

Nelson

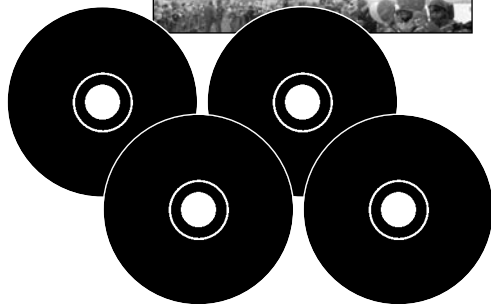
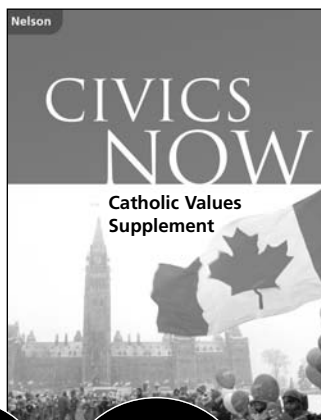
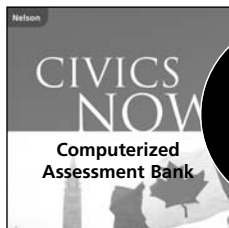
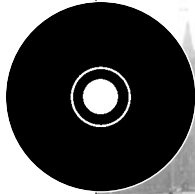
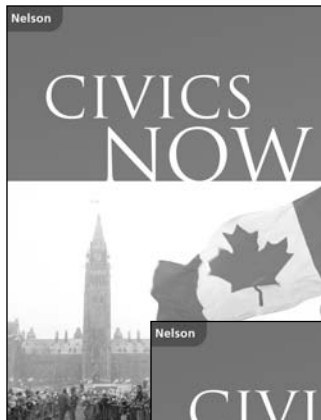
Draft Teacher's Resource
Sample Material from
Unit 1: The Good Citizen

CIVICS NOW

Teacher's Resource



Civics Now Program Components



Student Text

- 100% match to the new Ontario Grade 10 Civics curriculum (CHV20)
- Accessible text designed to engage all students
- Accessible reading level
- Literacy strategies and skills embedded throughout
- High visual-to-text ratio

Teacher Resource (Print/CD/Web)

- Teacher's Resource provided in a three-way media format, including print binder
- Content accessible via CD-ROM and secure website for greater flexibility in planning
- Assessment strategies and tools
- Answers to all questions
- Strategies for accommodating individual needs
- Reproducible Blackline Masters (in modifiable format)

Computerized Assessment Bank

- Easy-to-use ExamView® software enables the creation of tests and quizzes with full answers to all questions
- Provides hundreds of questions ranging from multiple choice, short answer, and extended completion

Catholic Values Supplement

- Provides connections between the Civics Now resources and Catholic curriculum framework

DVD Package

A set of visual DVDs will make the course interesting and bring content to life

Unit 1

The Good Citizen

Unit 1

The Good Citizen

Unit 1 at a Glance

Topic Introduction

This unit examines why students take Civics and how society makes decisions, uses power, resolves conflicts, and meets its basic needs. It also provides a more in-depth examination of the elements of democracy, benefits of democratic decision making, and the concept of responsible citizenship.

Suggested Time Allocation

4–5 classes

Unit-Long Planner Notes

Go to the Teacher Centre at www.nelson.com/civicsnow for additional information on the following topics:

- marijuana debate
- Hobbes and Rousseau
- Rosemary Brown

Guest speakers for this unit could include the following:

- The student council president could speak about council objectives for the year, student involvement in school activities, opportunities for student representatives, and student wants and needs.
- A school administrator could address the school's policy on student conduct.

Guest speakers for the remainder of the course could include the following:

- local police representative
- your Member of Parliament
- Member of Provincial Parliament
- political candidates
- mayor
- counsellors
- community volunteer leaders
- food bank representatives
- active members of an NGO

Consider the following tips when booking a guest speaker:

- Plan ahead and book speakers early.

- Be specific about what you would like the guest to share with the class when visiting.
- Inform school administration office of your plans.
- Prepare students for visitors. Develop questions in advance, remind students of appropriate behaviour, and select a student to introduce and thank the guest.
- Confirm the time, date, and location in the school for meeting your guest.

Vocabulary Development

Use the list of Key Terms from Unit 1 to expand student vocabulary. Create a Word Wall by posting unfamiliar words that appear in the unit on a section of classroom wall. Consider adding pictures to the word cards.

Ongoing Projects

See BLMs 10 and 11 for instructions and assessment and evaluation of Culminating Activity—Citizenship Portfolio.

- This activity will allow students to demonstrate their understanding of concepts covered in this unit. It will encourage students to think about what they have learned and apply it to new situations. It will also provide them with an opportunity to communicate their knowledge and ideas in an effective manner.

Ongoing Collaborative Project: The Good Citizen: An Interactive Bulletin Board

- Have students create an interactive bulletin board entitled “The Good Citizen.” Include newspaper articles, drawings, photos, and quotations from songs, speeches, and movies. Make it a mix of pictures, words, phrases, poetry, comments, and art. Have students add contributions to the board to show what they have learned about the issue of citizenship. Consider the board a work in progress; additional contributions can be made at any time. Have students explain their contributions to the class. As an alternative to the bulletin board, the class could create a Web page.

Unit 1: Introduction

Course Introductory Activity: Decriminalization of Marijuana

Introduction

- The decriminalization of marijuana generates a high level of interest among students and, as such, serves as a basis for a strong introductory activity. Throughout this activity, many of the dominant themes of the course (e.g., role of government, striking a balance, problem solving) will be explored.
- After working in groups to read and carefully consider options, students will engage in debate using a four-corners strategy in which students will individually consider the issue of decriminalizing marijuana in Canada. Students will move to an area in the room where they will join others who share their ideas.
- The four-corners strategy encourages critical thinking and full participation in small and large group discussions.

Expectations

- explain the causes of civic conflict and how decision making processes and structures can avert or respond to such conflicts
- compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest

Issue Update

- Marijuana was first banned under the *Opium and Drug Act* (1923).
- In 1997, laws against marijuana use and possession were included in the *Controlled Drugs and Substances Act*.
- At the federal Liberal Party convention in March 2000, delegates voted to decriminalize marijuana. Delegates specifically wanted simple possession removed from the Criminal Code, so that people convicted of possession would receive a ticket rather than a criminal record.
- In July 2000, the Ontario Court of Appeal struck down the federal law prohibiting possession of small amounts of marijuana.
- In July 2003, Canada changed its laws to allow for regulated medical use of marijuana (Medical Access Regulations).
- In January 2003, an Ontario court ruled Canada's law on possession of small amounts invalid.
- In October of the same year, the Ontario Court of Appeal made changes to allow for easier legal access to marijuana for medical use but also

reinstated laws making simple possession for non-medical purposes illegal.

- In November 2003, a bill was introduced in the House of Commons to change Canada's marijuana laws, but the bill died on the floor.
- In December 2003, the Supreme Court of Canada decided that laws prohibiting possession of small amounts of marijuana did not violate the *Charter of Rights and Freedoms*.
- In November 2004, Bill C-17 (an act to amend the *Contraventions Act* and the *Controlled Drugs and Substances Act*) went through first and second readings in the House of Commons.

Before

- Inform students of the civics literacy skills they will use in this lesson and throughout the course (e.g. analyzing and evaluating information, thinking critically, making informed decisions).
- Have students brainstorm questions about the role of government in Canada. Record questions on chart paper and post it in the class. Tell students that these questions will likely be addressed as they proceed through the course.
- Break up the class into small groups.
- Review discussion etiquette when working in groups (e.g., taking turns, listening carefully and attentively, remaining open to new ideas, ensuring that everyone is heard).
- Inform the students that they will be examining the issue of decriminalization of marijuana in Canada.

During

- Distribute BLM 1 and BLM 2 to students. Have students work in groups to read through and complete the exercises on the BLMs.
- Organize the room into four areas (corners), and label corners with strongly agree, agree, disagree, and strongly disagree.
- Pose the statement "The Canadian government should decriminalize marijuana."
- Give students ample opportunity to quietly think about the statement and take a stance. Encourage students to make their own choices.
- Ask students to move to the corner that best represents their stance on the issue (strongly agree, agree, disagree, strongly disagree).
- Once in their corners, direct students to get into groups of three (if possible) to discuss the reasons

for their choices. In cases in which the groups are not large enough, students may form pairs. In cases in which only one student is in a group, the teacher could act as the other member of the pair.

- Allow students an opportunity to move to another group if their views change after initial group discussions.
- Encourage students to be prepared to speak to the class about the group’s discussions, noting common reasons and differing opinions.

After

- Call upon various groups to share information gathered in small-group discussions with the whole class.
- Once all groups have presented their ideas, allow students a final opportunity, if needed, to shift to the group they think best represents their stance on the issue.
- Discuss with students the fundamental aspects of government and citizenship that they have just explored—namely, the role of government, assessing the impact of an issue, evaluating pros and cons of an issue, considering variety of options on

an issue, making sound decisions, and defending a position in public.

Further Support

Go to the Teacher Centre at

www.nelson.com/civicsnow for additional information on the following topics:

- Government of Canada House and Senate bills
- historical perspective and updated information on marijuana use and laws in Canada
- issues of decriminalization of marijuana in Canada
- varied articles and information on marijuana
- Sloman, Larry. *Reefer Madness: The History of Marijuana in America*. New York: St. Martin’s Griffin, 1998. A popular social history of marijuana use in America
- *Reefer Madness* (Video), 1936. An early, and often humorous, assessment of the perceived dangers of marijuana

Key Terms

- Use BLM 3, and have students add information to the list as they go through the relevant unit sections.

1.1 What Is Civics?

Student Book: pages 5–6

Focus Question: *Why am I taking a Civics course?*

Let’s Discuss (page 5)

- Some students may not be familiar with what a Civics course entails, as it is a new subject name to them. Invite students to share their impressions of what civics is or entails. If needed, prompt students by telling them that the term “civics” comes from the word “citizen.” Civics can be defined as being connected to government, or it can refer to obligations people have because they belong to some kind of community (town, city, province, country, world).
- Have students generate a list of potential questions about the Civics course. Prompt students by asking them to consider what questions they have about civics. For example, they might generate questions such as:
 - What role does government play in my life?
 - What are my responsibilities as a citizen?
 - Who can I contact to get help on a civic issue?

Use a “think, pair, share” model to provide a safe environment for sharing responses and to ensure full class participation. Start by asking students to think of and write down questions on their own. Then, invite students to share their questions with a partner. Finally, invite students to share their responses with the class. Consider recording questions on chart paper, to be left up in the class for the duration of the course.

Let’s Discuss (page 6)

- Ask students to think of ways they are involved in their community. Generate a list of all of the various kinds of involvement.
- Ask students to think about what they might like to do to be more involved in their community.
- Invite students to consider what they might like to change in the community if they had a chance. Generate a list of ideas on the board. This list may be useful to students, as it may give them ideas for community service hours or for community advocacy projects.

1.2 Your Classroom: A Society in Miniature

Student Book: pages 7-8

Key Terms

democracy: A type of government in which citizens elect their government, usually by electing representatives.

democratic decision making: A process by which a group decision is made by a majority vote.

autocracy: A type of government in which one person (an autocrat) rules with absolute power.

autocratic decision making: A process whereby a group decision is made by one person.

consensual/collaborative decision making: A process by which everyone in the group must agree before a decision is made.

Focus Question: *How are decisions made in your society?*

Expectation

- compare the benefits and drawbacks of democratic and authoritarian forms of decision making, drawing on examples from everyday contexts

Your Classroom: A Society in Miniature Activity

Introduction

- Covers goals for course, conflict, cooperation, consensus, democracy, democratic decision making, autocracy, autocratic decision making, consensual/collaborative decision making.
- Emphasizes concepts of diverse populations, ensuring all voices are heard, resolving social issues when so many voices are heard, and interconnectedness.

Before

- Write the following questions on chart paper, and post the chart paper around the classroom (for a large class, create two sets of questions):
 - What are your goals for this course?
 - Who will ensure that these goals are met?
 - How do we ensure that most goals are met?
- Divide students into mixed-ability groups.
- Explain to students that they will be rotating around the room in their groups to respond to the three posted questions.
- Assign each group a different coloured marker.

During

- Ask students to take a minute to consider the following questions with their group:
 - What are your goals for this course?
 - Who will ensure that these goals are met?
 - How do we ensure that most goals are met?
 - Have students record ideas and answers on chart paper
- After a specified length of time, ask groups to rotate to the next chart page, taking the same coloured marker with them. Groups should rotate until they have visited all three questions.
- Tell students that, as they approach a new question, they should read what the previous group(s) wrote and then add their own ideas and answers in the colour assigned to their group.

Let's Discuss (page 7)

- As a class, select five main goals from all of the ideas presented.
- Discuss how the class will decide on the five.
- Discuss the best possible method for deciding (e.g., consider which process will take longest, which would be most efficient, which would lead to the greatest number of happy people).
- Discuss with students that
 - If the class chooses to vote, with the majority vote deciding, the class is modelling democratic decision making.
 - If one person, such as the teacher or a small group, is given the power to decide, the class is modelling autocratic decision making.
 - If the class decides to try to reach a decision everyone can agree to, the class is modelling consensual/collaborative decision making.
- Ask students what factors influenced their decision.
- Select the five goals and post them in the classroom.

After

- Have students fill in definitions of terms on the Key Terms Sheet (BLM 3) and add examples and images to enhance understanding.
- Have students complete Check Your Understanding (page 8):
 - Decision making scenarios
 - Ranking classroom “Citizenship” qualities

To help students prepare for their culminating activity:

- Have students look for and collect newspaper clippings, photos, etc. that illustrate the use of autocratic or consensual/collaborative decision making.
- Have students look for and collect newspaper clippings, photos, etc. that illustrate democratic decision making in action.
- Ask students to keep a bibliography of sources gathered.

1.3 Power

Student Book: pages 9-16

Key Terms

power: The ability of an individual or group to get what it wants.

discrimination: The unfavourable or prejudiced treatment of an individual or group based on race, sex, appearance, income, etc.

inequalities: Variations or differences between people, such as income and age, that may cause discrimination toward them.

basic needs: Things people need for physical survival, such as food, shelter, and clothing.

wants: Goods or services that people desire but that are not necessary for survival.

psychological needs: Things people need for emotional reasons, such as safety and security.

human dignity: The feeling that one is respected and valued in a society.

common good: What will make the most people safe, secure, and happy.

consensus building: A process by which a group makes a decision only when everyone is in agreement.

negotiation: A method of resolving conflict between two parties by discussion.

mediation: A method of resolving conflict between two parties with the help of a third party.

arbitration: A method of resolving conflict between two parties by giving a third party the power to decide.

conciliation: The act of trying to regain friendship or trust by pleasant behaviour.

Check Your Understanding (page 8)

1. a) Student answers may vary. Students should support their answers with reasons for recommending each decision making model.
b) Student answers may vary. Students may consider how quickly a decision has to be made, the experience of those involved in decision making, and what form of decision making might make the maximum number of people happy.
2. Student answers will vary. Students should support their answers with reasons for their choices.

Focus Question: Power—Is it good or bad?

Expectations

- compare the benefits and drawbacks of democratic and authoritarian forms of decision making, drawing on examples from everyday contexts
- identify similarities and differences in the ways power is distributed in groups, institutions, and communities

Anticipation Guide

Introduction

An anticipation guide is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular text. Students work silently to read, then agree or disagree with each statement. This activity helps students to activate prior knowledge and experience and to think about the ideas they will be reading.

Before

- Distribute copies of BLM 4—Anticipation Guide. Explain to students that this is not a test, but an opportunity to explore their knowledge and opinions. Students are to complete the guide individually, and then share their thoughts with the class.
- Have students complete the left-hand side of the guide.
- To engage students in a whole-class discussion, start with a “hand count” of who agreed and who disagreed with the statements.
- Have a student volunteer record some of the key points made during the discussion, using a T-chart (agree/disagree) on a transparency or on the board.

During

- Explain the topic of the reading assignment and how it connects with the Anticipation Guide statements.
- Assign Unit 1.3 (pages 9–16) in the text. As students read specific material, they should fill in the right columns of the Anticipation Guide.
- Have students discuss responses and compare reasons for different opinions, either with partners or as a class.
- Lead discussion; check for understanding.

After

- Ask students to return to the statements on the Anticipation Guide to identify what they have discovered in their reading that may confirm or change their opinions.

Further Support

- Put students in pairs to complete the Anticipation Guide if they have trouble making connections with the theme or topic, or if they have trouble with the language (e.g., ESL students).
- To provide an opportunity for struggling students to contribute in a more supportive situation, divide the class into small groups of four or five, and ask them to tally and chart their responses before participating in a whole-class discussion.
- Read statements aloud to support struggling readers.

Let's Discuss (page 9)

- Have students reflect on the things that they can change. In a class discussion, discuss actions that students can take individually to make a positive difference in their class, family, school, or community. Discuss what the phrase “the power of one” means.
- For discussion, consider using a “think, pair, share” format. Students first think of an answer to themselves and jot it down. Then, they share their answer with a partner. Finally, all students contribute to a full-class discussion in a more confident manner.
- Alternatively, a “place mat” strategy could be used to encourage active class participation and reflection on the question “What does ‘the power of one’ mean to you?” To do this, divide the class into small working groups (four students is ideal), and provide each student group with a blank place mat. (See BLM 5). Invite students to reflect on what the phrase “the power of one” means to them. Ask students to record their reflections and ideas on their section of the place mat. Once students have completed their individual responses, instruct the group to share their responses and to record any

common ideas in the centre of the place mat. Then, provide an opportunity for all groups to share their individual and common ideas. Note: You may want to use larger paper to copy the place mat BLM, since this will provide students with more space and easier physical access to write.

Check Your Understanding (page 10)

1. rewards
2. persuasion
3. force
4. persuasion
5. persuasion
6. rewards
7. force

Civics Showcase: Are Humans Good or Evil? (page 11)

Introduction

Using a “vote with your feet” debate strategy, students are challenged to think about whether humans are good or evil. This strategy promotes critical thinking and discussion of a question, without developing winners or losers. It also provides a comfortable way for all students to be involved.

Before

- Have students read *Are Humans Good or Evil?* and consider the ideas of Hobbes and Rousseau.
- Have students consider whether the evidence they see in their lives supports the idea that humans are evil or selfish as Hobbes suggested, or whether their experience demonstrates that humans are naturally good, as Rousseau suggested.
- Have students examine the photographs on page 11 and use them as part of their evidence.
- Pose the question “Are humans good or evil?”
- Post three signs (or designate three locations) in such a way that they form a continuum or U shape:
 - Agree with statement
 - Disagree with statement
 - Uncertain

During

- Ask students to quietly consider where they stand on the question, then to move quietly to the part of the classroom that best represents their position.
- In their designated areas, encourage students to share out loud the reasons for their decisions.
- Moderate the debate, and allow students to modify their position if they feel that their opinions are being swayed and that they have altered their views.

- Have students move to the place in the continuum that best represents their views. (e.g., if they are really not sure whether humans are evil or good but they are leaning toward good, they might stand slightly closer to the “good” side. Likewise, if they feel strongly that people are evil, they might stand at the far side of the continuum.)

After

To help students prepare for their culminating activity:

- Have students look for and collect newspaper clippings, photos, etc. that illustrate the use of power in a positive way.
- Ask students to keep a bibliography of sources gathered.

Further Support

For additional information on Hobbes and Rousseau, visit the Teacher Centre at www.nelson.com/civicsnow.

Society: The Bigger Picture

Focus Question: *How will your wants and needs be met?*

Expectations

- compare the benefits and drawbacks of democratic and authoritarian forms of decision making, drawing on examples from everyday contexts
- identify similarities and differences in the ways power is distributed in groups, institutions, and communities
- describe fundamental beliefs and values associated with democratic citizenship

Let’s Discuss (page 12)

Examples of needs in a modern society include the following:

- law and order
- security (e.g., military, police)
- technology
- government system
- infrastructure (e.g., roads, bridges)
- employment
- clean city streets, in good repair
- places of worship
- parks and monuments
- community centres
- international recognition

Discuss with the class the difference between wants and needs.

Speaking Out: Enemies of Democracy (page 13)

Using the examples of actions and beliefs that are harmful to a democratic way of life, have students complete the following:

1. Explain why these actions and beliefs could have a negative impact on the way democracy works in your community.
2. Role-play in partners or small groups demonstrating what arguments you might use to convince the person to change his or her views.

Ecohabits: Clothing With Conscience (page 14)

- Read Ecohabits with students.
- Discuss the Ecohabits suggested.
- Brainstorm with students environmentally friendly options for buying clothes.
- Poll students to see how many students have any of these environmentally friendly habits. Challenge students to examine their own habits and the impact they have on society:
 - If they or their family members use a drycleaners, challenge them to find out if their drycleaner uses perchloroethylene.
 - Ask students how many families use cold water for washing clothing.
 - Invite students to find two clothing manufacturers that use environmentally friendly fabrics such as organic cotton and hemp.
 - List environmentally friendly options for other products (e.g. household cleaning products, food packaging/purchasing).
 - Have students share their findings in class.
- Discuss with students the costs and benefits associated with making these environmentally friendly moves.

The Elements of Democracy (page 15)

Let's Discuss (page 15)

- Have students use newspapers to locate a current event that demonstrates how one element of democracy was carried out in their community or province and how one element of democracy was not carried out or failed to work in their community or province.
- Discuss how we can protect the elements of democracy.
- Have students think of ways democratic beliefs and values are reflected in our citizen actions (e.g., ceremonies like Remembrance Day, National Aboriginal Day, etc.).
- Discuss with the class how students can protect the elements of democracy listed in the chart on page 15.

Conflict Resolution

Focus Question: *How do you settle arguments?*

Expectations

- identify similarities and differences in the ways power is distributed in groups, institutions, and communities
- compare and contrast different ways of resolving disputes
- After examining the Focus Question “How do you settle arguments?” have students give examples of how conflicts are resolved in a school setting. Emphasize verbal and non-violent resolutions.
- Write the following scenarios on the chalkboard or on an overhead. Ask students to refer to page 16 to determine which of the four conflict resolution mechanisms could be used in each scenario.

Scenario 1

The principal agrees to allow music in the cafeteria at lunch hour. A conflict arises over which type of music to play. One group wants rap, and the other wants country. Representatives from each group agree to resolve their differences by coming up with a fair compromise.

Scenario 2

A fight breaks out between two grade 10 students over a rumour about one of them. The two students refuse to speak to each other and begin to form rival cliques. The principal assigns a senior student to help them resolve their conflict.

Scenario 3

A student loses a precious gold watch in the washroom. A second student finds the watch, repairs it, and begins wearing it to school. The first student identifies the lost watch and demands it back. The second student refuses to give it back. The principal summons the two to her office, listens to both sides, and decides to whom the watch belongs.

More on Conflict Resolution

Write the words “arbitration,” “conciliation,” “mediation,” and “negotiation” and the following scenarios on the chalkboard. Ask students to consider briefly, with a partner, which word describes each scenario.

1. Two people calmly discuss their opposing views in an attempt to end a conflict.
2. The teacher listens to both sides of an argument and suggests possible ways to end the conflict.
3. The vice-principal ends a conflict between students.
4. An outside person outlines what both sides agree and disagree on. He or she then tells the parties what areas still need to be agreed upon.
(1. negotiation, 2. mediation, 3. arbitration, 4. conciliation)

Discuss the pros and cons of each type of conflict resolution. Review basic steps to these conflict resolutions:

- Set limits and rules before the discussion (no insults or name-calling).
- Get the person to think about solutions.
- Defend yourself in a tactful and polite way.
- Remain silent when the other person talks.
- Show that you understand how the other person feels.
- Tell the person that you value him or her and want to find a solution or compromise.
- Apologize when you are wrong.

1.4 Democratic Decision Making

Student Book: pages 17–18

Focus Question: *What do you gain from democratic decision making?*

Expectations

- compare the benefits and drawbacks of democratic and authoritarian forms of decision making, drawing on examples from everyday contexts
- demonstrate an understanding of a citizen's role in responding to non-democratic movements and groups
- Discuss the idea that civic conflict can result in both positive and negative change.
- Have students identify the benefits of solving civic conflict through democratic decision making.

Making A Difference: Rosemary Brown
(page 18)

Questions

1. Rosemary Brown is a good example of an informed, active, and purposeful citizen because
 - she helped to fight for equality of all Canadians

- she was the first Black woman ever elected to a provincial legislature in Canada
 - she was the first woman to run for leadership of a federal political party
 - she was named an Officer of the Order of Canada for her work on human rights
2. Ask students if they know what the Order of Canada is. Explain that this honour recognizes outstanding achievement and service in various fields of human endeavour. It is our country's highest honour for lifetime achievement. Ask students to name three other Canadians they think deserve to be appointed the Order of Canada.

Extending the Lesson

Challenge students to research the life and accomplishments of a Canadian they consider a hero (e.g., Terry Fox, Jean Vanier, Stephen Lewis, Norman Bethune, Craig Kielburger, Roberta Bondar, Cairine Wilson, Nellie McClung, Louise Arbour, Silken Laumann). Ask students to present their research to the class. Encourage them to refer to the Skills for Social Action: Locating and Evaluating Sources, at the end of this unit.

1.5 The Responsible Citizen

Student Book: page 19

Focus Question: *How do you define a responsible citizen?*

Expectation

- describe fundamental beliefs and values associated with democratic citizenship

Check Your Understanding (page 19)

Before beginning the Check Your Understanding questions, ask for volunteers to read aloud the seven quotes about citizenship on page 19. Have them repeat their statements. After each quote, ask students to identify a belief or value that the speaker has about his or her own citizenship.

1. Possible answers could include: It is personal. It could vary based on personal experience, values, sense of history, interests, religious background, and culture.
2. Possible answers could include: It is informed, participates in decision making, voices opinions, carefully considers choices.
3. Possible answers could include: What has shaped their views of citizenship? Does our society allow citizens to pursue what is really important to them?
4. Possible answers might include: Personal experience, values, sense of history, personal interests, religious background, and culture.
5. Consider having students write their definitions of a citizen on cards that can be posted on a bulletin board.

Skills for Social Action

Student Book: page 20-21

Model the process of evaluating sources with students. Consider using an example that may have relevance in their lives (e.g., gathering information before making the decision of which MP3 player to purchase). Ask students to consider where they would get their information. Students who mention they might look directly at what friends have are giving examples of primary source research. Students who suggest reading reviews are providing examples of secondary source research.

Pose the questions:

- What would you need to consider if you are reading up on MP3 players?
- Why might you need to read a number of things?

Encourage students to consider that what they are reading might be written by a company trying to sell its product, may contain bias, or may represent a certain perspective. Ask students to consider the advantage of reading multiple reviews. Lead students to the point that having more information from a good variety of sources may allow them to make a more informed decision.

Coach students on the importance of evaluating sources. See BLM 9.

Unit Conclusion

Student Book: page 22-23

1. Possible answers might include the following

Power Used in a Negative Way	Power Used in a Positive Way
<ul style="list-style-type: none">• peer pressure to smoke• bullying• bribing someone for test answers or to cheat	<ul style="list-style-type: none">• peer pressure to pick up garbage in cafeteria• persuading someone to get help when they need it• organizing a collection for the local food bank• convincing people to donate money to a local charity

2. Ways in which people could influence the power of schools and community leaders include voicing opinions through letters of concern, voting in school elections, signing petitions, and making an appointment to speak with a person in power.

3. Visuals will vary. Examples for the elements of democracy may include

- **human dignity**—the student enjoys experiencing other cultures.
- **political freedoms**—students can attend a rally on an issue of concern to them.
- **being informed and getting involved**—students can be part of a community action group.
- **respect**—students always respect other people’s right to an opinion, expression, religion, and so on.
- **rule of law**—students follow the law and seek legal help if they think they have been wronged, rather than taking justice into their own hands.

- **political equality**—students can vote at 18 years of age.
- **common good**—students want what is best for other people (not just themselves).
- **personal freedoms**—students have the right to say what they like, write what they like, and act how they like within the boundaries of the law.

Provide students with the following checklist to help complete this task.

- Have I included each element of democracy discussed in class and listed in my text?
- Have I included a visual for each element?
- Are my visuals relevant and easily understood?
- Have I included specific examples from my life to further demonstrate my understanding?

4. Student answers will vary. Students should support their answers with reasons for their choices. Have students share their visions. Discuss the challenges associated with actualizing these ideal democracies, and discuss steps that could be taken to bring them closer to reality.
5. Sample rights in a student code of conduct might include
 - the right to an education
 - the right to be free from harassment and bullying
 - the right to seek assistance from a principal or guidance counsellor

Sample responsibilities might include

- attending class
- using appropriate language in school
- abiding by the school dress code

If students have been given a copy of the school's policy on student conduct, have them bring it to class to work with. Also, consider inviting a school administrator to your class to share in the discussion of your school's policy on student conduct.

Ask students to create a chart to show the rights and responsibilities. Discuss with students the following:

- Which are the most controversial?
- Do you think these are fair?
- Do you think some of these should be changed? Which ones, and why?

Students should support their answers with reasons for their choices.

6. Student answers will vary. All student answers should outline at least two different viewpoints in the conflict they have chosen. Suggested solutions should refer to the unit material in the student book on conflict resolution (page 16).
7. The bulletin board display or Web site can be used to encourage students to share civics-related news, images, and so on in order to promote "informed citizenship," to develop an avenue for free expression, and to develop a cooperative spirit in the class by creating something that the entire class participates in.

It can also be used in conjunction with a current events task that has students report to the class on current events and then post their news clippings. If it is used in this manner, have students sign up in advance for current events presentation dates. Ask students to base their presentation on a civics-related news story. Students should bring a copy of the article or articles used to class to post, and they should provide the teacher with a bibliography. Provide students with the instructions and assessment and evaluation rubric found on BLM 6.

See also the Ongoing Collaborative Project on page 2 of this resource.

Review Activity

To review key concepts of this unit with students, consider using a graffiti-style strategy. (See example of this strategy used in this resource, Section 1.2, Your Classroom: A Society in Miniature.)

- Students rotate in groups to respond to a series of review questions.
- Each group carries a different colour marker and adds their ideas and answers to each question on the chart paper provided.
- Review questions written on different pieces of chart paper could include the following:
 - Which decision making process do you think is most effective and why?
 - What does it mean to be an informed, active, and purposeful citizen?

Unit 1 Culminating Activity

Citizenship Portfolio

See BLMs 10 and 11 for instructions, assessment, and evaluation of Culminating Activity—Citizenship Portfolio.

Expectations

- explain the causes of civic conflict and how decision making processes and structures can avert or respond to such conflicts
- describe fundamental beliefs and values associated with democratic citizenship
- describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation

Ask students to gather a series of news clipping, photo, articles, and so on. Have them mount these clippings into a portfolio (e.g., scrapbook style, duo-tang). Ask students to include explanations of, and personal connections to, what they have gathered.

This activity will allow students to demonstrate their understanding of the concepts covered in the unit. It will encourage them to think about what they have learned and apply it to new situations. It will provide them with an opportunity to communicate their knowledge and ideas in an effective manner.

BLACKLINE MASTERS FOR UNIT 1

1. Decriminalization of Marijuana
2. Information Sheet on Marijuana
3. Key Terms
4. Anticipation Guide
5. Place Mat Template
6. Current Events News Study
7. Crossword
8. Word Fun
9. Skills for Social Action—Checklist for Evaluating Sources
10. Culminating Activity Instructions—Citizenship Portfolio
11. Culminating Activity Assessment and Evaluation Rubric—Citizenship Portfolio

Solutions to Unit 1 Blackline Masters

Decriminalization of Marijuana

Background

A number of politicians began to question Canada's marijuana laws after Canadian athlete, Ross Rebagliati, temporarily lost his gold medal in Olympic snowboarding when tests revealed the presence of a small amount of marijuana in his body. Indeed, many Canadian citizens were outraged when the International Olympic Committee stripped Rebagliati of his medal simply because he tested positive for the drug. After all, some argued, marijuana is not a performance-enhancing drug, so his use of it could not have led to his winning the gold.

The issue made it into the news again in March 2000, when delegates at the national Liberal Party convention voted in favour of decriminalizing marijuana. The resolution specifically stated that simple possession of marijuana should be removed from the Criminal Code so that people convicted of the offence would receive a ticket rather than a criminal record. Decriminalization is different from legalization, which would make simple possession of marijuana legal. This resolution passed by the delegates of a major political party brought the idea of decriminalization into the political arena. Marijuana laws also became an issue in the courts. In July of the same year, an Ontario court struck down the federal law prohibiting possession of small amounts of marijuana. When the Liberal government was reelected, they chose to bring the issue before the House of Commons. In November 2003, a bill was introduced in Parliament to change Canada's marijuana laws. That bill died on the House floor.* In November of the following year, proposed changes to current marijuana laws went through first and second readings in the House of Commons. A final decision is still to be reached.

Part 1: Assessing the Impact

In your group, read and discuss the Information Sheet on Marijuana (BLM 2) distributed by your teacher. Then assess the impact that decriminalizing marijuana would have on each of the following areas. Record your answers in your notebooks.

1. health care costs in Canada
2. academic achievement in schools
3. amount of marijuana and "hard" drug use in society
4. age of drug user
5. Canada's relationship with countries like the United States

* *When a "bill dies on the House floor" it means that although it was introduced, there was not enough time for the bill to go through all stages needed before it can be passed and becomes a law.*

Part 2: Weighing Different Opinions

When a government drafts new legislation, it tries to consider the opinions of different groups in society. After all, not everyone feels the same way about the same issue, and it is important for a government to be in step with the opinions of Canadians. Governments generally try to keep the majority of people happy when they develop a policy or law, not only so that the law may be effective, but also to remain in good standing with voters, who they hope will reelect them.

Think carefully about the opinion each of the following groups would have toward the decriminalization of marijuana. Web sites for relevant groups have been provided. If you do not have Internet access, discuss each group with your classmates, and record the opinion you believe each of these groups would have.

1. high school teachers
2. the police
3. teenagers
4. parents of teenagers
5. employers

Web Sites

Go to the Student Centre at www.nelson.com/civicsnow for information about the following:

- Ontario Secondary School Teachers' Federation
- Ontario English Catholic Teachers' Association
- Canadian Association of Chiefs of Police
- Canadian Federation of Students
- Today's Parent

Part 3: Taking a Stand

Reflect on the information you have read and discussed. As individuals in the group, you should now decide whether or not you support the decriminalization of marijuana. Record your decisions, highlighting the three strongest arguments raised in your group.

Information Sheet on Marijuana

Is It Highly Addictive?

A recent study shows that marijuana is most addictive to people under the age of 25. That is, marijuana users in that age group indicate several factors that point to addiction, including a feeling of dependence and requiring more and more marijuana to get high. After the age of 25, susceptibility to addiction falls with age, along the same lines as alcohol. The addictive powers of both these substances, however, pale in comparison with those of tobacco.

Does It Kill Brain Cells?

Studies show no long-term brain damage caused by marijuana use. They do show, however, that users of marijuana are slightly less able to adapt to changing rules in tests. Users also tend to lose their motivation. Many heavy marijuana users do badly at work, drop out of school, and develop psychiatric problems. But no one knows whether marijuana causes these problems or whether troubled individuals gravitate toward marijuana. One thing is certain: nobody can cope with ordinary study or work tasks while under the influence.

Does It Ruin Your Health?

A survey conducted by the Canadian Centre on Substance Abuse revealed that during 1992, 732 deaths in Canada could be attributed to illegal drugs, including both marijuana and hard drugs. These deaths were a result of suicide, poisoning (overdoses), and AIDS deaths resulting from the use of contaminated needles. During the same period, 6701 Canadians died because of alcohol. The causes of death included alcohol poisoning, cirrhosis of the liver, violent behaviour, and car accidents involving alcohol. During the same period, 33 500 Canadians died because they smoked cigarettes, largely from lung cancer. To be fair, of the three substances, the latter two are legal and considered socially acceptable and are therefore consumed by far more Canadians than are illegal drugs. When considering marijuana alone, scientists note that one cannot die by taking too much marijuana (as one can with alcohol or hard drugs). Nor is there a tendency to violence in marijuana users. As for marijuana's ability to damage the lungs, studies contradict each other. It seems clear that chronic use can cause cancer. Also, marijuana users who smoke two or three joints a day cough and wheeze just as much as cigarette smokers who go through 20 cigarettes a day. Nonetheless, a 1997 study conducted for the World Health Organization concluded that there are good reasons for saying that cannabis would be unlikely to seriously rival the public health risks of alcohol and tobacco even if as many people used cannabis as now drink alcohol or smoke tobacco.

Does It Lead to Harder Drugs?

Opponents of marijuana legalization have long called marijuana the “gateway drug,” suggesting that, once a person gets used to smoking marijuana, experimenting with harder drugs is going to happen. While it would be false to claim that most users of marijuana go on to try hard drugs, it is absolutely true that users of hard drugs begin by taking marijuana and alcohol. In other words, marijuana does not necessarily lead to hard drugs, but it is a stepping stone.

Also, once the highs of marijuana begin to wear off, users may turn to harder drugs to find more stimulation.

Information excerpted from the CBC’s April 1998 *News in Review* resource guide.



Vocabulary:

Susceptibility—the likeliness of being affected

Gravitate—move toward

Key Terms

For each term listed, write a definition in your own words. Include examples where possible. Then, create a simple visual to help you remember the meaning of the term.

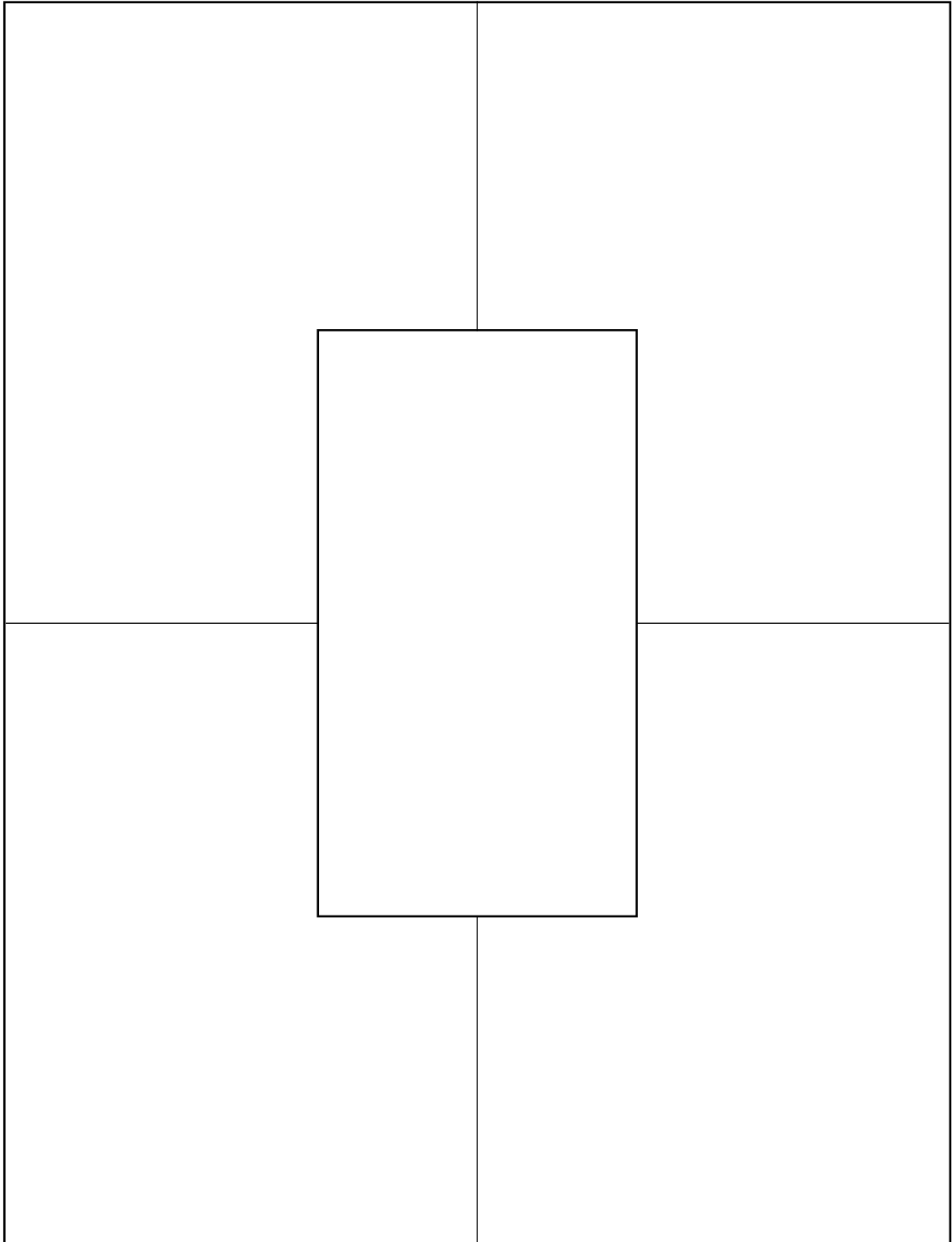
Meaning and Examples	Visual to Help Remember
arbitration:	
autocracy:	
autocratic decision making:	
basic needs: <i>items needed for physical survival, such as clothing, shelter, and food</i>	
common good:	
conciliation:	
consensual/collaborative decision making:	
consensus building:	
democracy:	
democratic decision making: <i>voting during an election</i>	
discrimination:	
human dignity:	
inequalities:	
mediation:	
negotiation:	
power:	
psychological needs:	
society:	
wants:	

Anticipation Guide

- Circle “Agree” or “Disagree” beside each statement below before you read your textbook.
- Following our class discussion of these statements, you will read Section 1.3 in the textbook, noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. In the right column, circle “Agree” or “Disagree” beside each statement, and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements	Page #	After Reading
1. Agree/Disagree	Power can be both positive and negative.		1. Agree/Disagree
2. Agree/Disagree	One person can make a difference.		2. Agree/Disagree
3. Agree/Disagree	Humans are naturally evil.		3. Agree/Disagree
4. Agree/Disagree	In a democracy, decisions are made in an attempt to keep the majority of people happy.		4. Agree/Disagree
5. Agree/Disagree	True democratic citizens have responsibilities as well as rights.		5. Agree/Disagree
6. Agree/Disagree	In a democracy, it doesn't really matter if people get out and vote.		6. Agree/Disagree
7. Agree/Disagree	As citizens of the world, we have a responsibility to the environment.		7. Agree/Disagree
8. Agree/Disagree	In a democracy, laws are different depending on your status in society.		8. Agree/Disagree
9. Agree/Disagree	In Canada, every citizen can vote or run for public office.		9. Agree/Disagree
10. Agree/Disagree	If people cannot settle conflict on their own, they should have an outside party help them solve their differences.		10. Agree/Disagree
11. Agree/Disagree	Citizens depend on institutions like the government, police, and court systems to help resolve conflicts.		11. Agree/Disagree

Place Mat Template



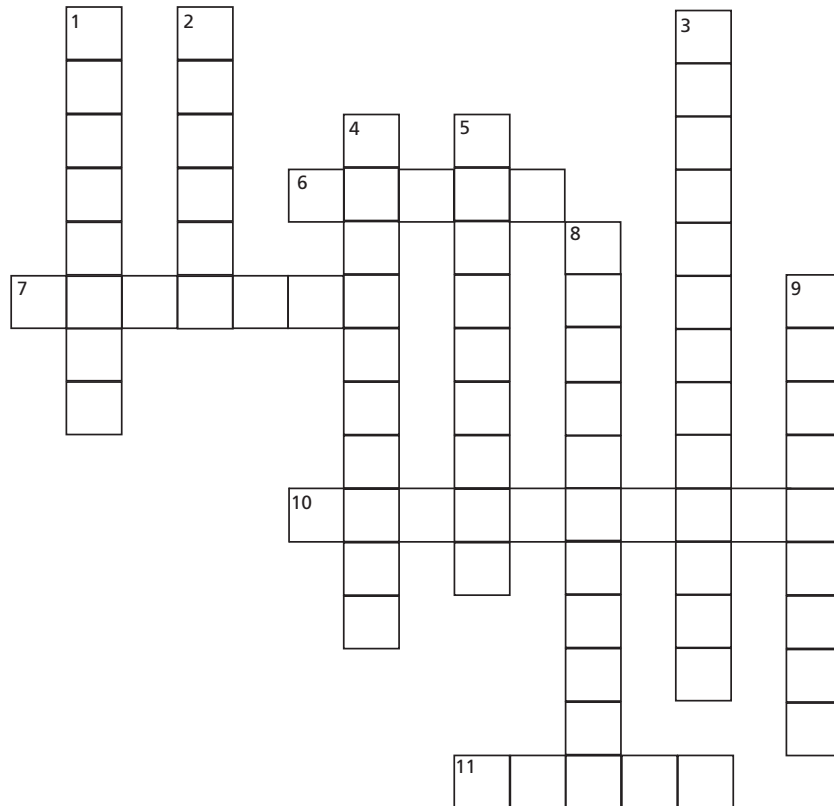
Current Events News Study

1. Sign up in advance for a current events news presentation.
2. All news selected to present must have a significant connection to Civics. Remember the goal is to promote good citizenship by being informed but also by reflecting on what a good citizen is.
3. All presentations must be based on a news source. A copy of the article(s) should be brought to class to post. A bibliography of the source(s) used is also required.
4. Presentations will need to include the following:
 - a) an introduction to the topic
 - b) a brief explanation of the background needed to properly understand the current event (*avoid simply reading the article*)
 - c) a visual component (very brief video clip, computer clip, photo from article, map, and so on)
 - d) a summary of what you have found out in the news (i.e., what is happening that makes this topic newsworthy)
 - e) question(s) to ask the class (i.e., questions that would allow the class to give their opinions on the topic) (*hint: have a backup question ready, too*)
 - f) concluding remarks

EVALUATION

	Level 4	Level 3	Level 2	Level 1/R
Knowledge & Understanding Knowledge base – effective use of facts, concise while providing effectively selected and highly relevant material to share Understanding of current event	<ul style="list-style-type: none"> • Demonstrates thorough knowledge • Demonstrates a thorough understanding 	<ul style="list-style-type: none"> • Demonstrates considerable knowledge • Demonstrates a good understanding 	<ul style="list-style-type: none"> • Demonstrates some knowledge • Demonstrates some understanding 	<ul style="list-style-type: none"> • Demonstrates limited knowledge • Demonstrates a limited understanding
Communication Voice (volume, pace, enthusiasm) Delivery (eye contact, not read, displays confidence with topic) Clarity (audible, explains clearly)	<ul style="list-style-type: none"> • Excellent volume, pace, and enthusiasm • Presents with great confidence and frequent eye contact • Communicates with a high degree of clarity 	<ul style="list-style-type: none"> • Good volume, pace, and enthusiasm • Presents with confidence and good eye contact • Communicates with considerable clarity 	<ul style="list-style-type: none"> • Moderate volume, pace, and enthusiasm • Presents with some confidence and eye contact • Communicates with a some clarity 	<ul style="list-style-type: none"> • Poor volume, pace, and enthusiasm • Presents with limited confidence and minimal eye contact • Communicates with limited clarity
Thinking & Inquiry Development of effective question(s) for discussion	<ul style="list-style-type: none"> • Very well thought out and engaging question(s) for class 	<ul style="list-style-type: none"> • Well thought out question(s) for class 	<ul style="list-style-type: none"> • Moderately effective question(s) for class 	<ul style="list-style-type: none"> • More effective question(s) need to be developed
Application Topic selection Organization (preparation, planning, visual component, introduction, conclusion)	<ul style="list-style-type: none"> • Current event selected is highly appropriate • Great evidence of preparation and organization 	<ul style="list-style-type: none"> • Current event selected is appropriate • Considerable evidence of preparation and organization 	<ul style="list-style-type: none"> • Current event selected is moderately appropriate • Some evidence of preparation and organization 	<ul style="list-style-type: none"> • Current event selected is only marginally appropriate • Limited evidence of preparation and organization

Crossword



ACROSS

- 6** The ability of an individual or group to get what it wants
- 7** Human beings
- 10** A type of decision making without consulting anyone else
- 11** Goods or services people desire but that are not necessary for survival

DOWN

- 1** This philosopher disagreed with Hobbes' ideas about people
- 2** He believed people needed to be ruled by an all-powerful ruler
- 3** Means the same as consensual
- 4** Before a decision is made, everyone must agree
- 5** A third party helps to settle conflict between two people or groups
- 8** A third party is given power to settle conflicts between two people or groups
- 9** A type of government in which citizens elect their government

Word Fun

A. Who am I?

1. This philosopher said that people in their natural state were selfish, and needed to be taught obedience by a ruler.

Th_____ H_____

2. She was the first Black woman ever elected to a provincial legislature in Canada.

R_____ B_____

3. This philosopher argued that even in their natural state, people were peaceful and harmonious.

J_____ - J_____ R_____

B. What concept or idea is being described?

1. Everyone, including leaders, must follow the same laws.

2. Food shelter, clothing, and fresh water.

3. What will make the most people safe, secure, and happy.

4. A third party given the power to decide the outcome of a conflict.

5. People can form associations, run for office, and vote without being intimidated.

C. What sort of decision making or conflict resolution is illustrated by each of the following statements?

1. Your class votes to decide what is the best day to have a test next week.

2. Another student helps two students resolve a conflict between them.

3. The student council tries to have all of its members persuaded and in agreement before deciding upon a course of action.

4. The principal decides without consultation that school will be let out earlier on a certain day.

5. Students are instructed to work out their differences in a positive, give-and-take manner.

Skills for Social Action— Checklist for Evaluating Sources

It is increasingly important to consider the source of the information we gather. This may be true when we are making decisions as consumers and as citizens. It may even be important in our personal lives.

When researching, carefully consider the sources that you use. Ask questions about the source of your information. It is especially important when using the Internet. Today, almost anyone can post information, and, often, it can appear quite legitimate.

Here is a checklist of questions to ask yourself to help evaluate the sources you are using:

- How current is the source?
 - For print resources, check the publication date.
 - On Internet sites, look for “last updated.”
- Who wrote or published the information?
 - Is there an author’s name or sponsoring organization provided?
 - What credentials does the author have? Is he or she an expert in the field, well educated, or experienced?
 - If it is an Internet site, are there spelling errors or other signs that might suggest that the site may not be a quality source?
- What was the purpose of the source of information?
 - Was it designed simply to provide information?
 - Is it designed to share an opinion on a topic?
 - Is it designed to promote or sell something?
- What viewpoint does the source take?
 - Is it written from a certain perspective? Are the images designed to provoke a certain response? Remember that perspective is not necessarily a bad thing, but you should be aware of it. Because many sources are written from a certain perspective, it is important to have a variety of sources and perspectives.
 - Does it contain bias? Does it give unfair or preferential treatment to a subject?
- Does the source provide good factual data?
 - Consider the quality of the information—is it detailed? Does it give relevant examples?
 - Consider the quantity of facts in the source.

Culminating Activity Instructions— Citizenship Portfolio

Overview

As part of this culminating activity, you will be required to gather a series of news clippings, photos, articles, and so on. Mount these clippings into a portfolio (e.g., scrapbook style, duo-tang). Include explanations of, and personal connections to, what you have gathered.

This activity will allow you to demonstrate your understanding of the concepts covered in this unit, encourage you to think about what you have learned, and apply it to new situations. It will also provide you with an opportunity to communicate your knowledge and ideas in an effective manner.

Check off each requirement as it is completed.

STEP 1: GATHERING EXAMPLES

Look for and collect Canadian newspaper clippings, photos, and so on. As you collect materials, be sure to note sources on a bibliography. The material you collect should illustrate or demonstrate the following:

- the use of autocratic or consensual/collaborative decision making
- democratic decision making in action
- the use of power in a positive way
- one element of democracy (e.g., political freedom, right to run for office, being informed, and getting involved)
- someone in your community making a positive difference (you could even include someone who has made a positive difference in your life)

STEP 2: CREATING A PORTFOLIO

- Organize your clippings in portfolio or scrapbook style (e.g., mounted neatly in a duo-tang, scrapbook, or on sheets of paper stapled together).
- Give each clipping a title.
- Underneath each clipping, explain how what you have included illustrates the descriptions above.

STEP 3: ADDING YOUR IDEAS AND EXPLANATIONS

Include answers to the following questions and exercises in your portfolio. Include headings or titles for each response. Feel free to embellish your answers by including images as well.

- Make a list of the ways that you could make a difference in your school, community, province, or country.
- Make a list of the rights and responsibilities you have as a citizen.
- Write a personal statement explaining what makes a good citizen.

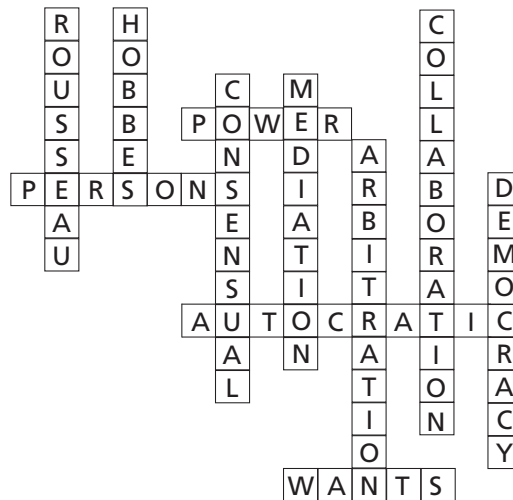
Culminating Activity Assessment and Evaluation Rubric Citizenship Portfolio

CRITERIA	Level 4	Level 3	Level 2	Level 1/R
Knowledge & Understanding <ul style="list-style-type: none"> Demonstrates knowledge and understanding of concepts covered in Unit 1. 	<ul style="list-style-type: none"> Demonstrates excellent knowledge and understanding of concepts covered in Unit 1. 	<ul style="list-style-type: none"> Demonstrates considerable knowledge and understanding of concepts covered in Unit 1. 	<ul style="list-style-type: none"> Demonstrates some knowledge and understanding of concepts covered in Unit 1. 	<ul style="list-style-type: none"> Demonstrates limited knowledge and understanding of concepts covered in Unit 1.
Thinking <ul style="list-style-type: none"> Demonstrates insight, depth, and careful consideration in ideas and explanations. 	<ul style="list-style-type: none"> Demonstrates a high degree of insight, depth, and careful consideration in ideas and explanations. 	<ul style="list-style-type: none"> Demonstrates considerable insight, depth, and careful consideration in ideas and explanations. 	<ul style="list-style-type: none"> Demonstrates some insight, depth, and careful consideration in ideas and explanations. 	<ul style="list-style-type: none"> Demonstrates a limited insight, depth, and careful consideration in ideas and explanations.
Communication <ul style="list-style-type: none"> Expresses and organizes ideas and information with effectiveness (clear setup of portfolio, evidence of editing, correct spelling, grammar, sentence construction, and so on). 	<ul style="list-style-type: none"> Expresses and organizes ideas and information with a high degree of effectiveness. 	<ul style="list-style-type: none"> Expresses and organizes ideas and information with considerable effectiveness. 	<ul style="list-style-type: none"> Expresses and organizes ideas and information with some effectiveness. 	<ul style="list-style-type: none"> Expresses and organizes ideas and information with limited effectiveness.
Application <ul style="list-style-type: none"> Demonstrates an ability to use knowledge and skills to make personal connections to abstract concepts. 	<ul style="list-style-type: none"> Uses skills and knowledge in a highly effective manner. 	<ul style="list-style-type: none"> Uses skills and knowledge in an effective manner. 	<ul style="list-style-type: none"> Uses skills and knowledge with some effectiveness. 	<ul style="list-style-type: none"> Uses skills and knowledge with limited effectiveness.

SOLUTIONS TO UNIT 1 BLACKLINE MASTERS

BLACKLINE MASTER 7

Crossword



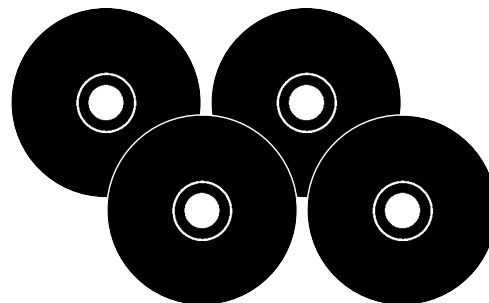
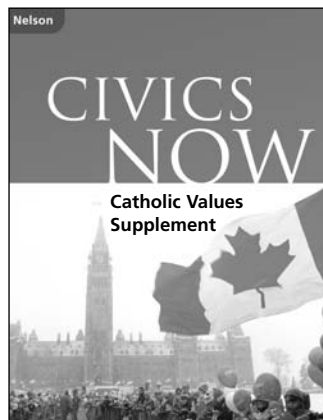
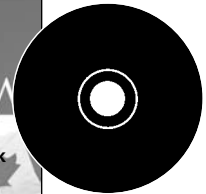
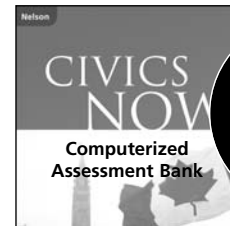
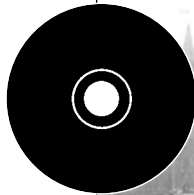
BLACKLINE MASTER 8

Word Fun

- A.
1. Thomas Hobbes
 2. Rosemary Brown
 3. Jean-Jacques Rousseau
- B.
1. rule of law
 2. basic needs
 3. common good
 4. arbitration
 5. political freedoms
- C.
1. democratic decision making
 2. mediation
 3. consensual/collaborative decision making
 4. autocratic decision making
 5. negotiation

Order Information

Student Text	0-17630194-1	\$42.95
Teacher Resource	0-17630195-X	TBA
Computerized Assessment Bank	0-17630221-2	TBA
Catholic Values Supplement	0-17630222-0	TBA
DVD Package	0-17630196-8	TBA
Website	www.nelson.com/civicsnow	



1120 Birchmount Road, Toronto, ON M1K 5G4
(416) 752-9448 or 1-800-268-2222 • Fax (416) 752-8101 or 1-800-430-4445
E-mail: inquire@nelson.com • Internet: www.nelson.com

