

Lesson resources

Grade 5

Essential Question

What are some ways the Canadian government has been unsuccessful in meeting the needs of all Canadians through its government, rules and laws?

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Big Ideas

- SS Canadian institutions and government reflect the challenge of our diversity.
- SS Canada's policies and treatment of minority peoples have negative and positive legacies.
- SS Immigration and multiculturalism continue to shape Canadian society and identity.
- LA Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- LA Questioning what we hear, read, and view, contributes to our ability to be educated, engaged citizens.
- CE Good learning and work habits contribute to short and long-term personal and career success.

Content

Social Studies

- Past discriminatory government policies and actions
- Human rights and responses to discrimination in Canadian society
- Levels of government, their main functions
- First People's governance
- The changing nature of Canadian immigration over time

Language Arts

- Perspective/Point of view
- Reading strategies
- Oral language strategies
- Metacognitive strategies
- Writing processes
- Paragraphing
- Conventions

Career Education

- Safety hazards and rules at school, at home, and in the community

Essential Question(s)

- What background information do we have about rules, laws, and our Canadian Legal System?
- What are rules, customs and laws?
- How did England and First Nations peoples differ in the formation of their customs, rules and laws?
- What purpose do rules and laws serve in our society?
- What are some laws in your community?
- What are responsibility circles and jurisdictions?
- How is our government structured to help ensure that rules and laws are followed?
- How are laws made?
- Why do laws sometimes change?
- How is Canada diverse?
- What are some ways the Canadian government has been unsuccessful in meeting the needs of all Canadians through its government, rules, and laws?
- What is a past Canadian government policy that you think was discriminatory? Why? How might Canadian society be different today if this policy never existed? Explain.
- How have government policies changed and what policies still need to change to meet the needs of this group of people?

Lesson 1

45 minutes

What do we know about our Canadian Legal System?

Big Ideas

Canadian institutions and government reflect the challenge of our diversity.

Essential Question

What background information do we have about rules, laws, and our Canadian Legal System?

Curricular Competencies

Social Studies

- Inquiry
- Evidence

Language Arts

- Prior knowledge
- Comprehension strategies
- Exchange ideas and perspectives
- Word knowledge

Supplies

- Paper/Whiteboard
- *In/Out/Maybe* chart
- *In/Out/Maybe* answer key

Content

- Participation and representation in Canada's system of government

Performance Tasks

- Students will know basic background vocabulary about rules, laws, and our Canadian Legal System.
- Students will be able to make inferences about the unit's theme.

Key Words

Rules, laws, legal systems, Canada, First Nations, in/out/maybe, government, discrimination, fairness, problem solving, diversity, conflict

Evidence of Learning

- Teacher observation of students' *In/Out/Maybe* charts.
- Class discussion/debate

References

Brownlie, F., and L. Schnellert. *It's All About Thinking: Collaborating to Support All Learners*. Winnipeg, MB: Portage and Main Press. 2009. Print.

Activities

1. On the projector or board, post the blank *In/Out/Maybe* chart and have students copy this chart onto a piece of paper or their whiteboard.
2. Explain to students that they will be given a list of vocabulary words that may or may not be a part of an exciting new unit that we will be starting.
3. It is the student's job to categorize the vocabulary words as being "in" the unit or "out" of the unit and to be able to justify why they have made their decisions. If students cannot decide, they may place vocabulary words into the "maybe" category.
4. Give students ten minutes to sort through the vocabulary words and record them in their chart.
5. As a class, go over each vocabulary word one at a time. For each word, ask the class to indicate how they voted and ask for individual reasons to justify choices. For example, ask all students who chose "in" to stand up, repeat for "out" and "maybe." Encourage debate over choices.
6. Tell students the correct category the vocabulary word falls under.
7. When finished discussing all the vocabulary words, have students develop a hypothesis about the theme of the upcoming unit.
8. Introduce the upcoming unit.

In/Out/Maybe Chart – Answer Key

In	Out	Maybe
Government	Slavery	
Discrimination	Mexico	
Fairness	Olympic Games	
First Nations	Hitler	
England	Archery	
Customs	ISIS	
William the Conqueror	Divorce	
Conflict		
Problem Solving		
Diversity		



Name _____

In/Out/Maybe Chart

In	Out	Maybe

Government

Discrimination

Slavery

Fairness

Mexico

First Nations

England

Customs

Olympic Games

William the Conqueror

Hitler

Archery

Conflict

Problem Solving

Divorce

ISIS

Diversity

Lesson 2

45 minutes

Introduction to Rules, Customs, and Laws

Big Ideas

Canadian institutions and government reflect the challenge of our diversity.

Essential Question

What are rules, customs, and laws?

Curricular Competencies

Social Studies

- Gather, interpret, and communicate findings and decisions
- Significance
- Demonstrate safe behaviours in a variety of environments

Language Arts

- Prior knowledge
- Exchange ideas and perspectives

Supplies

- *School Rules of Conduct* worksheet
- Answer key

Content

- The development and evolution of Canadian identity over time

Performance Tasks

- Students will know the difference between a rule, a custom, and a law.
- Students will be able to brainstorm lists of rules and laws for various locations in their community.

Key Words

Rules, customs, laws, community, school, fairness, consequences

Evidence of Learning

- *School Rules of Conduct* worksheet
- List of Rules for chosen location

Activities

1. Put on the board/project the words "Rule," "Custom" and "Law."
2. Give students two minutes, in pairs, to discuss the differences between the three terms.
3. Students will share ideas as a class.
4. In partners, have students work through the *School Rules of Conduct* worksheet and discuss as a class.
5. Have them then choose another location in the community, such as the skating rink, library or grocery store.
6. Students must list every rule they can think of that would apply to their chosen location. For example, at the swimming pool there is no running, no spitting, no diving in the shallow end etc.
7. Partners can then share the rules from their location with another partner group.
8. As a class, discuss:
 - Why there are certain rules in certain places?
 - How/why do you think these rules were created?
 - What rules in their lists are also laws?
 - Do any of these rules come from customs?
 - Are there any laws they can add to their lists?

School Rules of Conduct – Answer Key

Answers of course will vary, but here are some examples:

1. Examples include: listen to the teacher, work and play safely, be considerate of others, etc. We must listen to the teachers so that we can learn. We must work and play safely to protect ourselves and others. We must be considerate of others so that everyone can get along.
2. An example of a fair rule is raising your hand to answer a question. This is fair because it gives everyone a chance to give their answer rather than students just yelling them out. The teacher can choose different students to answer so it is fair for everyone.
3. An unfair school rule would be that students with blue shoes get extra recess time. This is unfair because the colour of our shoes has nothing to do with how much recess time we should get. It is unfair because it doesn't treat everyone equally and it doesn't make sense.
4. We learn about rules from teachers, supervision aides, the principal, and other caregivers in the school. We remember them in our heads or sometimes they are written down to help us remember them.
5. The same people we learn rules from (as in question #4)
6. Consequences for not following specific rules are usually elaborated upon when the rules are given and will vary from school to school. Examples might be apologizing to another student for hitting them in the school yard (which may include a written apology), staying after school to help the teacher tidy up the classroom if you have been disruptive in class, or being suspended for continuing to break the rules (e.g., getting in many fights) or very serious offenses (e.g., bringing drugs or alcohol to school). Discuss with the students how the consequences are relevant to breaking the rule, and that they are not just "punishment."
7. Not usually, except if breaking the rule also breaks the law. You can also add here that only people 12 years of age or older who break the law can go to court (more about this later when the *Youth Criminal Justice Act* is introduced). Rules are enforced by people with authority to enforce rules. Laws are enforced in the courts because they have this authority through our legal system.
8. Rules make everything clear about how we should act when we are in school. They apply to everyone, to ensure that they are fair.
9. Some students break the rules because they want their friends to like them and think they're cool (peer pressure). They also may just be making poor choices, or simply not caring or thinking about the consequences for themselves and others.
10. A custom that students follow at school is hosting graduation ceremonies at key advancements of their education (ie. Kindergarten, grade 7, and grade 12). It is custom to wear a grad cap and gown and to have it follow by a party organized by the school known as 'prom or grad'. Other school customs may include singing O Canada at assemblies or at a special designated time, Christmas concerts, or other holiday celebrations.



Name _____

School Rules of Conduct

Think about the rules we have in our school and answer the following questions.

1. What do you think are the three most important rules in our school? Explain **why**.

2. Give an example of a school rule that is fair and explain why it is fair.

3. Make up an unfair school rule. Why is it unfair?

4. How do you learn about and remember school rules?

5. Name two people who enforce school rules and list their positions.

6. List three possible consequences for not following school rules.

7. If someone breaks a school rule can they be taken to court to have the rule enforced?

8. Why do we need rules in school?



9. Why do you think some students break the rules?

10. List a custom that you follow at school. Explain why it is not considered a rule.

Lesson 3

45 minutes

Formation of Laws in England and First Nations Communities

Big Ideas

Canadian institutions and government reflect the challenge of our diversity.

Canada's policies and treatment of minority peoples have negative and positive legacies.

Essential Question

How did England and First Nations peoples differ in the formation of their customs, rules and laws?

Curricular Competencies

Social Studies

- Evidence
- Continuity and Change
- Cause and Consequence

Language Arts

- Comprehension strategies
- Synthesize ideas
- Thinking skills
- Context and perspectives influence meaning in text
- Oral tradition in First Peoples cultures

Supplies

- History of Common Law
- History of First Nations Law
- Venn diagram on Paper

Content

- First Peoples land ownership and use
- The development and evolution of Canadian identity over time
- Human rights and responses to discrimination in Canadian society
- Participation and representation in Canada's system of government

Performance Tasks

- Students will know that customs develop over time from community needs, values, and practices.
- Students will be able to describe some customs they are familiar with.

Key Words

England, First Nations, common law, First Nations law, venn diagram, oral tradition, community, customs, rules, laws, Canadian law, first food ceremony, elders

Evidence of Learning

- Venn diagram

Activities

1. As a class, review what is a *custom*.
2. Students will create a venn diagram with three headings: the heading above the left circle is *First Nations*, the heading above the right circle is *English* and the heading above the overlapping middle circle is *Similarities*.
3. In partners, small groups, or as a class, students will read the two stories, *History of Common Law* and *History of First Nations Law*, and must pick out key pieces of information on the history and formation of customs, rules and laws from the two cultures.
4. Students will decide where each piece of information fits on their venn diagram.



Name _____

History of Common Law

The Common law system began in England hundreds of years ago. In the fifth century, different Anglo-Saxon tribes lived in England. Each tribe had its own customs and laws.

Early elected officials in England were called "reeves". They were elected by the "serfs" who were the peasants who worked for wealthy landowners. A reeve ensured that everyone worked hard and didn't cheat the landowners out of money. Sometimes a reeve was in charge of an entire district or "shire". That person was called a "shire reeve". This is where the word "sheriff" came from.

In the year 1066 the Normans, led by William the Conqueror, invaded and took over England and became the King of England. To look after all of the different territories in England he set up a centralized government. This means the government was run from a "central" location. For example, in Canada our federal government is run from Ottawa.

The centralized government of William the Conqueror also had a court system. The King would choose judges who travelled from village to village to hear cases and settle conflicts. First, the judges would listen to the laws of the local communities and learn about local customs. They would use these laws and customs, as well as Norman law, to help them make decisions. New laws sometimes developed out of these decisions.

When the travelling judges returned to the King they would talk about their different cases. Eventually they started using the new laws they had made instead of just using Norman law or local customs. These new laws that had been made by the judges started being used all over England. It is called common law because it was common or the same for everyone in England. Much of our Canadian law today is based on this common law.



Name _____

History of First Nations Law

Like England, the laws of First Nations people also developed from customs. Customs are the usual ways that communities do things. An example of a custom practised by many First Nations people in British Columbia is a first food ceremony. Groups who rely on salmon as an important food source have a first salmon ceremony to celebrate the first catch of the season. Another common custom is that elders must be served first at feasts. Over a long period of time, customs may become laws. This means that there may be a consequence for NOT following a custom.

Laws in Canada today developed in a very similar way to First Nations laws. However, most First Nations laws have to do with hunting, fishing, or berry picking in family territories. An example of a law would be that a person could not hunt on another family's territory without permission. These laws would help maintain a certain way of doing things that became expected by all people in an area.

Unlike in England and Canada, First Nations laws were not written down but were passed orally from generation to generation and were well known by all members of a community. The focus was not to obey rules and laws out of fear but out of respect for others. The elders in First Nation communities were considered the "keepers" of the laws and would pass down their knowledge through stories and songs.

First Nations communities did not have a formal police force or court system. Instead, consequences were carried out by members of society. For example, members of a family and community would scold and reprimand a person who did something wrong. Consequences for wrong-doings were focused on having an offender make it up to the person he or she had wronged. For example, in some First Nation communities, if a man could prove who robbed him, he and his relatives were allowed to go to the thief's house and take whatever they wanted. Customs, laws, and consequences also varied from one community to the next.

Resource

Bruce G. Trigger. *The Children of Aataentsic: A History of the Huron People to 1660*. Montreal and Kingston: McGill-Queen's University Press, 1976, pp. 59–62.

Lesson 4

45 minutes

Purpose of Rules and Laws

Big Ideas

Canadian institutions and government reflect the challenge of our diversity.

Essential Question

What purpose do rules and laws serve in our society?

Curricular Competencies

Social Studies

- Cause and Consequence

Language Arts

- Prior knowledge
- Comprehension strategies
- Thinking Skills
- Personal experience and knowledge
- Respond to text in personal and creative ways

Supplies

- *Chaos in the Jungle* story
- White letter-sized paper
- *Chaos in the Jungle* story discussion questions
- Six pieces of chart paper and pens
- Optional: *Rule, Laws, and Independence* handout

Content

- Human rights and responses to discrimination in Canadian society
- Participation and representation in Canada's system of government

Performance Tasks

- Students will know the purpose of rules and laws.
- Students will be able to identify the importance of having rules and laws and the consequences of not having them in place.

Key Words

Rules, laws, society, consequences, stealing, anarchy

Evidence of Learning

- Student sketches and writing
- Teacher observation of discussion questions

Activities

1. Have each student fold a piece of white letter-sized paper into six equal sized squares in portrait position. The top two squares are labelled '1,' the middle two squares are labelled '2' and the bottom two squares are labelled '3'.
2. Tell students you are going to be reading them a story, in three parts. While you are reading the first part, students will sketch their ideas or feelings about what you are reading in box '1' on the left.
3. The teacher will stop reading at the first break.
4. Give students time to finish sketching and then ask students to summarize their sketch in words in box '1' on the right.
5. Repeat this process for part 2 and 3 of the story.
6. Using 6 pieces of chart paper, write 1 question from the *Chaos in the Jungle Story Questions* on each piece of chart paper. Have students split into groups of 4 or 5 to brainstorm and record ideas. Give each group one piece of chart paper to start and have them rotate around the room until they have recorded ideas on every piece of chart paper for each question.
7. Extension Activity: *Rule, Laws & Independence* handout.



Name _____

Rule, Laws, and Independence

Part A

Brainstorm and write 10 words that come to mind when you think of the word, law.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Part B

1. Write a definition for each word. Consult a dictionary.

law _____

rule _____

2. Give an example of law being applied in a situation.

3. Give an example of a rule being applied in a situation.

4. Explain the difference between law and rule.

Part C

Write a paragraph explaining why we have laws, who is protected by laws, and who is bound by laws.



Name _____

Chaos In The Jungle

Michael and Jared were out playing in their fort one Saturday afternoon. They both had just fought with their parents and were imagining what it would be like if they had no rules to follow at home, and no laws to follow in the street. The boys didn't realize that our laws and rules protect us and are therefore made for a reason. The following story is about what happened to them.

Suggested break #1

All of a sudden a big flash of light exploded through the tree house. The boys didn't know what had happened. They looked at each other in amazement. They felt their tree fort shaking, and a sudden fear came over them. When the boys looked down they saw two bigger boys standing under the tree saying "This fort belongs to us." Jared said, "No it's not, it's ours. We built it and it is on our property." The older boy continued to say "It's ours now, because we are bigger and there are no such laws regarding property in this town." Michael and Jared were very upset. Both of them ran home to tell their parents. On the way home, Michael tried to cross the street, but he couldn't. No cars would stop for him and there wasn't even a crosswalk. In fact, as Michael looked closer, he saw cars smashed all over the street, because there weren't even any traffic lights there.

Suggested break #2

Finally, Michael crossed the street to his home. Once he was there, he ran into the house to try to tell his parents about the strange occurrences he and Jared had experienced. His parents said there was nothing they could do about it because there were no longer any laws. Michael had a terrible feeling in his stomach. He thought maybe if he ate, he might feel better. He asked his mother what was for dinner. She said, "Nothing," because there was no food left at the grocery store. It had all been stolen. Everywhere Michael looked, things just weren't normal. His own street wasn't even a safe place to live. Meanwhile, Jared was finding out that his street was not a safe place to live either. He just watched two men walk out of his house with his computer, and there wasn't anything he could do about it. There were no longer police.

Both boys started to regret their wish for a town with no laws and no rules to follow at home. Just then, Michael heard his mother calling him for dinner. He had fallen asleep under the old Douglas Fir tree. Thank goodness this was just a dream.



Name _____

Chaos in the Jungle Questions

1. How would you have felt if you were Jared or Michael?

2. What would you have done if something had been stolen from you?

3. How could you keep yourself and your family safe in this situation?

4. How could you go about making rules and laws if there were none?

5. What do you think would happen if the existing rules and laws were unnecessary?

6. What can be done to ensure that the rules and laws in place at home, at school, or in a community are appropriate and necessary?

Lesson 5

Laws in Your Community

45 minutes

Big Ideas

Canadian institutions and government reflect the challenge of our diversity.

Essential Question

What are some laws in your community?

Curricular Competencies

Social Studies

- Ethical Judgment
- Cause and Consequence

Language Arts

- Prior knowledge
- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
- Exchange ideas and perspectives
- Word knowledge

Supplies

- *Do You Know the Laws in your Community?* handout and answer key
- Whiteboards
- *Law in the Community* worksheet and answer key

Content

- Human rights and responses to discrimination in Canadian society
- Participation and representation in Canada's system of government

Performance Tasks

- Students will be aware of some laws in their community.
- Students will be able to make judgments about what is and is not a law.

Key Words

Laws, community, think/pair/share, Canadian law, ethical judgement

Evidence of Learning

- Participation in completing the word web.
- Participation in whiteboard game.
- *Law in the Community* worksheet

Activities

1. Review the difference between a custom, a rule and a law.
2. Create a word web on the board with the phrase 'laws in our community' at the centre.
3. Have students do a think/pair/share with the person beside them to brainstorm ideas.
4. As a class, fill in the word web with as many ideas as possible.
5. Teacher will read from handout, *Do You Know the Laws in your Community*. After each item, have students write yes or no on their whiteboard and hold their answer up to indicate whether or not the item is a law in Canada.
6. After each item, discuss why it is or is not a law in Canada.
7. Students will independently complete *Law in the Community: Can You Identify the Broken Law?* worksheet.
8. Discuss worksheet and have students hand it in.

Law in the Community

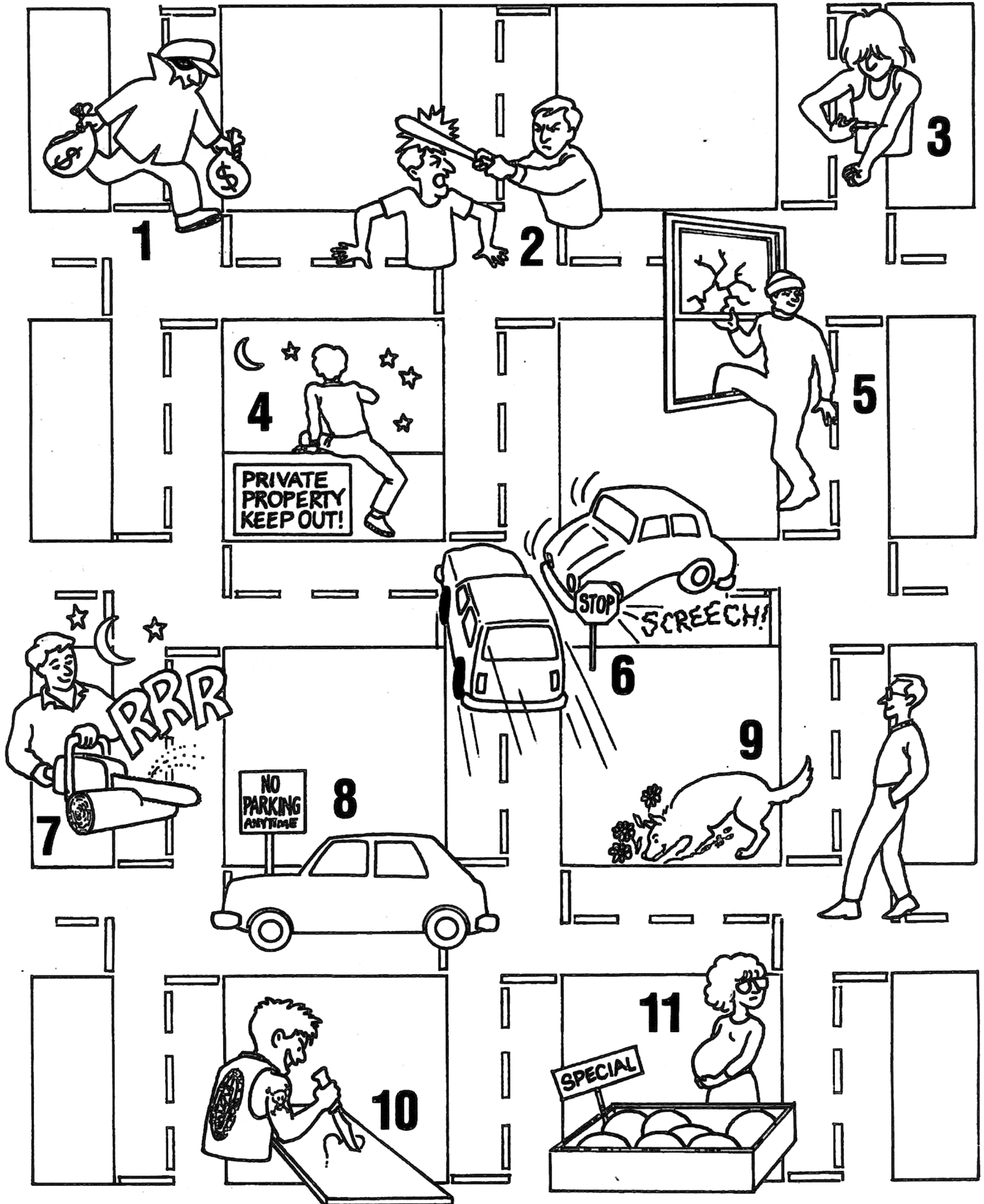
Answer Key

1. Robbery: using physical force to take property away from someone
2. Assault: using physical force on someone (such as a punch)
3. Possession of a drug: having illegal drugs in your possession
4. Trespassing by night: being on someone's property at night
5. Break and enter: gaining entry into someone's house by force
6. Failing to stop: not stopping at a stop sign
7. Causing a disturbance: making a lot of noise that bothers others
8. Parking in a no parking zone
9. Dog off leash: walking your dog without a leash
10. Mischief: causing damage to someone else's property
11. Theft: taking something that doesn't belong to you without the owner's permission



Law in the Community

Name _____



Do You Know the Laws In Your Community?

Answer Key

1. Yes, they can be charged with breaking the law but since they are under the age of 18 they will be dealt with under the Youth Criminal Justice Act. It is felt that young people who break the law should be treated differently from adults but still held accountable for their actions. Youth are told what they are charged with in a way they can understand; they have the right to call, hire and give instruction to a lawyer and they have the right to talk to their parents or another adult.
2. Yes, this is considered theft. You are intentionally taking something that does not belong to you without the owner's permission.
3. Yes, it is considered fraud. It is an offence to dishonestly make a false representation.
4. Yes, it is against the law to utter threats. It is also considered an assault if the person being threatened really believes that the other person has the ability to injure them.
5. Yes, this is considered conspiracy to commit a crime.
6. Yes. You can only keep property that you find if it is obvious that the owner has left it for someone else to take (for example, things left in front of a house with a sign "free stuff"). If you find a ring on the street, it is probably lost and you must report it to the police.
7. Yes. This is considered jaywalking. Note that this is against a municipal law and not a criminal offense. (You can't get a criminal record for breaking a provincial or municipal law.)
8. No, your parents don't have to pay you for chores under any law. However, many parents will pay you an allowance for doing things at home. Note that the provinces are responsible for most labour laws, and breaking them is not a criminal offense. "However, the federal government administers labour affairs in certain industries such as federal government employees, extra-provincial or international railways, trucking and shipping, as well as air transport, telecommunications and banks" (for *Employment Law, the Beginner's Guide*, <http://www.duhaime.org>).
9. Yes, this is considered mischief.
10. Yes, by law you must wear a seatbelt. It is an offence under the Provincial Motor Vehicle Act.
11. No, it is against the law to sell cigarettes to anyone under the age of 19. This is an offence under the Provincial Tobacco Control Act.



Name _____

Do You Know the Laws in Your Community?

Answer "yes" or "no" to each questions, and give the reason for each statement.

1. Can a person between the ages of 12 and 17 be charged with breaking the law?

2. Is it a crime to take a friend's bicycle without asking permission?

3. Is it a crime to email someone pretending to be someone else?

4. Is it a crime to threaten to injure someone?

5. Is it a crime to plan a crime with another person even if you do not carry it out?

6. Is it a crime to keep a ring you found on the street?

7. Is it illegal to cross the street in the middle of the road instead of at the corner or at a crosswalk?

8. Do your parents have to pay you an allowance for doing your chores at home?

9. Is it a crime to write on school property? ie. walls, your desk



10. Do you have to wear a seatbelt when riding in a car or truck?

11. Can a store sell cigarettes to someone who is under 19 years old?

Lesson 6

Responsibility Circles and Jurisdictions

45 minutes

Big Ideas

Canadian institutions and government reflect the challenge of our diversity.
Canada's policies and treatment of minority peoples have negative and positive legacies.

Essential Question

What are responsibility circles and jurisdictions?

Curricular Competencies

Social Studies

- Perspective

Language Arts

- Prior knowledge
- Comprehension strategies
- Thinking skills to gain meaning from text
- Personal experience and knowledge to connect to text
- Word knowledge

Supplies

- *Government in Canada* handout
- *Reasons for Rules and Laws* worksheet

Content

- Levels of government, their main functions, and sources of funding
- Participation and representation in Canada's system of government (First Peoples governance)

Performance Tasks

- Students will know about different areas of jurisdiction within Canadian law.
- Students will be able to identify the main responsibilities of the three levels of government.

Key Words

First Nations, responsibility circles, jurisdiction, levels of government, Canadian government, rules, laws, municipal government, provincial government, federal government, mayor, premier, prime minister, head of government, band councils, provincial laws, municipal laws, federal laws

Evidence of Learning

- Discussion of areas of responsibility
- *Reasons for Rules and Laws* handout

Activities

1. Write the headings ME, PARENTS, TEACHERS, PRINCIPAL, on the board. Have the students brainstorm on the responsibilities of each. Add their ideas to the board under each heading. For example:

Me	Parents	Teachers	Principal
Respect others' rights	Take care of children	Teach students	Enforce school rules
Engage in learning	Provide a home	Respect students' rights	Run assemblies

2. Discuss the different roles and responsibilities that the students think of for each person. Lead the discussion to an understanding that everyone has responsibilities in different areas of life. For example, although teachers, students, and the principal are all at school, they have different areas of responsibility. At home, your family members have different responsibilities. Everyone has their role to play, to ensure that everything runs smoothly. Note: Explain to students that in First Nations' cultures these divisions of responsibilities are known as responsibility circles. In the Canadian government we refer to these as jurisdictions.
3. Tell the students that in government, there are different responsibility circles and jurisdictions.
4. Go over the *Government in Canada* handout and discuss. Note: Comprehension strategy - have students make note of words in bold and indicate that words written this way are key pieces of vocabulary in a text. Ask students what strategies they could use to find meaning if these words are unfamiliar.
5. Students complete *Reasons for Rules and Laws* handout individually or in partners.



Name _____

Government in Canada

The government in Canada is run by a group of people who are elected. This means that they are chosen by all the people in Canada to be in the government. The elected people make decisions for those who elected them. This is a big responsibility.

Most Canadians have three kinds, or levels, of government. In British Columbia, these are **municipal, provincial, and federal governments**.

The different levels of government are responsible for different things. What they are responsible for is their responsibility circle.

Here are some examples of the different responsibility circles of the different levels of government.

Municipal Government	Provincial Government	Federal Government
Head of Government: Mayor	Head of Government: Premier	Head of Government: Prime Minister
<ul style="list-style-type: none"> • Garbage collection • Traffic signals • Fire and municipal police departments • Parks and recreation • Libraries 	<ul style="list-style-type: none"> • Health care • Education • Roads and highways • Motor vehicle licensing 	<ul style="list-style-type: none"> • Postal service • Marriage and divorce • Printing money • Fisheries and oceans • First Nations people and reserves

This is not a complete list, but gives some examples of responsibility circles.

In Canada, there are other types of governments called Band Councils, which are responsible for certain things on reserves where First Nations people live. The head of this government is the Chief. First Nations reserves are also in the responsibility circle of the federal government.



Name _____

Reasons for Rules and Laws

School and Classroom Rules

1. No Running in the Halls. Why? _____

2. School starts at a certain time. Why? _____

3. Knives are not allowed at school. Why? _____

4. Other rules and reasons for them: _____

Home Rules

5. Bedtime is at a certain time. Why? _____

6. You have chores and responsibilities. Why? _____

7. There are rules about eating. Why? _____

8. Other rules and reasons for them: _____

Municipal Laws

9. Dogs must be licensed. Why? _____

10. You may only park in certain places. Why? _____

11. You must have permits to build new houses. Why? _____



Name _____

Provincial Laws

- 12. Drivers must obey speed limits. Why? _____

- 13. You must wear seatbelts. Why? _____

- 14. No one under 19 may drink alcohol. Why? _____

- 15. Parents must look after their children. Why? _____

Federal Laws

- 16. You cannot steal from anyone. Why? _____

- 17. You cannot injure anyone on purpose. Why? _____

- 18. You cannot enter someone's home without permission. Why? _____

- 19. You cannot have illegal drugs in your possession. Why? _____

Lesson 7

45 minutes

Levels of Government in Canada

Big Ideas

Canadian institutions and government reflect the challenge of our diversity.

Essential Question

How is our government structured to help ensure that rules and laws are followed?

Curricular Competencies

Social Studies

- Gathering

Language Arts

- Comprehension strategies
- Synthesize ideas
- Thinking skills
- Word knowledge

Supplies

- Internet or print resources
- Rick Mercer *Canada Explained* YouTube video
- *Levels of Government in Canada* worksheet (one per student)
- *Governments of Canada* student handout:
- *Levels of Government in Canada: Teacher background information guide*
- Optional: *Responsibilities of Government* handout

Content

- Levels of government, their main functions, and sources of funding
- Participation and representation in Canada's system of government

Performance Tasks

- Students will recognize the three different levels of the Canadian government.
- Students will be able to complete a chart identifying the levels of government and the elected officials in those levels.

Key Words

Levels of government, Canadian government, rules, laws, federal government, provincial government, municipal government, Head of Government, local representative, Queen's representative, Prime Minister, Member of Parliament, Governor General, Premier, MLA, Lieutenant Governor, Mayor, council members

Evidence of Learning

- Levels of Government worksheet

Activities

1. Watch the Rick Mercer video *Canada Explained*, available on YouTube, 6 minutes 43 seconds.
2. Under teacher direction, students will complete the Federal section of the *Levels of Government in Canada* worksheet using the student handout: *Governments of Canada*.
3. Discuss as a class how Canada's government is structured.
4. In partners, have students complete the Provincial and Municipal sections of the chart using the Internet or print resources.
5. Review the completed chart as a class.
6. Extension Activity: *Responsibilities of Government* handout.



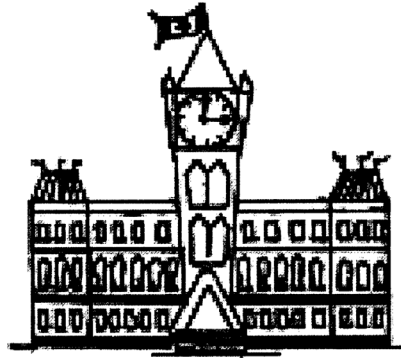
Name _____

Governments of Canada

Federal For all Canadians

Composition

House of Commons:
MPs (Members of Parliament)
Senate:
Senators
Head of Government:
Prime Minister
Queen's Representative:
Governor General



Areas of Responsibility

Justices: Policing/RCMP
Federal Courts
Defense/Foreign Policy
Citizenship/Immigration
Health and Welfare/Pensions
Postal Services
Airports/Transportation
Natural Resources
National Parks/Museums
Indian Affairs

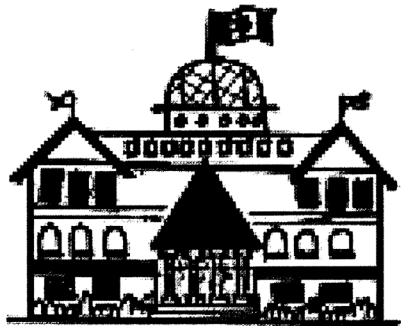
Taxes Collected

Personal, Corporations, Excise,
Import, Liquor, Tobacco, Goods and
Services (GST)

Provincial/Territorial

Composition

Parliament:
MLAs (Members of the Legislative
Assembly)
Head of Government:
Premier
Queen's Representative:
Lieutenant Governor



Areas of Responsibility

Justices: Policing/Sheriffs
Health and Welfare
Education
Natural Resources/Mines
Municipal Institutions
Labour
Agriculture
Industry
Highways
Provincial Courts

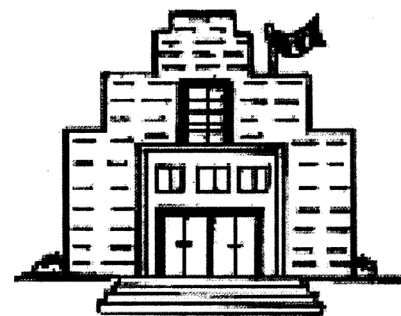
Taxes Collected

Auto Licensing, Gasoline
Succession Duties
Natural Resource: Sales/Rental
Provincial Sales Tax (PST)

Municipal

Composition

Councilors
Head of Government: Mayor
Branches: School and Park Board



Areas of Responsibility

Fire and Local Police
Protection
Utilities/Water Supply
Local Health Clinics
Health Inspectors
Local Public Works: roads,
sidewalks
Parks and trees

Taxes Collected

School taxes, Business
Licensing of Tradesmen
Property and Utilities Tax



Name _____

Place a check mark in the correct column to indicate which level of government is responsible for the following services.

Services	Level of Government		
	Local	Provincial	Federal
Responsible for collecting income tax?			
Responsible for education?			
Responsible for health care?			
Responsible for national parks?			
MLAs?			
MPs?			
Councillors?			
Responsible for road repairs?			
Responsible for ambulance service?			
Responsible for policing?			
Responsible for land zoning?			
Responsible for criminal law?			
Responsible for currency?			
Responsible for postal service?			
Responsible for making bylaws?			
Responsible for Crown corporations?			
Responsible for national defence?			
Responsible for property?			
Responsible for immigration?			
Responsible for speed limits on highways?			
Responsible for licensing motor vehicles?			
Responsible for international airports?			
Responsible for hospitals?			
Responsible for schools?			



Levels of Government in Canada

Level of Government	Head of Government	Local Representative
Federal	<p>Title: Prime Minister (Member of Parliament whose party had the most votes)</p> <p>Main Responsibilities:</p> <ul style="list-style-type: none"> • Passing bills • Taxes, • Hospitals • Education • Marriage and divorce • Civil rights • Radio and telecommunication • Postal service • Fisheries and oceans • First Nations Peoples and reserves 	<p>Title: MP (Member of Parliament)</p> <p>Main Responsibilities:</p> <ul style="list-style-type: none"> • Consider, refine and pass legislation • Hold government accountable for administration of laws • Participate in votes of confidence of leadership and government
Provincial	<p>Title: Premier (Member of the Legislative Assembly whose party had the most votes)</p> <p>Main Responsibilities:</p> <ul style="list-style-type: none"> • Education • Environment • Health care • Some natural resources • Hunting and fishing • Road regulations (motor vehicle licensing) 	<p>Title: MLA (Member of the Legislative Assembly)</p> <p>Main Responsibilities:</p> <ul style="list-style-type: none"> • Discuss and support or oppose the enactment of new laws • Voice concerns on behalf of constituents • Develop expertise in given subject areas • May serve as cabinet minister
Municipal	<p>Title: Mayor</p> <p>Main Responsibilities:</p> <ul style="list-style-type: none"> • Speaks for the government and the community as a whole • Libraries • Parks • Community water systems • Roadways and parking • Garbage collection • Traffic signals • Fire and municipal police departments 	<p>Title: Council Members</p> <p>Main Responsibilities:</p> <ul style="list-style-type: none"> • Represent the public of their town/city • Develop and evaluate local policies • Maintain finances of town/city • Decide and implement municipal services



Name _____

Teacher Background Information Guide

Queen's Representative	Types of Laws for which this level of government is responsible
<p>Title: Governor General</p> <p>Main Responsibilities:</p> <ul style="list-style-type: none"> • Officially appoints the Prime Minister as Head of Government and describes the goals of the new government. • Officially dissolves Parliament and gives Royal Assent to bills passed in Parliament • Serves as Commander in Chief of Canada (of the Canadian Forces) 	<p>Authority over laws that affect the whole country</p>
<p>Title: Lieutenant Governor of British Columbia</p> <p>Main Responsibilities:</p> <ul style="list-style-type: none"> • A representative of the Canadian monarchy, Queen Elizabeth II who operates within the province of BC • Carries out most of the monarch's constitutional and ceremonial duties 	<p>Authority over laws that affect the whole province</p>
<p>Not applicable</p>	



Levels of Government in Canada

Level of Government	Head of Government	Local Representative
Federal	Title: Main Responsibilities:	Title: Main Responsibilities:
Provincial	Title: Main Responsibilities:	Title: Main Responsibilities:
Municipal	Title: Main Responsibilities:	Title: Main Responsibilities:



Name _____

Queen's Representative	Types of Laws for which this level of government is responsible
<p>Title:</p> <p>Main Responsibilities:</p>	
<p>Title:</p> <p>Main Responsibilities:</p>	
<p>Not applicable</p>	

Lesson 8

Two 45 minutes blocks

How Laws are Made

Big Ideas

Canadian institutions and government reflect the challenge of our diversity.

Essential Question

How are laws made?

Curricular Competencies

Social Studies

- Significance
- Cause and Consequence
- Ethical Judgment

Language Arts

- Prior knowledge
- Use personal experience and knowledge
- Respond to text in personal and creative ways
- Exchange ideas and perspectives
- Use language in creative and playful ways
- Communicate in writing
- Word knowledge
- Thinking skills

Supplies

- *How Laws are Made* teacher information handout
- *How Laws are Made* comic (one per student)
- Chart paper

Content

- Levels of government, their main functions, and sources of funding
- Participation and representation in Canada's system of government

Performance Tasks

- Students will know the protocol for passing a bill and making it into a law.
- Students will be able to create new classroom laws following the federal government procedure.

Key Words

Laws, proposed law, passing a bill, Members of Parliament, senate, Governor General, debate, vote, First Nations, federal, provincial, municipal

Evidence of Learning

- Chart paper.
- Student presentation of their proposed bills.

Activities

45 minutes

1. Familiarize yourself with background information on how a bill is passed using *Passing a Bill* teacher information handout.
2. As a class, read and discuss the *How Laws are Made* comic.
3. Explain to students that all of the students will be acting as Members of Parliament. Divide students into groups of 4. Have each group elect one member to be the minister responsible for presenting their bill.
4. On chart paper, have each group come up with a classroom rule that they feel needs to be changed or created. Have them put thought into what actually could be done better and come up with four compelling arguments as to why their "bill" should be passed.

45 minutes

5. Have each group present their idea to the House following the procedure listed in the *Passing a Bill Teacher Information* handout. Allow students to have a debate discussing the pros and cons of each proposed bill.
6. Have a vote on whether or not each separate group's bill should be passed. Explain that if the bill is passed, it would then go to the senate. Then if the senate approves the new law, the Governor General will sign the bill, now making it law.

How Laws Are Made

Teacher Background Information

There are three levels of government in Canada: federal, provincial, and municipal. In some areas there are also local First Nations governments which have similar responsibilities to municipal governments. These levels of government are responsible for making and enforcing different kinds of laws. For example, the federal government is responsible for criminal laws, the provinces are responsible for traffic laws, and municipal governments have by-laws for things such as parking.

The *How Laws Are Made* comic illustrates how our federal laws are made.

If a Canadian citizen or group of citizens has an idea for a new law, their first step is to contact their local Member of Parliament (MP). Before a law can be passed, a lot of research must be done. This research must reflect the wishes of society. Once this research is completed, the minister responsible will present the proposed law in parliament. This is presented in a form called a bill. The first time it is presented, the Member of Parliament will introduce the proposed law and the reason for it. It will be presented in the House of Commons. The next time the proposed law is presented, a debate or discussion will take place and a committee will be assigned to further research the proposed law.

Once this is completed, the proposed law will be presented once again and a vote will take place. If the law is voted in, it will be presented to the Senate and a similar procedure will take place. If the proposed law is passed there, it will be signed by the Governor General of Canada, and it will then become law.

How Laws Are Made



The students go to talk to their member of parliament because they know she is the first step in making a law.



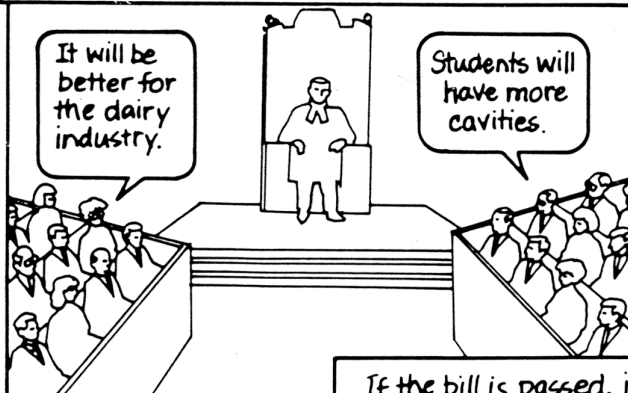
The member of parliament does research into the proposed law.



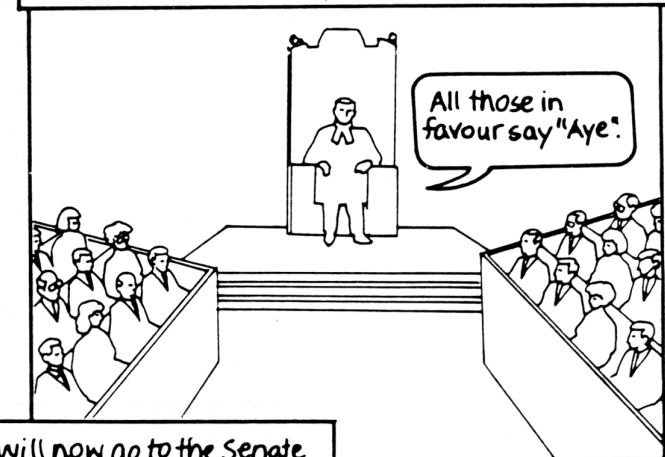
Once the research is completed, the member of parliament takes the information to the parliament where she will propose the idea to the House, in a form we call a Bill.



The next time the bill is presented, a debate will occur discussing the pros and cons of the proposed bill.



The next time the bill is presented a Vote will occur.



If the bill is passed, it will now go to the Senate and a similar procedure will take place.
If the Senate approves the new law, the Governor-General (the Queen's representative) will sign the bill, now making it law.

Lesson 9

Why Laws Change

45 minutes

Big Ideas

Canadian institutions and government reflect the challenge of our diversity.
Immigration and multiculturalism continue to shape Canadian society and identity.

Essential Question

Why do laws sometimes change?

Curricular Competencies

Social Studies

- Continuity and Change
- Ethical judgment

Language Arts

- Synthesize ideas from a variety of sources
- Exchange ideas and perspectives
- Communicate in writing

Supplies

- *Interview Questions* (one per student)
- *Old Laws* handout

Content

- Participation and representation in Canada's system of government
- Development and evolution of Canadian identity over time
- Human rights and responses to discrimination in Canadian society

Performance Tasks

- Students will know about the need for laws to evolve to reflect changes in society.
- Students will be able to complete an interview and analyze reasons for changes to laws.

Key Words

Old laws, ethical judgment, interview, think/pair/share, community, rules, discriminatory laws

Evidence of Learning

- *Interview Questions* sheet
- Exit ticket

Activities

1. Prior to the lesson have students interview the oldest person they can find using “Interview Questions” handout. Review interview etiquette with the students:

Recommendations:

- Explain to the interviewee the reason for the interview.
- Ask permission for the interview.
- Students must fill in ‘Interview Questions’ themselves.
- Always be polite.
- Ask permission to release the information to his/her class.

Avoid doing this:

- Push a person to answer a question they don’t want to answer.
 - Have the interviewee fill in the handout themselves.
2. Have students do a Think/Pair/Share in partners to discuss findings from their interviews.
 3. Discuss findings as a class. What did the students find out? Did anything surprise them?
 4. Make a list on the board of all the laws they found that no longer exist and all the laws that are new.
 5. Distribute and discuss the *Old Laws* handout. Note: Guide students’ responses with suggestions about changes in attitude towards women and minority groups.
 6. As an exit ticket, students must choose one or more of the laws listed in the *Old Laws* handout and answer the following three questions:
 - Why do you think this law was made?
 - Why do you think this law has been changed, or is no longer enforced?
 - Do you think the changes in these laws are as a result of changes in society?



Name _____

Old Laws

- In Canada, only men are allowed to vote.
- In Canada, Chinese, Japanese, Indo-Canadian, and First Nations people are not allowed to vote.
- In Canada, women may not work in mines.
- In Vancouver, a teacher who becomes pregnant is dismissed from her job.
- In Prince Edward Island, it is illegal to have a parrot in your possession.
- In Ontario, some stores are not allowed to be open on Sundays.
- In Alberta, wooden ladders may not be painted.
- In Surrey, BC, it is against the law for a man to wear a bathing suit that does not cover his navel.
- In Mindham, SK, you may not change a flat tire on the street, except in an emergency.
- In Edmonton, AB, all bicycle riders must signal with their arm before making a turn. However, the rider must keep both hands on the handlebars at all times.
- In Esquimalt, BC, motorists may not honk the horn of a car when it is not moving.



Name _____

Interview Questions

Name of interviewer: _____

Name of person being interviewed: _____

1. What kinds of rules did you have when you were young?

2. What happened if you broke the rules at home? At school?

3. What customs did you and your family observe?

4. What laws did you have then that we don't have now?

5. What laws do we have now that you didn't have then?

6. What did you do for fun?

7. What is different for young people today than it was for you?

8. What is the same for young people today as it was for you?

Lesson 10

Two 45 minute blocks OR One 90 minute block

Multiculturalism and Diversity in Canada

Big Ideas

Immigration and multiculturalism continue to shape Canadian society and identity.

Essential Question

How is Canada diverse?

Supplies

- Optional: Picture book list
- Optional: Novel list

Content

- The development and evolution of Canadian identity over time
- The changing nature of Canadian immigration over time
- Human rights and responses to discrimination in Canadian society

Evidence of Learning

- Letter or journal entries

Curricular Competencies

Social Studies

- Interpret and communicate
- Perspective
- Continuity and change

Language Arts

- Comprehension strategies
- Synthesize ideas from a variety of sources
- Consider different perspectives in exploring texts
- Apply a variety of thinking skills to gain meaning from texts
- Consider alternative viewpoints to gain meaning from text
- Identify how differences in perspectives influence meaning in texts
- Use personal experience and knowledge to connect to text and develop understanding of self, community and world (Canada)
- Respond to text in personal and creative ways
- Exchange ideas and perspectives
- Use oral storytelling processes

Performance Tasks

- Students will know the definitions of multiculturalism and diversity.
- Students will be knowledgeable about a variety of cultural groups that comprise Canada's population.
- Students will be able to write a letter from the perspective of a new Canadian immigrant.

Key Words

First Nations, diversity, multiculturalism, immigrant, Canadian, discrimination, perspective, Japanese internment, Residential Schools, Chinese railroad workers, Chinese Head Tax, Women's Suffrage Movement

Activities

1. Optional: Prior to or concurrent with Lesson 10, use the accompanying picture book or novel list to have students read background information about various cultural groups that comprise Canada. (This could be done in literature circles or as a selection of books for students to read during silent reading time)

45 minutes

2. Introduce the terms, 'diversity' and 'multiculturalism' and discuss. Note: you may want to discuss the difference between the United State's 'melting pot' philosophy and Canada's policy of multiculturalism.
3. As a class, brainstorm a list of different cultural groups that make up Canada. Ask students to share where their family immigrated from. Note: Acknowledge that all Canadians, other than with First Nations ancestry, have immigrated from somewhere else within the past few hundred years.
4. Have students choose one cultural group and a specific time period on which to focus. (For example, a student may want to choose present day with a focus on a Syrian refugee's experience OR choose an ancestor who arrived from another country 200 years ago). Note: try to encourage students to choose a variety of different cultural groups.
5. Students will research the history of this group in Canada using internet, picture books or other print resources.

45 minutes

6. Students will write a personal letter home or journal entry from the perspective of a new Canadian immigrant, including information about things they are enjoying and the struggles they are facing.
7. Extension: Have students share their letter or journal entry with the class.
8. Additional Extension: Offer an invitation to parents/grandparents to come into the classroom to speak about their personal immigration experience.

Picture Book List

Grade 5 Literature: Canada's Discriminatory Past

Japanese Internment

Naomi's Tree by Joy Kogawa a Vancouver based author and illustrator – a BC based story.

A Place Where Sunflowers Grow by Amy Lee-Tai the story is based in the USA.

The Residential School System

Shi-shi Etko and Shin-chi's Canoe by Nicola Campbell

Chinese railroad workers in Canada

Ghost Train by Paul Yee

Chinese Head Tax

Tales from Gold Mountain by Paul Yee is a collection of eight stories; tales of Chinese immigrants overcoming discrimination.

Women's suffragist movement

Elizabeth Leads the Way by Tanya Lee Stone and Rebecca Gibbon

Novel List

Japanese internment

The Eternal Spring of Mr. Ito by Sheila Garrigue

Torn Apart: The Internment Diary of Mary Kobayashi by Susan Aihoshi

Chinese Head Tax

An Ocean Apart: The Gold Mountain Diary by Gillian Chan

Residential School

Fatty Legs by Christy Jordan-Fenton

A Stranger at Home by Christy Jordan-Fenton

No Time to Say Goodbye by Sylvia Olsen

These Are My Words: The Residential School Diary of Violet Pesheens

Women's Suffrage movement

Dear America: A Time for Courage by Kathryn Lasky – a diary

Immigration

The Arrival by Shaun Tan

Refugees

Refugee by Alan Gratz

Lesson 11

Past Canadian Discriminatory Policies

Two 45 minute blocks

Big Ideas

Canada's policies and treatment of minority peoples have negative and positive legacies.

Essential Question

What are some ways the Canadian government has been unsuccessful in meeting the needs of all Canadians through its government, rules and laws?

Supplies

- Internet
- *The Voyage of the Komagata Maru* background reading article

Content

- Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internment camps
- Human rights and responses to discrimination in Canadian society

Evidence of Learning

- Participation in the tableaux
- Participation in asking and answering questions regarding tableaux
- Exit slip

Performance Tasks

- Students will know about a variety of cultural groups that have faced discrimination from Canada's government.
- Students will be able to research one of Canada's cultural groups and create a tableau.

Key Words

First Nations, Canadian government, government, rules, laws, Canadian, Residential Schools, Indian Act, Head Tax on Chinese Immigrants, Japanese internment camps, Komagata Maru incident, Treatment of Doukhobours, right to vote, tableaux, diversity, discrimination, discriminatory government policy

Curricular Competencies

Social Studies

- Interpret and communicate
- Perspective
- Continuity and change

Language Arts

- Comprehension strategies
- Synthesize ideas from a variety of sources
- Consider different perspectives in exploring texts
- Apply a variety of thinking skills to gain meaning from texts
- Consider alternative viewpoints to gain meaning from text
- Identify how differences in perspectives influence meaning in texts
- Use personal experience and knowledge to connect to text and develop understanding of self, community and world (Canada)
- Respond to text in personal and creative ways
- Exchange ideas and perspectives
- Use oral storytelling processes

Activities

45 minutes

1. Divide students into 6 or 7 groups and assign a different Discrimination in Canada topic to each group (Residential Schools, Indian Act, Head Tax on Chinese Immigrants, Japanese Internment Camps, Komagata Maru Incident, Treatment of Doukhobours and history of the right to vote in Canada). Students can research individually or in partners, then share their information with their group. Note: Provide tips for effective internet searches using the following site: <https://bit.ly/1i1rcu6>. A reading for the Komagata Maru incident is attached for a group that needs an easier reading level than the Internet resources may provide.
2. Students need to take the perspective of their assigned cultural group and the discrimination they faced and think about how their situation in Canada may have been challenging and unfair.

45 minutes

3. Once students have finished researching, each group must create a tableau (tableau: a still image with their bodies depicting a scene of their choice based on their assigned discriminatory practice) to present to the class. Note: You may choose to move desks aside to set up tableaux in the centre of your class as this allows students the chance to walk around and view tableaux from all angles of the classroom.
4. Students may then ask "yes" or "no" questions about the tableau to the group presenting in order to determine which cultural group is being represented as well as details about the scene being depicted.
5. Once the class has uncovered some information about the scene, the group presenting the tableau can summarize the information from their research for the rest of the class.
6. Write exit slip question on the board for students to respond to:
Which cultural groups' story did you find most interesting today? Why?

Diversity articles

Connections: Justin Trudeau is apologizing for many of these wrongful issues that occurred in Canada's history

British India—Komagata Maru—A racist exclusion incident

<http://komagatamarujourney.ca/incident>

<http://globalnews.ca/news/2708235/what-was-the-komagata-maru-incident-and-why-does-it-matter/>

Chinese head tax

<http://www.roadtojustice.ca/laws/chinese-head-tax>

http://www.cpj.ca/files/docs/headtax_kit_no_cover1.pdf

<http://www.library.ubc.ca/chineseinbc/headtax.html>

<http://access-cht.ca/chinese-history/head-tax-history/1885-1923-chinese-jobs/?lang=en>

Japanese internment camps

<https://www.thecanadianencyclopedia.ca/en/article/internment>

<http://www.cbc.ca/history/EPISCONTENTSE1EP14CH3PA3LE.html>

Indian Act

<http://www.sicc.sk.ca/archive/saskindian/a78apr20.htm>

<http://www.cbc.ca/news/canada/background-the-indian-act-1.1056988>

<https://www.theglobeandmail.com/opinion/editorials/truth-and-reconciliation-2-first-apologize-then-act/article24827422/>

Numbered treaties with First Peoples

http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr6/blms/6-1-4f.pdf

http://firstpeoplesofcanada.com/fp_treaties/fp_treaties_two_views.html

Treatment of Doukhobours

<https://www.theglobeandmail.com/news/british-columbia/doukhobors-want-apology-from-bc-government/article4198163/>

<http://www.collectionscanada.gc.ca/settlement/kids/021013-2041.1-e.html>

British - customs/government based upon British system of government, still affiliated

<https://www.collectionscanada.gc.ca/confederation/kids/023002-1000-e.html>

French-Canadians—first non-First Nations settlers battle

http://firstpeoplesofcanada.com/fp_furtrade/fp_furtrade1.html

*Links may change or be deleted by their hosts at anytime.



Name _____

Background: The Voyage of the Komagata Maru

The story of the Komagata Maru is one of the dark moments in Canada's immigration history as it reminds us of the racial and cultural intolerance that existed in the social landscape of British Columbia for the first half of the 20th century.

It is the story of an Indian businessman, Gurdit Singh, who challenged Canada's racist colour barrier by bringing a boat filled with 376 Indian immigrants to the shores of Canada to challenge the country's discriminatory immigration laws. What follows is a point-by-point summary of some key events that tell the story of the Komagata Maru.

The Beginning

Gurdit Singh was an Indian businessman who had his hand in many business ventures. In December 1913, when Singh arrived in Hong Kong with a lawsuit against a former business partner, he found hundreds of unemployed Sikhs looking for passage to Canada for work. He was aware of the growing Indian nationalist movement and of the discriminatory immigration laws in Canada. Singh saw the voyage to Canada as an act of patriotism that would earn him recognition among nationalists in India. It was then that the idea of renting a merchant ship and transporting Indian immigrants came to mind.

At this time there was organized support in Vancouver urging him on and giving him every reason to believe that a new ('continuous passage') could be challenged in court – but he needed a ship. He found the Komagata Maru, which was owned by a Japanese shipping company and signed a contract for six months at \$11,000 Hong Kong dollars per month. The merchant ship was built in 1890, was about 300 feet long and 40 feet across and had one 265-horsepower diesel engine. Singh put



Vancouver Public Library Historical Photographs, Set 72157638424729844, ID 11326334156, Original title Komagata Maru incident VPL 13157

up some money and his assistant sold passage to Canada for \$210 Hong Kong dollars per man.

The Voyage to Canada

The ship left Hong Kong on March 25, 1914 with only 165 passengers, though it had room for over 500. The ship arrived in Shanghai, China on April 8, 1914 and an associate arranged for 73 more passengers. The ship had 24 Muslims, 12 Hindus, and 340 Sikhs.

The journey across the Pacific was slow and arduous for the passengers. It took more than two weeks to cross the Pacific from Yokohama, Japan. The passengers survived on water, cabbage, and rice. They were in very cramped quarters, as there were no cabins or formal bunks on the ship. Balwant Singh, a passenger, was the first to step off the steamer in Victoria on May 20 after 18 days at sea.

Arrival in Canada

After the health officer inspected the ship and gave it a clean bill of health, it was off to Vancouver where it arrived on May 23, 1914. Upon arrival, Singh proclaimed, "We are British citizens and we consider we have a right to visit any part of the



Empire." He followed with, "We are determined to make this a test case and if we are refused entrance into your country, the matter will not end here."

Within a short time, the owners of the ship demanded the remaining monies be paid in full and the local *gurdwara* had to raise the funds on behalf of the passengers and Singh. Immigration officials did not allow the majority of the passengers to leave the ship and the case went to court.

The ship sat in Coal Harbour (Stanley Park) for over a month with no fresh provisions and sweltering heat. The occupants suffered from repressive boredom. On July 19, local police and immigration officials numbering about 125, attempted to board the vessel by force and demand that it leave. A small skirmish ensued and the passengers of the ship managed to beat back the police using any means at their disposal including pieces of metal, rotten food, sticks, and other implements found on the ship. The citizenry of Vancouver was not in support of the immigrants or their plight and constant pressure was applied to have Singh and the ship raise anchor and leave – but the passengers refused until they had a full hearing in court.

The federal government then ordered the HMCS Rainbow, a recently-acquired but not fully operational destroyer, to help convince the Komagata Maru to leave the harbour under the implied threat of an assault by the gunship. The court case failed, the test was rejected as the ship had not made a 'continuous passage.' Singh and others negotiated for some fresh water, food stores, and time to refuel and agreed to leave. They complied, and on July 24, 1914 the vessel began its voyage to Hong Kong, via Kobe and Yokohama.

Name _____

The Return Voyage and Epilogue

Threatened with arrest if they landed in Hong Kong, the ship and its passengers were sent on to Madras and then Calcutta. The British government had agents following the ship and observing its challenge to Canada's discriminatory immigration laws from when it first left Hong Kong in May.

The colonial government in India was embarrassed and angered by the actions of the passengers. Upon arrival, the British forced the ship up the Hooghly River to the city of Budge Budge, 32 kilometres from Calcutta, where the passengers were forced to disembark and walk. The passengers had been promised train rides to the Punjab or to Calcutta, however the British denied making such promises. This angered the passengers that had been forced to walk long distances and in the ensuing scuffle, eight passengers were shot dead by British forces.

Back in Vancouver, Bela Singh, a British informant, had seen two of his associates (informants) murdered in town. When at the funeral for one of his associates, Singh opened fire on those he held responsible for the murders.

Witnesses testified that Bela Singh fired in self-defense. Mewa Singh, a known Indian nationalist who was in the courthouse, shot Inspector Hopkinson, a local British informant/agent, outside on the front steps of the provincial courthouse as revenge for the British interference in the Komagata Maru.

Mewa Singh was convicted in just 44 minutes and sentenced to death by hanging. Bela Singh was put on trial for the murders at the *gurdwara* but was acquitted in a short trial. With tragic circumstances in Canada and India came the end to the journey of the Komagata Maru.

Adapted from Johnston, H. *The Voyage of the Komagata Maru, The Sikh Challenge to Canada's Colour Bar*. Vancouver: UBC Press, 2014. Print.

Lesson 12

Seven 45 minute blocks

The Evolution of Canadian Discriminatory Policies

Big Ideas

- Canadian institutions and government reflect the challenge of our diversity.
- Canada's policies and treatment of minority peoples have negative and positive legacies.
- Immigration and multiculturalism continue to shape Canadian society and identity.

Essential Question

1. What is a past Canadian government policy that you think was discriminatory? Why?
2. How might Canadian society be different today if this policy never existed?
3. How have government policies changed and what policies still need to change to meet the needs of this group of people?

Content

- Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and interments
- Human rights and responses to discrimination in Canadian society
- The development and evolution of Canadian identity over time
- The changing nature of Canadian immigration over time

Evidence of Learning

- Paragraph template

Key Words

First Nations, Canadian government, government, rules, laws, Canadian, residential schools, Indian Act, HeadTax on Chinese Immigrants, Japanese internment camps, Komagata Maru incident, treatment of Doukhobours, right to vote, diversity, discrimination, discriminatory government policy, paragraph planning template, paragraphing

Curricular Competencies

Social Studies

- Communicate findings and decisions
- Continuity and Change
- Evidence
- Significance
- Ethical Judgment
- Perspective

Language Arts

- Prior knowledge
- Understanding of the role of organization in meaning
- Use writing and design processes to plan, develop and create texts
- Communicate in writing
- Apply their expanding word knowledge
- Transform ideas and information to create original texts

Supplies

- Paragraph planning template
- Internet or print resources

Performance Tasks

- Students will know in detail about a past discriminatory government policy and action.
- Students will be able to make inferences about how Canada would be different had certain policies never existed.
- Students will be able to analyze and evaluate changes in policy to determine which policies have been effective and which ones still need to be modified.
- Students will be able to write one or more paragraphs about Canada's past discriminatory policies and/or how government policies have changed to meet the needs of Canada's diverse population.

Activities

45 minutes

1. The teacher will choose one of the discriminatory policies introduced in Lesson 11 to demonstrate the procedure for this activity's writing assignment (Residential Schools, Indian Act, Head Tax on Chinese Immigrants, Japanese Internment Camps, Komagata Maru Incident, Treatment of Doukhobours and history of the right to vote in Canada).
2. As a class, use the research uncovered by the students from Lesson 11 to answer essential question #1, 'What is a past Canadian government policy that you think was discriminatory? Why?'
3. As a class, record the information together in the Paragraph Planning template.
Note: discuss effective note-taking techniques.
4. Use the notes created by the class to write an effective paragraph about the chosen topic.

45 minutes

5. Students now must choose a different topic of past discriminatory policy of the Canadian government for their own paragraph also using essential question #1.
6. Hand out a *Paragraph Planning* template to each student and have them research and fill in the template with their own words using information about their chosen topic.

45 minutes

7. Students will draft a paragraph giving information about their chosen past discriminatory policy.
8. Have them revise and edit their work.

4–45 minutes

9. Students will repeat steps 6, 7, and 8 to complete paragraphs answering essential questions 2 and 3. Note: Teachers may choose to have students who are struggling writers to complete only essential question 1 and/or 2.



Name _____

Paragraph Planning Template

Thesis (Topic sentence)

Fact	Explain
1 _____ _____ _____ _____	_____ _____ _____ _____
2 _____ _____ _____ _____	_____ _____ _____ _____
3 _____ _____ _____ _____	_____ _____ _____ _____
4 _____ _____ _____ _____	_____ _____ _____ _____

Conclusion

Lesson 13: Optional Unit Wrap-up

Court Visit and Mock Trial Preparation

60 Minutes

Big Ideas

Canadian institutions and government reflect the challenge of our diversity.

Essential Question

What personnel do we see in court?

Curricular Competencies

Social Studies

- Significance

Language Arts

- Synthesize ideas from sources to build understanding

Supplies

- Court personnel matching activity and answer key
- Whiteboard or paper
- Scissors
- *Criminal Court Setting* handouts – description and diagram
- *What Do I Know About Court Personnel* handout and answer key

Content

- Participation and representation in Canada's system of government
- Human rights and responses to discrimination in Canadian society

Performance Tasks

- Students will know the roles and responsibilities of court personnel.
- Students will be able to identify the significance of various job titles and roles associated with them.

Key Words

Court personnel, criminal, civil, lawyer, crown counsel, defence counsel, criminal court setting, court watching, jury, accused, court clerk, court recorder, judge, witness, court reporter deputy sheriff, trial, breaking the law

Evidence of Learning

- Handouts
- Teacher observation of student's understanding during game

Mock trials can be found at mypita.ca.

Activities

1. Students complete *Court Personnel* matching activity in groups of two or three.
2. As groups finish, give students the *Criminal Court Setting* handout to check their answers.
3. Discuss roles of court personnel as a class.
4. Using whiteboards or a piece of paper, play a game, using the Criminal Court Setting handout, where the teacher reads out a job responsibility and the students record the associated job title on a whiteboard/paper and hold it up.
5. Have a competition to see who can get the most correct. Work in partners or groups.
6. Assign *What Do I Know About Court Personnel* handout to be completed.

Court Personnel

Answer Key

1. Settles legal arguments between the lawyers. **Judge**
2. Swears in the witnesses. **Court Clerk/Recorder**
3. Records, using a DARS (Digital Audio Recording System), all of the information given by the witnesses in a trial. **Court Clerk/Recorder**
4. Protects Judge and jury. **Deputy Sheriff**
5. Presents evidence to the court that the government has gathered against the accused.
Crown Counsel
6. Defends the accused, creates the reasonable doubt in the mind of the Judge and/or jury.
Defence Counsel

What Do I Know About Court Personnel?

Answer Key

1. It is important because judges have to be fair and not take sides. Their rulings are based on the facts and the law.
2. The exhibits are important because evidence must be protected so they are not lost or tampered with.
3. Audio recordings (DARS – Digital Audio Recording System) are an accurate record of exactly what was said during court proceedings that can be referred to later; for example, if someone wants to appeal a ruling.
4. Court Reporters are no longer courtroom staff. If needed, a lawyer can hire a court reporter to attend a trial and give an immediate written recording of the proceedings. Otherwise, Court Reporters can be hired outside of the courtroom to transcribe the DARS recording.
5. The sheriff must ensure that the accused does not leave the courtroom and s/he also protects the rest of the members of the court from the accused.
6. Crown Counsel represents the government. The Queen is the titular head of state in Canada and the term “Crown” refers to the Queen. That is also why criminal cases are referred to as Regina v so-and-so, since Regina is Latin for “queen.” If England is ruled by a king rather than a queen, then the term Rex (Latin for “king”) will be used.
7. There is no accused who has been charged with a crime against the government in a civil case so there is no Crown Counsel.
8. Normally, there are 12 members in a criminal jury and 8 in a civil one, although, in the provinces, a criminal trial may proceed with as few as 10 jurors. In the territories, a criminal jury may have only eight members.
9. A criminal jury’s decision must be unanimous and be based on whether or not the accused is guilty beyond a reasonable doubt. A civil jury’s decision may be unanimous, or if the judge orders, at least 75%, or six members of the jury, must agree on a decision. The decision is based on the balance of probabilities, or who is more likely correct.
10. It is important to have regular citizens decide the outcome of some trials, since they represent the current values and judgments of society.
11. They are Plaintiff’s Counsel and Defendant’s Counsel.
12. Court personnel do their work in a serious and efficient manner because the court is a very formal place where certain protocols must be observed.
13. Remember to be mindful that there could possibly be family and friends of those involved in the court case around you. Always be respectful, courteous, and quiet. **This is real life, not a television show!**



Name _____

Court Personnel

Match the court personnel to their role

Crown Counsel	Judge
Jury	Defence Counsel
Accused	Witness
Court Clerk/Recorder	Deputy Sheriff

1. Settles legal arguments between the lawyers.

2. Swears in the witnesses.

3. Uses and maintains digital equipment to ensure that audio recording of Supreme Court trial proceedings is being recorded clearly

4. Protects Judge and jury.

5. Presents evidence to the court that the government has gathered against the accused.

6. Defends the accused, creates the reasonable doubt in the mind of the Judge and/or jury.



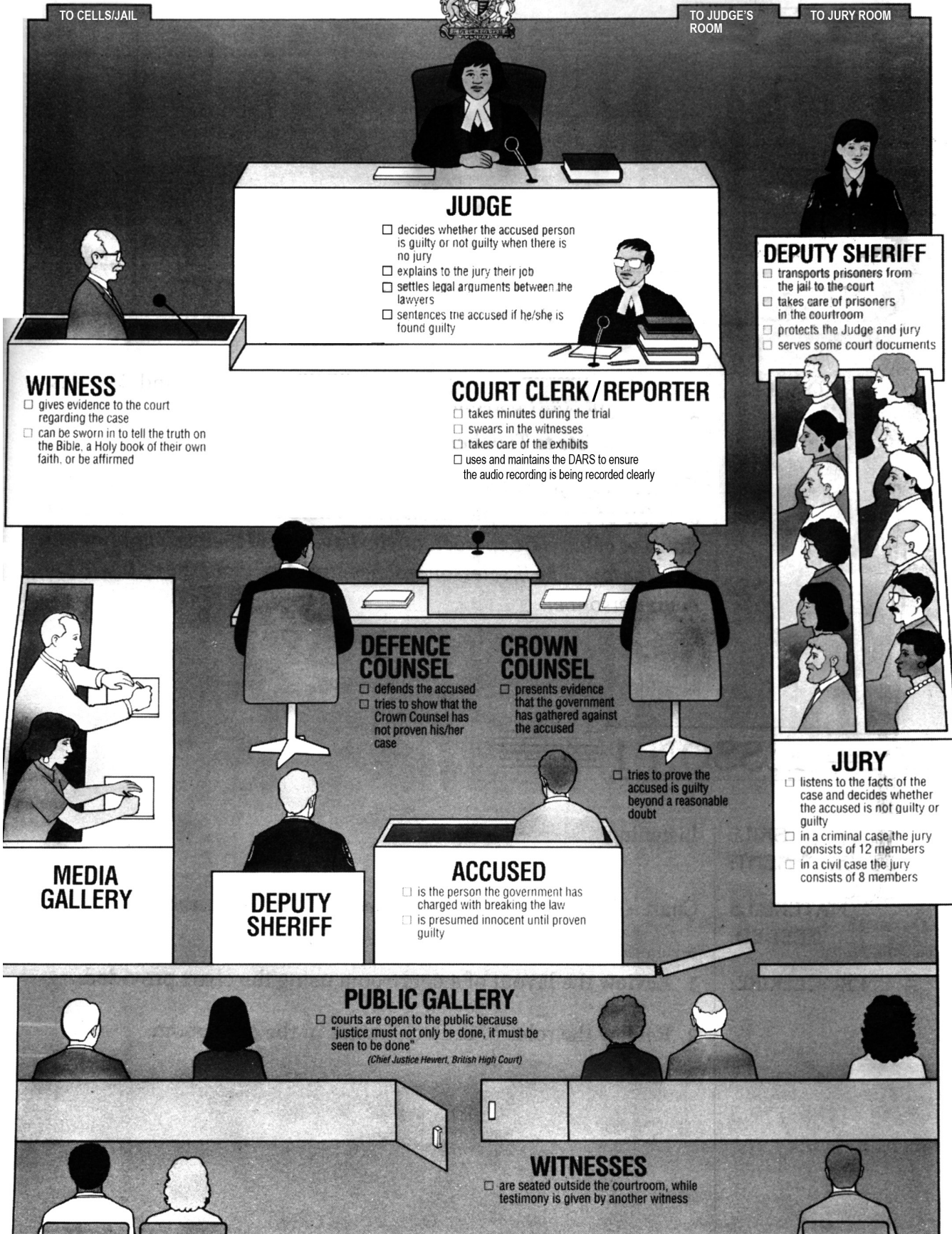
Name _____

Criminal Court Setting

Judge	<ul style="list-style-type: none"> • Decides whether the accused person is guilty or not guilty if there is no jury • Explains to the jury their job • Settles legal arguments between the lawyers • Sentences the accused if he/she is found guilty
Court Clerk/ Recorder	<ul style="list-style-type: none"> • Assists the Judge • Maintains court records, administers oaths to witnesses and jurors, and authenticates copies of the court's orders and judgments with the court's seal • Swears in the witnesses • Takes care of the exhibits • Records the whole trial using a DARS (Digital Audio Recording System) and keeps a recording log which lists the order of witnesses • May make transcripts from this recording • Works in the Supreme Court, Provincial Court, and the court of Appeal
Deputy Sheriff	<ul style="list-style-type: none"> • Transports prisoners from the jail to the court • Takes care of the prisoners in the courtroom • Protects the Judge, Jury, and Public • Serves some court documents
Crown Counsel	<ul style="list-style-type: none"> • Presents evidence to the court that the government has gathered against the accused • Tries to prove the accused is guilty beyond a reasonable doubt
Defence Counsel	<ul style="list-style-type: none"> • Defends the accused • Tries to show that the Crown has not proven his/her case
Jury	<ul style="list-style-type: none"> • Listens to the facts of the case and decides whether the accused is guilty or not guilty of the offence • In a criminal case, the jury consists of 12 members • In a civil case, the jury consists of 8 members
Witnesses	<ul style="list-style-type: none"> • Give facts to the court regarding the case • Can be sworn in to tell the truth on the bible, a holy book of their own faith, or be affirmed • Are seated outside the courtroom, while testimony is given by another witness
Accused	<ul style="list-style-type: none"> • Is the person the government has charged with breaking the law • Is presumed innocent until proven guilty
Public Gallery	<ul style="list-style-type: none"> • Courts are open to the public, because "justice must not only be done, it must be seen to be done" (Chief Justice Hewert, British High Court)



CRIMINAL COURT SETTING



TO CELLS/JAIL

TO JUDGE'S ROOM

TO JURY ROOM

JUDGE

- decides whether the accused person is guilty or not guilty when there is no jury
- explains to the jury their job
- settles legal arguments between the lawyers
- sentences the accused if he/she is found guilty

DEPUTY SHERIFF

- transports prisoners from the jail to the court
- takes care of prisoners in the courtroom
- protects the Judge and jury
- serves some court documents

WITNESS

- gives evidence to the court regarding the case
- can be sworn in to tell the truth on the Bible, a Holy book of their own faith, or be affirmed

COURT CLERK / REPORTER

- takes minutes during the trial
- swears in the witnesses
- takes care of the exhibits
- uses and maintains the DARS to ensure the audio recording is being recorded clearly

DEFENCE COUNSEL

- defends the accused
- tries to show that the Crown Counsel has not proven his/her case

CROWN COUNSEL

- presents evidence that the government has gathered against the accused
- tries to prove the accused is guilty beyond a reasonable doubt

JURY

- listens to the facts of the case and decides whether the accused is not guilty or guilty
- in a criminal case, the jury consists of 12 members
- in a civil case the jury consists of 8 members

MEDIA GALLERY

DEPUTY SHERIFF

ACCUSED

- is the person the government has charged with breaking the law
- is presumed innocent until proven guilty

PUBLIC GALLERY

- courts are open to the public because "justice must not only be done, it must be seen to be done"

(Chief Justice Hewert, British High Court)

WITNESSES

- are seated outside the courtroom, while testimony is given by another witness



Name _____

What Do I Know About Court Personnel?

Answer the following questions

1. Why is it important to have an impartial judge hearing each case?

2. Why is it important for the Court Clerk to take care of the exhibits?

3. Why is it important for the proceedings to be recorded?

4. Why does the Deputy Sheriff sit next to the accused in a criminal trial?

5. What is the significance of the term "Crown Counsel"?

6. Why is there no Crown Counsel in a civil case?



7. How many members sit on a criminal jury? How many sit on a civil jury?

8. What is the difference between how criminal and civil juries make their decisions? (Includes burden of proof and how many must agree.)

9. What is the purpose of having a jury?

10. What are the lawyers in a civil case called?

11. How do court personnel promote an attitude of respect in the courtroom?

12. What is the most important thing to remember when you are courtwatching in terms of your own behaviour?



Visit mypita.ca for other resources and mock trials.