

*Public and Catholic District School Board Writing Partnerships*

# Course Profile

## **Canadian Politics and Citizenship**

Grade 11

Open

CPC30

• *for teachers by teachers*

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

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## Course Overview

### Canadian Politics and Citizenship, Grade 11, Open, CPC30

#### Course Description

This course explores the role of politics in people's lives. Students investigate the different ways in which individuals and groups can participate in the political process, examine the influence of citizen action on public policy, and assess the effectiveness of political systems and institutions in meeting people's needs and promoting the common good. In addition, students learn to distinguish between the legitimate and illegitimate exercise of power by individuals, groups, and governments.

#### How This Course Supports the Ontario Catholic School Graduate Expectations

The Catholic student recognizes the value of political process and active citizenship. Being rooted in faith, every student will come to deepen and enliven their understanding of Canadian Politics and Citizenship with the lens of Gospel values and church teaching. From this perspective, each student acquires a more meaningful appreciation of the purpose of democracy as it relates to the Canadian experience. The content of the course provides each student with the opportunity to apply Catholic insight and critique to issues relating to politics and citizenship. With the centrality of Christ, his church, and the focus of the gospel, students are empowered to discover a truly just and human vision of the Canadian political project as they are integrated into the fabric of the course material.

#### Course Notes

Canadian Politics and Citizenship at the Grade 11 level provides an interesting and challenging course. Through an interactive study of self, society, and groups, students can develop an understanding of the complexities of the Canadian political system. Furthermore, students can gain insight into their own roles within our system. As active and informed citizens, students are able to evaluate the use and misuse of power, the promotion of the common good, and Canada's role within the global village. With the skills of social scientists and active citizens, students will participate in forming and transforming Canada in the new century.

*The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000* outlines a framework for students to explore political studies. It addresses the meaning of citizenship within a democracy; the role of power and influence in the resolution of differences; the nature of decision-making systems and process; the role of political values, beliefs, and ideologies in politics; and methods of political inquiry. This document has taken the curricular framework and sub-divided it into six units, providing a logical and sequential development of material that meets the needs of the student. Each unit builds upon its predecessor, culminating in a final community-based project where the student applies classroom lessons to a real-life political scenario.

It is important for the teacher to keep in mind that the only prerequisite for this course is Canadian History in the Twentieth Century, Grade 10, Academic or Applied. However, it could also build upon the Civics and Geography programs, preparing students to participate more fully in other courses, such as law, history, and, in the Catholic system, the senior morality course. In any case, students bring varying levels of ability and motivation with them. The course should be of use to all students, helping them become more informed and active members of the Canadian political system regardless of their chosen destination.

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Using personal beliefs and experiences as a springboard, the first unit deals with political socialization. The key question students must explore is: “How do people learn to be political?” Students discover the forces and experiences that make them political creatures. Teachers, at this point, must establish an atmosphere of respect and trust at course inception. Students need the security and freedom to express their political ideas, while also learning to listen to and weigh the ideas and beliefs of others – the basis of any democratic political system.

From an understanding of political socialization, the student then moves on to explore the role of ideas and theories in politics and the nature of the Canadian political spectrum. Here again the student must ask: ‘What is the relationship between political ideology and political action?’ This second unit requires students to create their own political ideology after examining those currently in practice. This unit also allows students to consider issues that they might raise during their Political Awareness Day – the culminating activity of the course.

The third unit affords students the opportunity to analyse Canadian government, examining access to political power in a liberal democracy. Students gain an understanding of the ways in which Canada affects and is affected by global political and economic systems. As well, students are introduced to Canadian decision-makers who can serve as an audience for letters written for the Political Awareness Day.

Having established a global context for Canadian politics, the fourth unit examines how power and influence are exercised within Canada’s borders. Students investigate the roles of lobbyists, activists, etc., in determining policy in Canada, and understand the ways in which differences between these and other pressure groups can be resolved.

Unit 5 is an investigation into the common good and allows students to evaluate the extent to which Canadian policy at home and abroad promotes the common good. This unit provides students with the framework to develop questions for Canadian political policy participants who might be included in the Political Awareness Day, the culminating activity of the course, in which students explore the role of political activism within the Canadian context.

The table below lists the six units of study and the suggested allotted time per unit. It is suggested and perhaps more feasible to incorporate the unit on Activism and Research throughout the course, thus ensuring an ongoing development of skills and process for students.

### Units: Titles and Times

* Unit 1	Political Socialization	16 hours
Unit 2	Political Ideas and Ideologies	18 hours
Unit 3	The Canadian Government in Comparative Perspective	16 hours
Unit 4	Power, Influence, and the Resolution of Differences	25 hours
* Unit 5	Defining a Vision of the Common Good	20 hours
Unit 6	Activism and Research	15 hours

\* These units are fully developed in this Course Profile.

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## Unit Overviews

### Unit 1: Political Socialization

#### Unit Description

This unit provides students with a basic understanding of the process of political socialization. This refers to the ways in which members of society acquire and pass along their attitudes and beliefs about the political system in which they live. Students learn about how various agents of socialization, including the family, school, church, and mass media, among others, function in the formation of individuals' and groups' political beliefs and subsequent actions. The unit begins with a review of students' knowledge and understanding of the content of the Grade 10 Civics course. It then proceeds to introduce the concept of political socialization and demonstrates how it functions on a personal level through the use of a student-generated individual political socialization timeline. Students analyse the influence of major agents of political socialization through relevant case studies and other examples. These materials help students understand the relationship between the process of political socialization and the agents promoting it, and the continuing existence of socio-economic and political inequality in Canada today.

#### Unit 1 Overview Chart

Activity	Expectations	Assessment	Focus/Activity
1	CD2.01, CD1.01, PI4.02, PI1.02, PI1.03, PI3.02 CGE3e	Knowledge/Understanding Thinking/Inquiry	Introduction to Politics (Review of Civics content and social science methodology. Defining the term "Politics.")
2	CDV.03, CD1.01, CD1.03, CD2.01, CD2.02, CD2.03, CD3.01, CD3.03, VBV.03, VB3.03, PI1.03, PI1.04, PI3.02, PI4.02, PI4.05	Thinking/Inquiry Communication Application	Introducing the process of political socialization
3	VBV.03, CDV.03, VB2.01, VB3.01, VB3.02, CD3.01, PI1.02, PI4.03	Knowledge/Understanding Thinking/Inquiry Communication	Analysing the influence of major agents of political socialization
4	VBV.03, CD2.01, CD2.02, PI1.03, PI3.01, PI4.05	Knowledge/Understanding Thinking/Inquiry Application Communication	Assignment: Personal Political Socialization Timeline Display
5	CD3.01, CD3.03, PO1.01, PO3.01, PO3.02, PO3.03, DM3.01, VB2.01, PI2.01, PI2.02, PI2.04, PI4.01, PI4.03, PI4.04, PI4.05 CGE1b, 1f	Knowledge/Understanding Thinking/Inquiry Communication Application	Political Socialization: The case of Native residential schools
6	VB3.01, VB3.02, VB3.03, PI2.03, PIV.01, PIV.02, PI1.01, PI1.02	Communication Application Thinking/Inquiry	The Influence of Television on Students' Political Knowledge and Attitudes
7	VBV.03, VB3.03, CD3.03, PI3.02, PI2.04	Application Thinking/Inquiry	Reinforcing the Status Quo – how computer simulations affect our perceptions of political reality

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## Unit 1 Culminating Activity

The culminating activity for this unit involves individual students constructing a personal socialization timeline for display. The investigation of political socialization in the Canadian context helps students understand their own process of being socialized politically; they plot this visually in ways that can be displayed around the classroom and in the halls of the school. A timeline format helps students understand the different forces acting upon them through childhood and also allows them to learn from the work of others. Evaluation is based upon a combination of peer and teacher assessment.

## Unit 2: Political Ideas and Ideology

### Unit Description

The ideology unit exists to provide students with the theoretical background to discuss and research political ideas. Students reflect on the ideas at work in Canada and abroad and identify the ideologies that best represent their own informed opinions. This unit begins with an introduction to the power of ideas. Students understand the ways in which ideas have helped to shape our world and become familiar with political language. They identify the distinctiveness of terms such as democracy, communism, socialism, etc. Having established the theoretical basis, students then focus on examples of these ideas in action. Historical and contemporary examples of totalitarianism, democracy, communism, etc., are researched. As well, students identify the relationship between political ideology and economics and become familiar with concepts such as corporatism, unionism, etc. The focus then shifts as students begin to analyse political ideologies at work in Canada. Students access the platforms of Canada's political parties to determine the ideas at work in our system. Roving conferences and individual interviews aid in the assessment of work done in the ideology unit. This unit culminates in each student constructing his/her own political ideology. Students formulate questions for guest speakers on the Political Awareness Day as well as brainstorm ideas for letter writing campaigns.

### Unit 2 Overview Chart

Activity	Expectations	Assessment	Focus/Activity
1	CDV.01, CD1.02, POV.01, PO1.03, VBV.01, VB1.02, VB1.03, VB1.04 CGE1g, 1h, 3f	Knowledge/Understanding Thinking/Inquiry	Introduction to the power of ideas as well as terminology associated with leading political thought
2	POV.03, PO3.01, PO3.02, VBV.02, VB2.03 CGE2e, 3d	Thinking/Inquiry Communication	Political ideology in practice – universal
3	DMV.02, DM3.02, DM3.04, VB2.02 CGE3b, 6c	Knowledge/Understanding Thinking/Inquiry Communication	Political ideology in practice – Canada
4	PIV.03, PI3.02, PI4.04, PI4.03, PI3.01 CGE2a, 5a, 5d, 7d	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity – the creation of a personal political ideology

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## Unit 2 Culminating Activity

This unit culminates in each student constructing his/her own political ideology. Incorporating the best of the various political ideas introduced in the unit, each student creates an ideology that they deem the most beneficial for Canada's success in the future. This activity aids students in determining the issues they will raise with their guest speakers during their political awareness day. As well, it allows them to formulate thoughtful research questions in determining challenges to Canada's success in the future.

This unit offers students an opportunity to develop their knowledge and understanding skills in studying leading political thought. As well, this unit enhances their thinking, inquiry, and application skills in analysing these political ideas and creating their own.

## Unit 3: The Canadian Government in Critical Perspective

### Unit Description

This unit begins with a focus on why people form governments, the purposes that governments serve, and the basis for the legitimacy of political power within democratic contexts. This opening serves as a transition from both the previous unit, with its emphasis on ideas and ideologies, and the Grade 10 Civics course, which introduced students to the study of government. This leads to a review of the main characteristics of Canada's political system and a re-evaluation of our system of government, including the role and influence of key players. In particular, there is a new emphasis on evaluating ways in which Canadian governments "affect and are affected by global political and economic systems." From this re-examination, students should develop an enhanced understanding of the complexity of our system and be able to analyse the differences between the ideal and real in politics—especially as they pertain to citizen participation and control of the political process. The unit concludes with students addressing the challenge in a research report about equalizing political access and power. As a result, students have an excellent opportunity to further develop their research and communication skills.

### Unit 3 Overview Chart

Activity	Expectations	Assessment	Focus/Activity
1	PO1.02, PO1.04, CD1.01, PI2.04, PI4.05 CGE4h	Knowledge/Understanding Thinking/Inquiry	Why do we have governments? (The purposes of government and the basis for its legitimacy)
2	DMV.01, PIV.01, DM1.01, DM1.02, PI3.02, PO2.04, VBV.01	Knowledge/Understanding Thinking/Inquiry Communication	How are we governed? (Review of main characteristics of Canada's political system)
3	DMV.02, PIV.02, CD2.01, PO1.03, PO2.04, DM3.01, DM2.02, DM2.03	Knowledge/Understanding Thinking/Inquiry Communication	Elites and Political Leadership (Role and influence of key players in Canadian politics)
4	CDV.03, PIV.02, PO2.01, PO2.04, CD3.02 CGE5e, 5h	Thinking/Inquiry Communication Application	Citizenship in Canada (The role of "the people")
5	PIV.03, CD2.02, CD3.02, DM1.03, CD3.03, PO2.04 CGE4b	Knowledge/Understanding Thinking/Inquiry Communication Application	Research Report (Investigating the barriers to participation of select groups and identifying strategies to overcome barriers)

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### Unit 3 Culminating Activity

Students address the problem of political inequality in a research report. They work alone or in pairs to investigate the participation rates of under-represented groups in Canadian politics, identifying barriers to participation and strategies to overcome those barriers.

The research report format allows students to investigate, explore, organize, apply, and communicate new information about access and barriers to political participation. It is designed to allow students to explore areas of interest in greater depth, to encourage critical and creative thinking, particularly through the analysis and evaluation of information, and to support students in building capacity for information retrieval, selection, organization, and communication.

To support the writing of this research report, the teacher should plan to:

- co-ordinate a program of research and inquiry instruction and access to appropriate resources with the school's teacher-librarian;
- schedule regular progress conferences with the learner;
- model the skills associated with acquiring, organizing, and communicating information;
- provide support with organization, timelines, and sources for information;
- arrange for access to equipment and resources (e.g., books, multimedia computers, VCR);
- intervene as required to maintain student confidence in the self-directed learning;
- transfer control as students demonstrate the ability to assume greater responsibility for the research;
- assist with structure for self-assessment;
- provide a forum and feedback for the communication of research.

The report should both assess students' ability to communicate ideas in writing and measure understanding and mastery of complex information on political participation. To do so it must include a scoring plan which specifies attributes for a quality answer (e.g., conciseness, factual knowledge, connection between argument and supporting facts) and indicate the value associated with each of the attributes.

### Unit 4: Power, Influence, and the Resolution of Differences

#### Unit Description

This unit is divided into three areas of concentration. The topics are organized in a manner that builds upon the understanding of pressure group behaviour, which leads to an examination of how actual pressure groups have influenced and do influence Canadian political decision-makers. Next, students learn about conflict-resolution theory and determine what they believe democratic conflict resolution should look like in practice. Finally, students are challenged to apply the principles of conflict resolution to real-life political issues – first through guided practice, then through a dramatic role-play. Students are expected to use political terminology appropriately as they analyse power relationships among individuals, groups, and governments, including new vocabulary related to social science methodology, political action, pressure groups, conflict, and the resolution of differences.

#### Unit 4 Overview Chart

Activity	Expectations	Assessment	Focus/Activity
1	CDV.02, POV.02, PI4.04, PO1.01 CGE6a, 6b	Knowledge/Understanding Thinking/Inquiry	Pressure Group Behaviour
2	POV.01, PIV.02, DM2.03, PO2.02, PO2.04 CGE7i	Knowledge/Understanding Thinking/Inquiry Application	Canadian Pressure Groups (Major groups that influence Canadian political life)

3	CDV.01, PIV.01, PO3.01, PO1.01, PO1.04 CGE7c	Thinking/Inquiry Communication Application	Conflict-Resolution Theory in a democratic context
4	PIV.03, PO1.04, PO2.02, CD2.03, PO3.02 CGE6e	Knowledge/Understanding Thinking/Inquiry Communication Application	Resolving Conflict Democratically (Applying conflict resolution theory to government policy-making)
5	POV.03, PIV.04, PO1.04, CD2.04 CGE6b, 7a	Knowledge/Understanding Thinking/Inquiry Communication Application	Role-play (Applying conflict resolution strategies in an issue-based role-play)

### Unit 4 Culminating Activity

Role-playing is used to encourage students to explore a current political issue in depth and move beyond their first impressions. They examine a variety of viewpoints and apply skills in decision making and problem solving. To engage students in a problem, the teacher must ensure that students consider the issue under investigation to be important and relevant. Expressing a point of view involves more than just the examination of an issue from the vantage point of an affected person or group. It includes:

- identifying a person or group who is affected by an issue that needs to be addressed;
- defining the needs and concerns of the person or group identified;
- discovering information about the person or group identified;
- summarizing the position of the identified person or group with respect to the issue;
- practising thinking like someone else without letting personal bias interfere unduly;
- making conclusions about what has been learned from taking on the persona of another.

To support the role-play, the teacher should:

- model positive attitudes about different points of view;
- provide opportunities ahead of time for students to engage in point-of-view activities;
- assign roles and manage groups;
- select reading/writing/oral/visual activities that present the issues from many perspectives;
- observe students as they respond to questions, study, and complete assigned tasks;
- listen to students as they speak and discuss with others;
- observe nonverbal forms of communication (e.g., attentiveness to lessons, signs of frustration);
- observe students' performances, then record observations on recording devices (checklist, rating scale, anecdotal record), which outline the framework and criteria for observation;
- provide frames to respond to the experience, such as: What did I think before I examined the issue from another point of view and what do I think now?;
- assess skills and knowledge.

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## Unit 5: The Common Good

### Unit Description

This unit is comprised of four components. Each component builds upon the other and thus serves to both inform and deepen students' understanding of the topic. Overall, students come to know that decisions made for the common good affect the well-being of people and the environments in which they live. Students also grasp the common good as it relates to Catholic teaching and values rooted in the gospel. As such, fundamental questions that relate to the quest for a truly human and just society are explored within the context of the Canadian experience. The flow of the unit, therefore, consists in first analysing the common good as a concept; secondly, discerning the common good within the political fabric of Canadian society; thirdly, examining Canada's role in applying the common good internationally; and lastly, providing students with an opportunity to assess the challenges Canada faces in its continued search for the common good. Group skills rubrics for both self- and peer evaluation aid in the assessment of the work in this unit. Students become familiar with key players in Canada's policy-making process, invitees to the Political Awareness Day, or recipients of letters written about the day.

### Unit 5 Overview Chart

Activity	Expectations	Assessment	Focus/Activity
1	DMV.03, DM3.01, DM3.02, DM3.05 CGE1d, 3c, 7e	Knowledge/Understanding Thinking/Inquiry	Discerning the Common Good within Canada
2	DMV.02, CDV.02, VBV.02, CD2.01, CD3.01, CD3.02, DM2.01, DM2.02, DM3.04, VB2.01 CGE1e, 2c, 2d	Knowledge/Understanding Thinking/Inquiry Communication	Canada and the Common Good nationally
3	DMV.02, PIV.02, DM3.02, DM3.05, PI1.01 CGE1i, 7b	Knowledge/Understanding Thinking/Inquiry Communication	Canada and the Common Good internationally
4	CDV.03, PIV.01, PIV.02, PIV.03, CD1.01, PI1.01, PI2.01, PI3.01 CGE5b, 7f, 7g	Communication Application	Mock Trial: Assessing the Common Good

### Unit 5 Culminating Activity

The final activity provides students with an opportunity to test and synthesize the unit material. They assess current challenges to the common good in the form of a mock trial. As such, each student researches and inquires into an issue related to the unit and develops an organizational plan that will culminate in a court test. The student is expected to formulate arguments and evidence as to which decisions need to be made in order to achieve the common good in areas of social justice, economics, politics, education, the Third World, the United Nations, Aboriginal rights, etc. Students act in the role of judge and jury as arguments are presented and then assessed. They are challenged to draw conclusions based on learning achieved in the unit. Further, the class is invited to submit conclusions to an appropriate Member of Parliament as a formal method of participation in the democratic process.

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## Unit 6: Activism and Research

### Unit Description

Ideally, this unit should not be crammed into the last few weeks of the course. Instead, it should encompass approximately fifteen hours integrated throughout the entire year, culminating in the Political Awareness Day. It is meant to be a focus that challenges students to take the practical knowledge and skills they have learned throughout the course and apply them by preparing and presenting their findings to an authentic audience, such as parents, community members, and other students. A designated day each week (e.g., Friday) throughout the course could be set aside for students to work on planning and preparing the event. This unit is divided into four main areas of concentration. The first requires that students identify and research topics raised within the course, including both domestic and international issues, such as the role of housing, the nature of the rights of Aboriginal peoples, fairness in international trade, or Third-World debt relief. In so doing, students learn to employ a variety of research techniques and use and present data in a meaningful fashion. Students should be encouraged to use a variety of sources, such as books, articles, CD-ROMs, and the Internet. Once students have chosen and defined their topics they must write a letter to a person or group who possesses expertise and is engaged in political action connected to their topic. Students should request information from the given source. They should find out: a) what the person/group/organization stands for; b) what type of activities they are involved in; c) how they are part of the political system; d) how a student might get involved if she or he were interested; e) what skills are required and what would be learned. If appropriate, students could request that the given person/group/organization present at the Political Awareness Day. Having obtained the information, students then begin organizing the day.

### Unit 6 Overview Chart

Activity	Expectations	Assessment	Focus/Activity
1	PIV .01, PI1.04, PI2.02, PI2.03, PI3.03 CGE2b, 4f, 5f, 5g	Knowledge/Understanding Thinking/Inquiry Application	Locating and researching information
2	PIV.01, CDV.02, CD2.04, PI1.01 CGE4c, 4d, 7h	Application Communication	Letter writing campaign
3	CDV.01, POV.03, VB.03, CD2.02, PO2.03, PO3.03, VB3.02 CGE3a, 4e, 4g	Knowledge/Understanding Thinking/Inquiry Application Communication	Formulating the issues
4	DMV.02, PIV.04, DM2.04, DM3.03, PI4.01, PI4.04 CGE1j, 4a, 5c, 7j	Knowledge/Understanding Thinking/Inquiry Application Communication	Political Awareness Day

### Unit 6 Culminating Task

The culminating task within this final unit is the presentation of the Political Awareness Day. In the final activity, students prepare questions for guest speakers, prepare displays, and develop an open debate on such topics as: Which political ideology would best serve Canada in the future? Students should use a variety of technologies in presenting their findings. Students may organize the day in many ways, which might include oral presentations, displays, and a debate. The instructor and students may wish to conclude the day with a multicultural lunch. Group skills rubrics for both self- and peer evaluation can be used in assessing work.

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## Teaching/Learning Strategies

This course provides students with the opportunity to explore, analyse, and reflect on politics through diverse teaching and learning strategies. The teacher is encouraged to develop teaching and learning strategies that meet the needs of students with a wide variety of learning styles and abilities. Because the world of politics can seem intimidating and remote to many students, teachers need to use active learning in the classroom and community to engage students and build confidence. Students are likely to find such strategies as brainstorming, community involvement, conferencing, debating, field trips, interviewing, peer teaching, problem-solving, puppetry, reading responses, role-playing, simulations, story-telling, and tableaux motivating. Cooperative learning is another important active learning strategy fundamental to many activities in the course, particularly in Unit 1. Students can apply these skills to real-life situations. This course also is ideally suited to develop research and critical-thinking skills and encourage students to become life-long learners. When students are presented with a variety of learning situations, they construct meaning and develop skills that are useful throughout life. Skills, such as formulating and defending a thesis, identifying bias and viewpoint, debating, analysing print and non-print sources, and problem-solving, encourage students to think critically and discuss complex political issues meaningfully.

Focused inquiry, data analysis, note taking, guided Internet searches, and the emphasis on responsible research skills allow students to draw informed conclusions about themselves and the world in which they live. Evident throughout the course, these skills are also essential components of the culminating activities for Units 3 and 6. Students should have multiple opportunities to communicate their learning through personal reflections, informal and formal presentations, role-playing, writing in role, and persuasive report writing. Units 4 and 5, in particular, challenge students to apply decision-making and problem-solving skills in an issues-based role-play and a mock trial, respectively.

Political scientists draw from a wide variety of social science disciplines to express political concepts. In order to help all students, but especially ESL/ELD students, teaching and learning strategies should pay particular attention to the following aspects of language in written and oral forms:

- Specialized vocabulary/idioms (especially in Unit 1, Activity 2; Unit 2, Activity 1; Unit 3, Activity 2; Unit 5, Activity 4; Unit 6, Activity 1);
- Wide range of tense use, active and passive voice
- Word phrases and clause structures that indicate:
  - Cause/effect relationships (especially in Unit 1)
  - Contrast/comparatives/superlatives (especially in Unit 2)
  - Statements of opinion, interpretation, inference (especially in Units 3 and 6)
  - Statements of speculation/hypothesis, prediction (especially in Unit 4)
  - Statements of belief, intent, necessity, persuasion, evaluation, definition (especially in the mock trial in Unit 5)
  - Explanation of reason (especially in Unit 6)
- Formation of questions for formal and informal circumstances, oral or written
- Active listening skills, for example, phrases and syntax that expresses encouragement, requests for repetition, clarification, and restatement (especially in Unit 4)
- Activities such as reading/listening tasks (case study/video viewing) that need a specific and concrete product expected of the student
- Completion of a graphic organizer/re-enactment or structured oral response
- Note taking/summarizing (especially in Units 3 and 6)
- Non-verbal communication skills of particular importance to presentation tasks

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Language development and the expression of concepts taught are greatly facilitated if written tasks are reinforced by oral tasks and vice versa. All learners, especially those with difficulties, will benefit greatly if models or guidelines for oral and written tasks are provided initially.

To help all students achieve success, the teacher should create a classroom environment that is as encouraging and supportive as possible. Toward this end, the teacher should:

- ensure that all students feel valued as members of the class;
- involve students in goal setting;
- develop and implement consistent behavioural expectations and consequences;
- recognize/praise effort and improvement as well as task completion;
- facilitate, model, and encourage appropriate social skill development (e.g., role-play, understanding body language).

The teacher should acquire a wide range of classroom resources, many of which are available from government and non-government organizations.

### **Assessment & Evaluation of Student Achievement**

The Achievement Chart in *The Ontario Curriculum, Grades 11 and 12, Science and Humanities*, p. 142-143. is the basis for the assessment and evaluation of this course. It contains four categories: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. Each category is further divided into levels of achievement, which explain what students need to achieve/produce in order to be classified within that level. The accepted provincial standard is Level 3. To develop fair and meaningful assessment and evaluation instruments, teachers must be familiar with each category and strand.

Many varied forms of assessment and evaluation should be employed. It is expected moreover, that teachers use both formative and summative evaluation to identify clearly the strengths and weaknesses of each student. It is suggested, as well, that large assignments, such as the final assessment, which must constitute 30% of the final grade, be prepared for over a protracted period of time. This should help students to avoid low achievement on the final task due to last-minute time pressures. All six units provide opportunities for a variety of evaluation and assessment models and techniques. Some suggestions for assessment, evaluation, and teaching strategies within this course context are:

- Provide rubric frameworks and develop them with students, using the criteria for the assigned task so that they may better understand the evaluation process and be active participants in their own evaluation.
- Outline and explain to students the skills the teacher wishes students to have, such as research techniques, formulating questions, understanding themes, etc.
- Be sure that the assessments relate to the criteria identified in the Achievement Chart.
- Peer work should seek to develop not only interdependent skills but also the appreciation and respect for other's opinions.
- Be sure that there is a logical and meaningful progression of skills.
- Explore substantive public issues.
- Develop capacities for personal and interpersonal understanding.
- Some types of useful "projects" may be community-based, exhibits, mock/model activities, letter writing, attending meetings, interview, etc.
- Adapt to and accommodate the variety of learning skills and special needs within the given classroom.
- Students should continually evolve into active and informed members of their society.
- Refer to the exceptional students' Individual Education Plan to ensure recommendations are being carried out.
- Identify and develop units that enhance and develop reading and comprehension skills.
- Remember to adapt and change activities as student needs dictate.

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Teachers may choose to evaluate categories in the Achievement Chart individually or in unison with any other category. For example, if a student is asked to prepare an exhibit then this may indeed entail Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

## **Accommodations**

In this course, specific adaptations and accommodations are recommended with each activity. These include strategies that many students without exceptionalities also may find helpful. The teacher may:

- provide a structured overview of the lesson prior to beginning instruction;
- announce what they are going to say before they say it, say it, then say what they said (this kind of structure helps to ‘glue’ the ideas in place);
- use outlines, teach outlining and underlining to help structure and shape what is being learned as it is being learned, or to summarize previous learning (as in Unit 1, Activity 1 and Unit 3, Activity 2);
- use visual aids, demonstrations, simulations, and manipulatives to ensure that students understand concepts presented;
- make use of overheads and keep each overhead for later review by students;
- provide a copy of peer or teacher notes to allow students to focus on listening;
- provide opportunities to ‘pair/share’ or activity breaks to assist students’ ability to focus on instruction;
- include a variety of activities for students in each lesson;
- pre-teach important vocabulary (especially in Unit 1, Cluster 2; Unit 2, Cluster 1; Unit 3, Cluster 2; Unit 5, Cluster 4; Unit 6, Cluster 1);
- directly teach the skills necessary to manage instructional materials;
- enhance memory by teaching little tricks such as mnemonics; (e.g., cues, rhymes, codes);
- talk through the process required to complete the task (especially around culminating activities such as the political socialization timeline in Unit 1, the research report in Unit 3, and the mock trial in Unit 5);
- arrange for students to have ‘study buddies’ in each subject, when possible.

Appropriate adaptations in assessment and evaluation for Grade 11 students include modified expectations and adapted assessment strategies (e.g., granting of extra time, use of oral interviews, use of scribes, tasks requiring completion of graphic organizers, and cloze sentences instead of essay questions). However, the teacher should make any necessary adaptations and accommodations, working in collaboration with Special Education teachers and other professionals. Also, Individual Education Plans provide the teacher with recommendations for specific learning strategies that work best with individual students.

In addition, considerations for students learning English as their second language are necessary. The teacher should be familiar with *The Ontario Curriculum, Grades 9-12, English As A Second Language and English Literacy Development*.

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## Resources

### Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

### General

#### Human

Teacher-librarian/Resource teacher

Human resources will vary based on locality, but could also include: school board trustee, town counsellor, mayor, member of provincial parliament, member of parliament, ambassador or consulate official.

#### Print

Boyko, John. *Politics: Conflict and Compromise*. Ontario: Oxford University Press, 1990.

British Columbia Teachers' Federation. *Citizenship Education for Democracy in the 21st Century*. A Report from the 1998 BCTF Public Education Conference (Draft), 1988.

Clark, Penney and Roland Case. "Four Purposes of Citizenship Education." In *The Canadian Anthology of Social Studies*. Simon Fraser University Press, 1997, pp. 17-27.

Glassford, Larry A., Robert J. Clark, and Larry Chud. *Challenge of Democracy: Ideals and Realities in Canada*. ON: Nelson Canada, 1984.

McLean, Ian. *Oxford Concise Dictionary of Politics*. Oxford University Press, 1996.

Nelson, Barbara J. and Najma Chowdhury, eds. *Women and Politics Worldwide*. Yale University Press, 1994.

Pike, Graham and David Selby. *In The Global Classroom*. Toronto: Phippen Publishing Corporation, 1999.

Pike, Graham and David Selby. *Global Teacher, Global Learner*. London: Hodder & Stoughton Educational, 1988.

#### Magazines

Pertinent issues of magazines such as:

*Adbusters*

*Briarpatch*

*Maclean's*

*Our Times*

*THIS Magazine*

*UTNE Reader*

#### Electronic Newspapers & Magazines

**Note:** The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Local or national newspapers, magazines – Indexes, Databases & Full Text Periodicals at BCIT Libraries – [www.lib.bcit.bc.ca/le.htm](http://www.lib.bcit.bc.ca/le.htm)

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Newspapers and Magazines and Editorials – [www.facts.com/eof.htm](http://www.facts.com/eof.htm)  
Canadian Centre for Policy Alternatives – [www.policyalternatives.ca/](http://www.policyalternatives.ca/)  
Globe and Mail – [www.globeandmail.com](http://www.globeandmail.com)  
The National Post – [www.nationalpost.com](http://www.nationalpost.com)  
The Toronto Star – [www.thestar.com](http://www.thestar.com)  
Maclean’s Magazine – [www.macleans.ca](http://www.macleans.ca)  
This Magazine – [www.THISmag.org](http://www.THISmag.org)  
Canadian Communities Atlas – <http://www.cgdi.gc.ca/ccatlas>  
Canadian Broadcasting Company (CBC) – <http://cbc.ca>  
The United Nations Association of Canada – <http://www.unac.org>  
Canadian SchoolNet – <http://www.schoolnet.ca>  
Local, National, and International Archives – <http://www.4editorials.com>

**Learning Materials for the History/Social Studies Classroom**

<http://www.socialstudies.com/>  
<http://www.google.com>  
ERIC Document Retrieval Service – <http://edrs.com/cgi-bin/askERIC>  
United Nations – <http://www.un.org/>

**Other**

Mission Statements from the school, the board, or a community agency  
*Charter of Rights and Freedoms*. Canada, 1982.

**Unit 1**

The Faculty of Education at the University of Hawaii has a storehouse of “Teaching Tips,” including suggestions for starting courses effectively –

<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#firstday>

There is also an excellent article on discipline and establishing a positive classroom climate from the ASCD – <http://www.ascd.org/readingroom/books/curwin99book.html>

Civics’ Teaching Resources

<http://civnet.org>.

<http://www.un.org/Pubs/CyberSchoolBus/>

<http://www.civiced.org/>

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

Citizenship Test – <http://www.rpl.richmond.bc.ca/>

Timeline example – [www.bbc.co.uk/history/walk/index.shtml](http://www.bbc.co.uk/history/walk/index.shtml)

Folk stories – [www.acs.ualgary.ca/~dkbrown/storfolk.html](http://www.acs.ualgary.ca/~dkbrown/storfolk.html)

“An Open Letter to Herb Gray (Globe and Mail),” “Television’s Influence on the Political Attitudes of Children” – [www.transy.edu/homepages/alerity/influences.html](http://www.transy.edu/homepages/alerity/influences.html)

Hepburn, Mary A. “The power of the electronic media in the socialization of young Americans: Implications for social science education,” Electronic Library of Canada, 1999.

There are sources of critique on games like *SimCity*; one example is Sherry Turkle, “Seeing Through Computers” – <http://www.prospect.org/print/V8/31/turkle-s.html>

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## Unit 2

Baldwin, Douglas and William Calder. *Ideologies*. McGraw-Hill Ryerson Limited, 1982.  
Political Science Website – [www.polisci.nelson.com/#adopt](http://www.polisci.nelson.com/#adopt).  
Political Cartoons – [www.cagle.com/teacher](http://www.cagle.com/teacher)  
Social Studies Newsgroups – [www.coe.uh.edu/~asoucek/newsgroup/social.html](http://www.coe.uh.edu/~asoucek/newsgroup/social.html)  
The PBS Democracy Project – [www.pbs.org/democracy/](http://www.pbs.org/democracy/)  
Human Rights In Action – [www.un.org/Pubs/CyberSchoolBus/humanrights/index.html](http://www.un.org/Pubs/CyberSchoolBus/humanrights/index.html)  
Canadian Resource Bank for Democracy and Human Rights – [www.front.web.net/canadem](http://www.front.web.net/canadem)

## Unit 3

Golick, Jill. *Government in Action*. Gage Educational Publishing Company, 1990.  
Tindal, Richard C. *A Citizen's Guide to Government*. McGraw-Hill Ryerson Limited, 1997.  
Canada At the Polls, Elections Canada (613-993-2975) – [www.elections.ca](http://www.elections.ca)  
Canadian Elections on the Internet –  
[www.library.ubc.ca/poli/cpwebe.html](http://www.library.ubc.ca/poli/cpwebe.html)[www.artsci.lsu.edu/poli/research.html](http://www.artsci.lsu.edu/poli/research.html)[www.lsu.edu/guests/poli/public\\_html](http://www.lsu.edu/guests/poli/public_html)  
Elections Ontario (416-326-6155) – [www.electionsontario.on.ca/English/voter\\_list.htm](http://www.electionsontario.on.ca/English/voter_list.htm)  
Government of Canada [www.canada.gc.ca/main~e.html](http://www.canada.gc.ca/main~e.html)  
StudyWeb: Government & Politics: World Government and Canadian Government –  
[www.studyweb.com/links907.htm](http://www.studyweb.com/links907.htm)  
Elections and Electoral Systems by Country – [www.psr.keele.ac.uk/election/htm](http://www.psr.keele.ac.uk/election/htm)  
Statistics Canada – [www.statcan.ca](http://www.statcan.ca)  
Canadian Statistics – [www.statcan.ca/english/Pgdb](http://www.statcan.ca/english/Pgdb)  
Access the Canadian Statistics table of contents screen. Select The State and then Government. There are over 15 tables, updated regularly under the headings: elections, revenue expenditures and debt, and employment. <http://www.statcan.ca/english/Pgdb/State/govern.htm>

## Video

*Canada Votes*. Elections Canada, 1995.  
*Evolution of the Canadian Constitution*. School Services of Canada Ltd.  
*News in Review*. Canadian Broadcasting Corporation (CBC).  
*Parliament in Action*. Magic Lantern Communications, 1991.  
*Passage of a Bill, The Parliamentary Process*. Magic Lantern Communications, 1991.  
*Unbroken Line*. National Film Board (office of the Governor General)

## Kits

*Canada Votes*, “Election Map”. Elections Canada.  
*Election Tool Kit*. Citizens for Public Justice.

## Unit 4

Teachers' Institute on Parliamentary Democracy – <http://www.parl.gc.ca>  
Department of Justice – [Lawcanada.justice.gc.ca/Loireg/index\\_en.html](http://Lawcanada.justice.gc.ca/Loireg/index_en.html)  
Sources of Canadian Federal and Provincial Legislation: LIS2133: Legal Literature –  
[www.fis.utoronto.ca/courses/LIS/2133/legisour.htm](http://www.fis.utoronto.ca/courses/LIS/2133/legisour.htm)  
Federal Elections – <http://www.statcan.ca/english/kits/feder1.htm>  
Students see the effects of regional challenges within Canada through studying the results of recent Federal elections.

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## Political Parties and Election Results

Students integrate data and knowledge with other research materials to produce a 2- to 3-page election strategy for a specific political party – <http://www.statcan.ca/english/kits/vote/vote1.htm>

Distribution of House of Commons seats at general elections (for the last five federal elections) – <http://www.statcan.ca/english/Pgdb/State/Government/govt10a.htm>

Federal general elections, by electors, ballots cast and voter participation – <http://www.statcan.ca/english/Pgdb/State/Government/govt09c.htm>

This profile of Federal Electoral Districts is based on a selection of 1996 Census data. The data have been grouped into the following categories: “Demographic Characteristics,” “Education,” “Income and Work,” “Families and Dwellings” – <http://ceps.statcan.ca/english/fedprofil/fedselect.cfm>

## Unit 5

Canadian Conference of Catholic Bishops. *Catechism of the Catholic Church*. Ottawa, 1994. (Par. 1905-1942)

Dorr, Donald. *Option For the Poor. A Hundred Years of Catholic Social Teaching*. Maryknoll, NY: Orbis Books, 1983.

Estes, Ralph. *Tyranny of the Bottom Line: Why Corporations Make Good People Do Bad Things*. San Francisco: Berrett-Koehler, 1995.

Pope John XXIII. *Pacem in Terris*. Boston: Daughters of St. Paul.

Richardson, Boyce, ed.. *Drum Beat: Anger and Renewal in Indian Country*. Toronto: Summerhill Press, 1989.

Sheridan, E.F. *Love Kindness: Social Teaching of the Canadian Catholic Bishops, 1958-1989*. Toronto and Sherbrooke: The Jesuit Centre for Faith and Justice and Editions Pauline, 1991.

Sheridan, E.F. *Do Justice! The Social Teaching of the Canadian Catholic Bishops, 1945-1986*. Toronto and Sherbrooke: The Jesuit Centre for Faith and Justice, 1987.

The Copenhagen and Beijing Commitments to Share the Wealth: Catalysts for Global Action and Achievement – [www.un.org/esa/socdev/wssd.htm](http://www.un.org/esa/socdev/wssd.htm).

Social Watch – [www.socwatch.org](http://www.socwatch.org)

International Council on Social Welfare – [www.icsw.org](http://www.icsw.org)

Citizens for Public Justice – [www.web.net/~cpi](http://www.web.net/~cpi)

Ten Days for Global Justice – [www.web.net/~tendays](http://www.web.net/~tendays)

Craig Kielburger’s Story: A Journey into Child Labour – [mcnabbconnolly@homerom.ca](mailto:mcnabbconnolly@homerom.ca)

## Internet

The Common Good Project – <http://www.abc.net.au/civics/site/using.htm>

Alberta Civil Liberties Research Centre – <http://calcn.ab.ca/acl/ac/rc.html>

BC Civil Liberties Association – <http://www.bccla.org>

Canadian Charter of Rights and Freedoms  
– <http://insight.mcmaster.ca/org/efc/pages/law/charter/charter.text.html#7>

Canadian Environmental Assessment Agency – [http://www.ceaa.gc.ca/site\\_e.htm](http://www.ceaa.gc.ca/site_e.htm)

Canadian Immigration and Refugee Board – <http://www.cisr.gc.ca>

Canadian Local Newspapers – <http://www.ccna.ca/>

Canadian Native Law Cases – <http://library.usask.ca/native/cnlch.html>

Chiefs of Ontario – <http://www.chiefs-of-ontario.org/>

Cree-Naskapi Commission – <http://ppp.atreide.net/cnc/>

CSIS – <http://www.csis-scis.gc.ca/>

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Great Whale Project – <http://kafka.uvic.ca/~vipirg/SISIS/sov/allcree.html>  
Hamilton Spectator. CSIS and wire tapping  
– <http://insight.mcmaster.ca/org/efc/pages/media/spectator.01oct97b.html>  
Inuit Tapirisat Canada – <http://www.tapirisat.ca/>  
Manitoba Association for Rights and Liberties – [http://www.winnipeg.freenet.mb.ca/marl/marl\\_hm.html](http://www.winnipeg.freenet.mb.ca/marl/marl_hm.html)  
Sioux Lookout Anti-Racism Committee – <http://www.bloorstreet.com/200block/sindact.htm>  
Indonesia Information Page – [merlin.capcollege.bc.ca/apmcp/Indonesia.htm](http://merlin.capcollege.bc.ca/apmcp/Indonesia.htm)  
“Newsfront” SEE Magazine – [www.greatwest.ca/see/Issues/1998/0416/news2.html](http://www.greatwest.ca/see/Issues/1998/0416/news2.html)  
Stages of a Trial – [www.bradley.edu/campusorg/trial/basic\\_info/stages/](http://www.bradley.edu/campusorg/trial/basic_info/stages/)

### **Films**

Kielburger, Craig. *It Takes a Child: Craig Kielburgers’s Story, A Journey into Child Labour*. Judy Films Inc., 1998.  
Sparks, Richard. *Making Sense of Christian Morality; The Gospel is a Social Message*. A Fisher Production, NY.

### **Rubrics**

“BLM 1 Roleplay Assessment Rubric” in *Civics Today: Teacher’s Resource Guide*. Toronto: Irwin Publishing, 2000.  
“BLM 2 Debating Assessment Rubric” in *Civics Today*. Toronto, Irwin Publishing, 2000.  
“BLM 3 Argumentative Paragraph/Position Paper Assessment Rubric” in *Civics Today*. Toronto: Irwin Publishing, 2000.  
“BLM B Group Skills Assessment” in *Civics: Participating in a Democratic Society – Teacher’s Resource Guide*. Toronto: McGraw-Hill, Ryerson Ltd., 2001.  
“BLM C My Collaboration Skills” in *Civics*. Toronto: McGraw-Hill, Ryerson Ltd., 2001.

### **Unit 6**

Bartlett, John W., ed. *The Future is Ours: A Handbook for Student Activists in the 21st Century*. New York: Henry Holt and Company, Inc., 1996.  
Fretts, Derald, Pamela S. Perry-Globa, Martin Spiegelman, and Reginald C. Stuart. *Canadian Citizenship in Action*. Edmonton/Regina: Weigl Educational Publishers Limited, 1992.  
Hoose, Phillip. *It’s Our World, Too! Stories of Young People Who Are Making a Difference*. Little, Brown & Company (Inc.), 1993.  
Isaac, Kathrine. *Ralph Nader Presents Civics for Democracy: A Journey for Teachers and Students*. Washington: Essential Books, 1992.  
Lewis, Barbara A. *The Kids Guide To Social Action: How to Solve the Social Problems You Choose— And Turn Creative Thinking into Positive Action*. Espeland, Pamela, ed. Minneapolis: Free Spirit Publishing Inc., 1991.  
Peace Child International. *Stand Up For Your Rights*. Chicago: World Book Inc., 1998.  
Youth in Action Network – [www.mightymedia.com/act](http://www.mightymedia.com/act)  
UNICEF – [www.unicef.org](http://www.unicef.org)  
Amnesty International – [www.io.org/amnesty](http://www.io.org/amnesty)  
Women’s Environment and Development Organization – [www.wedo.org](http://www.wedo.org)  
Greenpeace – [www.greenpeacecanada.org](http://www.greenpeacecanada.org)  
OXFAM Canada – [www.oxfam.ca](http://www.oxfam.ca)  
World Alliance for Citizen Participation – [www.civicus.org](http://www.civicus.org)

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## **Catholic Resources**

- Brueggeman, W., S. Parks, and T.H. Groome. *To Act Justly, Love Tenderly, Walk Humbly*. NY: Paulist Press, 1986.
- Coleman, J.A., S.J. *One Hundred Years of Catholic Social Thought*. NY: Orbis Books, 1991.
- Cooke, B.J. *Christian Sacraments and Christian Personality*. US: Holt, Rinehart and Winston, 1965.
- Flannery, A. *Vatican Council II, The Conciliar and Post Conciliar Documents Vol. 1 and 2*. NY: Costello Publishing Co. Inc., 1984.
- Franklin, W. *Catholic Education and Politics in Ontario*. Toronto: Catholic Education Foundation, 1985.
- Groome, T.H. *Christian Religious Education, Sharing Our Story and Vision*. CA: Harper and Row, Publishers, 1980.
- Groome, T.H. *Educating For Life A Spiritual Vision for Every Teacher and Parent*. TX: Thomas More, 1998.
- Haring, B. *Dare To Be Christian Developing a Social Conscience*. MO: Liguori Publications, 1983.
- John Paul II. *The Gospel of Life*. Boston, Pauline Books, 1999.
- Kavanaugh, J.F. *Following Christ in a Consumer Society*. NY: Orbis Books, 1991.
- McGinnis, James B. *Bread and Justice: Toward a New International Economic Order*. NY: Paulist Press, 1979.
- Morneau, R. *Themes and Theses of Six Recent Papal Documents: A Commentary*. NY: Alba House, Society of St. Paul, 1985.
- Sheridan, E.F. *Love Kindness: Social Teaching of the Canadian Catholic Bishops, 1945-1986*. Toronto and Sherbrooke: The Jesuit Centre for Social Faith and Justice and Editions Pauline, 1987.
- Sheridan, E.F. *Love Kindness: Social Teaching of the Canadian Catholic Bishops, 1958-1989*. Toronto and Sherbrooke: The Jesuit Centre for Social Faith and Justice and Editions Pauline, 1991.
- Woodger, J. *Social Justice: 1891-1991 A Century of Catholic Social Teaching*. Toronto, Archdiocese of Toronto, Catholic Office of Religious Education, 1990.

## **Encyclicals**

- Pope Paul VI. *Pastoral Constitution on the Church in the Modern World, Gaudium et Spes*. Boston: Daughters of St. Paul, 1965.
- Pope John Paul II. *On the Mercy of God, Dives in Misericordia*. Boston: Daughters of St. Paul, 1982.
- Pope John Paul II. *Catholic Teaching on Human Rights and Development, On Social Concern. Sollicitudo Rei Socialis - Encyclical Letters of John Paul II*.

## **Pastoral Letters**

- Ontario Conference of Catholic Bishops. *Choosing a Government*. Toronto, 1998.
- Canadian Council of Catholic Bishops. *Ethical Reflections on the Economic Crisis*. Ottawa, 1983.

## **Agencies**

- Catholic Information Centre. 830 Bathurst St. Toronto, Ontario, M5R 3G1
- Institute for Catholic Education, 10 St. Mary Street Suite 305, Toronto, Ontario, M4Y 1P9
- Jesuit Centre for Faith and Social Justice, 947 Queen St. E. Toronto, Ontario, M4M 1J9

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## **OSS Considerations**

This profile is designed to aid the teacher whose assignment includes delivering the course Canadian Politics and Citizenship, Grade 11, Open, as found in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*, p. 229-230. Furthermore, this course would fulfill the requirements, outlined in section 3.1 of the *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements*, for gaining a Secondary School Diploma. It can meet the stipulation that a student must gain at least one additional social science and humanities, English or Canadian and World Studies credit as part of the compulsory eighteen credits needed for transferring an OSS diploma. The course would also aid in the implementation of sections 7.13, 7.14, and 7.16 of the OSS initiative outlined in the aforementioned *Program and Diploma Requirements*. The purpose of Open courses and the basis for assessment and evaluation are outlined in sections 4.2.2 and 4.3.6 of the same document. Modification and accommodations may be made so long as they meet the requirements outlined in section 7.12 and Appendices 6 and 8 of the same document.

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## **Coded Expectations, Canadian Politics and Citizenship, Grade 11, Open, CPC30**

### **Citizenship, Democracy, and Participation**

#### **Overall Expectations**

**CDV.01** · describe the key features of an ideal democracy;

**CDV.02** · evaluate the influence of various forms of citizen action (e.g., voting, lobbying, demonstrating) on public policy;

**CDV.03** · explain ways in which family, religion, gender, ethnicity, nationality, socio-economic class, and other aspects of social and cultural identity influence citizens' political participation.

#### **Specific Expectations**

##### **Principles of Democracy**

**CD1.01** – explain the importance of democratic principles such as political equality; majority rule; minority representation; responsible government; representation by population; decision making for the common good; the rule of law; and universal human rights, freedoms, and responsibilities;

**CD1.02** – identify important milestones (e.g., Athenian democracy, the Magna Carta, the French Revolution) and individuals (e.g., Pericles, Jean-Jacques Rousseau, John Stuart Mill, John Locke) in the development of democratic thought;

**CD1.03** – describe landmark Canadian struggles for the expansion of democratic rights.

##### **Active Citizenship**

**CD2.01** – identify opportunities for citizens to participate in governmental and non- governmental political decision making at the community, municipal, provincial, federal, and international levels;

**CD2.02** – explain the benefits to individuals, groups, communities, and societies of political participation, and the challenges associated with equalizing the participation of diverse groups;

**CD2.03** – evaluate the contributions of individuals and groups who have had an influence on different levels of government;

**CD2.04** – apply the techniques of democratic participation (e.g., signing petitions; creating posters or newsletters; lobbying; speaking to schools or community groups; writing letters to the editor, songs, and other forms of artistic expression) to a political question under investigation.

##### **Identity and Participation**

**CD3.01** – evaluate the extent to which various segments of Canadian society (e.g., women, Aboriginal peoples, racial minorities, rural and northern communities) participate in the formal political process (e.g., election campaigns) and informal political bodies (e.g., parent councils, neighbourhood associations);

**CD3.02** – evaluate Canada's multiculturalism policy in terms of its ability to promote both greater pluralism and participation in social and political affairs;

**CD3.03** – describe the barriers to participation and representation in the political process faced by various social groups, and identify strategies to overcome these barriers through the legislative process.

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## Power, Influence, and the Resolution of Differences

### Overall Expectations

- POV.01** · explain power relationships among individuals, groups, and governments;
- POV.02** · evaluate the role of pressure and interest groups in the political process;
- POV.03** · demonstrate a practical understanding of conflict resolution strategies.

### Specific Expectations

#### Power Relationships

- PO1.01** – explain examples of tensions between individuals and groups with respect to their needs and wants, using concepts such as gender, lifestyle, status, and socio-economic class;
- PO1.02** – compare selected theories on the purpose of government and on ways in which government powers are acquired, used, and justified;
- PO1.03** – describe different leadership styles (e.g., democratic, authoritarian);
- PO1.04** – differentiate between the legitimate and illegitimate exercise of power by individuals, groups, and governments.

#### Influences on Canadian Politics

- PO2.01** – identify the types of pressure and interest groups that can legally participate in the Canadian political system;
- PO2.02** – describe examples of pressure and interest group actions that have influenced and changed government policies;
- PO2.03** – describe the role of opinion polls and media reporting on the political process;
- PO2.04** – evaluate ways in which Canadian governments affect and are affected by global political and economic systems.

#### Conflict Resolution Strategies

- PO3.01** – identify key stages in resolving conflicts (i.e., gathering information, identifying points of view and values, recommending solutions, identifying potential consequences and alternative courses of action, taking action);
- PO3.02** – evaluate a government’s approach to resolving a significant conflict, using an appropriate conflict resolution model;
- PO3.03** – apply an appropriate conflict resolution model to a political issue that needs to be resolved.

## Decision-Making Systems and Processes

### Overall Expectations

- DMV.01** · describe the main characteristics of the Canadian political system and of government decision-making processes;
- DMV.02** · evaluate the role and influence of key participants in Canadian government decision-making;
- DMV.03** · describe the extent to which political and economic systems and institutions meet people’s needs and promote the common good.

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## Specific Expectations

### Canada's System of Government

- DM1.01** – evaluate the organizing principles that shape Canadian government (e.g., constitutional monarchy, federal organization, parliamentary system);
- DM1.02** – explain the purposes and functions of the executive, legislative, and judicial branches of government;
- DM1.03** – evaluate how well the Canadian electoral process succeeds at choosing representative and popularly supported leaders at all levels of government.

### Key Roles in Decision Making

- DM2.01** – compare opinions on the ideal roles and the actual roles of the following in the decision-making process in Canada: the prime minister, premiers, cabinet ministers, MPs, MPPs, MLAs, senators, mayors, and councillors;
- DM2.02** – evaluate the effectiveness of the parliamentary opposition, including the role of the official opposition;
- DM2.03** – evaluate the role of unelected key players in government decision making (e.g., members of the judiciary, political party strategists, senior bureaucrats);
- DM2.04** – analyse differing positions on the future role of the monarch, the governor general, and the lieutenant governors in Canadian politics.

### Making Decisions for the Common Good

- DM3.01** – demonstrate an understanding that there are political, economic, and cultural challenges in governing a complex society like that of Canada;
- DM3.02** – explain the implications of choices made in Canada for the current and future well-being of people and environments in Canada and around the world (e.g., the environmental standards enacted today will affect the physical well-being of Canadian and world citizens tomorrow);
- DM3.03** – identify the types of decisions made by government that are critical for protecting individual rights and promoting the common good (e.g., non-smoking legislation, RIDE programs and legislation against drunk driving, gun control legislation, the Freedom of Information Act);
- DM3.04** – evaluate the extent to which Canadian decision-making systems and institutions reflect and foster Canada's democratic ideals, as expressed in the Charter of Rights and Freedoms;
- DM3.05** – describe recommendations for making the Canadian political system function in a more democratic way.

## Values, Beliefs, and Ideologies

### Overall Expectations

- VBV.01** · describe the main features and content of modern political ideologies;
- VBV.02** · evaluate the major historical, geographic, economic, and cultural influences that shape Canadian political ideologies;
- VBV.03** · describe how political socialization shapes the political values and beliefs of Canadians.

### Specific Expectations

#### Political Ideologies

- VB1.01** – explain the relationship between the ways in which individuals and groups live and the values and beliefs they hold;
- VB1.02** – describe the role and function of political ideologies and of the political spectrum;
- VB1.03** – explain key features of fascism, conservatism, liberalism, socialism, communism, and the “neo-” forms of each of these (e.g., neo-fascism, neo-conservatism);
- VB1.04** – explain the similarities and differences among different sets of values and ideologies.

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## **Influences on Political Ideologies**

**VB2.01** – describe Aboriginal, French, British, and American influences on past and present Canadian political values;

**VB2.02** – explain the relationship between economic systems and political ideologies;

**VB2.03** – describe the relationship between major Canadian political ideologies and their real-life manifestations (e.g., social democracy and medicare, neo-conservatism and privatization).

## **Political Socialization**

**VB3.01** – compare the processes of political socialization and political indoctrination with regard to their effects on individuals, families, groups, and governments;

**VB3.02** – analyse the variety of political messages that Canadian youth receive from key agents of socialization (e.g., the family, the school, peers, the media);

**VB3.03** – evaluate ways in which major agents of political socialization (e.g., religion, the media, political parties) influence the ways in which Canadians participate formally and informally in politics.

## **Methods of Political Inquiry**

### **Overall Expectations**

**PIV.01** · correctly use social science methods to gather, organize, and synthesize information;

**PIV.02** · draw supportable conclusions about political events, issues, and trends and their relationship to social, economic, and cultural systems;

**PIV.03** · communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats;

**PIV.04** · use political knowledge, skills, and values to act as responsible citizens in a variety of contexts.

### **Specific Expectations**

#### **Researching, Recording, and Organizing Information**

**PI1.01** – formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

**PI1.02** – collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies);

**PI1.03** – classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;

**PI1.04** – prepare summary notes in a variety of forms and for a variety of purposes (e.g., for recording research findings, making oral presentations, and studying for tests and examinations).

#### **Analysing and Evaluating Information**

**PI2.01** – distinguish among opinions, facts, and arguments in sources;

**PI2.02** – evaluate the credibility of sources and information (e.g., published and Internet sources) by checking for logical errors, accuracy, and underlying assumptions, including prejudices and biases; by analysing the quantity and quality of the evidence presented; and by evaluating the methods used by authors to verify their claims (e.g., the use of footnotes);

**PI2.03** – demonstrate an understanding of a variety of propaganda techniques;

**PI2.04** – draw appropriate conclusions about political events, issues, and trends and their relationship to social, economic, and cultural systems, basing their conclusions on an analysis of data and the application of political and social theories.

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### **Communicating Research Results**

**PI3.01** – present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images);

**PI3.02** – use political terms accurately;

**PI3.03** – write clear, coherent, and logically organized reports, papers, and essays that include correctly documented citations and bibliographies, demonstrate academic honesty, and avoid plagiarism.

### **Responsible Citizenship**

**PI4.01** – think creatively to reach resolutions to given issues and issues that they select;

**PI4.02** – work effectively both individually and in groups;

**PI4.03** – demonstrate the ability to seek and respect the opinions of others;

**PI4.04** – identify various career opportunities related to the study of politics (e.g., in research, the civil service, law, journalism);

**PI4.05** – communicate and exercise their own political views and convictions in a responsible, democratic manner.

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

### A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

### An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

### A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner** who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work that contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

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## Unit 1: Political Socialization

**Time:** 16 hours

### Unit Description

This unit provides students with a basic understanding of the process of political socialization. This refers to the ways in which members of society acquire and pass along their attitudes and beliefs about the political system in which they live. Students learn about how various agents of socialization, including the family, school, church, and mass media, among others, function in the formation of individuals' and groups' political beliefs and subsequent actions. The unit begins with a review of students' knowledge and understanding of the content of the Grade 10 Civics course. It then proceeds to introduce the concept of political socialization and demonstrates how it functions on a personal level through the use of a student-generated individual political socialization timeline. Students analyse the influence of major agents of political socialization through relevant case studies and other examples. These materials help students understand the relationship between the process of political socialization and the agents promoting it, and the continuing existence of socio-economic and political inequality in Canada today.

### Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment	Tasks
1: Remembering Civics: An Introduction to the Politics Course	1.25 hours	CD2.01, CD1.01, PI4.02, PI1.02, PI1.03, PI3.02 CGE3e	Knowledge/ Understanding Thinking/Inquiry	Review Activity
2: Student Questionnaire on Political Knowledge and Participation	3.75 hours	CDV.03, CD1.01, CD1.03, CD2.01, CD2.02, CD2.03, CD3.01, CD3.03, VBV.03, VB3.03, PI1.03, PI1.04, PI3.02, PI4.02, PI4.05	Thinking/Inquiry Communication Application	Completing a two-part questionnaire Group information sharing
3: Agents of Socialization - How our Political Identities are Shaped	2.5 hours	VBV.03, CDV.03, CD3.01, VB1.01, VB2.02, VB3.01, PI4.03	Knowledge/ Understanding Thinking/Inquiry Communication	Analysing the influence of major agents of political socialization
4: Culminating Activity	2.75 hours	VBV.03, CD2.01, CD2.02, PI1.03, PI3.01, PI4.05	Application Thinking/Inquiry Knowledge/ Understanding Communication	Constructing a personal Political Socialization timeline
5: Political Socialization: The Case of Native Residential Schools	2.5 hours	CD3.01, CD3.03, PO1.01, PO3.01, PO3.02, PO3.03, DM3.01, VB2.01, PI2.01, PI2.02, PI2.04, PI4.01, PI4.03, PI4.04, PI4.05 CGE1b, 1f	Application Thinking/Inquiry Knowledge/ Understanding	Case study

6: The Influence of Television on Students' Political Knowledge and Attitudes	2 hours	VB3.01, VB3.02, VB3.03, PI2.03, PIV.01, PIV.02, PI1.01, PI1.02, PI1.02	Communication Application Thinking/Inquiry	Completing a survey Group information sharing Discussion
7: Reinforcing the Status Quo – A Case in How Computer Simulations Affect our Perceptions of Political Reality	1.25 hours	VBV.03, VB3.03, CD3.03, PI3.02, PI2.04	Application Thinking/Inquiry	Case study

## Activity 1: Remembering Civics: An Introduction to the Politics course

**Time:** 75 minutes

### Description

The first activity of the year is intended to help students get to know each other using activity-based learning while at the same time helping them recall the information they gained from the Civics course. Observation and interaction with students make this activity a diagnostic one for the teacher and it becomes an informal pre-test of much of the information and skills for the course. It is the beginning of addressing all of the course expectations, especially the ones listed below. The nature of this activity sends a message to students that the knowledge and skills of all students is important and that the teacher is a facilitator as well as a transmitter. Knowledge recall and the skills of collaboration are addressed directly.

### Strand(s) & Learning Expectations

CD2.01 - identify opportunities for citizens to participate in governmental and non-governmental political decision making at the community, municipal, provincial, federal, and international levels;  
 CD1.01 - explain the importance of democratic principles such as political equality; majority rule; minority representation; responsible government; representation by population; decision making for the common good; the rule of law; and universal human rights, freedoms, and responsibilities;  
 PI1.02 - collect data from a range of media and sources;  
 PI1.03 - classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;  
 PI3.02 - use political terms accurately;  
 PI4.02 - work effectively both individually and in groups.

### Prior Knowledge & Skills

It is expected that all students have taken the compulsory Grade 10 Civics course, but it is acknowledged that they might have only a limited memory of what they learned.

### Planning Notes

The teacher's first class meeting of the year might be an administrative one in which the course does not actually begin. If that is the case, inform students that this particular activity will begin the next class. Make multiple copies of Appendix 1.1. Teachers should review the Civics curriculum and Course Profiles, especially if they have not taught it before. Ideally, obtain the course of study for the school and the textbook that students are using.

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## Teaching/Learning Strategies

1. Begin the activity (see Appendix 1.1) once the class has assembled; give students clear instructions and a time limit, but do not spend much time on an overview or introduction – let the activity begin the teaching. The teacher might want to refer to the Civics textbook that the school uses and/or list some of the major topics in the course to jog their memories. The teacher should participate.
2. Debrief this activity using general questions such as the following:
  - Which questions were easy/hard and why?
  - Was it possible to fill your card?
3. Have the class assemble in small groups and give students a sheet of general questions about the Civics course. Have the groups write their answers on flipchart paper. A few extra copies of a Civics text might help.
  - What was the most interesting unit?
  - What were three things that you learned about elections?
  - What is one difference between Canadian politics and that of other countries?
  - What methods of learning in that course helped you get a higher grade?
4. Debrief in the whole class and delve further as necessary. This is a chance to assess students' previous knowledge and attitudes.
5. Finish the class with name whip circles of about eight to ten students. The student designated to start says their name and a place they would like to visit that begins with the same sound as begins their name. The second student says, for example, "That is Maria and she would like to visit Morocco, I am Nasreen and I would like to visit the Netherlands." Continue around the circle repeating all the names and adding the speaker at the end. When it is back to Maria, ask her to try and list everyone, or ask for a volunteer to recall all of the names.

**Note:** The teacher will probably want to spend at least one period working on setting classroom guidelines and then posting them for the rest of the course.

## Assessment & Evaluation of Student Achievement

Much of the assessment is observing student interactions and participation in this active learning. The teacher might want to hand out a short response sheet to each group, outlining:

- group members;
- date;

and asking questions such as:

- What are two specific examples of how your group worked well today?
- What is one behaviour that your group needs to improve to learn more during group work?

The teacher may wish to provide feedback.

## Accommodations

Students who have not taken the Civics course will be rare, but there may be one or two – especially newcomers from out of the province or out of the country. Speak to these students before the activity if possible. Spread these students out amongst the groups for the second part of the activity. In addition, a plan needs to be devised with their input to help them catch up.

## Resources

Grade 10 Civics guidelines and Course Profiles

School course of study and texts available at the school

The Faculty of Education at the University of Hawaii has a storehouse of "Teaching Tips," including suggestions for starting courses effectively –

<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#firstday>

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There is also an excellent article on discipline and establishing a positive classroom climate from the ASCD (Association for Supervision and Curriculum Development) – <http://www.ascd.org/readingroom/books/curwin99book.html>

## **Activity 2: Student Questionnaire on Political Knowledge and Participation**

**Time:** 225 minutes

### **Description**

In this activity, students complete a questionnaire that assesses their prior knowledge of politics and government, based on the Civics CHV2O course. The questionnaire also contains questions relating to the level of political awareness and involvement of students and their families. After students have completed the questionnaire, the results are collated and discussed in class.

### **Strand(s) & Learning Expectations**

CDV.03 - explain ways in which family, religion, gender, ethnicity, nationality, socio-economic class, and other aspects of social and cultural identity influence citizens' political participation;  
VBV.03 - describe how political socialization shapes the political values and beliefs of Canadians;  
CD1.01 - explain the importance of democratic principles such as political equality; majority rule; minority representation; responsible government; representation by population; decision making for the common good; the rule of law; and universal human rights, freedoms, and responsibilities;  
CD1.03 - describe landmark Canadian struggles for the expansion of democratic rights;  
CD2.01 - identify opportunities for citizens to participate in governmental and non-governmental political decision making at the community, provincial, federal, and international levels;  
CD2.02 - explain the benefits to individuals, groups, communities, and societies of political participation, and the challenges associated with equalizing the participation of diverse groups;  
CD2.03 - evaluate the contributions of individuals and groups who have had an influence on different levels of government;  
CD3.01 - evaluate the extent to which various segments of Canadian society participate in the formal political process and informal political bodies;  
CD3.03 - describe the barriers to participation and representation in the political process faced by various social groups, and identify strategies to overcome these barriers through the legislative process;  
VB3.03 - evaluate ways in which major agents of political socialization influence the ways in which Canadians participate formally and informally in politics;  
PI1.03 - classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;  
PI1.04 - prepare summary notes in a variety of forms and for a variety of purposes;  
PI3.02 - use political terms accurately;  
PI4.02 - work effectively both individually and in groups;  
PI4.03 - demonstrate the ability to seek and respect the opinions of others;  
PI4.05 - communicate and exercise their own political views and convictions in a responsible and democratic manner.

### **Prior Knowledge & Skills**

Students draw on previous knowledge of politics and government that they acquired from Grade 10 Civics. They also access the political knowledge, points of view, and participation of the members of their immediate family.

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## Planning Notes

The teacher should provide students with a letter to their parents and/or other adult family members, stating the aims and purposes of the Political Participation part of the questionnaire. (See the expectations above.) Identify which students are new to the country, province, or community. Arrange to provide them with assistance in obtaining the information required for completing the Political Knowledge part of the questionnaire. Photocopy a class set of the Political Knowledge and Participation Questionnaire (Appendix 1.2) for students and their family members. (**Note:** Teachers should ensure that the letter adheres to protection of privacy and the anonymity of the respondents. Adult family members may choose not to participate.)

## Teaching/Learning Strategies

1. Students complete, as an individual assignment, the Political Knowledge part of the Political Knowledge and Participation Questionnaire (Appendix 1.2) in class and submit it to the teacher after 75 minutes. Students should use their general knowledge of politics and government and aim to recall what they learned in their prior study in Civics CHV2O.
2. Review with students effective questioning or interviewing strategies (e.g., setting up an appointment when the person being interviewed has time to talk, probing for additional information).
3. Have students take home the Political Participation part of the questionnaire and complete it with an adult member of their family.
4. Evaluate the Political Knowledge portion of the questionnaire. Note patterns, and share them and the methodology used with the class.
5. Students work in small groups to correct and complete the Political Knowledge part of the questionnaire.
6. Students submit the Political Participation part of the questionnaire to the teacher and/or members of the class for collation and summary.
7. Analyse the results of the questionnaire in a whole-class or small-group setting. Challenge students to hypothesize and offer evidence from their research findings to support their conclusions about:
  - the ways in which family, religion, gender, ethnicity, nationality, socio-economic class, and other aspects of social and cultural identity influence citizens' political participation;
  - the extent to which various segments of Canadian society participate in the formal political process and informal political bodies;
  - the barriers to participation and representation in the political process faced by various social groups;
  - potential strategies to overcome these barriers through the legislative process.
8. Organize a class discussion on the benefits to individuals, groups, communities, and societies of political participation, and the challenges associated with equalizing the participation of diverse groups.

## Assessment & Evaluation of Student Achievement

- Formative teacher assessment of students' completion of the Political Knowledge part of the questionnaire with correct answers to questions
- Teacher assessment of students' completion of the Political Participation part of the questionnaire
- Teacher/self-/group evaluation of discussion of the results of the Political Participation part of the questionnaire

## Accommodations

Teachers provide special assistance and direction for refugees and/or students who have no immediate family members in Canada. Such students might interview another teacher or adult friend or be paired up to work with another student in class.

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## Resources

Appendix 1.2 – Political Knowledge and Participation Questionnaire

### Activity 3: Agents of Socialization – How our Political Identities are Shaped

**Time:** 150 minutes

#### Description

The core of this unit is to help students understand how they have been socialized as political beings. This activity has students take a step back and obtain background knowledge on the agents of socialization. Students are lead through some familiar examples, then on to different agents of socialization, and end with a focus on politics.

#### Strand(s) & Learning Expectations

VBV.03 - describe how political socialization shapes the political values and beliefs of Canadians;

CDV.03 - explain ways in which family, religion, gender, ethnicity, nationality, socio-economic class, and other aspects of social and cultural identity influence citizens' political participation;

VB1.01 - explain the relationship between the ways in which individuals and groups live and the values and beliefs they hold;

VB2.02 - explain the relationship between economic systems and political ideologies;

VB3.01 - compare the processes of political socialization and political indoctrination with regard to their effects on individuals, families, groups, and governments;

PI4.03 - demonstrate the ability to seek and respect the opinions of others.

#### Prior Knowledge & Skills

Students might be taking (or have taken) the Introduction to Anthropology, Psychology, and Sociology – HSP3M) and thus encountered ‘socialization’ They need to understand that process in the narrower context of political socialization.

#### Planning Notes

The teacher prepares overheads and photocopies of the chosen examples. The teacher might want to give students homework the day before – to bring in an example of a well-known folk tale from their culture.

#### Teaching/Learning Strategies

1. Divide the class into small groups. Give each group a different handout with a nursery rhyme on it. Ask groups to recall the nursery rhyme if they know it, but also to think about what other messages are being sent to small children as they listen to them over and over. Messages could be intentional or unintentional.
2. Distribute a second handout with folk stories. They would be culturally diverse examples and could even have been brought from assigned homework by students (i.e., examples from their own culture). Have students again think about some of the messages. Discuss the results as a class. Prompt the discussion by asking what messages are given about: gender, manners and behaviour, good versus evil, the power of parents, etc.
3. Broaden the discussion to include socialization directly. Tell students that socialization does not determine who we are, but it does significantly shape our attitudes and our behaviour. Some of us conform more or less; others resist. The forces can be conflicting or can be cumulative.

4. Give groups cards with agents of socialization written on them and ask students to think of how that ‘agent’ affects our views of gender, manners, and money (others could be added). Later, during a class discussion, students complete the following chart:

Influence on ... agent	Gender Roles	Manners and Behaviour	Attitudes to Money
Peers			
Media			
School			
Toys/Games			
Religion			

5. Finish the activity with a class discussion about how these different agents of socialization affect people’s political identities. This is not the definitive discussion; the lessons that follow will help students gain more understanding. This activity is to raise questions in their minds about:
- attitudes to the political system;
  - voting habits;
  - deeper involvement in political causes;
  - the broad definition of what it means to be considered political.
6. Students use class time to make personal notes on the effects of some of the socializing influences on them (politically).

### Assessment & Evaluation of Student Achievement

There are various opportunities to assess during this activity, including observation of group work with an actual criteria checklist that can be added to in the future. The personal notes at the end of the activity could be assigned for a homework check the next class.

### Accommodations

The teacher might see a need for carefully selecting the groups to give some students extra help. One method might be to have students who are taking (or have taken) the HSP3M course distributed throughout the groups. As always, teachers need to be aware of the needs of ESL and ELD students. Positive suggestions are made, for example, in the Grade 10 Profiles: Class time should be set aside for the practice and reinforcement both in written and oral forms of:

- specialized vocabulary/idioms;
- wide range of tense use, active and passive voice;
- words, phrases, and causal structures that indicate sequence/chronology, cause/effect relationships;
- statements of opinion, interpretation, inference;
- statements of speculation/hypothesis/prediction;
- statements of belief, intent, necessity, persuasion, evaluation, definition;
- formation of questions for formal and informal circumstances, oral or written;
- active listening skills (e.g., phrases and syntax that express encouragement, requests for repetition, clarification, and restatement).

### Resources

If the HSP3M course is being taught in the school, that teacher and course resources could help give useful background for this lesson. The Internet can help with folk stories if needed. There is, for example a good collection at <http://www.acs.ucalgary.ca/~dkbrown/storfolk.html>

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## Activity 4: Supporting the Culminating Activity

**Time:** 165 minutes

### Description

This activity introduces the culminating demonstration that will wrap up the unit and builds in student time for working on the assignment. Each student creates a large-scale personal timeline of the political influences upon them – their political socialization. The teacher goes over the key features of the unit, introduces the assessment and evaluation procedures, and then helps students begin their thinking about the work ahead. At the end of the unit, students present their finished products to their classmates and display their work in the school halls or other area.

### Strand(s) & Learning Expectations

VBV.03 - describe how political socialization shapes the political values and beliefs of Canadians;

CD2.01 - identify opportunities for citizens to participate in governmental and non-governmental political decision making at the community, municipal, provincial, federal, and international levels;

CD2.02 - explain the benefits to individuals, groups, communities, and societies of political participation, and the challenges associated with equalizing the participation of diverse groups;

PI1.03 - classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;

PI3.01 - present ideas, understandings, and arguments effectively in a variety of contexts, using graphic organizers and displays;

PI4.05 - communicate and exercise their own political views and convictions in a responsible, democratic manner.

### Prior Knowledge & Skills

Some familiarity with timelines would be helpful, but students are given time to practise.

### Planning Notes

- Make sufficient copies of the student handout (Appendix 1.3).
- If exemplars of student displays are available, have them ready to show the class.

### Teaching/Learning Strategies

1. Share with students the reasons for using culminating demonstrations and the fact that the material for the unit is best taught after students already know how they are going to demonstrate that learning. Hand out the assignment sheet (Appendix 1.3) and go over the details.
2. Students, in groups of three or four, brainstorm the different criteria for assessing the assignment, using the expectations that the task is designed to meet. Discuss as a whole class and narrow and finalize the criteria. Then give each group one of the criteria and have them develop a four-level rubric for that one criterion based upon the provincial levels of achievement. Rubrics can then be combined to make a full rubric that will be used to evaluate and grade the displays.
3. Explain the guidelines for constructing timelines. Give students a fictional example – the teacher might use the life of an imaginary student who goes on to college and later becomes the Prime Minister. Explain the common symbols and conventions for constructing timelines.
4. Introducing the assignment at this early point helps because the teacher can relate further lessons back to the work that students are doing. During each of the subsequent activities, the teacher should allow students time to share the material they have so far with one or two other students. In addition, this gives the teacher a chance to consult with students individually and ensure they are on task and understanding the assignment.

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5. When the assignment is handed in, students share with each other in a carousel format. Each timeline is posted around the room and students move around and view others' assignments. The teacher will then want to find a more permanent and more prominent place to display the timelines.

### **Assessment & Evaluation of Student Achievement**

The teacher consults with students as the unit progresses (at least once formally). Students develop the rubric as described above. The teacher can influence the criteria, which should include:

- sufficient information;
- use of timeline conventions;
- accuracy.

A simple peer assessment form could be used at this time. Students could travel in pairs and fill out a reflection sheet together, asking such questions as:

- What are two things that most displays have in common?
- What are two things that were different about how people constructed their timelines?
- Is there a general pattern that you observe after seeing them all?
- What is one strength that you see in your assignment now that you have seen others?
- What is one improvement that you would make?

### **Accommodations**

If the teacher feels that the creation of the timeline is beyond the abilities of particular students the timeline could be constructed in pairs. It would become a double line with events and influences from both students' lives, but they would be able to help each other do the actual constructing of the line.

### **Resources**

There are numerous examples of timelines in history books and on the Internet that could help here. An interesting British example is on the BBC website – <http://www.bbc.co.uk/history/walk/index.shtml>

## **Activity 5: Political Socialization: The Case of Native Residential Schools.**

**Time:** 150 minutes

### **Description**

Students learn about residential schools in Canada and how they acted as agents of political socialization on the young Aboriginal people attending them. They obtain information regarding the history of residential schools, the treatment of students in them, and the effects of these schools on the Aboriginal children who attended them. They apply this information to the issue of whether governments and/or other social institutions bear any responsibility for the negative effects of residential schools on the children who attended them and their descendants.

### **Strand(s) & Learning Expectations**

CD3.01 - evaluate the extent to which various segments of Canadian society participate in the formal political process and informal bodies;

CD3.03 - describe the barriers to participation and representation in the political process faced by various social groups, and identify strategies to overcome these barriers through the legislative process;

PO1.01 - explain examples of tensions between individuals and groups with respect to their needs and wants, using concepts such as gender, lifestyle, status, and socio-economic class;

PO3.01 - identify key strategies in resolving conflicts;

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PO3.02 - evaluate a government's approach to resolving a significant conflict, using an appropriate conflict-resolution model;

PO3.03 - apply an appropriate conflict resolution model to a political issue that needs to be resolved;

DM3.01 - demonstrate an understanding that there are political, economic, and cultural challenges in governing a complex society like that of Canada;

DM3.03 - identify the types of decisions made by government that are critical for protecting individual rights and promoting the common good;

DM3.04 - evaluate the extent to which Canadian decision-making systems and institutions reflect and foster Canada's democratic ideals, as expressed in the Charter of Rights and Freedoms;

VB2.01 - describe Aboriginal, French, British, and American influences on past and present Canadian political values;

PI2.01 - distinguish among opinions, facts, and arguments in sources;

PI2.02 - evaluate the credibility of sources and information by checking for logical errors, accuracy, and underlying assumptions, including prejudices and biases; by analysing the quantity and quality of the evidence presented; and by evaluating the methods used by authors to verify their claims;

PI2.04 - draw appropriate conclusions about political events, issues, and trends and their relationship to social, economic, and cultural systems, basing their conclusions on an analysis of data and the application of political and social theories;

PI3.01 - present ideas, understandings, and arguments effectively in a variety of contexts using graphic organizers and displays;

PI4.01 - think creatively to reach resolutions to given issues and issues that they select;

PI4.02 - work effectively both individually and in groups;

PI4.03 - demonstrate the ability to seek and respect the opinions of others;

PI4.05 - communicate and exercise their own political views and convictions in a responsible, democratic manner.

### **Prior Knowledge & Skills**

Students draw on the knowledge of residential schools, and of the history of the Aboriginal peoples in Canada, that they acquired from Grade 10 History.

### **Planning Notes**

Photocopy a class set of the information sheet (Appendix 1.4) on The History of Residential Schools in Canada, Treatment and Conditions at Residential Schools, A Typical Day in a Residential School, The Negative Effects of the Schools, and The Positive Effects. Speak to and confer with colleagues in your school so that you are able to draw appropriate cross-curricular connections with History, Social Sciences, and courses in which the issue of residential schools may previously have been addressed.

### **Teaching/Learning Strategies**

1. Distribute a class set of the information sheets, namely The History of Residential Schools in Canada, Treatment and Conditions at Residential Schools, A Typical Day in a Residential School, The Negative Effects of the Schools, and The Positive Effects.
2. The teacher discusses how to distinguish among opinions, facts, and arguments in sources.
3. Students form groups to read the articles, brainstorm, and prepare their responses to them, using the activity question sheet.
4. Students evaluate the credibility of sources and information
5. Students share their responses to the questions from the activity sheet with the class as a whole.
6. Students construct a timeline of the history of residential schools in Canada. Remind students of the conventions of constructing timelines.
7. Have students prepare a chart summarizing the students' conclusions about the negative and positive effects of residential schools on the students who attended them.

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8. Students discuss their opinions about the role residential schools played in the political socialization of Aboriginal children in Canada.
  9. Students discuss the issue of the responsibility of governmental and non-governmental bodies (e.g., churches) to redress the negative effects of the residential schools.

### **Assessment & Evaluation of Student Achievement**

- Formative group/teacher assessment of group responses to the questions on the activity sheet, based on students' ability to understand and interpret information provided
- Formative self-/teacher assessment of student preparation of the timeline and chart, based on accuracy and completeness of information
- Summative teacher evaluation of student discussion of the issues raised by residential schools, based on students' understanding of the issues
- Formative assessment of students' ability to evaluate the credibility of sources and information

### **Accommodations**

- Provide a brief historical background for students new to Canada who may be unfamiliar with the history of Aboriginal peoples in Canada.
- The teacher briefs students prior to group-work activity with activity sheet.

### **Resources**

Appendix 1.4 – Student Activity Worksheet: The History of Residential Schools in Canada

Volume 1 of the Report of the Royal Commission on Aboriginal People

Other relevant sources (e.g., books by Basil Johnson or Maria Campbell, newspapers, news magazines, the Internet) dealing with the topic of residential schools in Canada

## **Activity 6: The Influence of Television on Students' Political Knowledge and Attitudes**

**Time:** 120 minutes

### **Description**

In this activity, students complete a survey in order to study the effect of television on their political knowledge and attitudes. Television is a powerful agent of political socialization, especially among young people. This activity helps students measure the amount of television they watch on a regular basis and determine if there are any connections between this and their knowledge of, and attitudes about, politics.

### **Strand(s) & Learning Expectations**

PIV.01 - correctly use social science methods to gather, organize, and synthesize information;

PIV.02 - draw supportable conclusions about political events, issues, and trends and their relationship to social, economic, and cultural systems;

VB3.01 - compare the processes of political socialization and political indoctrination with regard to their effects on individuals, families, groups, and governments;

VB3.02 - analyse the variety of political messages that Canadian youth receive from key agents of socialization;

VB3.03 - evaluate ways in which major agents of political socialization influence the ways in which Canadians participate formally and informally in politics;

PI1.01 - formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

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PI1.02 - collect data from a range of media and sources;

PI3.01 - present ideas, understandings, and arguments effectively in a variety of contexts using graphic organizers and displays.

### **Prior Knowledge & Skills**

Students apply the knowledge and skills acquired from Activity 1 (Student Questionnaire on Political Knowledge and Participation) to complete this activity.

### **Planning Notes**

Photocopy a class set of the Student Survey (Appendix 1.5). Provide students and parents/guardians with a brief written explanation of the purpose, objectives, and methodology of the survey, in order that they may respond to the questions in it.

### **Teaching/Learning Strategies**

1. Students complete the survey and compile the results.
2. Discuss the results of the survey with students.
3. Have students determine the amount of time they spend watching television.
4. Students respond to questions that measure their degree of political knowledge, cynicism, and efficacy.
5. Students determine whether there is any link between the amount of television they watch and the degree of their political knowledge, cynicism, and efficacy.

### **Assessment & Evaluation of Student Achievement**

- Formative assessment of students' completion of the Student Survey
- Teacher/self-/group evaluation of discussion of the results of the Student Survey of the role of television on students' political knowledge and attitudes

### **Accommodations**

Provide special instructions and a copy of a Civics text for students new to Canada who might be unfamiliar with the country's political system, so that they may be able to complete the parts of the Student Survey that ask specific questions on information relating to it.

### **Resources**

Television's Influence on the Political Attitudes of Children (primarily useful for teachers) – <http://www.transy.edu/homepages/alerity/influences.html>

Hepburn, Mary A. "The power of the electronic media in the socialization of young Americans: Implications for social science education." Electronic Library of Canada, 1999.

## **Activity 7: Reinforcing the Status Quo – A Case Study in How Computer Simulations Affect our Perceptions of Political Reality**

**Time:** 75 minutes

### **Description**

This case study of one popular computer simulation software allows students to examine how there are messages about the political system everywhere – even in the games we play. Students (even those unfamiliar with computers and computer games) get a chance to see political socialization in action.

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## Strand(s) & Learning Expectations

VBV.03 - describe how political socialization shapes the political values and beliefs of Canadians;

VB3.03 - evaluate ways in which major agents of political socialization influence the ways in which Canadians participate formally and informally in politics;

CD3.03 - describe the barriers to participation and representation in the political process faced by various social groups, and identify strategies to overcome these barriers through the legislative process;

PI3.02 - use political terms accurately;

PI2.04 - draw appropriate conclusions about political events, issues, and trends and their relationship to social, economic, and cultural systems, basing their conclusions on an analysis of data and the application of political and social theories.

## Prior Knowledge & Skills

Students need to have some concept of the political spectrum and a general understanding of the difference between the left and right wings. If not, this information needs to be reviewed using a combination of oral questioning and small-group discussion. In addition, the teacher needs to have some sense of students' familiarity with information technology.

## Planning Notes

Sufficient copies of a suitable article are needed if that method is chosen.

## Teaching/Learning Strategies

1. Create small work groups of students (including at least one computer savvy person in each group). Start with a general discussion about the popularity of computer simulation games, using questions such as:

- Why are the hundreds of computer games that put the user in the centre of the action so popular?
- Who has played one of those games? What was the experience like?

Then move toward an agreement that these games might carry some advertently or inadvertently hidden messages.

- How might the programmers' or the companies' political opinions enter into the game?

On one level this is easy because many students will be able to describe the popularity and many of the games are 'first person shooters' so students know they advocate violence as a solution. The teacher needs to approach this topic carefully because this is an aspect of teen culture around which they might become particularly protective.

2. After this initial discussion, give each group the following passage (see Resources for more suggested good articles).

*SimCity is one of the most popular computer games on the market. It has been played by a range of computer users including females and males and by people of different ages. There are numerous spin-offs that reinforce the popularity of this idea. In SimCity, players are challenged to build an operating city that faces problems and demands quick thinking and forward planning. Inevitably there is some simplification of the whole process that is involved in making everything work in a city. The highest position to which a player can aspire is Mayor. It is important to note that the Mayor does not have the full range of decision-making chances that are held by a real Mayor. If the Mayor, for example, raises taxes to increase social spending on people and the environment, s/he does not do as well as if s/he lowers taxes and increases opportunities for business expansion.*

- 
3. Have the groups talk about this passage amongst themselves and then give them some questions to direct their inquiry, such as:
    - What is SimCity ‘teaching’ a player?
    - How is this political socialization?
    - Is this how life is or are there other chances to be a good Mayor?
    - What will be the result if a young person is constantly exposed to arguments and ideas from one end of the political spectrum rather than a range of ideas?
  4. Have students write about their ideas about the class discussion, and ask them to add to their notes for the unit culminating assignment.

### **Assessment & Evaluation of Student Achievement**

The major focus of assessment in this unit is the timeline culminating demonstration; the continued assessment of group work and participation in class discussion, therefore, provides a good balance.

### **Resources**

There are sources of critique on games such as *SimCity*; one example is Sherry Turkle, “Seeing Through Computers” – <http://www.prospect.org/print/V8/31/turkle-s.html>

In addition, there are organizations that try to show that there are alternative ways to look at politics; most have Internet sites. One such Canadian organization is the Canadian Centre for Policy Alternatives – <http://www.policyalternatives.ca/>

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## Appendix 1.1

### Civics Bingo

Mix and mingle with your classmates. Speak to as many people as you can. For each of the following numbers, find someone in the room who fits the description and put the person's name (spelled correctly) in the box below—you can only use a name once.

1. has a cat
2. knows the names of three political party leaders
3. can give an example of what it means to be an active citizen
4. can speak more than one language fluently
5. has recently visited a website with a political focus
6. has an opinion on Senate reform
7. can explain what Médecins sans Frontières does
8. likes the same recent film as you do
9. knows why Craig Kielburger is famous
10. can describe 'lobbying a politician' in their own words
11. has participated in a march/protest or attended a political meeting
12. can name his/her MPP
13. has recently read a book or magazine about Canadian politics
14. knows someone who has recently had a baby
15. can give an example of how students are affected by the municipal government
16. thinks that the Prime Minister is doing a good job

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

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## Appendix 1.2

### Student Questionnaire on Political Knowledge and Participation

**Note to students:** This questionnaire is designed to enable you to review the knowledge of politics and government you acquired during the Civics course you studied. It is also designed to assist you in determining the level of political participation in your family and those of your classmates. You are to complete the first part of the questionnaire (Political Knowledge) in class. You are to take the second part of the questionnaire (Political Participation) home to be completed by one or more adult members of your family. Accept a “no comment” answer from an adult member of your family if that is the adult’s choice. Family members may choose not to participate at all.

#### **PART 1: Political Knowledge**

Answer the following questions:

1. Name the following political figures: a) Prime Minister of Canada, b) Premier of Ontario, c) mayor (or reeve, warden) of your local municipality.
2. State the three levels of government in Canada.
3. Name the five political parties that hold seats in the House of Commons in Ottawa, and how many seats each of them currently hold (after the most recent federal election).
4. Name the leaders of these parties.
5. Name the three political parties that hold seats in the Ontario Provincial Legislature in Toronto, and the number of seats each of them currently hold (after the most recent provincial election).
6. Name the leaders of these parties.
7. In your own words, explain the meaning of the following terms: democracy, majority rule, minority rights, responsible government, representation by population, common good, rule of law, human rights.
8. State the three branches of government and the main parts of each of them.
9. In your own words, explain the importance of the following events in the historical development of Canada’s system of government: a) Constitutional Act (1791), b) Rebellions of 1837-38, c) Achievement of responsible government (1848-49), d) Confederation (1867), e) Secret ballot (1874), f) Right to vote for women (1921), g) Persons Case (1929), h) Statute of Westminster (1931), i) Definition of Canadian citizenship (1947), j) Right to vote for Aboriginal peoples (1960), k) Patriation of the Constitution (1982), l) Meech Lake (1990) and Charlottetown (1992) accords.
10. State two responsibilities performed by each of the three levels of government.

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## Appendix 1.2 (Continued)

### PART 2: Political Participation

1. Did you vote in each of the most recent elections: a) federal, b) municipal, c) provincial?
2. If you answered “no” to question 1, explain why you did not vote.
3. Are you a member of a political party?
4. Have you ever made a financial contribution to a political party and/or candidate for electoral office?
5. Have you ever participated in an election campaign on behalf of a candidate for federal, provincial, or municipal office?
6. Have you ever written a letter to the editor of a newspaper expressing your opinion on a political issue?
7. Have you ever signed a petition dealing with a political issue at the federal, provincial, or municipal level?
8. Have you ever contacted your federal MP, provincial MPP, or municipal representative(s) regarding a political issue of concern to you?
9. Do you regularly follow local, national, or international political issues as they are covered in the media?
10. If you answered “yes” to question 9, which of the following is your major source of news and information on political issues: a) newspaper, b) magazine, c) television, d) radio, e) Internet?
11. If you answered “no” to question 9, explain why not.
12. Do you regularly discuss local, national, or international political issues with other members of your family?
13. If you answered “yes” to question 12, give three examples of political issues you have discussed recently in your family.
14. Do you think it is important for young people to study politics as part of their education in high school?
15. If you answered “yes” to question 14, explain why. If you answered “no,” explain why not.

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## Appendix 1.3

### The Time of Your Life

In this assignment you will get a chance to apply what you have learned in this unit by constructing a timeline of the political influences on your life so far. Each student will get a piece of flipchart paper and will make an illustrated timeline of his/her life which identifies key events and influences that have shaped political views and actions. Each lesson in this unit will help you collect more and more personal information.

#### Possible entries

- political views of your parents or other influential adults
- favourite TV shows
- family involvement in labour unions
- material learned at school
- other

#### Details

- collect information as the unit progresses
- share draft ideas in small groups and conference with teacher
- draw a line to scale and enter information
- illustrate the chart for display
- hand in the final product

#### Assessment

Assessment is based upon criteria that we develop together as a class, such as:

- use of timeline ‘conventions’;
- sufficient information;
- accuracy.

Draft due:

Finished Display due:

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## Appendix 1.4

### Student Activity Worksheet: The History of Residential Schools in Canada

Note to teachers: Questions marked with an asterisk (\*) are particularly relevant to the issue of political socialization.

#### A. The History of Residential Schools in Canada

1. What was the purpose of residential schools?
2. When did the government become involved in establishing residential schools in Canada?
3. During what period did the number of residential schools in Canada grow the fastest?
4. What change of focus took place regarding residential schools in the 1950s?
5. How do you think residential schools operated as agents of socialization for young Aboriginal people who attended them? (\*)
6. When did the residential schools start to close and why?

#### B. Treatment and Conditions at Residential Schools

1. Why were residential schools so unpleasant for the students who attended them?
2. What kinds of punishments were given to students at the schools?
3. In what ways did the experience of residential schools stay with many Aboriginal people and their descendents long after they had left them? (\*)
4. How do you think the experience of residential schools has affected Aboriginal people in later life? (\*)

#### C. A Typical Day in a Residential School

1. Describe a typical day in the life of an Aboriginal student attending a residential school.
2. How was the education of boys and girls at residential schools different from the education in other schools?
3. How does a typical day at a residential school compare with that of your school today? (\*)
4. How does this account of a typical day at a residential school reveal the poor conditions and bad treatment that existed in them?

#### D. The Negative and Positive Effects of the Schools

1. What were the main negative effects of residential schools on the Aboriginal students who attended them and their families?
2. What do you think was the most serious negative effect of the schools? Why?
3. What are many Aboriginal peoples asking the government to do about the negative effects of residential schools?
4. Do you agree with the Aboriginal peoples' demand for apologies and compensation from the federal government for residential schools?
5. What were the main positive effects of the residential schools?
6. In what way were the positive effects of the schools probably unintended by those who established them?
7. Which effects of the residential schools do you think are more significant, the negative ones or the positive ones? Why?
8. Do you think that Aboriginal children benefited in any way from attending residential schools? (\*)

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## Appendix 1.5

### Student Survey

1. Think of a regular school day. Including before school, after school, and at night, how much television do you watch? \_\_\_\_ hours a day
2. Think of a regular Saturday or Sunday. How much television do you watch? \_\_\_\_ hours a day
3. List the five television programs you most frequently watch and provide a brief description of the content of each of them.

### Scale of Political Cynicism

Please read each question and choose the answer which best matches the way you feel about politics and government:

1. Think of the people who run the government in Canada. Do you think that a) most of them, b) not very many of them, c) hardly any of them are honest?
2. Do you think that people in the government waste a) a lot, b) some, c) do not waste much of the money people pay in taxes?
3. How much of the time do you think you can trust the government in Ottawa to do what is right for the Canadian people? a) almost always, b) most of the time, c) some of the time, d) never
4. Do you feel that almost all of the people running the government really know what they are doing a) almost all of the time, b) some of the time, c) almost none of the time, d) never?
5. Do you think that the government is usually run a) for the benefit of all, b) for the benefit of a few big officials looking out for themselves?

### Scale of Political Efficacy

Please think carefully about each of the following statements and circle the answer that matches the way you feel:

1. Voting is the only way that people can have a say in the running of the government: a) strongly agree, b) agree, c) don't know, d) disagree, e) strongly disagree
2. Sometimes I can't understand what goes on in government: a) strongly agree, b) agree, c) don't know, d) disagree, e) strongly disagree
3. My family doesn't have any say in what the government does: a) strongly agree, b) agree, c) don't know, d) disagree, e) strongly disagree
4. I don't think people in the government care very much about what my family has to say about how the country should be run: a) strongly agree, b) agree, c) don't know, d) disagree, e) strongly disagree.

### Scale of Political Knowledge

Note to students: This is NOT a test. Please write down the answer to each question you know. If you do not know the answer, circle "don't know."

1. Who is the Prime Minister of Canada? (don't know)
2. What political party does he/she lead? (don't know)
3. Who is the Premier of Ontario? (don't know)
4. What political party does he/she lead? (don't know)
5. Who makes the laws in Canada? a) Parliament, b) Supreme Court, c) Prime Minister, d) Police, e) (don't know)
6. Democracy means that the people rule. a) True, b) False

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## Unit 5: The Common Good

**Time:** 20 hours

### Unit Description

Students explore the concept of the common good from a variety of angles. Students trace the origins of the concept and examine its impact on Canada both internally and internationally. The guiding question for this unit is: What is the common good and what is my role within it? From a variety of case studies, students understand that the common good is not simply satisfying everyone's want or needs but rather a social, political, economic, and moral concept that attempts to give the individual and society due respect and dignity. For the Catholic student, this notion expands their understanding of the Incarnation as it applies to the religious significance of the common good. Furthermore, this unit upholds the vision of the social teachings of the Church in relation to the dignity of the person. The unit concludes with a Mock Trial in which students apply their knowledge and skill to a real-life situation and offer sound solutions to a variety of complex problems involving the common good. Thus, having understood the characteristics of the common good, students can formulate themes, questions, issues, etc., for the culminating activity.

### Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1: Discerning the Common Good	3 hours	DMV.03, DM3.01, DM3.02, DM3.05 CGE1d, 3c, 7e	Knowledge/ Understanding Thinking/Inquiry	Case studies
2: The Common Good within Canada	6 hours	CDV.03, DMV.02, DMV.02, VBV.02, CD2.01, CD3.01, CD3.02, DM2.01, DM2.02, DM3.04, VB2.01 CGE1e, 2c, 2d	Knowledge/ Understanding Thinking/Inquiry Communication	Mini-presentations
3: The Common Good within the World	6 hours	DMV.03, PIV.02, DM3.02, DM3.05, PI1.01 CGE1d, 1i, 7b	Knowledge/ Understanding Thinking/Inquiry Communication	Newspaper assignment
4: Mock Trial	5 hours	CDV.03, PIV.01, PIV.02, PIV.03, CD1.01, PI1.01, PI2.01, PI3.01 CGE5b, 7f CGE7g	Communication Application	Mock trial

### Activity 1: Discerning the Common Good

**Time:** 180 minutes

#### Description

In this activity, students understand that decisions for the common good are based on the notion that we are by nature social beings and, therefore, naturally members of society. Students understand that society not only seeks to protect our personal rights and freedoms, but as members of society we are individuals who discover our identity as part of a larger community. The common good is found, therefore, in a society where decisions are made to foster the good of all: a society that envisions and fashions its societal systems in such a way as to seek the benefit of all. Students analyse the idea conceptually and then relate it to aspects of the Canadian experience. This activity serves as the mortar with which the Mock Trial activity is built.

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## Strand(s) & Learning Expectations

### Overall Expectations

DMV.03 - describe the extent to which political and economic systems and institutions meet people's needs and promote the common good.

### Specific Expectations

DM3.01 - demonstrate an understanding that there are political, economic, and cultural challenges in governing a complex society like that of Canada;

DM3.02 - explain the implications of choices made in Canada for the current and future well-being of people and environments in Canada and around the world (the environmental standards enacted today will affect the physical well-being of Canadian and world citizens tomorrow);

DM3.05 - describe recommendations for making the Canadian political system function in a more democratic way.

### Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

### Prior Knowledge & Skills

Students should have working knowledge of the common good as revealed in the Grade 10 History and Civic courses.

### Planning Notes

- The teacher arranges for a Member of Parliament or local politician to speak to the class.
- The teacher determines the availability of the principal to participate in class discussion.
- The teacher should review the teaching of the Catholic Church on the notion of the Common Good, specifically chapter two; articles I, II, and III of the *Catechism of the Catholic Church*. (Emphasis is placed on article II, The Common Good.)
- The teacher should present to the class a suggested list of examples and/or cases, which could be used to form a discussion and group activity.

### Teaching/Learning Strategies

1. Present to the class the following: "The common good is that good which allows all people in a society to reach their fulfillment, both as individuals and as a group." Discuss in terms of the following: What rights are necessary for individuals to reach their respective fulfillment? (human rights, respect for the dignity of the person, privacy, freedom of religion, freedom of speech, education, etc.). What rights are necessary for any group to attain their fulfillment? (family, employment, culture, religious affiliation, political affiliation, etc.). What further requirements are necessary in order to sustain and establish the good of both the individual and the group? (social peace, law and order, government, personal and collective security, equality, social justice, guaranteed rights and freedoms, etc.).
2. In groups, students address the following: How is the good of each person related to the good of the community? How does the community benefit from the participation of each of its members? Should the common good ever exclude its weakest members? How does the community serve to help the individuals? Create a definition for the common good, incorporating the best possible good for both the individual and community. What would be the function of a democratic society?
3. Have a group representative share the conclusions with the entire class. Have the school principal discuss this topic in relation to the functioning of the school community.

- 
4. Lead the class in a brainstorming activity to describe the role of government in attaining the common good.
  5. In groups, students apply their definition of the common good to the school. Outline what duties the administration, teachers, students, and other staff members would have to do in order to realize the common good. Discuss the notion of active participation for each. Do all persons benefit? In your model, is priority put on community or the individual? To what extent does your model require solidarity in order to attain the good? Invite the principal to comment on student models and to offer his or her own view of the common good.
  6. In the second part of this exploration, move students into the Canadian experience. Have them identify factors that would influence the common good in Canadian society. List these factors on the board (e.g., economics, poverty, political leanings, education, religion, culture, beliefs).
  7. Discuss how these factors complicate the Canadian quest for the common good. What challenges does Canadian society have in order to achieve a common good in the light of these factors? Further, when might the pursuit of individual fulfillment injure the common good, particularly in the areas of economics, health care, downsizing, etc.?
  8. Working in groups, students make recommendations to insure that our democracy functions in a way that insures more citizens partake of the common good. Each group highlights three of their strongest recommendations for the class, which are posted in the classroom.
  9. Challenge: Students respond in writing to the following. The Catholic view asserts that the modern emphasis of the common good is placed on the individual whereby “the common good is chiefly guaranteed when personal rights and duties are maintained” (*Pacem in Terris*). The Catholic view rejects this notion of the common good because it can only be achieved when individuals benefit personally. This is a critique of contemporary society. The same teaching asserts later that the common good entails the duty to protect the human rights of all. Thus freedom, dignity, and opportunity must be safeguarded and nourished by the community in a way that all persons share mutually in the benefits derived by social advancement. Do you think that our society tends to favour individual good over the communal good? Provide examples with your answer.
  10. As a culminating activity, invite an MP or local politician in to speak to the class on the topic

### **Assessment & Evaluation of Student Achievement**

- Evaluate challenge exercise for knowledge through assessing student written responses.
- Evaluate group work for understanding and communication of the common good. Sample rubric frameworks can be found in Resources under Activity 4.
- Informal teacher observation

### **Accommodations**

- Refer to exceptional students’ IEPs to ensure that recommendations developed to meet individual needs are being carried.
- Provide alternative questions, board notes, and activities to engage students in both dialogue and writing.
- Provide enrichment activities for students wishing to study the concept further.

### **Resources**

Canadian Conference of Catholic Bishops. *Catechism of the Catholic Church*. Ottawa, 1994. (Par.1905-1942)

Pope John XXIII. *Pacem in Terris*. Boston: Daughters of St. Paul.

Sheridan, E.F. *Love Kindness: Social Teaching of the Canadian Catholic Bishops, 1958-1989*. Toronto and Sherbrooke: The Jesuit Centre for Faith and Justice and Editions Pauline, 1991.

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## Activity 2: The Common Good within Canada

**Time:** 360 minutes

### Description

Students identify key challenges facing the common good within Canada. They explore the Charter of Rights and Freedoms as it relates to the common good. Students examine a key issue by researching and presenting their findings to the class.

### Strand(s) & Learning Expectations

#### Overall Expectations

CDV.03 - explain ways in which family, religion, gender, ethnicity, nationality, socio-economic class, and other aspects of social and cultural identity influence citizens' political participation;

DMV.02 - evaluate the role and influence of key participants in Canadian government decision making;

DMV.03 - describe the extent to which political and economic systems and institutions meet people's needs and promote the common good;

VBV.02 - evaluate the major historical, geographic, economic, and cultural influences that shape Canadian political ideologies.

#### Specific Expectations

CD2.01 - identify opportunities for citizens to participate in governmental and non-governmental political decision making at the community, municipal, provincial, federal, and international levels;

CD3.01 - evaluate the extent to which various segments of Canadian society (e.g., women, Aboriginal peoples, racial minorities, rural and northern communities) participate in the formal political process and informal political bodies (e.g., parent councils, neighbourhood associations);

CD3.02 - evaluate Canada's multicultural policy in terms of its ability to promote both the greater pluralism and participation in social and political affairs;

DM3.04 - evaluate the extent to which Canadian decision-making systems and institutions reflect and foster Canada's democratic ideals, as expressed in the Charter of Rights and Freedoms;

VB2.01 - describe Aboriginal, French, British, and American influences on past and present Canadian political values.

#### Ontario Catholic School Graduate Expectations

CGE1e - speaks the language of life...“recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it (Witness to Faith);”

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

#### Prior Knowledge & Skills

- Students should have an understanding of previous ideas covered; particularly the concepts in the Political Socialization and Government: Form and Function units.
- Students should possess political literacy skills such as the ability to politically analyse problems and seek equitable solutions for all parties involved.
- Students should have a general understanding of the major political challenges facing themselves and Canadians.

#### Planning Notes

- The teacher should familiarize himself/herself with key pieces of legislation that deal with this activity, such as the Canadian Charter of Rights and Freedoms, The Canada Health Act, etc.
- The teacher should seek out information from local police and community groups concerning such programs as RIDE, MADD, etc.
- Ensure that a range of newspapers is available for the class to peruse.

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- Due to the large range of topics possible within this activity the teacher and student may find it useful to collaboratively select key issues facing Canada federally, provincially, and municipally.
  - Review the school's Internet policy with students if necessary.
  - Encourage students to be active learners in their own learning process through a number of activities such as discussions, mini-presentations, and self-/peer evaluation.

### **Teaching/Learning Strategies**

1. Keeping in mind the culminating activity of Unit 6, it may be prudent to continue the use of mini-presentations and jigsaw activities to strengthen students' interpersonal working skills. Again, assessment rubric frameworks can be found in Resources under Activity 4.
2. Due to the vast array of topics possible under this heading, the teacher and students should select what they collectively determine to be the key issues facing Canada at the federal, provincial, and local levels. It is important to use current events not only to keep students' interest but also to make their learning exercise viable and meaningful if they are to become active citizens.
3. This course may not have an associated text; book a large block of time in the Library/Resource Centre and time on the Internet. The Internet should be used as a viable source to complete this activity. Begin with a brainstorming session in which students and teacher collectively identify key challenges facing the common good within Canada. Divide students into groups representing the provinces and territories within Canada. Using the Internet site, students examine two local newspapers from their assigned area. In the groups, students list major concerns listed in the local papers. On chart paper, record the concerns and try to group them by common features. Certain groupings should emerge, such as public safety, education, the environment, and local laws/taxes. Discuss how Canadians may address these issues. Students copy the concerns to complete the Local Newspaper Assignment in Strategy 5.
4. Local challenges facing the common good could include ideas such as the increasing shortage of landfill sites providing funds for library or sport teams. Such sub-topics as the Toronto garbage debate, the Walkerton Inquiry, or other community issues may prove to be more meaningful and manageable for students. Other topics, such as student rights and sexual harassment, could also be explored. The Alberta Civil Liberties Research Centre has interesting articles on these topics. If possible, students may interview a local politician and present their findings to the class. Otherwise, students create a small poster using various forms of media to aid comprehension of the topics. For ideas about poster evaluation, see Canadian History in the Twentieth Century, Grade 10, Academic, Course Profile.
5. As a group, discuss the public purpose of traffic lights in relation to the working definition of the common good developed in Activity 5.1. Then expand this discussion to include the Canadian Charter of Rights and Freedoms. Ask students what rights and freedoms are guaranteed under the Charter. List them on an overhead along with others students may not know. Discuss how these rights and freedoms may impact upon us at the local level. On the board, record students' suggestions. At this junction, introduce local papers into the discussion again. In their provincial/territorial groups, students complete the Local Newspaper Assignment chart (Appendix 5.1) on Charter-based issues found in local papers in their assigned regions of Canada. Upon completion of their region, students employ a jigsaw model system and record information from other groups. List group findings on the board. Complete this exercise with a class discussion on: how the Charter would seek to identify and rectify the issues found in these local papers.

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6. Discuss the question: Is the Charter in line with the principles found in the ideals of the common good? Together, read the online article from the *Hamilton Spectator* on the use of wire taps by CSIS. Students write a one-paragraph response answering the question: “In Canada, should CSIS have the right to wire tap people without their knowledge, in light of the freedoms outlined in the Charter? Be sure to explain your answer.” Students can make an oral presentation on a mini-poster they created addressing the same question.
  7. Provincially, some key issues facing Canada are: education, driver licensing, health care, and labour relations. Sub-topics can be implemented; the class examines such topics as charter schools, teen drivers, community health issues, etc. Possible speakers could be the local police who discuss the RIDE program or someone from the MADD organization. Employing a class-wide jigsaw activity to cover these issues should prove beneficial and meet the needs of a variety of learners.
  8. Federally, some key issues facing Canada are: issues affecting Aboriginal peoples, possible revisions to The Canada Health Act, and Quebec independence. Students visit the Library/Resource Centre to develop a mini-presentation on these topics or to look at specific cases. Possible sub-topics could be the graying of the baby boomers and Canada’s health system, or the Aboriginal peoples’ struggle for rights in various parts of Canada. An insightful Internet site is the Cree-Naskapi homepage, which explores and tracks the progress of Canada’s first Aboriginal self-government project. Students present their findings to their peers who evaluate them using the rubrics cited in Resources under Activity 4 as frameworks.
  9. To conclude this activity, an examination of some civil liberty groups and their activities would prove useful. The Alberta, British Columbia, and Manitoba Civil Liberty Associations have good sites. Conclude this activity with a discussion on: Is Canada a land that seeks the common good?

### **Assessment & Evaluation of Student Achievement**

- Roving conferences to ensure that all students are on task and to aid any who may need extra help, see Canadian History in the Twentieth Century, Grade 10, Academic.
- Peer marking and feedback on various presentations
- Informal teacher observation
- Randomly asking questions of students to ensure comprehension of material
- Checking that students are dividing up their work among themselves equitably

### **Accommodations**

- Refer to exceptional students’ IEPs on an ongoing basis to ensure that recommendations developed to meet individual student needs are being carried.
- Provide alternative sources at varied levels of difficulty for students whose native tongue is not English.
- Students who require enrichment activities may be encouraged to read material that the teacher deems appropriate, such as *Drum Beat: Anger and Renewal In Indian Country*.

### **Resources**

#### **Books**

Richardson, Boyce, ed. *Drum Beat: Anger and Renewal In Indian Country*. Toronto: Summerhill Press, 1989.

#### **Internet**

Alberta Civil Liberties Research Centre – <http://calcn.ab.ca/acl/ac/rc.html>

BC Civil Liberties Association – <http://www.bccla.org>

Canadian Charter of Rights and Freedoms –

<http://insight.mcmaster.ca/org/efc/pages/law/charter/charter.text.html#7>

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Canadian Environmental Assessment Agency – [http://www.ceaa.gc.ca/site\\_e.htm](http://www.ceaa.gc.ca/site_e.htm)  
Canadian Immigration and Refugee Board – <http://www.cisr.gc.ca>  
Canadian Local Newspapers – <http://www.cena.ca/>  
Canadian Native Law Cases – <http://library.usask.ca/native/cnlch.html>  
Chiefs of Ontario – <http://www.chiefs-of-ontario.org/>  
Cree-Naskapi Commission – <http://ppp.atreide.net/cnc/>  
CSIS – <http://www.csis-scis.gc.ca/>  
Great Whale Project – <http://kafka.uvic.ca/~vipirg/SISIS/sov/allcree.html>  
*Hamilton Spectator*. CSIS and wire tapping –  
<http://insight.mcmaster.ca/org/efc/pages/media/spectator.01oct97b.html>  
Inuit Tapirisat Canada – <http://www.tapirisat.ca/>  
Manitoba Association for Rights and Liberties – <http://www.winnipeg.freenet.mb.ca/marl/>  
Sioux Lookout Anti-Racism Committee – <http://www.bloorstreet.com/200block/sindact.htm>

### **Activity 3: Canada: The Common Good Internationally**

**Time:** 300 minutes

#### **Description**

Students understand that Canada’s participation in the international community brings with it rights and responsibility for ensuring the common good of all. An examination of the role Canada has played in pursuing the common good abroad in both economic and political venues is the central focus. Furthermore, an analysis of the common good as found in the teachings of the Catholic Church would prove useful. This activity forms an important link to the final culminating Mock Trial activity and the Unit 6 Political Awareness Day.

#### **Strand(s) & Learning Expectations**

##### **Overall Expectations**

DMV.03 - describe the extent to which political and economic systems and institutions meet people’s needs and promote the common good;

PIV.02 - draw supportable conclusions about political events, issues, and trends and their relationship to social, economic, and cultural systems.

##### **Specific Expectations**

DM3.02 - explain the implications of choices made in Canada for the current and future well-being of people and environments in Canada and around the world (e.g., the environmental standards enacted today will affect the physical well-being of Canadian and world citizens tomorrow);

DM3.05 - describe recommendations for making the Canadian political system function in a more democratic way;

PI1.01 - formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue.

##### **Ontario Catholic School Graduate Expectations**

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE1i - integrates faith with life;

CGE7b - accepts accountability for one’s own actions.

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## Prior Knowledge & Skills

- Students should understand previous ideas and implications of the common good.
- Students should have an understanding of Canadian participation in the United Nations, globalization, and peacekeeping as discussed in the Grade 10 History course.

## Planning Notes

- Review the sections of the Grade 10 History and Civic courses that address Canada and the Global community.
- Book time in the Library/Resource Centre for Internet use.
- Ensure that a TV and VCR are available in the classroom.
- Catholic teachers should become familiar with the Church's teaching on social justice.
- Teachers should become aware of the United Nations proposal for change under the heading: A New International Economic Order.

## Teaching/Learning Strategies

1. Create a mind map regarding Canada's role in developing the common good. Brainstorm students' knowledge of Canada's involvement in world affairs (e.g., peace-keeping missions, debt cancellation, NATO, diplomatic relations with China and Cuba, and human rights, etc.). Form students into groups. Assign each group one of the aforementioned topics to investigate. In the Library/Resource Centre have students research, via the Internet, Canadian involvement in these topics. Students can then report their findings to the class. Place these on an overhead and display.
2. List the ways Canada meets the common good according to the definition previously studied. View the film *The Gospel is a Social Message*. Students create a list of challenges derived from the film that they could apply to Canada, particularly with reference to the common good, social justice, and the notion of the seamless garment. "Has Canada more work to do?" could be a central guiding question. Create a list from the class and display it on the board.
3. Show the film *It takes a Child: Craig Kielburger's Story, A Journey into Child Labour*. Students formulate specific questions the film raises with regard to the following: human rights, worker rights, child rights, economic oppression, and government inaction. Discuss the questions and the challenges Craig Kielburger poses for the realization of the common good internationally.
4. Provide examples of how Canada and Canadians may be contributing to the abuses as shown in the film (i.e., purchasing products made by child labour or sweatshops). Students discuss the question: What rights and needs must be insisted upon in order to correct these injustices at the economic and political level? (Refer to the film *The Gospel Is a Social Message*.)
5. Hold a class discussion on the following questions: How does the notion of profit at any price conflict with the common good? Should companies and corporations be permitted to operate without regulation or social responsibility? What does Craig mean by political will? What would it take for students to become proactive in regard to Canada's role in pursuing the rights of children, workers, and the poor internationally?
6. *Delving deeper:* Present the following critique of free-market economics to the class:  
*As international corporations gain more economic control over resources and markets the effect of free trade and globalization places more control in the hands of fewer but more powerful people. This in turn has weakened the common good. As the more powerful companies of the Northern Hemisphere exact more profits from the Third World, human rights and the common good become increasingly threatened. Thus northern peoples benefit while southern peoples struggle to sustain minimal standards of living. Many economic strategies adopted by government supports this by insuring that the means to attain wealth stay in the hands of the few. As such the rich get richer and the poor get poorer, and the gap between rich and poor grows.*

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Discuss the meaning and implications of this statement for Canadians. (The teacher may need to modify the statement for understanding.)

7. Distribute a copy of Document 51 from *Do Justice: The Social Teaching of the Canadian Catholic Bishops*, entitled “Towards a New International Economic Order,” pp. 365-366. Assign each group one paragraph. Each group should appoint a note-keeper/writer. The teacher should ensure that each group is composed of students of varying abilities. In writing, the groups explain how the message of the criticism in Strategy 6 and their assigned paragraph speak to the problem of poverty and the failure to provide for the common good. Students formulate recommendations to the government about making Canadian politics function in a more democratic way. Recommendations could be posted and later used as a springboard when deciding whom to invite as guest speakers for the Political Awareness Day.
8. Each student submits a ten-point list outlining the most important challenges Canada must face if it is to influence the common good internationally. Lists are then peer edited.
9. As a concluding activity, each group contacts/researches a social justice organization, which they could report on to the class (e.g., Free the Children, Development and Peace, Amnesty International, Denise House, Covenant House, etc.).

### **Assessment & Evaluation of Student Achievement**

- Assess each group presentation for knowledge (content) and understanding, using a quiz.
- Individual written assignment to be assessed for thinking and communication
- Informal teacher observation. The teacher assesses and advises.
- Peer evaluation of written work/research

### **Accommodations**

- Refer to exceptional students’ IEPs to ensure that recommendations developed to meet individual needs are being carried.
- Provide alternative questions and activities where necessary.
- Provide enrichment activities for students who would benefit from additional challenges.

### **Resources**

#### **Books**

Dorr, Donald. *Option For the Poor. A Hundred Years of Catholic Social Teaching*. Maryknoll, NY: Orbis Books, 1983.

Sheridan, E.F. *Do Justice! The Social Teaching of the Canadian Catholic Bishops, 1945-1986*. Toronto and Sherbrooke: The Jesuit Centre for Faith and Justice, 1987.

#### **Internet**

The Copenhagen and Beijing Commitments to Share the Wealth: Catalysts for Global Action and Achievement – [www.un.org/esa/socdev/wssd.htm](http://www.un.org/esa/socdev/wssd.htm).

Social Watch – [www.socwatch.org](http://www.socwatch.org)

International Council on Social Welfare – [www.icsw.org](http://www.icsw.org)

Citizens for Public Justice – [www.web.net/~cpi](http://www.web.net/~cpi)

Ten Days for Global Justice – [www.web.net/~tendays](http://www.web.net/~tendays)

Graig Kielburger’s Story A Journey into Child Labour – [mcnabbconnolly@homeroom.ca](mailto:mcnabbconnolly@homeroom.ca)

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## Films

Kielburger, Craig. *It Takes a Child: Craig Kielburgers's Story, A Journey into Child Labour*. Judy Films Inc., 1998.

Sparks, Richard. *Making Sense of Christian Morality; The Gospel is a Social Message*. A Fisher Production, NY.

## Activity 4: Culminating Task – Mock Trial

**Time:** 300 minutes

### Description

Using the knowledge they have acquired thus far, students research and perform a mock trial related to a common good issue. Students are responsible for researching the roles and writing an appropriate script.

### Strand(s) & Learning Expectations

#### Overall Expectations

CDV.03 - explain ways in which family, religion, gender, ethnicity, nationality, socio-economic class, and other aspects of social and cultural identity influence citizens' political participation;

PIV.01 - correctly use social science methods to gather, organize, and synthesize information;

PIV.02 - draw supportable conclusions about political events, issues, and trends and their relationship to social, economic, and cultural systems;

PIV.03 - communicates knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats.

#### Specific Expectations

CD1.01 - explain the importance of democratic principles such as decision making for the common good; the rule of law; and universal human rights, freedoms, and responsibilities;

PI1.01 - formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

PI2.01 - distinguishes among opinions, facts, and arguments in sources;

PI3.01 - present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images).

#### Ontario Catholic School Graduate Expectations

CGE5b - thinks critically about the meaning and purpose of work;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and culture;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

### Prior Knowledge & Skills

- Students must review terms associated with political ideology, such as fascism, democracy, corporatism, and unionism, as well as studied concepts relating to the common good.
- Students should possess research, interpersonal, and organizational skills in order to investigate their role in the trial and other issue-related materials.
- Students should possess presentation skills and skills in critical analysis.

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## Planning Notes

- Teachers should familiarize themselves with clothing manufacturers' role in developing nations, and related aspects of American Labour Law, as well as the Canadian Charter of Rights and Freedoms.
- Teachers should seek out information from human rights organizations and one or more manufacturers.
- Students must understand the consequences and impact of the issues.
- Teachers should create a list of defendants, lawyers, prosecution and defense witnesses, including a brief synopsis of each particular role. These lists can be tailored to individual class sizes.
- Teachers should investigate the available resources in the Library/Resource Centre.

## Teaching/Learning Strategies

1. Ask students questions about the controversies concerning athletic shoe companies and workers in the developing world. Provide students with handouts outlining the major arguments on both sides. Magazine, Internet, and/or newspaper resources would best serve this purpose. A working list may be found in Resources.
2. Students create a chart listing the key arguments made in each source, allowing them to have an understanding of the roots of the controversy and providing clues for the issues, ideas, and questions to be raised in the trial.
3. Provide students with the list of roles that have been created for the case. Take the time to read over each of the roles in order to ensure that students understand the importance of each portrayal. Attempt to make the witness list on both sides equal in number.
4. The teacher may wish to provide students with a list of available resources with which they can garner more information on their particular character or on the issue itself. Students should be reminded that independent research is an expectation of this activity.
5. Review with students the protocol of a courtroom and the accepted "order of events" that a case should follow. Students should also recognize the responsibilities of lawyers, witnesses, defendants, etc. A useful site reviewing this topic is found in Resources.
6. Students write scripts for their characters. These scripts should address their role, the role of their witnesses, and questions for their witnesses and their opponents' witnesses. The teacher reviews the questions and answers to deem them appropriate and effective in arguing the case before the trial begins. The teacher may select students to review their own work and that of peers.
7. Review with students the criteria for an effective presentation. This can be done with a simple handout or with footage or transcripts of an actual court proceeding.
8. Each side rehearses its role and its witnesses' roles.
9. The teacher may want to sit as the sole judge or, depending on the size of the class, may select to have students form a jury. A viable means of encouraging effort and excellence is to have the class perform before another class.

## Assessment & Evaluation of Student Achievement

- Roving conferences to ensure that all students are on task and to aid any who might need extra help
- Collection and evaluation of argument charts or written scripts
- Peer evaluation and feedback on performances during the presentation
- Purposefully asking questions of students to ensure comprehension of the material
- Performance assessment rubrics as developed by teacher and, if possible, with student input
- Informal teacher observation

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## Accommodations

- Provide alternative sources at varied levels of difficulty for students whose native tongue is not English.
- Students with oral communication difficulties can be assigned to the jury or be given a role that requires less dialogue and research.
- Students who would benefit from enrichment can be assigned one of the lawyer, defendant, or major witness roles.

## Resources

### Books

Estes, Ralph. *Tyranny of the Bottom Line: Why Corporations Make Good People Do Bad Things*. San Francisco: Berrett-Koehler, 1995.

### Rubrics

“BLM 1 Roleplay Assessment Rubric” in *Civics Today: Teacher’s Resource Guide*. Toronto: Irwin Publishing, 2000.

“BLM 2 Debating Assessment Rubric” in *Civics Today*. Toronto, Irwin Publishing, 2000.

“BLM 3 Argumentative Paragraph/Position Paper Assessment Rubric” in *Civics Today*. Toronto: Irwin Publishing, 2000.

“BLM B Group Skills Assessment” in *Civics: Participating in a Democratic Society – Teacher’s Resource Guide*. Toronto: McGraw-Hill, Ryerson Ltd., 2001.

“BLM C My Collaboration Skills” in *Civics*. Toronto: McGraw-Hill, Ryerson Ltd., 2001.

### Internet

Indonesia Information Page – [merlin.capcollege.bc.ca/apmcp/Indonesia.htm](http://merlin.capcollege.bc.ca/apmcp/Indonesia.htm)

“Newsfront” SEE Magazine – [www.greatwest.ca/see/Issues/1998/0416/news2.html](http://www.greatwest.ca/see/Issues/1998/0416/news2.html)

Stages of a Trial – [www.bradley.edu/campusorg/trial/basic\\_info/stages/](http://www.bradley.edu/campusorg/trial/basic_info/stages/)

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## Appendix 5.1

### Local Newspaper Assignment

Group Members:

Province: Location: Paper:	Summary of Issues	Impact on Local Environment	Possible Solution (students' ideas)
Province: Location: Paper:	Summary of Issues	Impact on Local Environment	Possible Solution (students' ideas)
Province: Location: Paper:	Summary of Issues	Impact on Local Environment	Possible Solution (students' ideas)
Province: Location: Paper:	Summary of Issues	Impact on Local Environment	Possible Solution (students' ideas)