

Lesson resources

# Grade 7

Essential Question

**How has the concept of justice evolved since ancient times?**

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# Big Ideas

- SS Increasingly complex societies require new systems of laws and government.
- LA Questioning what we hear, read, and view, contributes to our ability to be educated and engaged citizens
- LA Exploring and sharing multiple perspective extends our thinking
- CE Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.
- CE New experiences, both within and outside of school, expand our career skill set and options.

## Content

### Social Studies

- Social, political, economic, legal, governmental, systems and structures, including at least one indigenous to the Americas (ancient world to 7<sup>th</sup> Century)
- Features and characteristics of civilizations and factors that lead to their rise and fall

### Language Arts

- Forms and functions of text
- Reading strategies
- Oral language strategies
- Metacognitive strategies
- Writing processes
- Features of oral language
- Paragraphing
- Syntax and sentence fluency
- Conventions
- Presentation techniques

## Essential Question(s)

- What background information do we have surrounding the theme of justice?
- Why do societies have a need for justice systems?
- What are the best ways to resolve conflict?
- What vocabulary will help us access background knowledge and better understand Civil and Criminal Law?
- How are Civil and Criminal Law similar? How are they different?
- What is Civil Law?
- How can we resolve disputes privately before initiating the need for Civil Law?
- What is Criminal law?
- What is a civilization and how did the emergence of civilizations create a need for formal systems of justice?
- How was the concept of justice present in Ancient Mesopotamia and how is it similar or different to our idea of justice in Canada today?
- How has the concept of justice evolved since ancient times?

# Lesson 1

45 minutes

## What do we Know About the Theme of Justice?

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

What background information do we have surrounding the theme of justice?

### Supplies

- Justice Google Slides <http://bit.ly/2c1IPNA>

### Curricular Competencies

#### Social Studies

- Inquiry processes

### Content

- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

### Performance Tasks

- Students will know some background information about the concept of justice.
- Students will be able to access their background information and that of their classmates surrounding the theme of justice.

### Key Words

Inquiry, justice, theme of justice, justice in ancient times

### Evidence of Learning

- Teacher observation of student participation and class discussion.

## Activities

1. For a class of 30, organize three long rows of five partners.
2. For each partnership, have one person choose to always remain in their seat, [the 'Sitter'] and the other to rotate to change positions, [the 'Mover']. Note: Advise students that they must keep these roles for the entire activity.
3. Explain to the class that you are going to show a slide, from Justice Google Slides, on the projector. The 'sitter' will have 1 minute to talk constantly about everything they notice about the slide. The 'mover' must listen without interruption for the entire time. Both will see the slide.
4. Once the minute is complete, the 'mover' must repeat back to the 'sitter' what he or she has said. Give students 30 seconds to do this.
5. Debrief as a class.
6. Now the 'movers' will move back one seat, and those at the end of the rows will now come to the front so everyone has a new partner.
7. Instruct the class that you will be showing a second slide. This time the 'mover' will have 1 minute to talk about everything they notice. The 'sitter' must listen without interrupting.
8. Repeat steps 4 and 5, with the sitter repeating back what the mover said.
9. Have 'movers' rotate back one seat again.
10. For slides 3 and 4 repeat the above process, but give students the option of having the listeners turn their backs to the slide in order to visualize the slide based on their partner's description. Students can discuss what they are wondering about the slides.
11. Have 'movers' rotate back one seat for the last time.
12. For slide 5, give each partner 30 seconds to come up with a theory for how all 5 slides are connected.
13. Debrief as a class.
14. Share with class the main inquiry question for the upcoming unit, "How has the concept of justice evolved since ancient times?" Discuss the meaning of the word justice.

# Lesson 2

## Types of Conflict

**45 minutes**

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

Why do societies have a need for justice systems?

### Supplies

- Chart Paper
- *Types of Conflict* T-Chart Example
- Optional: Novel List

### Curricular Competencies

#### Social Studies

- Continuity and change

### Content

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

### Performance Tasks

- Students will know the definition of conflict and why justice systems are necessary.
- Students will be able to identify different types of conflict.

### Key Words

First Nations, conflict, justice systems, types of conflict, European settlers

### Evidence of Learning

- Teacher observation of student participation
- Chart Paper

## Activities

1. Review what 'justice' means. Ask students if they can define the term: justice system. Discuss.
2. Pose the essential question, 'Why do societies have a need for justice systems?' on the board. Guide the discussion towards the conclusion that conflict has been present amongst humans throughout time and caused the need for formal systems of justice.
3. Here are some basic elements of conflict that should be discussed: (Optional: Have students copy the elements of conflict in their notebooks for future reference)
  - a. A conflict is a disagreement, or the result of a problem that can't be solved
  - b. Conflicts involve two or more people, or two or more groups of people
  - c. Conflicts are usually accompanied by emotions, such as anger, sadness, or frustration
4. Divide students into groups of 3–5 and provide each group with a piece of chart paper.
5. Have students write 'types of conflict' in the centre of their chart paper. Give students 10 minutes to brainstorm as many examples or types of conflict they can think of. Encourage students to think of what kinds of conflicts they encounter in their daily lives as well as examples of conflict throughout history.  
Note: Teacher may direct discussion towards examples of conflict between First Nations and European settlers.
6. Have each group share an example from their daily life as well as a historic example with the class. Teacher can record examples in a T-chart on a piece of chart paper posted at the front of the room (see *Types of Conflict* T-Chart Example). Note: Save the completed T-chart for Lesson 3.
7. Optional: Prior to or concurrent with Lesson 3, use the accompanying novel list to have students read about fictitious types of societies and their various government and justice systems. (This could be done in literature circles or as a selection of books for students to read during silent reading time).



# Novel List

## Grade 6 and 7 Literature

### Theme of “Why do societies have a need for government and justice systems?”

#### **Utopia**

*Twenty-One Balloons* by William Pene du Bois

#### **Rules, laws, and justice**

*Holes* by Lois Sachar

#### **Rules, laws, government**

*The Giver* by Lois Lowry

*Gathering Blue* by Lois Lowry

*Messenger* by Lois Lowry

*Son* by Lois Lowry

*The Maze Runner* by James Dashner

*The Hunger Games* by Suzanne Collins

*Divergent* by Veronica Roth

*The City of Ember* by Jeanne DuPrau

#### **Conflict, war, government, and laws**

*Refugee* by Alan Gratz

#### **Conflict, government, and refugees**

*Long Walk to Water* by Linda Sue Park

*Breadwinner* trilogy by Deborah Ellis

#### **Conflict, government, and laws**

*I Am Malala* by Christina Lamb and Malala Yousafzai



Name \_\_\_\_\_

# Types of Conflict T-Chart

Examples in Daily Life	Examples in History

# Lesson 3

## Resolving Conflict

**45 minutes**

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

What are the best ways to resolve conflict?

### Supplies

- *Ways to Resolve Conflict* Matching activity handout and answer key
- *Types of Conflict* T-Chart (from Lesson 2)

### Curricular Competencies

#### Social Studies

- Continuity and change

### Content

- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
- Features and characteristics of civilizations and factors that lead to their rise and fall

### Performance Tasks

- Students will know 6 different strategies for resolving conflict.
- Students will be able to identify what type of conflict resolution would be best for various situations.

### Key Words

Conflict, conflict resolution, strategies for resolving conflict, elements of conflict

### Evidence of Learning

- *Ways to Resolve Conflict* matching activity handout.
- Teacher observation of student participation in skit

## Activities

1. Review the basic 'elements of conflict':
  - a. A conflict is a disagreement, or the result of a problem that can't be solved
  - b. Conflicts involve two or more people, or two or more groups of people
  - c. Conflicts are usually accompanied by emotions, such as anger, sadness, or frustration
2. Introduce the three basic elements of conflict resolution: (Optional: Have students copy the elements of conflict resolution in their notebooks for future reference)
  - a. The best type of conflict resolution are those in which no one feels like a loser.
  - b. Physical force is not a means to successful conflict resolution.
  - c. Successful conflict resolution involves mutual respect for everyone involved.
3. In partners, give students the *Ways to Resolve Conflict* matching activity handout. Instruct students that the sheet includes a list of 6 strategies for resolving conflicts. Give students 10 minutes to match the strategies with the appropriate examples.
4. When finished, have each pair join with another pair to share their answers.
5. As a class, discuss each strategy and its effectiveness.
6. Revisit the *Types of Conflict* T-Chart from Lesson 2 with a focus on the side that lists examples of conflict in daily life.
7. Organize students into groups of 3 or 4. Have groups each choose one of the conflicts listed from the 'Examples in Daily Life' column and come up with a one minute mimed skit (no talking) acting out the conflict and the best resolution strategy for that conflict.

After each skit, groups will be given a chance to identify the conflict and the resolution strategy which was used.

Note: Save the *Ways to Resolve Conflict* matching activity handout for use in Lesson 7.

## Ways to Resolve Conflict Matching Activity

### Answer Key

1. D
2. F
3. A
4. B
5. E
6. C



Name \_\_\_\_\_

# Ways to Resolve Conflict

## Matching Activity

- |                         |   |
|-------------------------|---|
| 1. Talk it through      | a. For example: flip a coin, pick a number                      |
| 2. Compromise           | b. can be used in a group, everyone has a say                   |
| 3. Chance decision      | c. put the decision on hold until you gather more facts         |
| 4. Vote                 | d. helps you see the other person's point of view               |
| 5. Third Party decision | e. have someone else decide for you such as a parent or teacher |
| 6. Table the decision   | f. each side gives in a little                                  |

# Lesson 4

**45 minutes**

## Civil and Criminal Law vocabulary

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

What vocabulary will help us access background knowledge and better understand civil and criminal law?

### Supplies

- Vocabulary word list
- Scissors
- Glue

### Curricular Competencies

#### Social Studies

- Gathering and interpreting

### Content

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

### Performance Tasks

- Students will know a variety of vocabulary words related to criminal and civil law.
- Students will be able to categorize vocabulary into self-selected groups based on meaning.

### Key Words

Civil Law, Criminal Law, legal vocabulary, courtroom vocabulary

### Evidence of Learning

- Vocabulary lists
- Observation of student participation

**Reference:** Sort and Predict Activity adapted from Brownlie, F., Close, S., & Wingren, L. (1990). *Tomorrow's classroom today : Strategies for creating active readers, writers and thinkers*. Canada: Heinemann Educational Books

## Activities

1. Teacher will hand out a list of vocabulary words to groups of 2 or 3 students.
2. Explain to students that they must cut out the words and sort them into 4 or 5 categories of their choosing. Each category must have a heading and there cannot be a heading "Other" or "Miscellaneous." Note: Students may look up word meanings to assist them.
3. When done, have each group share their categories and word lists with the class.
4. Discuss any vocabulary that may be confusing for some students.
5. Extension: Have students make a dictionary or picture dictionary of legal terms.



Name \_\_\_\_\_

# Vocabulary Word List

- |                   |                  |                               |                |
|-------------------|------------------|-------------------------------|----------------|
| Crown Counsel     | arson            | witness                       | Regina         |
| charge            | robbery          | offense                       | agreement      |
| mischief          | crime            | plaintiff                     | settlement     |
| break and enter   | divorce          | civil                         | accused        |
| fraud             | custody          | personal injury               | assault        |
| judge             | damage           | 1 <sup>st</sup> degree murder | contested will |
| claim             | impaired driving | defendant                     | contract       |
| failure to appear | defence counsel  | criminal                      |                |





# Lesson 5

## Comparing Criminal and Civil Law

45 minutes

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

How are Criminal and Civil Law similar? How are they different?

### Supplies

- *Criminal Law vs. Civil Law* chart
- *Criminal or Civil?* handout 1 and answer key
- *Criminal or Civil?* handout 2 and answer key

### Curricular Competencies

#### Social Studies

- Ethical judgement about actions
- Cause and Consequence

### Content

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

### Performance Tasks

- Students will know the differences between criminal and civil law.
- Students will be able to identify whether specific cases are civil or criminal and be able to justify their answers.

### Key Words

Criminal Law, Civil Law, Criminal Law lesson plan, Civil Law lesson plan, types of court cases, laws in the community

### Evidence of Learning

- *Criminal or Civil?* handout 2
- Teacher observation of class discussion

## Activities

1. Provide each student with a copy of the *Criminal Law vs. Civil Law* chart. Emphasize the similarities and differences between the two types of law.
  - **Criminal:** When an individual breaks one of our criminal laws.
  - **Civil:** When two individuals or groups cannot come to an agreement they may wish to take their situation to court. Civil law basically covers all laws that aren't criminal.
  - Explain to the students that sometimes a case can be both criminal and civil. An example of this would be a car accident (ie. An individual may be criminally charged with dangerous driving and also sued for injuries by the other person involved in the accident.)
2. *Project Criminal or Civil?* handout 1 for the entire class to see. Go through each scenario as a group and identify whether the case is criminal or civil, or both.
3. Give students *Criminal or Civil?* handout 2 to complete individually or with a partner.
4. Discuss *Criminal or Civil?* handout 2.

## Criminal or Civil? Handout 1 – Answer key

1. Criminal/Theft      Civil/Conversion (means giving the carrots back or paying for them)
2. Criminal/Attempted Murder      Civil/Battery (suing for damages)
3. Criminal/Fraud      Civil/Breach of Contract
4. Civil/Divorce
5. Civil/Breach of Contract
6. Civil/Personal Injury
7. Criminal/Assault or Civil/Personal Injury
8. Criminal/Mischief      Civil/Damages

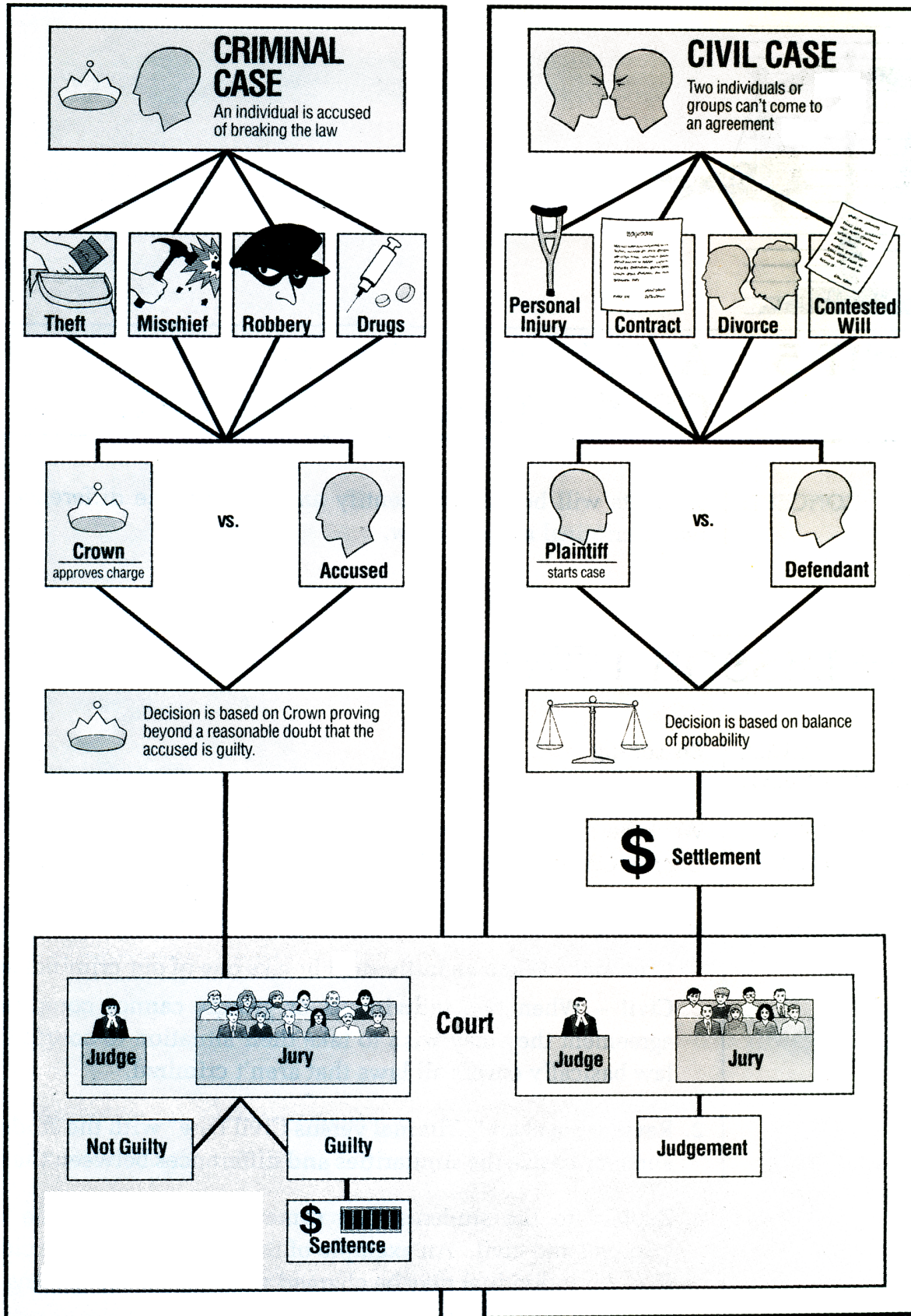
## Criminal or Civil? Handout 2 – Answer Key

1. Criminal, theft under \$5,000 and possession of stolen property
2. Civil, damaging someone's property or Criminal - mischief
3. Criminal, possession of a narcotic
4. Civil, divorce
5. Civil, breach of conduct
6. Criminal, impaired driving
7. Criminal, assault and robbery



Name \_\_\_\_\_

# Criminal vs. Civil Law





Name \_\_\_\_\_

# Criminal or Civil? Handout 1

Instructions: Identify whether the case is criminal or civil, or both.

Example: Hansel and Gretel stole candy from the witch's house.

Answer: Criminal/Theft and Civil/Conversion

1. Peter Rabbit stole carrots from Mr. McGregor's garden.  
\_\_\_\_\_
2. The Queen gave Snow White a poisonous apple that she knew was poisonous.  
\_\_\_\_\_
3. The bean seller sold Jack seeds that he knew would not produce beans.  
\_\_\_\_\_
4. Papa Bear and Mama Bear no longer wanted to be married.  
\_\_\_\_\_
5. The second little pig didn't complete the third little pig's house like he said he would.  
\_\_\_\_\_
6. Humpty Dumpty fell off the wall that the Queen's men built, because it collapsed.  
\_\_\_\_\_
7. The cat woman scratched Batman with her claws.  
\_\_\_\_\_
8. Goldilocks broke Baby Bear's chair.  
\_\_\_\_\_

Instructions: Give three examples of each type of case.

Criminal

Civil

_____	_____
_____	_____
_____	_____



Name \_\_\_\_\_

## Criminal or Civil? Handout 2

Instructions: Identify whether the case is criminal or civil and see if you can correctly identify which criminal law is being broken and/or which civil law is being violated.

1. A teenager saw an unlocked bicycle and took it.

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2. Someone threw a rock through a car window.

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3. A underage girl was caught with marijuana in her backpack.

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4. After 10 years of marriage, Julie and Frank decide they no longer want to be married to each other.

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5. When a family went to look at their new condo, it wasn't like the one they had asked for when they signed the contract.

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6. A woman was driving when her level of alcohol was over the legal limit.

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7. When a group of teenage boys saw another boy wearing expensive-looking jewellery and a black leather jacket, they jumped him and took his jewellery and jacket.

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# Lesson 6

45 minutes

## Civil Law

### Big Ideas

What is Civil Law?

### Essential Question

How are Criminal and Civil Law Similar? How are they Different?

### Supplies

- *Civil Law* teacher guide
- *Criminal Law vs. Civil Law* chart from Lesson 5
- 5–7 Whiteboards OR scrap paper
- 5–7 Whiteboard marker OR felt pens
- *What Do You Know About Civil Law* game questions
- *What Do You Know About Civil Law* worksheet and answer key
- *It's Simply Civil* word search and answer key

### Performance Tasks

- Students will know reasons why civil cases are different from criminal cases.
- Students will be able to identify whether a scenario is a criminal or civil case and which law would apply.

### Key Words

Civil Law, Civil Law lesson plan, Criminal Law vs. Civil Law, Civil Law word search

### Evidence of Learning

- Teacher observation during the game
- *What Do You Know About Civil Law?* worksheet

### Curricular Competencies

#### Social Studies

- Cause and consequence
- Ethical judgement

#### Content

- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas



## Activities

1. Review the *Criminal Law vs. Civil Law* chart from Lesson 5 with a focus on Civil cases.
2. Organize students into groups of 4–6. Each group will need either one whiteboard and a marker or scrap paper and a felt marker.
3. Teacher will read the first question in the *What Do You Know About Civil Law?* game questions. Groups will be given time to discuss and decide on an answer and will record it on whiteboard or scrap paper.
4. Teacher will ask each group to hold up their answers and teacher will reveal the correct answer. Discuss. Each group that got the answer correct receives 1 point.
5. Continue through the rest of the questions and the group(s) with the most points wins the game.
6. Distribute the *What Do You Know About Civil Law?* worksheet to each student and have students complete individually or in partners.
7. Optional: Hand out *It's Simply Civil* word search for students to complete.

## What Do You Know About Civil Law?

### Answer Key

1. Civil cases are different from criminal ones because they involve disputes between two people or parties, not someone who has broken a criminal law.
2. No, they only deal with a dispute between the parties involved, Protection of society is one of the reasons for criminal law.
3. Possible answers include contract disputes, divorces, custody disputes, contested wills and estates, and personal injury.
4. The person suing is the plaintiff and the one being sued is the defendant.
5. True, False, True, False, True
6. Eight.
7. No, 75% of the jury or six members must agree after at least three hours of deliberation.

# Civil Law Teacher Guide

This lesson will be an introduction to civil law.

Explain to students that a private dispute between two or more individuals that cannot be resolved through one of the methods of conflict resolution, would go to Civil court.

Some examples include: if individuals or companies disagree over a contract or agreement, a dispute over land ownership, or whether a person was wrongfully dismissed from employment. Civil court also deals with negligence claims. A person may be held responsible for damages or injuries if they have failed to exercise the degree of caution that an ordinarily prudent person would take in the same situation. Civil court also includes family law cases involving cases such as divorce, custody and child and spousal support.

Most civil issues never go to court, the court is used as a last resort when an agreement cannot be achieved. These types of situations do not directly affect other members of society. A civil case is begun by one person filing a complaint in the court asking the court to decide the outcome. In civil court the outcome is usually an order to pay damages or for the losing party to take corrective action.

Civil cases involve a plaintiff and a defendant: the plaintiff is the person who files the complaint. (You might mention to the students that the words "plaintiff" and "complaint" are related.) The defendant is the person against whom the plaintiff files. The name of a civil case is *plaintiff vs. defendant*, for example *Smith v. Jones*. The plaintiff's name always comes first.

## What Do You Know About Civil Law?

### Game Questions

1. Name three types of civil disputes.
2. How many jurors are on a civil jury?
3. Can you go to prison as a punishment for a civil case?
4. What is the person who starts a civil case called?
5. What is the person who is being sued called?
6. What is a civil jury's decision based on?
7. Does a civil jury's decision need to be unanimous?
8. What is it called when the jury makes a decision?



Name \_\_\_\_\_

# What Do You Know About Civil Law?

Answer the following questions:

1. How are civil cases different from criminal ones?

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2. Do civil cases deal with the protection of society?

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3. List four types of civil disputes.

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4. What does the civil court call the person who is suing? And who is being sued?

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5. Write "True" or "False" beside the following statements:

\_\_\_\_\_ A civil case starts when one person files a complaint against someone else with the court.

\_\_\_\_\_ A civil case is similar to a criminal one in how it is named, *Regina v. Brown*, for example.

\_\_\_\_\_ The burden of proof in a civil case is on the balance of probabilities, which means that it is more likely that one side is right.

\_\_\_\_\_ The penalty in a civil case is a fine or imprisonment, or both.

\_\_\_\_\_ Claims of \$25,000 or less are heard in Small Claims Court.

6. How many jurors are there in a civil jury?

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7. Do the members of a civil jury have to come to a unanimous decision? If not, how is the decision determined?

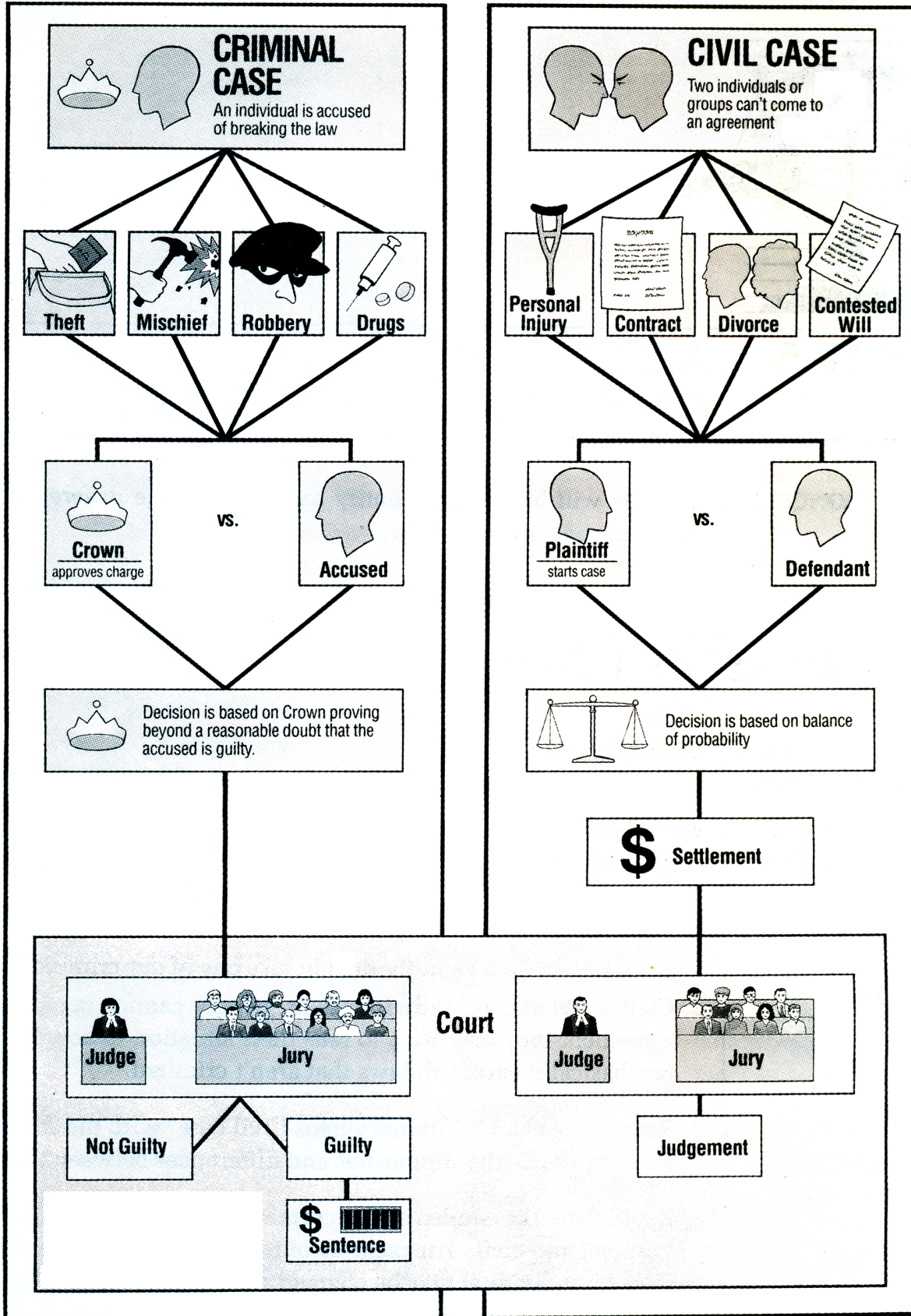
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Name \_\_\_\_\_

# Criminal vs. Civil Law



# Word Search Answer Key

J D R N Y X C J D K E P W K L F D K A F C I V I L A E  
 P L A I N T I F F M E W P L D K J F P Q O N D N S W W  
 S L E K R S L E K R J Q I E K D I E L N N S E T R E F  
 A S D F E D D D D E W E R C L A I M D F T E F T B R R  
 A S D F P E F E J D K L P W L E E G A I R R A M D R R  
 A J S K P E L R L T R K D T F J E I Q J A D J E K R T  
 I N J U R Y D W K N L R J N D J D J E E C R O V I D Y  
 A J S E O F D J E E E J W T Q U W I O E T E J R J W Q  
 D J F K P L W P Q M S J F M F H D H W J K E L R E H W  
 F J E K E E D E F E N D A N T E J W Q I E L R J J H H  
 D K L F R D D J W L Y P E L A N D F J E K L P W U R J  
 F J K E T A D J K T T P E R F J E L W P Q E L F D F W  
 F J D L Y M F J E T R R P T N E M E E R G A F E G G I  
 A J S K L A A S D E E K L R A S K E L P R E F A E F L  
 D J W L E G H D L S S C U S T O D Y D F K L P E W F L  
 D J K L O E F J K E L Q O E K D J H F K Q L E U O F S



Name \_\_\_\_\_

# Word Search

Instructions: Circle as many words as you can find that relate to Civil Law.

- |          |           |            |        |         |           |           |
|----------|-----------|------------|--------|---------|-----------|-----------|
| civil    | Judge     | settlement | injury | damage  | defendent | wills     |
| property | land      | marriage   | claim  | divorce | custody   | agreement |
| contract | plaintiff |            |        |         |           |           |

J D R N Y X C J D K E P W K L F D K A F C I V I L A E  
 P L A I N T I F F M E W P L D K J F P Q O N D N S W W  
 S L E K R S L E K R J Q I E K D I E L N N S E T R E F  
 A S D F E D D D D E W E R C L A I M D F T E F T B R R  
 A S D F P E F E J D K L P W L E E G A I R R A M D R R  
 A J S K P E L R L T R K D T F J E I Q J A D J E K R T  
 I N J U R Y D W K N L R J N D J D J E E C R O V I D Y  
 A J S E O F D J E E E J W T Q U W I O E T E J R J W Q  
 D J F K P L W P Q M S J F M F H D H W J K E L R E H W  
 F J E K E E D E F E N D A N T E J W Q I E L R J J H H  
 D K L F R D D J W L Y P E L A N D F J E K L P W U R J  
 F J K E T A D J K T T P E R F J E L W P Q E L F D F W  
 F J D L Y M F J E T R R P T N E M E E R G A F E G G I  
 A J S K L A A S D E E K L R A S K E L P R E F A E F L  
 D J W L E G H D L S S C U S T O D Y D F K L P E W F L  
 D J K L O E F J K E L Q O E K D J H F K Q L E U O F S



# Lesson 7

## Applying Conflict Resolution Strategies

45 minutes

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

How can we resolve disputes privately before initiating the need for civil law?

### Supplies

- *Ways to Resolve Conflict* matching activity handout (from lesson 3)
- Chart paper
- *Conflict Scenario* sheet

### Curricular Competencies

#### Social Studies

- Ethical judgment
- Perspective
- Cause and consequence

#### Content

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

### Performance Tasks

- Students will know how to use conflict resolution strategies in various types of disputes.
- Students will be able to use these conflict resolution strategies when given specific scenarios.

### Key Words

Conflict resolution strategies, ways to resolve conflict, conflict scenario sheet

### Evidence of Learning

- Observe group discussions
- Chart paper



## Activities

1. Review *Ways to Resolve Conflict* matching activity handout from Lesson 3. Discuss as a class.
  - Write the following questions on the board to use with *Conflict Scenario* sheet:
    - What conflict resolution strategies could the people involved use to avoid going to court?
    - Could this case go to court? If so, what would be the issue?
    - Who would be the plaintiff? Who would be the defendant?
2. Read Scenario #1 from the *Conflict Scenario* sheet together as a class and discuss the above questions.
3. Place 6 pieces of chart paper around the classroom and have a different scenario (from scenarios 2 through 7) written on each piece of paper.
4. Organize students into 6 groups and instruct each group to go to one piece of chart paper. Give groups 5 minutes to read their given scenario and answer the same 3 questions as in step 2. Students must write their answers on the chart paper.
5. Each group will rotate through all 6 scenarios and respond to the 3 questions for each.
6. Teacher will collect all 6 pieces of chart paper and post them at the front of the room. Discuss each scenario as a class.



Name \_\_\_\_\_

# Conflict Scenario Sheet

## Scenario 1

A family wanted to buy a house. They went and looked at one that was just being built. The person who showed them the house gave them a brochure describing what the house would look like when it was built. It looked really nice in the brochure, so the family signed a contract to buy it when it was completed.

When the house was finished, they went to see it. It didn't look like the one in the brochure very much. The person who sold it to them said that a few minor changes had to be made, but the family also noticed cracks in the ceiling where water had leaked in when it rained. They said they didn't want to buy it anymore, but the seller said that they had already signed a contract.

## Scenario 2

Mr. Paul had a large maple tree in his backyard. Mrs. Smith, his next door neighbour, disliked the large amount of leaves that would fall in her yard from Mr. Paul's tree each fall. Mrs. Smith asked Mr. Paul to cut down the tree entirely because she has health problems and is no longer able to clean up the leaves and they are clogging her gutters and flooding her yard. Mr. Paul got angry with her suggestion and declined her request.

One weekend when Mr. Paul was away, Mrs. Smith had her son severely cut back all branches that reached over her fence. As a result, the pruning ended up killing the tree. Mr. Paul is now asking for compensation from Mrs. Smith to replace the tree.

## Scenario 3

Adam and his next door neighbour, Taaj, have been friends since kindergarten and are now in grade 7. One day Adam was late for a soccer practice, and his bike had a flat tire. He knew that Taaj had forgotten his bike in Adam's backyard the previous day. Taaj was not home, but Adam knew he wouldn't mind if he borrowed his bike so he rode it to soccer practice.

When he arrived at soccer practice, Adam realized he had not brought his bike lock. He decided to leave the bike propped up against the field's fence and went to practice anyways. When he finished practice, he quickly realized the bike had been stolen. That night he went over Taaj's house and explained what happened and apologized. The next day, Taaj's mother called Adam's father and asked if they would be able to replace the bike. Adam's father regretfully informed Taaj's mother that he had recently lost his job and there was no extra money for a bike.



Name \_\_\_\_\_

## Scenario 4

Mr. Johnson and Mr. Yew have a minor car accident and no one is hurt. They get out of their cars and each blames the other for the accident. They start screaming at each other and a fight breaks out. Mr. Johnson has to go to the doctor for stitches and as a result ends up missing a day of work without pay.

## Scenario 5

A groups of teens have gathered on a Saturday night at a friend's house. The parents are home, but are in their room watching a movie. They have left 6 beers for the teens to share. One friend is noticeably intoxicated when she arrives at the house and then proceeds to have another beer provided by her friend's parents. When she stands up to go to the kitchen to get a snack, she misses a step and falls down the stairs and breaks her ankle.

The teen has to miss a ski competition for which she has been training for over a year. Her parents are extremely upset as they have spent thousands of dollars on coaching for their daughter in preparation for this race. They blame their daughter's friend's parents for giving their underage daughter alcohol.

## Scenario 6

Jasmine and Mike were playing tag. Jasmine was running so fast that she didn't even see the uncovered manhole in the middle of the street. She tripped on the edge and fell in. When she tripped, she chipped her front teeth on the edge of the hole. Her parents had to take her to the dentist to have her teeth fixed.

## Scenario 7

George had just been hired for the summer. This was for his very first job. He had just turned 15. He was trying to decide what he would buy with the money that he was going to earn. As he was looking through the paper, he came across an ad that said "Used Longboard for Sale." He thought that sounded like a great way to spend his money as he had always wanted a longboard. When George got to the store, he discovered that he didn't have enough money, yet he knew he would have enough by the end of the summer. The store owner had George sign a contract saying he would pay off the longboard by the end of the summer. Unfortunately, George was laid off from his job and he now could not afford to pay the store owner for the longboard.

# Lesson 8

## Criminal Law

45 minutes

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

What is Criminal law?

### Supplies

- *Criminal Law* teacher guide
- *What Do You Know About Criminal Law?* handout and answer key
- *Can You Name the Crime?* handout and answer key
- *Criminal Law Scenario* handout

### Curricular Competencies

#### Social Studies

- Cause and consequence
- Ethical judgment
- Perspective
- Evidence

#### Content

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

### Performance Tasks

- Students will know basic information about criminal law in Canada.
- Students will be able to identify different types of crime, how they could have been stopped or prevented, and what possible consequences should be for the person committing the crime.

### Key Words

Criminal Law, Criminal Law vs. Civil Law, types of crime, what do you know about Criminal Law, Criminal Law scenarios

### Evidence of Learning

- Handouts

## Activities

1. Review the *Criminal Law vs. Civil Law* chart from lesson 5 with a focus on criminal cases.
2. Teacher will distribute copies of *What Do You Know About Criminal Law?* handout and *Can You Name the Crime?* handout to each student.
3. Have students complete handouts individually or with a partner.
4. As students finish handouts, have them find a partner who is also finished; give each partner the *Criminal Law* scenario sheet to discuss and complete.

# What Do You Know About Criminal Law

## Answer Key

1. Criminal laws are created by the federal government. They describe what actions are against the law – what is criminally illegal.
2. A crime occurs when someone breaks a criminal law. Theft is an example of a crime.
3. The accused.
4. A person is arrested and charged, and then goes to court.
5. The government charges the accused
6. True, False, False, True, True
7. An accident doesn't have the *mens rea* or the intent, so you didn't mean to do something wrong. A crime is a criminal act that you do deliberately.
8. Normally 12, although a trial may proceed with as few as 10 jurors in the provinces. In the territories, a criminal jury may have only 8 members.
9. All jury members must agree on whether an accused is guilty or not guilty, which is a unanimous verdict. (You could mention that if all jury members cannot agree, it is a "hung jury" and a new trial will be held.)
10. Regina means "queen" in Latin. The symbolic head of government in Canada is the Queen of England so we use this term to indicate that the government has charged the accused with breaking the law. If England is ruled by a king rather than a queen, then the term Rex (Latin for "king") would be used.

# Can You Name The Crime?

## Answer Key

1. Possession of stolen property
2. Fraud
3. Assault
4. 1st degree murder
5. Robbery
6. Mischief
7. Possession of a narcotic
8. Break and enter
9. Impaired driving
10. Failure to appear
11. Possession of a weapon
12. Arson

## Criminal Law - Teacher Guide

This lesson will be an introduction to criminal law.

A *crime* is a deliberate or reckless act that causes harm to another person or another person's property.

Explain to students that a *crime* occurs when someone breaks one of our criminal laws. When someone commits a crime, the person may be arrested by a police officer and called to court to answer the charge. It is very important to note that in the Canadian legal system, a person charged is considered *innocent until proven guilty*. Another important concept is that of *fundamental justice*, which is that everyone has the right to be heard and treated fairly and without bias in all legal proceedings.

Criminal law deals with acts of intentional harm to others. These acts, in essence, are offenses against all of society as it negatively affects our peace of mind and sense of security.

Every crime has two essential parts: *the action* (actus reus) and *the intent* (mens rea). For example, the crime of arson has two parts: actually setting fire to a building and doing it willfully and deliberately. Setting a fire by accident is not a crime.

A *charge* is the crime that Crown counsel says the *accused* is alleged to have committed against society. For example, Theft Under \$1,000 is a charge. Tell the students that Crown counsel is the lawyer who represents society. It is the Crown counsel's responsibility to prove that the accused is guilty beyond a reasonable doubt.

The term "Crown" is used because the symbolic head of state in Canada is the Queen. Since criminal offences are against the state, a criminal case would be called Regina (the Latin word for "queen"), also referred to as R., versus the name of the accused, for example *R. v. Jones*.



Name \_\_\_\_\_

# What Do You Know About Criminal Law?

Instructions: Answer the following questions:

1. What are criminal laws?

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2. Define the word "crime" and give an example.

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3. What do we call a person who is charged with committing a crime?

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4. What happens to a person who has been charged with committing a crime?

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5. Who charges the person who is suspected of committing a crime?

---

6. Write "True or "False" next to the following statements:

- \_\_\_\_\_ Crimes have two parts: the act itself or *actus reus* and the intent or *mens rea*.
- \_\_\_\_\_ A person is guilty until proven innocent.
- \_\_\_\_\_ The burden of proof in a criminal case is on the defence lawyer to show their client is innocent.
- \_\_\_\_\_ Crown Counsel is a government lawyer who presents the evidence in a criminal trial.
- \_\_\_\_\_ In certain cases, the person charged with a crime can choose to have a jury.

7. What is the difference between an accident and a crime?

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8. How many people does a jury in a criminal trial normally have?

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9. Does everyone in a jury have to agree whether or not the person charged is guilty or just most of them?

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10. Why do we use the word Regina in the name of a criminal case (e.g. *R v. Wong*)?

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Name \_\_\_\_\_

# Can You Name The Crime?

Instructions: Match the crime to its definition

- |                               |                        |
|-------------------------------|------------------------|
| Possession of a narcotic      | 1st degree murder      |
| Possession of stolen property | Fraud                  |
| Robbery                       | Assault                |
| Mischief                      | Failure to appear      |
| Arson                         | Impaired driving       |
| Break and enter               | Possession of a weapon |

1. Having something in your possession that you knew was stolen.  
\_\_\_\_\_
2. Attempting to mislead someone for your own benefit.  
\_\_\_\_\_
3. Using physical force on someone.  
\_\_\_\_\_
4. Carrying out a plan to kill someone.  
\_\_\_\_\_
5. Using physical force to take property away from someone.  
\_\_\_\_\_
6. Causing damage to someone else's property.  
\_\_\_\_\_
7. Having illegal drugs in your possession.  
\_\_\_\_\_
8. Forcing your way into someone's house.  
\_\_\_\_\_
9. Driving a vehicle while over the legal alcohol limit.  
\_\_\_\_\_
10. Failing to come to court when you have been required to do so.  
\_\_\_\_\_
11. Carrying a weapon that might be dangerous to the safety of others.  
\_\_\_\_\_
12. Setting a fire to damage property.  
\_\_\_\_\_





Name \_\_\_\_\_

# Criminal Law Scenarios

Instructions: For each scenario listed below, discuss the following and answer in point form:

- A. Identify the crime that seems apparent.
- B. Determine why the crime occurred. Could it have been stopped or prevented? How?
- C. How should this person be dealt with? What would be the possible consequences?

## Scenario 1

Myah and Kate went to a fast food restaurant after school for a snack. They both bought ice cream and Myah also asked for a water cup to fill with tap water at the drink fountain. Once at the fountain, she filled her cup with coke instead of water even though she had not paid for it. The cashier noticed her doing this and confronted her.

- A. \_\_\_\_\_  
\_\_\_\_\_
- B. \_\_\_\_\_  
\_\_\_\_\_
- C. \_\_\_\_\_  
\_\_\_\_\_

## Scenario 2

A thirteen-year-old boy was in the hallway at school, when a friend from his class came up to him and asked him to hold a bag for him while he went to the washroom. The friend with the bag looked nervous. The thirteen-year old took the bag and waited for his friend to come back, but he never did. He looked in the bag and saw that it was full of a lot of little bags of marijuana. He thought about taking it to the principal, but decided to keep it in his locker instead.

- A. \_\_\_\_\_  
\_\_\_\_\_
- B. \_\_\_\_\_  
\_\_\_\_\_
- C. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

### Scenario 3

A thirteen year-old boy found some old cans of spray paint in his garage. He shook them, found that there was still paint in them, put them in his backpack and took them to school. After school that day, he and some friends spray painted some goofy pictures on one of the outside walls of the school. They thought it was fun.

- A. \_\_\_\_\_  
\_\_\_\_\_
- B. \_\_\_\_\_  
\_\_\_\_\_
- C. \_\_\_\_\_  
\_\_\_\_\_

### Scenario 4

A teenage girl found a great deal on a cell phone online and arranged a meeting spot to purchase the item from the seller. When she met the seller, he had a whole bag of used cellphones for her to choose from at an amazing price. The girl felt like it was too good to be true, but decided to buy the cellphone anyway. When she went to activate a plan for her phone, she was informed that the cellphone was stolen.

- A. \_\_\_\_\_  
\_\_\_\_\_
- B. \_\_\_\_\_  
\_\_\_\_\_
- C. \_\_\_\_\_  
\_\_\_\_\_



# Lesson 9

## Aboriginal Rights

**45–60 minutes**  
depending on depth of class discussion

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

Should First Nations people have the same rights as non-First Nations people?

### Supplies

- *The Constitution Act and Aboriginal Rights* handout

### Curricular Competencies

#### Social Studies

- Asking questions, gathering, interpreting and analyzing ideas

#### Language Arts

- Synthesize ideas from sources to build understanding

### Content

- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

### Performance Tasks

- Students will know about Aboriginal rights guaranteed in the Canadian Constitution.
- Students will be able to ask and answer questions about the *Constitution Act and Aboriginal Rights*.

### Key Words

First Nations, First Nations lesson ideas, Aboriginal Rights, Canadian Constitution, Constitution Act

### Evidence of Learning

- Student worksheets and answers
- Teacher observation of class discussion

## Activities

1. Discuss the term "aboriginal" with students. What do they think it means? What are some other terms used to designate aboriginal people? (Indian, First Nations, Indigenous, etc.) Explain to the students that the term "aboriginal" today, in Canadian law, includes people who are called "Indians," "Inuit," and "Metis."
2. Ask the students if they feel First Nations are any different from non-First Nations people in Canada. If so, in what ways? Should they have rights different from those of other Canadians? What kinds of rights? Why?
3. Ask the students if they have ever heard of 'aboriginal rights'. If so, what do they think they are? Inform them that aboriginal rights are rights for First Nations people. These are rights that usually have to do with hunting, fishing, or any way that First Nations people have always used land or water to get food. Note: Be sure they understand the concept of aboriginal rights before moving on.
4. Tell the students that Canada has a set of laws called the Constitution that makes sure everyone in Canada is treated fairly. The Constitution also talks about aboriginal rights. Distribute *The Constitution Acts and Aboriginal Rights* handout. Note: the language is very advanced in the sections of the Constitution, so be sure to read through it and discuss as a class. Review in detail the explanations of the sections that deal with aboriginal rights.
5. After going over the handout, be sure the students understand that aboriginal rights are not GIVEN to First Nations by anyone, but they are RECOGNIZED. This means that the government is saying that they know those rights are already there, and have always been there. This is because First Nations people have always hunted and fished for a living. Further this comprehension using an analogy such as the following:
  - Susan has a book. She sees Joe, who has no book. She decides to GIVE him her book.
  - Susan sees Joe, who is carrying a book with his name on it. He has always had that book, even before he met Susan. Susan says "Oh, I see that you have a book, and that it belongs to you." Susan is RECOGNIZING that Joe has the book, and AFFIRMS it with her statement.
6. Ask the students to find other examples to explain the difference between giving someone something, and recognizing (or seeing) that someone already has something. Note: it is important for the students to understand that aboriginal rights are inherent rights, not ones that governments have decided to give. Those rights existed long before Europeans came to this continent.

## 20 minutes

7. In groups of 2 or 3, using *The Constitution Act and Aboriginal Rights* handout, students must create their own 6 question worksheet for another group to answer. Note: In order to foster critical thinking and deeper questions, have students use a different starter for each question (ie. how, why, what, which, where, when).

## 10 minutes

8. Have students exchange their worksheet with another group and complete their questions, using the handout to answer.



Name \_\_\_\_\_

# The Constitution Act and Aboriginal Rights

## Section 25

The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal, treaty or other rights or freedoms that pertain to the aboriginal peoples of Canada including

- a. Any rights of freedoms that have been recognized by the Royal Proclamation of October 7, 1763; and
- b. Any rights or freedoms that now exist by way of land claims agreements or may be so acquired.

---

This means that all the rights and freedoms that are guaranteed to Canadians in the Constitution cannot stop First Nations people from having their aboriginal and treaty rights, and any other rights that they might get through land claims agreements. These are agreements made with the government.

**Treaties** are agreements with the government that are mostly about using the land. Most First Nations in B.C. do not have treaties.

The *Royal Proclamation of 1763* was made by the British before Canada became a country. It protects the rights of the First Nations people.



Name \_\_\_\_\_

**Section 35.**

1. The existing aboriginal and treaty rights of the aboriginal peoples of Canada are hereby recognized and affirmed.
  2. In this Act, "aboriginal peoples of Canada" includes the Indian, Inuit and Métis peoples of Canada.
  3. For greater certainty, in subsection (1) "treaty rights" includes rights that now exist by way of land claims agreements or may be so acquired.
  4. Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.
- 

Number one of this section "recognizes" and "affirms" aboriginal rights. This means that the government is saying they know that aboriginal rights are there.

Number two says who aboriginal people are, according to the government. Not everyone agrees on this.

Number three says that rights from land claims agreements are the same as treaty rights.

Number four makes sure that men and women are treated equally.



# Lesson 10

## Aboriginal Rights Court Cases

Two–45 minute blocks

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

Should First Nations people have the same fishing and hunting rights as non-First Nations people?

### Supplies

- Fact Summary Sheet: *Regina v. Wells*
- Fact Summary Sheet: *Regina v. Finch*

### Curricular Competencies

#### Social Studies

- Evidence
- Cause and consequence
- Perspective
- Ethical judgement

#### Language Arts:

- Critical and creative thinking
- Exchange viewpoints

### Content

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
- Features and characteristics of civilizations and factors that lead to their rise and fall

### Performance Tasks

- Students will know about the history of at least one British Columbia case on aboriginal hunting or fishing rights.
- Students will be able to present and defend a given side in a criminal case about aboriginal hunting or fishing rights.

### Key Words

First Nations, First Nations lesson ideas, Aboriginal Rights, Canadian Constitution, Constitution Act, Aboriginal Hunting Rights, Aboriginal Fishing Rights, First Nations court cases, First Nations debate topics, class debate

### Evidence of Learning

- Teacher observation of student participation in debate

## Activities

1. Teacher must choose 1 debate, either *Fact Summary Sheet: Regina v. Wells* or *Fact Summary Sheet: Regina v. Finch*.
2. Read the *Fact Summary Sheet* as a class and briefly discuss the case.
3. Ask students to identify what the two opposing points of view are in the case.
4. Split the class into two groups; the crown counsel (who is working for the government) and the defence counsel (who is working for the accused).
5. For each side, the crown and the defence, there will be 5 mini-groups (consisting of 2 or 3 students each). Each counsel must read through and decide upon 3 main arguments to support their side in this case. Each mini-group will be assigned one of the following to prepare:
  - a. Introduction—share who you are and who you stand for.
  - b. Argument 1
  - c. Argument 2
  - d. Argument 3
  - e. Conclusion—Remind the audience of your three main arguments and wrap up your case.
6. Note: Each mini-group's presentation has a maximum of two minutes to speak.
7. Note: You may choose to invite other staff members or students to listen to the debate and decide on a winner at the end.

45 minutes

8. Give students time to prepare points that they will use to argue either for or against the accused.
9. Give students time for a practice run-through of their debate presentation. Note: as the teacher, you will act as the moderator for the debate.
10. Begin the debate with the Crown Counsel giving their introduction. Next, have the Defence Counsel present their introduction.
11. Crown Counsel will present their first argument. Defence Counsel will be given 1 minute to rebut. All members of the defence may confer prior to the rebuttal, however, the mini group responsible for argument 1 will be the ones to present the rebuttal.
12. Defence Counsel will present their first argument. Crown Counsel will be given 1 minute to rebut.
13. Continue in this manner until all arguments are complete.
14. Each group must present their concluding statements.

## **Activities continued**

15. Discuss the debate; describe what you think went well or could have been improved upon. Ask students whether or not they agree with the side they argued.
16. Teacher and/or audience members can decide upon a winner.



Name \_\_\_\_\_

## Fact Summary Sheet: *R. v. Wells*

**Debate Question:** Should Bill Wells be convicted of an offense under the *Wildlife Act* OR does he have the right to hunt at any time and by any method because he is a First Nations person?

- Bill Wells, a First Nations person is accused of unlawfully hunting moose by night on Crown land near 500 Mile House, BC.
- The Crown alleges that Bill Wells was hunting near midnight. He was using a rifle and had a light to dazzle the animal, both of which are prohibited by law.
- A conservation Officer has pictures of a freshly killed moose which was in Bill Wells' possession.
- A sports hunter says that he saw and heard Bill Wells hunting and was camping close enough to have been hurt or killed by the rifle shots.
- The *British Columbia Wildlife Act* says it is an offense to hunt with a light at any time, as it is unfair to the animal. It also says that it is an offense to hunt without reasonable consideration for the safety of others.
- The *Wildlife Act* is in place to help conserve wild game animals as a resource and set safety standards so hunters will not endanger themselves and others.
- Bill Wells has a right to hunt in the area, because his people have been hunting there from time immemorial, however is not permitted to ignore the *Wildlife Act*.
- Bill Wells admits he was hunting at night with a light, but claims he was exercising an existing aboriginal right to hunt.
- The aboriginal right to hunt is a constitutional right.
- Bill Wells is a very good shot, and can pick off a deer or moose at 300–400 yards and was only using a small flashlight on the night in question.
- Bill Wells was taught to hunt by his father and grandfather when he was a child. He has never once caused injury to another person while hunting and knows the environment, geography, and weather patterns of the area extensively.
- He shares all the meat he catches with his community according to their traditional practices.
- Since time immemorial, the First Nations People have taken what game they needed to survive, and no more. Nothing is ever wasted.
- When Bill Wells was hunting, there was an upcoming special community ceremony where a lot of people needed to be fed. Bill felt responsible to his community and was merely trying to meet their traditional needs.
- Bill Wells is very concerned about fair hunting practices as his community relies on the meat of moose and deer to survive. He would never engage in unfair hunting practices that compromise animal conservation practices.
- A professor who is an expert on the impact of colonization on First Nations people argues that the government should not apply the same laws to First Nations hunters as it does to other hunters. He says that hunting for sport and hunting for food are two very different things.
- Applying the same laws are an insult to First Nations tradition and culture.



Name \_\_\_\_\_

## Fact Summary Sheet: *R. v. Finch*

**Debate Question:** Should Tom Finch be convicted of an offense under the *Fisheries Act* **OR** Does he have an aboriginal right to fish with a longer net?

- Tom Finch, an aboriginal person, is accused of unlawfully fishing in Eagle Passage, which is a charge under the federal *Fisheries Act*.
- Fisheries officers found Tom Finch fishing with a 45 fathom net but the Band's fishing license said that you could only use a net that was 25 fathoms long.
- Tom Finch argues that he has a right to fish in Eagle Passage because it is part of his Band's traditional fishing grounds and his people have been fishing there since time immemorial.
- Tom Finch claims that he has an aboriginal right to fish there that goes beyond the *Fisheries Act*. He believes that the *Fisheries Act* interferes with his aboriginal rights which are protected in Section 35 of the *Constitution Act, 1982*.
- The Supreme Court of Canada has affirmed that the aboriginal right to fish is protected by the *Constitution Act*. The Supreme Court also says that in fishing, the following things are most important, in this order:
  1. conservation (not using up the entire resource)
  2. aboriginal fishing
  3. non-aboriginal commercial fishing (commercial fishers fishing for a living)
  4. non-aboriginal sports fishing (fishing for fun and recreation)
- A biologist testifies that a 25 fathom net is long enough to get all of the food fish that would be needed by the Band. Net size was limited by the *Fisheries Act* to conserve the fisheries resource.
- A specialist from the Fisheries Department testified that the purpose of the shorter net is for conservation of salmon.
- Tom Finch has never before been convicted of any offense under the *Fisheries Act* and has always been a skilled and responsible fisher.
- Tom Finch is responsible for his immediate family plus a large extended family who are all dependent on him and his fishing.
- Fish is the most important food in Tom's community as it is a main source of food and is also used for ceremonial purposes.
- Large amounts of salmon are needed as it is dried, smoked, and canned for use when fresh salmon is not available.
- Tom's community has been catching large amounts of salmon since time immemorial.
- Another fisheries expert testified that limiting the net size to 25 fathoms has NOT helped with conservation of salmon.

# Lesson 11

**45 minutes**

## Rules, laws, and justice in Ancient Civilizations

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

What is a civilization and how did the emergence of civilizations create a need for formal systems of justice?

### Supplies

- Internet or an extensive supply of print resources on Ancient Mesopotamia or another ancient culture of choice

### Curricular Competencies

#### Social Studies

- Significance
- Continuity and change
- Cause and consequence

#### Content

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
- Features and characteristics of civilizations and factors that lead to their rise and fall

### Performance Tasks

- Students will know that the creation of civilizations initiated a need for more formal systems of rules, laws, and justice.
- Students will be able to research and identify various civilizations and plot them on a timeline.

### Key Words

Ancient civilizations, Ancient Mesopotamia, rules, laws, justice, ancient civilization timeline, Mesopotamia and justice, ancient civilizations and justice,

### Evidence of Learning

- Teacher observation of class discussion
- Contribution to the timeline
- Exit slip

## Activities

1. Review the concept of 'justice'. Ask the students, 'What does it mean? How does it affect their lives? When did people start to have a need for justice?' Discuss.
2. Lead the discussion to the idea of 'civilization.' Ask the students, 'What is a civilization? How would it be defined? Why would civilizations create a need for a more formal set of rules, laws and justice?' Discuss.
3. Using chart paper posted on the wall, create a timeline that extends from 3500 BCE to 1000 CE. Using the internet, have students find as many different ancient civilizations as possible and the period during which they existed. Ask for volunteers to come up and post their findings in the correct spot on the timeline.
4. Have students notice that the first civilization known to historians is Mesopotamia. Tell them that they are going to be researching how Mesopotamians created a system of rules, laws and order, and they are going to evaluate whether or not their system was fair and just. They will also be analyzing how Mesopotamia's system is similar and/or different from the system we use in Canada today. Additionally, they will be deciding if there are any aspects of Mesopotamia's system of justice that we still use.
5. If time, allow students to go back on the internet and find as many interesting facts about Mesopotamia as they can. As an exit ticket, ask students to share one interesting fact that they learned.

# Lesson 12

45 minutes

## A comparison of justice in Mesopotamia and Canada

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

How was the concept of justice present in Ancient Mesopotamia and how is it similar or different to our idea of justice in Canada today?

### Supplies

- *Justice in Ancient Mesopotamia* comparison chart
- Internet or extensive supply of print resources on Ancient Mesopotamia or other Ancient Culture of choice

### Curricular Competencies

#### Social Studies

- Significance
- Continuity and change
- Cause and consequence

#### Content

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
- Features and characteristics of civilizations and factors that lead to their rise and fall

### Performance Tasks

- Students will know about all aspects of justice and fairness in Ancient Mesopotamia and how it compares to and has influenced modern day Canada.
- Students will be able to conduct research about various aspects of fairness and justice in Mesopotamia and determine how it has influenced our ideas of fairness and justice in Canada today.

### Key Words

Ancient Civilizations, Ancient Mesopotamia, rules, laws, justice, ancient civilization timeline, Mesopotamia and justice, ancient civilizations and justice, justice, fairness, Mesopotamian Government, Mesopotamian laws and court system, Mesopotamia trade and economics, Mesopotamian human rights and freedom, Mesopotamia gender equality and class systems, Mesopotamian health care and hygiene, Mesopotamia justice in daily life, Mesopotamian war and conflict

### Evidence of Learning

- Teacher observation of class discussion
- Collect Ancient Mesopotamia notes



## Activities

1. Review Lesson 9, including definitions for 'justice', 'civilization' and why the formation of civilizations created a need for more formal systems of rules, laws, and justice.
2. Ask students to brainstorm in groups of 3 or 4, 'in what other aspects of life would justice play a role once civilizations were formed?' Note: Examples are rules and laws, government, trade and economics, policing, court systems, human rights, gender equality, class systems, war and conflict, access to health care, certain areas of daily life.
3. Distribute *Justice in Ancient Mesopotamia* comparison chart to each student. Go over expectations for how the chart should be filled in. Focus on expectations for content appropriate note-taking format.
4. Allow students to use Internet or print resources to take notes until they have adequately filled in all boxes on both sides of the sheet. Note: this may take several blocks of time.



Name \_\_\_\_\_

# Justice in Ancient Mesopotamia

## Comparison Chart

How was the concept of justice present in Ancient Mesopotamia and how is it similar or different to our idea of justice in Canada today?

<b>Government</b> What did it look like in Mesopotamia?	<b>Laws and Court System</b> What did they look like in Mesopotamia?	<b>Trade and Economics</b> What did it look like in Mesopotamia?	<b>Human Rights and Freedoms</b> What did they look like in Mesopotamia?
How is their government similar/different to Canada's government today?	How are their laws and court system similar/different to Canada's laws and court system today?	How is their trade and economics similar/different to Canada's trade and economics today?	How are their rights and freedoms similar/different to Canada's rights and freedoms today?



Name \_\_\_\_\_

<p><b>Gender Equality and Class Systems</b> What did it look like in Mesopotamia?</p>	<p><b>Health Care and Hygiene</b> What did they look like in Mesopotamia?</p>	<p><b>Justice in Daily Life</b> What did it look like in Mesopotamia?</p>	<p><b>War and Conflict</b> What did they look like in Mesopotamia?</p>
<p>How is their gender equality similar/different to Canada's gender equality today?</p>	<p>How are their healthcare and hygiene standards similar/different to Canada's healthcare and hygiene standards of today?</p>	<p>What is similar/different about their justice in daily to Canada's today?</p>	<p>How are wars and conflicts similar/different to Canada's wars and conflicts today?</p>

# Lesson 13

seven-45 minute blocks

## Presenting findings: Justice in Mesopotamia and Canada

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

How was the concept of justice present in Ancient Mesopotamia and how is it similar or different to our idea of justice in Canada today?

### Supplies

- *Justice in Ancient Mesopotamia* comparison chart
- Internet or extensive supply of print resources on Ancient Mesopotamia or other Ancient Culture of choice

### Curricular Competencies

#### Social Studies

- Inquiry
- Significance
- Evidence
- Continuity and change
- Cause and consequence
- Perspective
- Ethical judgment

#### Content

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
- Features and characteristics of civilizations and factors that lead to their rise and fall

### Performance Tasks

- Students will know about all aspects of justice and fairness in Ancient Mesopotamia and how it compares to and has influenced modern day Canada.
- Students will be able to conduct research about various aspects of fairness and justice in Mesopotamia and determine how it has influenced our ideas of fairness and justice in Canada today.

### Key Words

Ancient Mesopotamia, Justice in Ancient Mesopotamia, Fairness in Ancient Mesopotamia, PechaKucha, PechaKucha criteria sheet,

### Evidence of Learning

- Teacher observation of Pecha Kucha presentation

## Activities

**Suggested duration: One block of 45 minutes for the activity introduction, 5 blocks of 45 minutes to prepare for presentation, and 1 block for the actual presentations**

1. Discuss and review *Ancient Mesopotamia Notes* from Lesson 10. Ask students what interesting information they discovered and if there was anything surprising. Ask what similarities or differences they found between Ancient Mesopotamia and Canada.
2. Explain to students that they are going to be preparing a group PechaKucha presentation as a class; explain what it is and share *PechaKucha Criteria* sheet. Note: see PechaKucha Information handout for information about this style of presentation.
3. Choose or have students nominate and elect the coordinator positions. (Project Coordinator, Criteria Supervisor, Art Director, Head Writer, and Technical Director.) Note: It is recommended that two students hold each coordinator position. If you have 30 students in your class, this leaves 20 students, which is one student assigned to present each slide (coordinators don't present, thus giving everyone in the class an opportunity to participate.) Adjust to accommodate the number of students in your class.
4. Have project coordinators assign slide topics from *Ancient Mesopotamia Notes* to each student. It is recommended that students create two slides per heading:
  - one for 'What did it look like in Mesopotamia'
  - one for 'How is \_\_\_\_ similar/different to Canada's \_\_\_\_ today?'

In addition, there should also be:

- two introductory slides
  - two concluding sides assigned. This will bring the total number of slides to 20.
5. Give students several blocks to prepare and practice their PechaKucha presentation. Project Coordinators are responsible for ensuring each presenter's slide is well chosen, speech is well prepared, and criteria is met.
  6. Present the PechaKucha. Note: It is fun to engage in this as a competition with another class and/or present for parents or other students. For example, division 1 and 2 compete and division 3 observes and uses the criteria sheet to determine the 'winner'.
  7. Extension: If you wish to explore more Social Studies content, repeat the above notetaking and research presentation process by having students either individually or in small groups research a variety of ancient civilizations of their choosing.



Name \_\_\_\_\_

# PechaKucha Presentations

## What is a Pecha Kucha?

Pecha Kucha is a presentation style which began in Japan in 2003. It consists of 20 slides which are each 20 seconds long which collectively tell a smoothly flowing story about a given topic.

### Criteria for Presentation:

- no moving pictures
- number of pictures consistent from slide to slide
- no cue cards
- no words in slides
- pictures take up whole page/sizing is appropriate
- introductory slide(s) included
- closing slide(s)
- 20 slides of 20 seconds each
- slides flow smoothly from one to the next and tell a story

### Coordinator Positions

Two people per position

1. Project Coordinator: oversees entire Pecha Kucha presentation
2. Criteria Supervisor: ensures that project criteria is being met
3. Art Director: ensures that all pictures of slides are appropriate, consistent, and flow smoothly to tell the story
4. Head Writer: ensures that each presenter's "conversation" contains relevant and thoughtful information, is 20 seconds in length, and presented as a conversation rather than a prepared speech, also ensures that ideas flow smoothly from one slide to the next.
5. Technical Director: answers and solves any technical difficulties and is in charge of the 20 second timing of the slides
6. Presenters: 20 presenters (each in charge of one slide)

# Lesson 14

nine-45 minute blocks

## The Evolution of Justice from Ancient Times to Modern Canada

### Big Ideas

Increasingly complex societies require new systems of laws and government.

### Essential Question

How has the concept of justice evolved since ancient times?

### Supplies

- Persuasive essay outline
- *Ancient Mesopotamia* notes from lesson 12 or other ancient civilization note sheets

### Curricular Competencies

#### Social Studies

- Inquiry
- Significance
- Evidence
- Continuity and change
- Cause and consequence
- Perspective
- Ethical judgment

### Content

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
- Features and characteristics of civilizations and factors that lead to their rise and fall

### Performance Tasks

- Students will know how the concept of justice has changed and evolved from ancient times to Modern Canada.
- Students will be able to create a persuasive essay arguing which areas of civilization have most evolved since ancient times.

### Key Words

Ancient Civilizations, Ancient Mesopotamia, justice in Ancient Mesopotamia, fairness in Ancient Mesopotamia, justice, persuasive writing outline, persuasive essay rubric

### Evidence of Learning

- Persuasive writing outline
- Essay draft
- Essay good copy

## Activities

1. As a class, discuss which areas of civilization, surrounding the theme of justice, have changed most since ancient times. Referring back to students' note taking sheets, discuss ways these areas have evolved and why students think this has happened. Ask students, in what areas is there still room for improvement and are there areas where ancient civilizations were more just than Canada is today?
2. Write on board the guiding question for the essay: In what areas of society, has the concept of justice most evolved since ancient times? Students must choose 3 areas of civilization in which they feel justice has evolved and improved the most from ancient times to modern Canada. Have students do a pair and share, then regroup and discuss as a class.

45 minutes

3. Distribute *Persuasive Writing Outline* to each student and have students use ideas to develop a thesis. For example, In Canada, topic 1, topic 2, and topic 3 have changed and evolved most since ancient times. Students can then fill in the remainder of the sheet once they have finalized their 3 choices. Have students use their *Ancient Civilization* notetaking sheets for background information.

45 minutes

4. After students have completed their persuasive writing outline, continue on to the draft essay.

Note: This may take several blocks as you teach how to write a thesis, and proper introduction and conclusion for a standard five-paragraph essay. Two additional blocks for editing drafts.





Name \_\_\_\_\_

# Persuasive Essay Outline

Thesis (Topic)		
Main Reason 1	Main Reason 2	Main Reason 3
Facts or Examples	Facts or Examples	Facts or Examples
Conclusion		

# Lesson 15: Optional Unit Wrap-up

## Court Visit and Mock Trial Preparation

60 Minutes

### Big Ideas

Increasingly complex societies required new systems of laws and government.

### 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

- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
- Features and characteristics of civilizations and factors that lead to their rise and fall

### 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](http://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**
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**
7. Listens to the facts of the case and decides whether the accused is not guilty or guilty of the offence. Consists of 8 or 12 members. **Jury**
8. Gives facts to the court regarding the case. **Witness**
9. The person that the government has charged with breaking the law. **Accused**

# 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.  
\_\_\_\_\_
7. Listens to the facts of the case and decides whether the accused is not guilty or guilty of the offence. Consists of 8 or 12 members.  
\_\_\_\_\_
8. Gives facts to the court regarding the case.  
\_\_\_\_\_
9. The person that the government has charged with breaking the law.  
\_\_\_\_\_



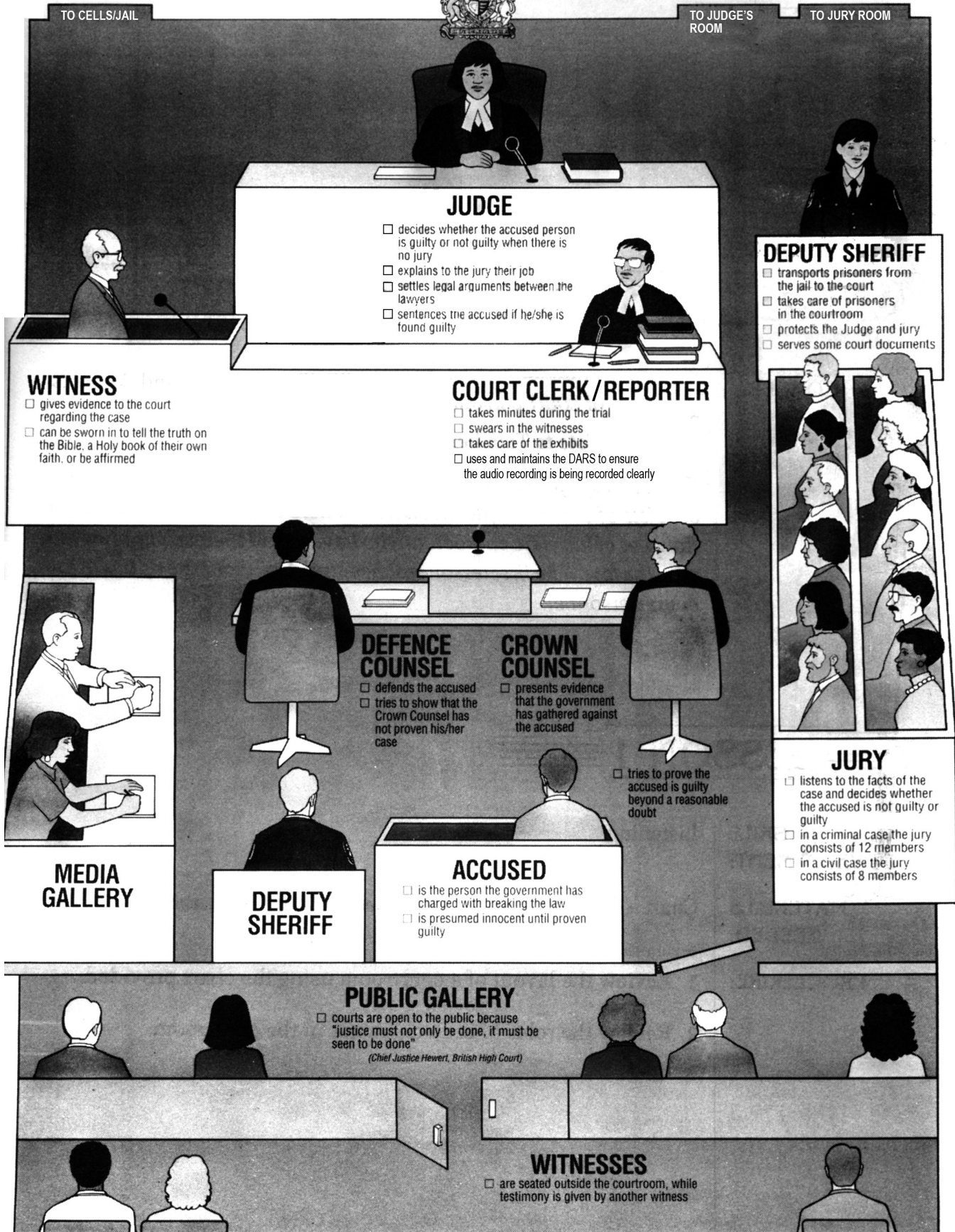
Name \_\_\_\_\_

# Criminal Court Setting

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



# 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 Hebert, 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?

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

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

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

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

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

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

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

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9. What is the purpose of having a jury?

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

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

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

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**Visit [mypita.ca](http://mypita.ca) for other resources and mock trials.**