



Grade 9 Social Studies
Workbook Module 2

Democracy and Governance in Canada

Name: _____

Date Started: _____

Module 2 Workbook Outcomes:

LA = Learning Activity A = Assignment

| LA/A | Page | Outcome | To Do |
|--------|-------|--|-------|
| LA 2.1 | 1-5 | <ul style="list-style-type: none"> • KC-005 Give examples of ways in which government affects their daily lives. • KP-044 Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments. • KP-045 Describe factors related to Aboriginal self-determination in Canada. | |
| LA 2.2 | 6-8 | <ul style="list-style-type: none"> • KC-006 Describe Canadian parliamentary democracy. | |
| LA 2.3 | 9-11 | <ul style="list-style-type: none"> • KC-007 Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government. | |
| LA 2.4 | 12-14 | <ul style="list-style-type: none"> • KC-009 Identify contemporary political leaders in Canada. • KC-008 Describe electoral processes and roles of political parties. • VC-002 Value their democratic responsibilities and rights. • KP-046 Give examples of ways in which people can individually and collectively influence Canada's political and social systems. | |
| A 2.1 | 12-14 | <ul style="list-style-type: none"> • KC-009 Identify contemporary political leaders in Canada. • VC-002 Value their democratic responsibilities and rights. (Both outcomes already met.) | |
| LA 2.5 | 14-17 | <ul style="list-style-type: none"> • KC-010 Describe responsibilities and processes of the justice system in Manitoba. | |
| LA 2.6 | 17-25 | <ul style="list-style-type: none"> • KC-010A Describe Aboriginal perspectives on justice and law. • KP-046 Describe factors related to Aboriginal self-determination in Canada. | |
| A 2.2 | 17-25 | <ul style="list-style-type: none"> • KC-010A Describe Aboriginal perspectives on justice and law. • KP-046 Describe factors related to Aboriginal self-determination in Canada. (Both outcomes already met.) | |
| LA 2.7 | 25-31 | <ul style="list-style-type: none"> • KC-010A Describe Aboriginal perspectives on justice and law. • Describe ways in which the status of women in Canada has changed since the early 20th century. | |
| LA 2.8 | 31-32 | <ul style="list-style-type: none"> • KC-013 Describe their responsibilities and rights as citizens of Canada and the world. • VP-015 Be willing to exercise their responsibilities and rights as citizens living in a democracy. | |
| LA 2.9 | 33-38 | <ul style="list-style-type: none"> • KC-011 Identify ways in which democratic ideals have shaped contemporary Canadian society. • KC-012 Assess the advantages and disadvantages of democratic processes in Canada. • VC-001 Appreciate democratic ideals in Canadian society. • VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups. | |
| A 2.3 | 33-38 | <ul style="list-style-type: none"> • KC-011 Identify ways in which democratic ideals have shaped contemporary Canadian society. • KC-012 Assess the advantages and disadvantages of democratic processes in Canada. • VC-001 Appreciate democratic ideals in Canadian society. • VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups. | |

Levels of Canadian Government

In this activity, you will make a map of Canada's regions. This will provide you with a helpful study tool for future assignments and exams.

Your Task:

The Canadian government issues many legal documents to its citizens. The following scenarios describe several situations in which these documents are needed. Depending on the questions for each scenario, you will need to determine the type of document and/or the level of government that is responsible for issuing that document (*federal, Indigenous, provincial, or municipal*). Be sure to read each part of the question so that you know how to appropriately answer it. Refer back to the lesson content and the responsibilities of each government to help you answer.



Note:

The first question is done for you as an example to help you get started. You may not know the answer to all the questions. That's okay. Take the time to try to figure out the answers. If you do not understand the questions, contact your tutor/marker or talk to your learning partner about them.

1. **Example:** A police officer on the Trans-Canada highway stops you on a routine check.
 - a. How do you prove to the officer that you are legally entitled to drive?
Driver's Licence.
 - b. Which level of government is responsible?
Provincial.
2. You have a minor car accident in the parking lot of a local mall.
 - a. What do you produce to prove that your vehicle is insured?
 - b. Which level of government is responsible?
3. Your family decides to travel to India. You have never left Canada before.
 - a. Which government document must you apply for?
 - b. Which level of government is responsible?
4. On a driving trip to the United States, you spend \$900 on clothing and souvenirs. When you return to Canada, you discover that you cannot bring that quantity of goods into the country without paying a duty (a tax).
 - a. Which level of government decides this?

3. ~~Your aunt and uncle who live in Brandon decide to build an addition onto their house. Before they begin, they must get a building permit.~~
- a. Which level of government issues this?
6. You are applying for a part-time job at a local coffee shop, and your employer requests your social insurance number (SIN).
- a. Which level of government issues the SIN?
7. You fall out of a tree in your backyard and break your leg. Your parents take you to the hospital.
- a. Which document will you have to provide at the admittance desk?
 - b. Which level of government is responsible?
8. One evening while watching TV, you and your significant other spontaneously decide to get married. You leave immediately and find a minister. She tells you that you she cannot marry you at this time, as you do not have the proper government form.
- a. Which form do you require?
 - b. Which level of government is responsible?
9. In 2006, the census taker appeared at your door and asked a lot of questions. You didn't wish to answer them. He told you that you were required by law to give this information.
- a. Which level of government made this law?
10. You are a member of the Opaskwayak Cree Nation and you marry a person from the Sapotaweyak Cree Nation. After the birth of your first child, you decide to register the baby with *your* band/First Nation.
- a. Which level of government is responsible for registering Status Indians?
11. At 2:00 am on a Saturday morning, you are stopped by a police officer at a local park. The officer tells you that you are breaking curfew and instructs you to go home.
- a. Which level of government has given the authority to enforce a curfew?
12. Your five-year-old brother started Kindergarten this past fall. The school required that he be up-to-date on all his vaccinations.
- a. How does your mother prove that his vaccinations are up-to-date?
 - b. Which level of government issues this proof?

13. Your grandparents live in a rural farming community. Every spring, they burn the three-acre field that surrounds their home site and yard. They must get a burning permit before they begin.

Which level of government issues this permit?

14. You are a Status Indian. You want to attend university but you need money to pay for it.

- a. Whom do you ask for the money?
- b. Which level of government deals with your application?



Learning Activity 2.2



Read pages 6-8

Canada's Governing Structure

Match the correct description with the feature of Canada's governing structure listed in the left-hand column.

- | | |
|----------------------------------|--|
| 1. Federalism _____ | a. The Head of State in Canada |
| 2. House of Commons _____ | b. "Upper House"; appointed |
| 3. Cabinet _____ | c. Style of government where two or more levels work together |
| 4. Senate _____ | d. Style of government where the head of state is a king or queen |
| 5. Monarch _____ | e. A system of government where most elected representatives belong to a political party |
| 6. Governor General _____ | f. "Lower House"; 308 elected MPs |
| 7. Constitutional Monarchy _____ | g. Chosen by the prime minister to head certain government departments |
| 8. Party System _____ | h. Appointed; represents the monarch |

The Branches of Government

1. Write a statement describing the role of each government branch.

a. Executive Branch

b. Legislative Branch

c. Judicial Branch

2. The following is a list of "Guess Who" clues. Read the clue and name the branch of government or government representative referred to by the clue.

| Clue | Government Branch or Representative |
|---|-------------------------------------|
| 1. I am the branch of government that is responsible for making the laws. | Legislative Branch |
| 2. I am the monarch's representative, and I am found in both the executive and legislative branches of government. | |
| 3. I belong in the legislative branch, and I am often referred to as a house of "sober second thought." | |
| 4. I am the final court of appeal from all of the courts in Canada. | |
| 5. I am the branch of government that introduces and proposes laws. | |
| 6. My members are called "ministers" and one of my many responsibilities includes drawing up new laws to be sent to Parliament. | |
| 7. I am part of the legislative branch, and one of my several duties includes dealing with the major governing issues of the day. | |
| 8. I belong to the Federal Court of Canada. There are supposed to be 36 of "me." | |
| 9. I am the head of the party with the most seats in the House of Commons. I belong to the executive branch of government. | |
| 10. I am the branch of government that interprets the laws. | |



Learning Activity 2.4



Read pages 12-14

Representing Canada

1. As a citizen of Canada, you should be aware of who is currently elected (or appointed) to positions of leadership in your community. Use the Internet or resources at your school or local library to find the names of the people currently serving in the federal, provincial, and national leadership positions listed in the chart below.

Learning Activity 2.4: Representing Canada (continued)

| Federal Government Leaders | |
|--|--|
| Prime Minister | |
| Governor General | |
| Provincial Government Leaders | |
| Premier of Manitoba | |
| Lieutenant-Governor | |
| President of the Manitoba Métis Federation | |
| Grand Chief of the Assembly of Manitoba Chiefs | |
| National First Nations and Métis Leaders | |
| Assembly of First Nations Grand Chief | |
| Métis National Council President | |

2. Imagine that you have to describe the electoral process to a student in Grade 3. In a couple of sentences, describe Canada's electoral process (keeping in mind that you are describing it to a 7- or 8-year-old).
3. What is the role of political parties in Canada?

4. What is the role of the voter in relation to political parties?

5. Can you name three other political parties that you have learned about in this course or elsewhere?

1.

2.

3.

6. Read the following article about the Green Party, a political party in Canada (as well as in other countries). Answer the questions that follow.

Foundation of the Green Party of Canada

In the 1980s, many Canadians became dissatisfied with the reluctance of other political parties to support the green movement. The green movement was a general trend towards peace and the protection of the environment. This decade saw the founding of the Canadian Environment Network, the Canadian Organic Growers, the Canadian Peace Alliance, the Voice of Women, the Solar Energy Society of Canada, and many others. The scale and organizational level of these groups took the green movement to a new level. The natural next step was to organize the green movement into a political party.

(Reproduced from <www.greenparty.ca/party/history>.)

The Green Party of Canada was founded in 1983, born from a conference held in Ottawa. Under their first leader, Dr. Trevor Hancock, the party ran 60 candidates in the 1984 federal election.

Since its creation, the party has been developing as an organization, expanding its membership and improving its showing at the polls. The 2006 federal election was the strongest yet for the Greens, with the party fielding candidates in all 308 constituencies. Public support for the party is at an all-time high and growing stronger. In August 2008, Independent MP Blair Wilson joined the Green Party, becoming its first Member of Parliament. Although Wilson lost his seat during the election later that year, the Green Party did receive 6.78% of the overall vote (about a million votes) in the 2008 federal election.

The Green Party of Canada is independent of other green parties around the world, yet believes in the same ideas and philosophies. The Green Party is centred on the basic belief that all life on the planet is interconnected and that humans have a responsibility to protect and preserve the natural world.

6. QUESTIONS

- a. When and where was the Green Party founded in Canada?**

- b. What was the "green movement" of the 1980s?**

- c. What are the basic beliefs of the Green Party?**

- d. How is the Green Party an example of a way in which people (by themselves or as a group) can influence Canada's political system?**

Assignment 2.1 Investigating a Political Party



Read pages 12-14

Choose one of Canada's national political parties and write a report that introduces the party to a new voter. At the time this course was written, the federal parties that had seats in the House of Commons include the following:

- New Democratic Party (NDP)
- Liberal Party of Canada
- Conservative Party of Canada
- Bloc Quebecois
- Green Party

However, new national parties may have developed since that time. Once you have picked a party, research to find the answers to the questions below.

| | |
|---|---------------|
| Name of the Party | |
| Who is the current leader of the party? | |
| What is the party's ideology (basic beliefs)? | |
| Describe how the party intends to improve three areas of society (such as health care, poverty, the environment, First Nations, Metis and Inuit Peoples rights). | 1. |
| | 2. |
| | 3. |
| Would you vote for this party? Why or why not? | Yes/No |



The Justice System in Manitoba

1. In 1867, when Canada became a country, what *three* justice-related responsibilities were given to the provinces?

1.

2.

3.

2. Complete the following sentence:
"Civil law deals with:"

Criminal law deals with:

3. Manitoba Justice is responsible for the administration of justice in the province. What are the *four* major operating divisions?

1.

2.

3.

4.

4. In addition to the four operating divisions listed above, Manitoba Justice is also responsible for other services. Indicate at least *three* of these responsibilities.

1.

2.

2.

5. What is the overall aim of the *Youth Criminal Justice Act*?

6. The *YCJA* affects youth in Manitoba and other provinces who become involved in the legal system. Describe at least two of the main points of the *YCJA*.

1.

2.



First Nations Self-Government in Canada

1. The *Indian Act* was passed in:
 - a. 1867
 - b. 1871
 - c. 1875
 - d. 1876
2. The *Indian Act* spelled out several conditions regarding the lives of First Nations people in Canada. According to the reading, which of the following was not a condition?
 - a. First Nations people who lived on reserves were forced to carry identity cards every time they stepped on reserve land
 - b. Métis were entitled to be what became known as "Status Indians."
 - c. First Nations, Métis, and Inuit people who broke the law could be charged under the Criminal Code of Canada
 - d. Legal punishments were handed out to those who sold liquor on reserves
3. With regards to First Nations governance *before contact*, which of the following statements is *true*?
 - a. First Nations had no real systems of government
 - b. Every First Nation in Canada had the same system of government
 - c. First Nations had unique systems of government that reflected their ways of life and the needs of their society
 - d. First Nations governments were unorganized and inefficient
4. In 1951, the *Indian Act* was changed so that
 - a. many of the previously banned ceremonies like powwows and potlatches could be held again in First Nations communities
 - b. First Nations people were given the right to vote
 - c. First Nations people were allowed to become chiefs in their own communities
 - d. self-government was realized
5. Many First Nation groups describe their right to self-government as *Inherent*. What does this mean?
 - a. It is long overdue,
 - b. It is unnecessary
 - c. It is meaningless
 - d. First Nations were always self-governing

6. What was the most basic form of decision making in traditional First Nations society?
- majority rules
 - consensus
 - representative democracy
 - autocratic (the chief made all decisions)
7. Regarding the three proposed models of self-government, which would see First Nations communities attaining the governing powers like those of a town or city?
- sovereign state
 - municipal mode
 - quasi-provincial status
8. What model best reflects First Nations' concept of self-government?
- sovereign state
 - municipal mode
 - quasi-provincials



Assignment 2.2



Read pages 17-25

What is Treaty 8? (14 marks)

Your Task:

Read the following article about First Nations treaties, and answer the questions that follow.

First Nations People and Taxes

There appears to be a great deal of confusion regarding whether First Nations people pay taxes. This confusion can be cleared up by looking at one particular legal ruling, "Treaty 8." This treaty included 39 First Nation Cree, Dene, and Chipweyan First Nations communities. It covers a large region spanning from north-eastern British Columbia to north-western Saskatchewan, including portions of northern Alberta and the Northwest Territories.

In 1899, First Nations people living in this region signed Treaty 8, which promised them a variety of things in exchange for the land they lived on and for promises of lawful, peaceful behaviour. Treaty 8 guaranteed First Nations education, health care, hunting, trapping, and fishing rights, exemption from taxes and war participation, natural resources, agricultural provisions, and reserve lands of 640 acres of land for each family of 5 or 160 acres of land for each person not living with a band. It also guaranteed one-time cash payments, cash annuities, and medals and clothing for chiefs.

As a provision of this treaty, several reserves were created for the First Nations people to live on. In Alberta law, First Nations people living on reserve land were exempt from paying taxes, in accordance with the Indian Act of 1876. This tax exemption was not extended to those First Nations people not living on reserve land.

In 1992, this ruling was challenged by the Treaty 8 First Nations of Alberta. They argued that First Nations people should not have to pay federal taxes, whether they lived on or off their reserves. In order to support their cause, they quoted from the 1899 report from the original commissioners to Ottawa who "...assured them (First Nations) that the treaty...did not open the way to the imposition of any tax..."

In 2002, a federal court judge ruled in favour of the Treaty 8 First Nations of Alberta. Then, the Canadian Taxpayers Federation (CTF) intervened, saying that the judge made a bad decision because it was racist. They felt that it was unfair that people would be exempt from paying taxes simply because of their background.

Members of the Treaty 8 First Nations argued that the decision has nothing to do with race. Rather, it is a matter of doing the right thing by honouring a legally binding treaty. They also felt that the decision would encourage their people to move out of their reserves and seek employment and business opportunities among non-First Nations people.

The decision was overturned by the Federal Court of Appeal, and in 2004 the Supreme Court of Canada refused to hear a further appeal. The result is that members of Treaty 8 have to pay federal tax while living off their reserves.

- 1. Treaty 8 guaranteed a number of services and privileges to the First Nations communities who signed it. List at least five things Treaty 8 provided the First Nations people who signed the agreement. (5 marks)**

- 2. The "First Nations People and Taxes" article is about a lawsuit. What is the lawsuit about? (2 marks)**



Learning Activity 2.7

Current Issues among First Nations, Métis, and Inuit Peoples

1. What two incidents led to the creation of the Aboriginal Justice Inquiry in Manitoba?

2. The AJI drew up a list of recommendations that could/should be put into place to better the relationship between First Nations Peoples and the justice system in Manitoba. List at least two recommendations that were made.

3. List two examples of how Indigenous Peoples' justice "systems" have been integrated into the Manitoba system of justice.

4. What is the Sisters In Spirit campaign? What are its goals, and what services does the program offer?

5. Describe how the status of First Nations, Métis, and Inuit women changed over the 20th century. Do you think it has improved or worsened? In your view, will the status of Nations, Métis, and Inuit women improve or worsen in the future?



Being a Responsible Citizen



Note:

The questions in this learning activity relate directly to the next assignment (Assignment 2.3). Finish each one to have a head start on the project.

1. Being a member of any group provides you with rights, while requiring you to fulfill certain responsibilities. In the following chart, list at least three rights and three responsibilities you have to each of these groups:
 - a. an immediate group of your choosing (family, peer group, sports team)
 - b. your community (your neighbourhood or city)
 - c. your country
 - d. the world

| Your Responsibilities and Rights | | | | |
|---|----------------------------|------------------------|---------------------------|------------------------|
| | An Immediate Group: | Local Community | Canadian Community | World Community |
| Responsibilities I have to other members of this group or community | | | | |
| Rights I am entitled to as a member of this group or community | | | | |
| Examples of how I fulfill my responsibilities on this group or community | | | | |
| Examples of how I confirm my rights in this group or community | | | | |

2. In the chart below, list at least *three* ways in which you can influence Canada's political and social systems.

| Ways I Can Influence Canada's Political and Social Systems: | |
|--|-------------------------------|
| As an individual: | As a collective group: |
| | |

3. What is the difference between being a citizen of Canada and being a citizen of the world?



Democratic Ideals

1. Democratic ideals have shaped contemporary Canadian society. Using your own words, complete the following sentences:
 - a. A "democratic ideal" may be defined as,

 - b. The phrase contained in the Canadian Constitution that sums up our values in regards to governance is,

 - c. Canada has become a model of democratic idealism since 1867, and this is evident because

2. List at least two of the greatest *advantages* (in your opinion) of our democratic system in Canada. In other words, what benefits do citizens have from living in a democracy?
 - 1.

 - 2.

3. List at least two of the greatest *disadvantages* (in your opinion) of our democratic system in Canada. In other words, what are the downfalls of being a citizen in a democracy?
 - 1.

 - 2.

4. Which do you believe holds the most weight: the advantages or disadvantages? Would you be willing to give up our democratic system for another form of government? What other way could we effectively choose our leaders in Canada?

5. What does the term *tyranny of the majority* mean?

6. What does the term *visible minority* mean? Why does this sector of society often feel left out of politics?



Assignment 2.3



Read pages 33-38

The Face of Citizenship (12 marks)

Your Task:

Identify someone who you believe represents the ideals of a democratic citizen. This person could be a relative, a friend, a politician, or a well-known activist. Introduce this person to your reader and describe how this person fulfills his or her duties as a member of a community, be it a local neighbourhood, the country, the world, or another group.

You can present your description as a written report, a poster, or a PowerPoint presentation.

Here is a checklist of things you must include about the person you choose. You will write:

- A description of the person.
- Where the person is from.
- How the person contributes to their community.
- Three examples of how the person is a good citizen (of Canada or of the world).
 - Example 1
 - Example 2
 - Example 3

If you choose to write a report, it should be about 1 page long. Type it up on the computer using 12 font and double spacing.

If you choose to create a PowerPoint, you should have at least 6 slides.

If you choose to make a poster, be sure you have a title and sub-headings.



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Blank lined writing area consisting of 15 horizontal lines.



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Blank lined paper with three binder holes on the left side.