Opener introduces the key concepts of governance, which will be explored in the first five chapters. Teachers can use the section to activate students' prior knowledge about the federal political system. Choose one or all of the activities depending on the needs and abilities of your students.

Introduction (Page 16)

- Introduce the big ideas of the chapter by exploring the underlying concepts of governance: power, authority and decision making when representing individuals and groups. Divide students into informal groups of three to four. In their groups, students skim and scan local and national newspapers for pictures, headlines or stories related to government actions. They can later add these to their Current Affairs File.
- Students can clip out the examples or list them in their notebooks. Have them consider:
 - What decision does the example suggest?
 - Who had the power to make the decision?
 - How do you think the decision was made in each situation? Who was involved?
 - What individuals and/or collectives were affected by the decision?
 - In your opinion, was the decision effective for all Canadians?
- Have students write down their responses for each example. Teachers can rotate through the room, coaching, answering questions and clarifying information. Then, invite one person from each group to choose one or two examples to share with the class.
- Explain that in each example the government made a decision on behalf of citizens. The role and responsibility of the federal government is to represent citizens and make decisions on their behalf for the common good of all Canadians. Further explain that this is what governments do: they govern—they make decisions and put them into action.

Introduce the Chapter Issue (Page 16)

- Refer students to the chapter issue question, *“How effectively does Canada’s federal political system govern Canada for all Canadians?”* As students work through the chapter, they research and collect ideas, facts and evidence to develop an informed position on this issue. Introduce the chart on **Handout G-1** to help them organize their research as they work through the chapter.

ASSESSMENT OPPORTUNITY

Conduct ongoing assessment for learning as students work through the chapter. Use the checklists on **Handout 1-1** and **Handout 1-2**. You may also choose to create student-friendly self-assessment versions of the forms to involve students in their own assessment. Conference with students to discuss areas of strength and areas to improve upon.

- For the chapter issue, students evaluate how effectively the branches of government work together to represent individuals and collectives. They consider how government involves Canadians in the decision-making process, and how citizens can take action in communicating their needs to government representatives. As they work through the chapter, they also look for different views and perspectives expressed by individuals and groups on the effectiveness of government.
- Choose a strategy for **grouping students** found on page 49 of this teaching resource. Students can work in small groups to follow the steps outlined in the **Skills Centre** on page 340 to develop criteria they will use to evaluate the effectiveness of the federal political system. Students can use these questions to begin their brainstorming: What factors are needed to govern effectively? How should individuals and collectives be represented? What would you look for? Here are some criteria they might use in their responses:
 - Do individuals and collective groups have opportunities to participate in government decision making?
 - Are Canada’s diverse groups and minorities properly represented in government?
 - Are government members accountable to citizens?
 - Are citizens from all regions of Canada equally represented?
- At the end of the chapter, students reflect on the information they have gathered, summarize their position supported by evidence, and choose a presentation format found on pages 31–32 of this teaching resource to communicate it with others. Students can refer to the student book on pages 12–13 for a model of how to develop an informed response to an issue.

Chapter Opener Visual (Pages 16–17)

- Have students analyze the photographs by asking, “What evidence can you identify that governance in Canada has changed since 1867?”
- Have them consider what individuals and groups are represented and/or missing, and what the photographs imply about how Canadians are represented. Students may observe that government today represents more diversity and pluralism than in the past, and they might speculate on future improvements in this area.
- Students can conduct more in-depth research comparing government representation over time and how this has impacted its effectiveness. In pairs or small groups, students can create and share a visual or musical rap illustrating their conclusions.

Exploring the Questions (Page 17)

- Use a **Think-Pair-Share** (see page 49 of this teaching resource) strategy to explore the Critical Thinking Challenge question on page 17. First, students think about the question on their own, and write responses in their notebooks. Then, they share their responses with a partner.

LINKS@NELSON

Canadian Heritage—
Canadians and their
Government
How Canadians Govern
Themselves



TIP FOR DIFFERENTIATED INSTRUCTION

Teachers can use page 340 of the Skills Centre to help students who require extra assistance in learning how to draw conclusions from information.

Have students share understandings using a variety of technological tools such as blogs, video conferencing or email.

**CRITICAL
THINKING
CHALLENGE**

To what extent might the different experiences of the Canadians on this page affect their views or perspectives?

- Students may conclude that different experiences shape our individual and collective identities, and these in turn affect the way we respond to issues. Governments must also consider people’s individual and collective identities in order to meet the needs of all citizens.
- Students can continue to respond to the blue questions and Critical Thinking Challenge questions in the chapter as part of an ongoing journal and reflection (refer to **Handout G–3**). They can use the information, views and perspectives they gather to develop an informed response to the chapter issue.

Explore the Vocabulary (Pages 16, 24, 27, 29, 30, 31, 35, 39, 44, 47, 49)

- Have students work in pairs or groups of three to create a **Word Wall** (see page 39 of this teaching resource) of the key terms in the chapter. Brainstorm easy ways to display the words (e.g., as folded greeting cards with the definitions inside, or as a list on chart paper). Display the Word Wall so that students can refer to the key terms as they work through the chapter.

**CONSIDERATIONS AND
CAUTIONS**

The chapter task provides an alternative approach to achieving the outcomes of the program of studies. Consider these options for introducing the task:

- Introduce the Your Task and Let’s get started! pages, work through the readings and related chapter activities, and then pause to revisit the task as Task Alerts are introduced.
- Introduce the Your Task and all the Task Alerts up front so that students get an overall picture of the expectations and activities.
- Assign the task as an independent learning project, either in place of the chapter issue or alongside chapter activities.

INTRODUCE THE CHAPTER TASK**SETTING UP THE TASK**

In completing the Chapter 1 task, students will demonstrate their understanding and appreciation of governance in Canada and how effectively the political system responds to issues. They will research, develop and communicate speeches in response to the chapter task question, *“As Canada’s prime minister, how would you respond to what you believe is the most important issue about government today?”*

Their speeches should display the following:

- Knowledge of how the three branches of government work to respond to issues.
- Understanding of how the political system involves citizens in decision making.
- Facts and reasons supporting their judgements.

Introduce the Task (Page 18)

- Tell students that they will complete a task in each chapter, to show the skills and knowledge they have learned. Explain that reading about the task at the beginning of the chapter will help them know what information to watch for as they work through the chapter.
- Have students read Your Task on page 18, individually, in pairs, or as a class. Answer any questions they may have about the goals of the task.
- Introduce **Handout 1–3** to help students self-assess the skills required for the task. Before students begin the task, invite them to evaluate how they currently use and apply each of the skills. Have them compare their reflections in pairs or small groups. At the end of the task, have them refer back to the handout to reflect on how the task helped them use and develop these skills.

Let's get started! (Page 19)

- Students read *Let's get started!* on page 19 individually, in pairs or as a group.
- Introduce **Handout 1–4**, which includes a template of the chart found on page 19. As students work through the chapter, they will collect government issues that provide challenges and/or opportunities for Canadians, their citizenship and their identity.
- Students write their examples in the chart as they work through the chapter. Later, they complete the questions at the bottom of the chart and choose one issue as the focus for their speeches.
- In their speeches, they should demonstrate their knowledge of the political system by explaining how they would use the three branches of government to respond to the issue.

RESEARCHING THE TASK

Task Alert! Steps to Persuasive Communication (Page 36)

- Use a **Circle of Knowledge** (see page 50 of this teaching resource) strategy to introduce the skill of persuasive communication. In their groups, students brainstorm a list of effective persuasive communication techniques. If necessary, prompt them by asking, “Can you think of a time you tried to persuade someone to accept one of your ideas, or let you do something you wanted to do? What did you do or say to be most persuasive?” Then, have each group choose its top three strategies and present them to the class.

Practise the Skill (Page 37)

- In pairs, students read **Try this!** on page 37 and tackle the suggested activity explained at the top of the page. Have them choose one of the ideas off their list, and discuss how best to present it persuasively, using the steps outlined in the student book. After giving them time to prepare, have the pairs try out their arguments in front of the class. Afterwards, discuss the ways students will apply this skill for the chapter task.

CREATING AND REFLECTING ON THE TASK

Task Alert! Wrapping Up Your Task (Page 54)

- Students refer back to **Handout 1–4** (which they began on page 19) to wrap up their task. Using their notes, students formulate a position on the chapter task question: ***“As Canada’s prime minister, how would you respond to what you believe is the most important issue about government today?”***
- Give them time to summarize the information in their charts, compile their evidence and express their positions using the questions at the bottom of the handout. Students can share their positions with the class or in small groups to get feedback.

TIP FOR DIFFERENTIATED INSTRUCTION

It may be too early in the school year for some students to complete a chapter task as well as an assortment of chapter activities. Assess the readiness of each student, and adjust the instructions and assign the task accordingly. For students who are not ready, begin by using the *Your Task and Let's get started!* pages as a springboard for discussing the chapter's key concept.

TIP FOR DIFFERENTIATED INSTRUCTION

More advanced students may not need as much modelling and practice. They can be fast-forwarded through the activity.

TIP FOR DIFFERENTIATED INSTRUCTION

Students who have challenges with writing can write their speeches in point form and/or on the computer. These students may benefit from less editing/drafting, and more focus on the clarity of their main ideas.

CONSIDERATIONS AND CAUTIONS

Consider having students present their speeches in a contest format. First, discuss the benefits and disadvantages of this approach. Some students are strongly motivated by competition. Others find competitions intimidating and discouraging. They can also turn into popularity contests unless students keep the assessment criteria firmly in mind. Use your best judgement in deciding whether or not to use a contest.

Creating the Product (Page 54)

- Brainstorm characteristics of an effective, persuasive speech (e.g., a strong position that clearly answers the question, effective organization, eye contact with the audience). For more ideas, students can refer to the Tips for Making a Powerful, Persuasive Speech on page 54 of the student book.
- Introduce **Handout 1–5**, which outlines the assessment criteria for the task.
- Introduce the organizer on **Handout 1–6** to help students write and organize a draft of their speech. Students can work in pairs or small groups to give feedback on each other’s ideas. Conference with students to provide feedback and check for understanding.
- Students should be prepared to edit and revise two or three drafts, taking feedback into consideration, before they achieve a final draft. They can choose to write the final draft on small cue cards, or electronically, using word processing or presentation software.

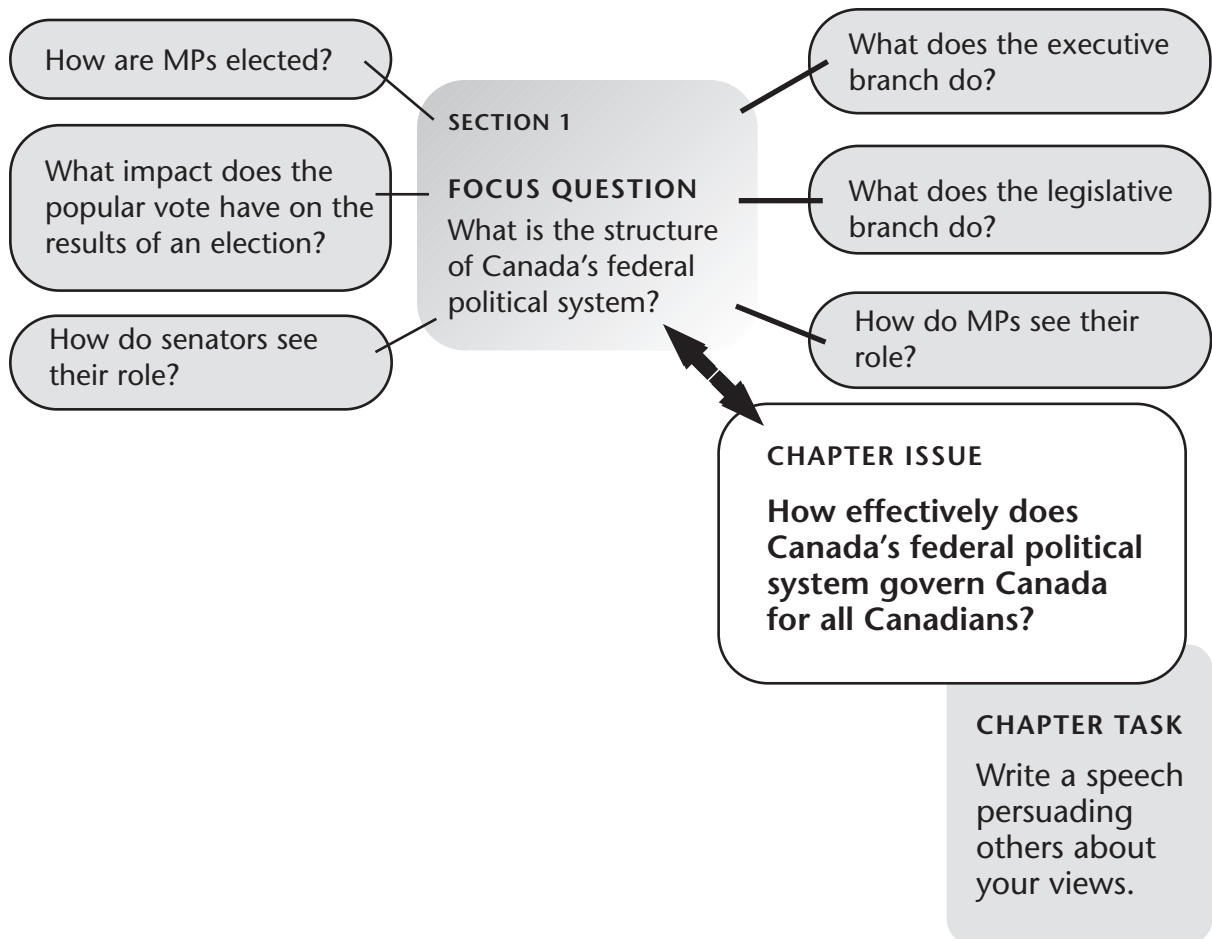
Sharing and Reflecting on the Task

- Give students time to rehearse their speeches. They can read them to each other in pairs, in small groups, or to the whole class. Students can videotape their speeches and watch them to evaluate their strengths and areas for improvement.
 - Afterwards, have students reflect on their task and set goals for learning using **Handout 1–7**. Students can also refer back to the self-assessment they began on **Handout 1–3** at the beginning of the task.
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SECTION 1—WHAT IS THE STRUCTURE OF CANADA’S FEDERAL POLITICAL SYSTEM?

SECTION OVERVIEW

In Section 1, students evaluate the role and function of the branches of the federal government and how they involve citizens in making decisions. Students gather information to support an informed position on the chapter issue by examining primary sources, such as interviews and quotes from government members describing their roles, graphs illustrating ideas about majority and minority governments, and maps related to the electoral process.



**TIP FOR DIFFERENTIATED INSTRUCTION**

Consider compacting the chapter's curriculum content for more advanced students. If students demonstrate extensive prior knowledge in their diagrams and discussions, you can fast-forward them by assigning some of the chapter activities or the chapter task as an **independent study** (see page 56 of this teaching resource).

CONSIDERATIONS AND CAUTIONS

Emphasize that Canada's constitution is supreme above all other branches of government. Explain that the constitution outlines our governance structure (i.e., constitutional monarchy with a parliamentary system based on Great Britain's), the Charter of Rights and Freedoms, separation of powers between the provinces/territories and the federal government, and ways for amending the constitution. Refer to **Teacher Backgrounder B1: Canada's Constitution** for more information.

SETTING UP THE SECTION (Page 20)**Getting Started (Page 20)**

- Begin by asking students to reflect on what they already know about the structure of the federal political system. In their notebooks, have students visualize and draw a diagram of the structure of the political system as they know it. Encourage them to include labels, symbols and lines branching out to show the complexities and connections between individuals and departments within the system. Then, have students pair up to compare their diagrams with the diagram of the federal political system on page 22. Explain that the diagram on page 22 illustrates some of the daily duties and functions of each branch.
- Conclude by discussing "What are you looking for?" on page 20. Introduce **Handout 1–8**, which contains questions and organizers to help students respond and take notes on the readings and related activities.

Working with the Comic (Pages 22–23, 26, and 34)

- Have students read the comic tour (pages 22, 23, 26 and 34) illustrating the role and function of the executive, legislative and judicial branches of government. Students can read the entire comic at once to gain an overview of the role and structure of the three branches, or they can read each section of the comic sequentially as they work through the chapter.
- Extend the learning by having students create their own comic strip showing their understanding of how the three branches of government work together to respond to an issue currently being debated in the media.

EXPLORING THE SECTION**WHAT DOES THE EXECUTIVE BRANCH DO? (Pages 23–25)****Exploring the Questions (Pages 24–25)**

- Use the Critical Thinking Challenge questions on pages 24–25 to explore the role of cabinet ministers and their portfolios. Begin by having students write their initial responses to the questions. After they conduct research, they will refer back to these responses for comparison.

**CRITICAL THINKING CHALLENGE**

What factors do you think the prime minister takes into account when appointing the members of cabinet?

**CRITICAL THINKING CHALLENGE**

As prime minister, how could you use cabinet positions to respond to issues about government that concern Canadians?

- Using chart paper and markers or the board, students brainstorm for qualities a person must have to become a minister (e.g., trustworthiness, knowledge of politics, fluency in both official languages, concern about people and communities). Students complete their lists and select their top five criteria.
- Next, using the criteria they developed, they research one or two current cabinet ministers to determine why they were selected for their portfolios. Have them explain whether they agree/disagree with the choice and why. Teachers may need to clarify for students that the cabinet is the body of ministers, called “cabinet ministers,” and the portfolio is the duties, tasks, and activities that each cabinet minister is responsible for.
- Students can conduct further research online or in print sources for articles or political cartoons that represent the minister’s statements and actions, and assess them according to the top five criteria they developed earlier. Afterwards, students might re-evaluate their initial responses to the questions, and change them or add to them based on their research.

Extending the Learning

- Students can demonstrate advanced computer research skills by investigating the role of the shadow cabinet, and using their findings to support an informed response to the chapter issue. Have them identify how a shadow cabinet contributes to government accountability and governance in Canada.

Connect to the Big Ideas (Page 25)

- Begin by having students use a **Read-Talk-Write** (see page 38 of this teaching resource) strategy to read and summarize main points about the role of the prime minister and cabinet on pages 24–25. Then, individually or in pairs, have them choose one of the Connect to the Big Ideas activities on page 25. Have them choose a presentation format on pages 31–32 of this teaching resource and present their ideas to the class.

WHAT DOES THE LEGISLATIVE BRANCH DO? (Pages 26–33)

The House of Commons (Page 27)

- Introduce the House of Commons by viewing a live television or recorded proceeding of Question Period on the Created by Cable for Canadians (CPAC) channel, or listening to a podcast downloaded from the CPAC website. Teachers can access the CPAC website to obtain a schedule of the proceedings and other related teaching materials.
- Using a **retrieval chart** (see page 46 of this teaching resource) students take notes and analyze the proceeding to determine the issues being debated, and how MPs, the opposition and other political parties respond to questions. Students can skim and scan the local newspapers or listen to/watch the news the next day to determine how much coverage the debate receives in the media.
- Students can create their own **podcasts** or **simulation** (see pages 54 and 56 of this teaching resource) of a House of Commons debate. They can choose an issue of concern to Canadians currently in the media or choose one of their own.

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Past and Present
Canadian Ministry
Canadian Editorial Cartoons

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Created by Cable for
Canadians (CPAC)

DIFFERENTIATED INSTRUCTION TIP

Some students may require a more pictorial representation of the federal political system. These students can create a class bulletin board, poster, or electronic drawing of the House of Commons showing where the prime minister, MPs and political parties and other key individuals sit. They can refer to it as they work through the chapter.



CRITICAL THINKING CHALLENGE

Who are the leaders of political parties in Canada today?

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Backgrounder on Political Parties

List of Registered Political Parties in Canada



Extending the Learning (Page 27)

- Use the Critical Thinking Challenge on page 27 to find out more about political parties and their leaders. Students can access the websites of different political parties to learn about their leaders and their goals. Students can compile their information in an **electronic database** (see page 54 of this teaching resource) or file folder that the class can use for further research throughout the year.

Exploring the Questions (Page 28)

- Use a **roundtable discussion** strategy to explore the Critical Thinking Challenge on page 28. Begin by having students read the page's description of the difference between a majority and minority government, and reasons why parties would want to work together.
- To support their position on the question, students can look for examples

in online or print news media of how the current government is working/not working with the opposition parties. They can also refer to the CPAC website to watch video feeds of MPs in scums explaining their position in response to other parties' challenges on the issues.

- Once students have completed and summarized their findings, arrange the student desks (if possible) in a circle. They can be arranged in small circles of four or five, or as a class. Then, students take turns sharing their positions.

CONSIDERATIONS AND CAUTIONS

Refer to page 372 of the Skills Centre for ideas on conducting roundtable discussions with students.

The Role of MPs (Page 29)

- Have students compare the quotes by Gary Merasty and Deepak Obhrai to determine how each sees his role and responsibilities as an MP. Alone or in pairs, have them research and respond to the blue question on page 29. Discuss their responses as a class.
- Students can **interview** past or current MPs about their roles and responsibilities, and compare their findings to the quotes on page 29. Interviews can be conducted by telephone or email. Consult the **Skills Centre** on page 369 for tips on conducting interviews.



CRITICAL THINKING CHALLENGE

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 towards completing your chapter task.



What evidence from the comments of these MPs shows their two key responsibilities?

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Role of Members of Parliament



Canada's Electoral Process (Pages 29–30)

- Use a **group investigation** (see page 51 of this teaching resource) to gather background information on Canada's Electoral Process before investigating the questions on pages 29–30. Using the steps outlined on **Handout 1–9**, students work in groups to plan and research **The ABC's of Canada's Electoral Process**. Have them combine their research with the information on pages 29–30, and then develop a response to the question on page 29. Students can refer to the **Skills Centre** on page 348 for guidance in analyzing graphs.


CONSIDERATIONS AND CAUTIONS

Pages 29–30 contain primary sources that students can use to become aware of issues related to reforming Canada's electoral process. Students need to consider what system would best reflect the values of fairness, accountability and representation. Teachers can use this question to guide the discussion: "Does the current electoral process adequately meet the needs of all Canadians, or does it require changes?" Consider these points:

- The voting system and voter participation are extremely important, as they determine who will form the government and, in turn, what policies and laws will be pursued.
 - Some Canadians believe that the current system establishes a clear line of accountability between elected representatives and constituents.
 - Some Canadians suggest that the current system is unfair because it is disproportionate—parties often win a majority of the seats with only a minority of the popular vote.
 - Some also suggest that women, Francophone and Aboriginal groups and other minorities have been under-represented, and that changes should be made to reflect Canada's diversity.
 - Some point to poor voter turnout as evidence that the system should be reformed.
-

Spot and Respond to the Issue (Page 30)

- Refer to the **Skills Centre** on page 348 of the student book to help students apply the skills of **analyzing graphs** in order to draw conclusions.
- Have students read "What impact does the popular vote have on the results of an election?" This page illustrates issues related to representation by riding and the popular vote. For example, determining the number of seats according to popular vote could change the way citizens are represented in the House of Commons.
- Have students compare the advantages and disadvantages of regional representation versus representation by the popular vote and decide which system they feel would be most effective. Using the steps for conducting surveys found on page 368 of the **Skills Centre** as a guide, students can conduct an informal **survey** of individuals in the school community to find out other opinions on the issue.
- Students can write up their findings in the form of an email or letter and send it to their MP.

 **Based on this chart, to what extent do election results reflect voter choice?**

LINKS@NELSON

I Can Vote: A User-Friendly Guide to Voting in Canada
Elections Canada
Electoral Districts
Federal Election Trivia
Student Vote





CRITICAL THINKING CHALLENGE

Why might the role of the Senate to represent minorities be

LINKS@NELSON

The Senate of Canada



The Senate (Page 31)

- Students can access the Senate of Canada website and email different senators for their opinions on the question on page 31. Students must consider how collective groups, such as Aboriginal peoples and Francophones, and other minorities in Canada might respond to the question. Refer to the **Skills Centre** on page 371 to help students write emails. Students can consider the different perspectives on the question and write or draw a **Perspective Piece** (see page 55 of this teaching resource) summarizing their findings.

CONSIDERATIONS AND CAUTIONS

When addressing page 31, clarify that the Senate cannot propose laws that involve spending or collecting public money, because only elected representatives have that power. This is one of the characteristics of a representative democracy.

The Role of Senators (Page 32)

- Have students compare the quotes by Claudette Tardif and Bert Brown to determine how they see their role as senators. They can research more about the activities of one or both of these senators by accessing their individual links on the Senate of Canada website.



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?



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?

LINKS@NELSON

Contact your Member of Parliament



Representation (Page 33)

- By analyzing the chart comparing the number of seats in the House of Commons and Senate, students can gather information to help answer the chapter issue. Have students use the chart to respond to the blue question.
- Students can create an electronic **Venn diagram** (see page 46 of this teaching resource) to compare representation in the House of Commons and the Senate, and use it to support a response to the chapter issue.

Connect to the Big Ideas (Page 33)

- Have students use the branching diagram on **Handout 1–10** to read and summarize main points about the roles of the House of Commons, members of parliament, Senate, and senators (pages 26–33). As an alternative, they can create a branching diagram on the computer. Then, choose one or two of the Connect to the Big Ideas activities on page 33 to help students process and apply what they learned in the readings.

WHAT DOES THE JUDICIAL BRANCH DO? (Pages 34–35)

Exploring the Questions (Page 35)

- To help students answer the question, have them research and compare three to five different Supreme Court judgements in terms of how they bring peace, order and good government. Have them compare their findings with a partner.
- Invite someone from the local law society or an individual who has experience in federal law and the Supreme Court to speak to the class about how the process has affected Canadians.



Check for an update on appointing Supreme Court judges. What's the procedure today?



How does the judicial branch connect to peace, order and good government for all Canadians?

LINKS@NELSON

Supreme Court of Canada

Judgements of the Supreme Court of Canada

Supreme Court of Canada Appointment Process



LOOKING BACK ON THE SECTION

- Have students write a **one-minute essay** (see page 52 of this teaching resource) describing the role and function of the executive branch in attempting to meet the needs of Canadians.

Differentiating Instruction

Below are suggested activities to differentiate learning for students who require additional enrichment or may benefit from an alternative approach.

- Students can complete an open-ended research project that explores the benefits and challenges of a constitutional monarchy, and the relationship between Britain's monarch and Canada's government. They can create a multimedia presentation or a written report communicating their research.
- Use a **Jigsaw** (see page 50 of this teaching resource) activity to support reading of the sections. Divide students into groups of three, and assign each "number group" a branch of government (e.g., 1 = executive, 2 = legislative, 3 = judicial).
- Have students collect political cartoons depicting members of parliament reacting to an issue being debated in the House of Commons. Have them consider the views and perspectives involved and how citizens are being represented in the issue. They can write a paragraph summarizing their findings and apply it to the chapter task.

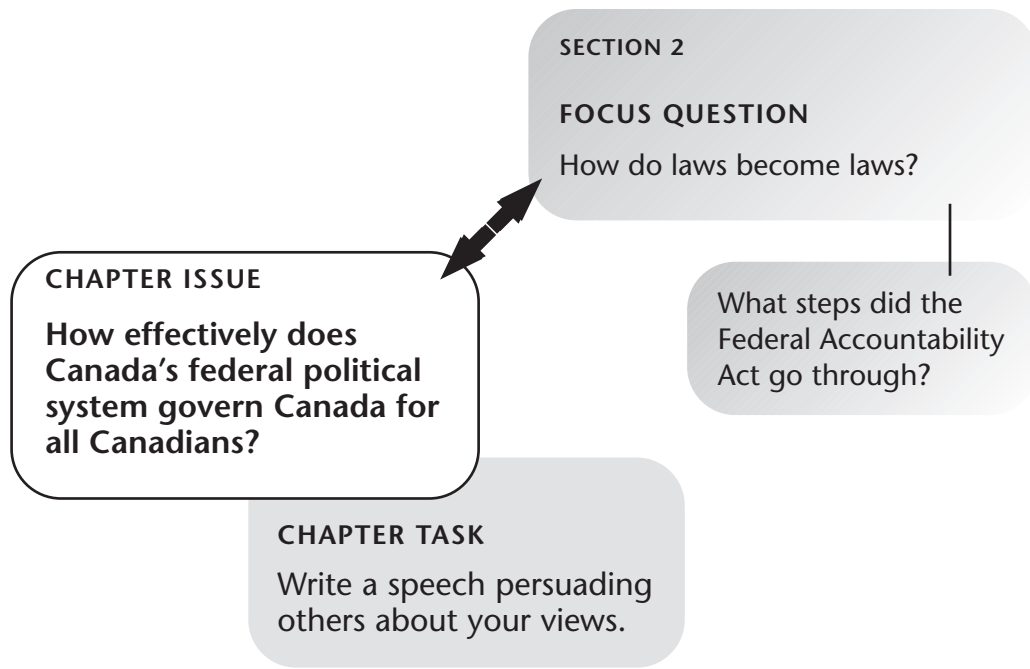
ASSESSMENT OPPORTUNITY

Review students' one-minute essays to assess their understanding of the section.

SECTION 2—HOW DO LAWS BECOME LAWS?

SECTION OVERVIEW

In Section 1, students explored the basic structure and function of the federal government and how government members represent Canadians. In Section 2, using the case study of the Federal Accountability Act, they analyze how the three branches of government work together with citizens to pass laws. Through reading and research findings, they become aware of perspectives related to Aboriginal representation in the federal political system. Using other sources such as quotes, visuals and a flow chart, they draw conclusions about citizen participation and governance in Canada, and continue towards developing an informed position on the chapter issue.



LINKS@NELSON

Making Laws in Canada
Making Canada's Laws
The Legislative Process



SETTING UP THE SECTION

Getting Started (Page 38)

- Use a **t-chart** (see page 45 of this teaching resource) to help students activate prior knowledge and identify a focus for the section. On the left-hand side of the chart, in point form, students write what they already know about the way laws are passed. In the right-hand column they develop some questions that they would like to find out about as they read the section. Conclude by reading page 38 for an overview of the section.

EXPLORING THE SECTION

Case Study—The Federal Accountability Act (Pages 39–41)

- Students explore the events leading up to the FAA and use it to springboard a discussion about government accountability, ideas of good government and how government responds through the making of laws to emerging issues that affect Canadians. Consider using one of these options for introducing the case study on the FAA:
 - In small groups, **role-play** (see page 55 of this teaching resource) a scenario where a person is considered a whistleblower for reporting a case of vandalism, cheating on a test or stealing another student’s belongings.
 - Conduct an **Instructional Conversation** (see page 44 of this teaching resource) about what accountability means, and brainstorm some examples of accountability. Students can use **Handout G–5** to document key points shared in the discussion
 - Do an **online search** of information about the role of the auditor general or watchdog groups and how they contribute to government accountability.



CRITICAL THINKING CHALLENGE How might making Canada’s government more accountable contribute to good government for all Canadians? What other measures might contribute to good government?

Exploring the Questions (Page 39)

- Students read the article about the sponsorship scandal, and discuss the concerns that arose from it (e.g., abuse of government power, lack of accountability, fraudulent documentation).
- In small groups, students discuss the Critical Thinking Challenge questions and write a personal response that they can use to support developing a position on the chapter issue.

What steps did the Federal Accountability Act go through? (Pages 40–41)

- Using the FAA as example, students determine the degree of citizen participation and consultation in the passing of Canada’s laws, and apply what they discover to the chapter task and chapter issue.
- Students sketch a flow chart similar to the one on pages 40–41. Have them identify the steps that involved research and citizen input.
- Stop and pause to discuss the sidebar questions and Did You Know? at the bottom of the page 41. Ask, “Are there any steps of this process that surprised you? Are there any steps that are missing that should be there?”



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?

LINKS@NELSON



Federal Accountability Act

Federal Accountability Act Becomes Law

Auditor General of Canada

Government Watchdog Groups

TIP FOR DIFFERENTIATED INSTRUCTION

Some students may need more tactile/kinaesthetic/visual engagement with the process of passing laws. In this case, have them create a slide presentation, bulletin board or accordion book to illustrate the steps. They can use different-sized, colour-coded arrows and paper to delineate relationships between the branches and committees.

CONSIDERATIONS AND CAUTIONS

Emphasize the role of the committees in the overall process. Historically, it was the role of the Senate to provide a balance of views and perspectives on a bill. Committees are important because they bring the voice of minorities and collectives to the process.

LINKS@NELSON

House of Commons
Page Program



- Using **Handout 1–11**, read the information about the FAA and answer the 5 Ws + H. Have students summarize the information and respond to the sidebar questions.

Profile of a Parliamentary Page (Page 43)

- Teachers can also use this feature earlier in Section 1 to supplement the reading about roles and responsibilities of MPs found on page 29. The profile on page 43 looks at the role of MPs through the eyes of a parliamentary page.



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?

- Have students write a personal response to the questions on page 43. To extend their knowledge about the daily activities of the House of Commons, they can do further research on the role of parliamentary pages.

What voice do First Nations, Métis and Inuit peoples need? (Page 44)

- Begin by having students read page 44 to identify and create a list or a web of the issues about Aboriginal participation and representation in the federal political system. Using a **double-entry journal format** (see page 38 of this teaching resource), have students connect their issues with citizenship, identity and quality of life in Canada today. They can share these ideas with others.



How does the information on this page relate to your chapter task and communicate an important issue about government today?

LINKS@NELSON

Assembly of
First Nations
Métis Nation
Métis Nation of Alberta
Métis Settlements Council
Inuit Taprit Kanatami



CONSIDERATIONS AND CAUTIONS

You may need to make students aware that the federal government's past efforts to assimilate Aboriginal peoples harmed their sense of identity and belonging, inclusion, and participation in Canadian society. Many Aboriginal people feel that the existing political system and process of creating legislation does not validate First Nations, Métis and Inuit traditional cultures and political structures. To extend student awareness, you may want to invite an Elder to speak to the class. Refer to **Teacher Backgrounder B–22: Protocol for First Nations, Métis and Inuit Elders** for more information.

- Students can discuss the blue question on page 44 and apply their responses to the chapter task.

Bills! Bills! Bills! (Page 45)

- Use the information on page 45 to help students examine the underlying values of government decision making. Begin by analyzing the images on page 45 to determine what values the proposed bill contributes to the overall quality of life of all Canadians. In small groups, have students create a list on chart paper of criteria that MPs should consider when proposing a new bill. Have each group present their criteria to the class.



What values do you believe each of these bills reflects?

LOOKING BACK ON THE SECTION

Connect to the Big Ideas (Page 45)

- Extend the activities on page 45 by having students **simulate** (see page 56 of this teaching resource) or **role-play** (see page 55 of this teaching resource) the passing of a bill into law. Using the activities on page 45 as a guide, have students work in groups to brainstorm a new bill that they wish to have passed, and to simulate the process of a bill becoming a law in Canada.

Differentiating Instruction

- Students can create a computer game or animation illustrating the process for passing laws in Canada and use it to teach the legislative process to others.
- With a partner, students can research situations where the Senate has rejected a bill, or where the governor general has refused to give Royal Assent. Have them create and present a summary of the views and perspectives related to each situation, and the reasons why the bill was rejected.
- Research a bill currently being debated in the House of Commons, and track news stories about it. Describe differing views and perspectives on the bill and make a slide presentation to communicate findings.
- Students can share understandings using a variety of technological tools such as blogs, video conferencing, or email.

SECTION 3—HOW DO THE MEDIA CONNECT CANADIANS TO THEIR GOVERNMENT?

SECTION OVERVIEW

Generally speaking, “media” refers to all forms of mass communication, such as newspapers, magazines, radio, television, the Internet, bulletin boards, direct and electronic mail, and advertising. Section 3 focuses predominantly on the news media and their role in communicating government actions. Students analyze the role of news reporters and news groups and how they provide venues for citizens to communicate their needs about political issues. Students will apply the skill of detecting and dealing with bias in news sources. Later, in Chapter 7, students will explore aspects of mass media related to advertising and communication of media messages.

CHAPTER ISSUE

How effectively does Canada’s federal political system govern Canada for all Canadians?

CHAPTER TASK

Write a speech persuading others about your views.

How do reporters see their role?

What’s the Parliamentary Press Gallery?

SECTION 3

FOCUS QUESTION

How do the media connect Canadians to their government?

SETTING UP THE SECTION

Getting Started (Page 46)

- Use a **carousel activity** (see page 56 of this teaching resource) to brainstorm ideas about using news sources to explore political issues. Post the questions on page 46 on chart paper. Then post these four questions in the corners of the room:
 - Where do you get your news?
 - How does the source of your news affect the information you get?
 - Do some formats communicate more effectively than others?
 - How do you know if you’re getting reliable, balanced information?
- Students rotate to each chart and with a marker write a response to each question. Then, as a class, discuss and summarize the responses on each chart. Conclude by reading page 46 to learn what to look for in the section.

EXPLORING THE SECTION

Meet the Press (Pages 47–48)

- Use a **Meet the Press** strategy (see page 54 of this teaching resource) to explore the main ideas for the sections *How do reporters see their role?* and *What's the Parliamentary Press Gallery?*
- Have students work in small groups to summarize the information on the pages and present it to others in an interview panel that includes a moderator, news reporter, PM/MP or senator, representative from the parliamentary press gallery, and a citizen.
- Afterwards, have students research and write personal responses to the Critical Thinking Challenge questions and blue questions on pages 46–47, and share them with others. They can apply their responses towards developing an informed response to the chapter issue.



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



CRITICAL THINKING CHALLENGE
How do different types of media cover government decision making? How do journalists get information? What is the relationship between politicians and the media?



Why do you think groups in Canada want media outlets that serve their communities?



How do you think the variety of Canada's media affect the way Canadians deal with issues?

HOW TO DETECT BIAS

Introduce the Skill (Page 49)

- Use a **Think-Pair-Share** strategy (see page 49 of this teaching resource) to explore the question, “What is meant by bias?” Afterwards, explain that detecting bias is central to thinking critically about issues.
- In their pairs, have students brainstorm and write down some examples of situations where they had to analyze information or sources for bias. Then have them share their examples with the class.
- Invite students to share the strategies they used to help them detect bias. Discuss which strategies were most effective and why.

TIP FOR DIFFERENTIATED INSTRUCTION

Some students may require additional modelling of this skill. If so, copy the article onto an overhead or scan it onto a slide. Project the visual and lead students in an instructional conversation modelling each question and pointing out how to detect bias in the text. Using an overhead marker or highlighting text, emphasize key words and phrases and discuss how they reflect bias.

TIP FOR DIFFERENTIATED INSTRUCTION

Some students may require additional practice looking for bias in sources. Students can collect newspaper clippings to analyze bias and perspectives on issues.

Model and Practise the Skill

- Alone, in pairs, or as a class have students read **How to Detect Bias** on page 49. Compare the definition of bias at the top of the page with students' earlier responses.
- In pairs or small groups, students practise the skill of detecting bias using the questions to analyze the article on page 49. Teachers can print copies of the article on **Handout 1–2** and encourage students to dissect and analyze the information by highlighting, circling, underlining key terms and phrases, or writing notes and questions to themselves in the margins. Then, have them write informed responses to the questions on page 49.
- Check for understanding by having students share and compare their responses with the class. Clarify any misconceptions or inaccurate responses.

Use Your Skills

- Refer students to the **Use Your Skills** activity. Read the instructions and answer any questions students have about the activity's goal. Emphasize that this activity will focus on the skill of detecting bias.
 - Introduce the assessment rubric for the activity on **Handout 1–13** and review the criteria with students. Students will create a visual reflecting their ideas.
-

LOOKING BACK ON THE SECTION***Connect to the Big Ideas (Page 50)***

- Choose one or two of the Connect to the Big Ideas activities on page 50 to help students learn more about the role of media in communicating political issues.

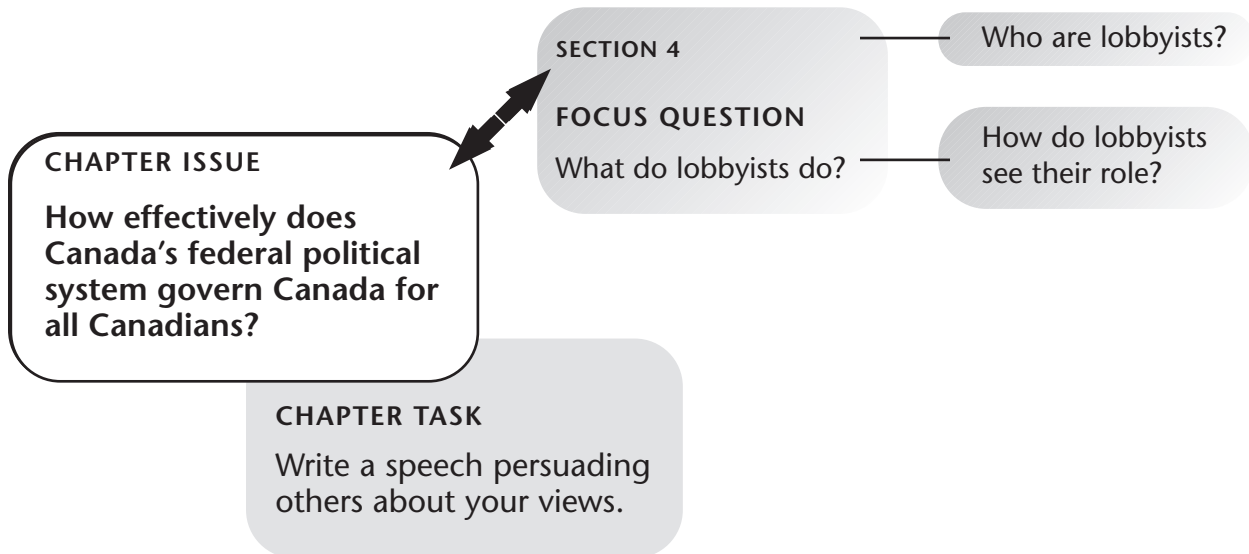
Differentiating Instruction

- To help them explore and understand the views of government and the news media, students can download and create a digital collage that illustrates an MP responding to questions in a scrum after a House of Commons debate. Have them analyze the issues being presented.
- Student can create a database of media outlets, describing their philosophies, what communities/individuals they represent, and the type of media formats they use.
- With permission from staff and administrators, students can create their own news outlets to report current events occurring in the school community.

SECTION 4—WHAT DO LOBBYISTS DO?

SECTION OVERVIEW

In Section 4, students will be introduced to the role of lobby groups, and explore examples of how they influence government decision making. They will read quotes and conduct their own research to find out to what extent lobbyists represent Canadians, and how this impacts governance in Canada.



SETTING UP THE SECTION

Getting Started (Page 51)

- Begin by having students research one or two lobby groups to determine their role in advocating citizens' interests and influencing government decision making (e.g., the Non-Smokers' Rights Association, Food and Consumer Products of Canada). Have them share their findings. Then, have students read page 51 and write a personal response to the Critical Thinking Challenge on the page.



CRITICAL THINKING CHALLENGE

How might lobbyists affect political decision making and the lives of Canadians?

LINKS@NELSON

Lobby Groups in Canada





CRITICAL THINKING CHALLENGE

To what extent do lobbyists represent Canadians? In what ways do they help or hinder effective government decision making around issues?

EXPLORING THE SECTION

How do lobbyists see their role? (Pages 52–53)

- Using the quotes, have students formulate an initial response to the Critical Thinking Challenge question on the page 52. Then, have them explore the question in a **horseshoe debate** (see page 48 of this teaching resource).

LOOKING BACK ON THE SECTION

Connect to the Big Ideas (Page 53)

- Choose one or two of the Connect to the Big Ideas activities to help students process the information in the section.

CHAPTER 1 REVIEW

Summarize the Big Ideas

- Divide students into groups of three or four and give them chart paper and coloured makers. Encourage them to add details and make connections between information by drawing lines and arrows, including symbols or sketches, and inserting references or page numbers relating to information. Students can refer to the **Skills Centre** on page 365 for creating mind maps. Or, have them use mind-mapping software to explore the big ideas in Chapter 1.
- Have each group post its chart on the wall. Allow time for students to visit each chart to review what other groups have done. If they find information they missed, they can go back and add it to their charts. Teachers can add information that students missed. Post the charts as reminders.

What to Look For

- When reviewing the chapter with students look for how well they demonstrate their knowledge and understanding about:
 - How the three branches of Canada’s federal government have different roles and work together.
 - How laws are passed in the federal political system.
 - How the media and government communicate information on issues.
 - How lobbyists influence government decision making.

Chapter Review Activities

- Assess student learning of the chapter outcomes by assigning, or having students choose, one of the chapter review activities listed on page 55. Teachers can create rubrics for these activities using the template on **Handout G–6** or by accessing the Nelson website to download and modify rubrics.

LINKS@NELSON

Rubric Templates



CONSIDERATIONS AND CAUTIONS

The review activities provide differentiated options to meet the abilities and needs of individual students. Students do not need to complete every activity, as the outcomes are revisited throughout the chapter.

CHAPTER 1 VOCABULARY

accountable: answerable to someone for your actions; observable, transparent

assimilation: the process of becoming part of a different cultural group (not your own)

bias: an opinion based on unchallenged assumptions

civil service: the people who serve Canadians as employees of government

constituent: someone who lives in a riding and is represented by an elected official from that riding

executive branch: the part of government responsible for putting laws into action

govern: to make decisions as a government and put decisions into action

governance: the process of governing

government: the body with power to make decisions for a society

legislative branch: the part of government that makes laws

minorities: groups in society who do not form the majority of the population

popular vote: the total votes cast in an election, as different from the total seats won in an election

judicial branch: the part of government that interprets and applies the law by making legal judgements

slogan: a phrase repeatedly used by politicians or marketers to present an idea