

**People and Environments:  
The Role of Government and  
Responsible Citizenship**

Name: \_\_\_\_\_

**(Please have this booklet at school every day.)**

# Government and Responsible Citizenship

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# Government and Responsible Citizenship

## What is Government? (p.2-3)

1. Why do countries have governments?

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2. Give some examples of government services that you often use.

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3. You are still too young to vote. However, in what ways can you still influence your government?

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4. What is the name of the system of government in Canada, and what does this word mean?

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5. Read p. 49-51 to learn about different forms of government and record characteristics and examples of each :

**Dictatorship:**

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**Monarchy:**

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**Republic:**

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# Government and Responsible Citizenship

## Elections

(p.4-5)

1. What is a/an:

\*election: \_\_\_\_\_

\_\_\_\_\_

\*constituency/riding: \_\_\_\_\_

\_\_\_\_\_

\*campaign: \_\_\_\_\_

\_\_\_\_\_

\*candidate: \_\_\_\_\_

\*poll: \_\_\_\_\_

\_\_\_\_\_

\*politician: \_\_\_\_\_

2. Who has the right to vote in a federal election?

\_\_\_\_\_

\_\_\_\_\_

3. Why are there certain ridings in Canada that cover a great area (ex. Nunavut) while others cover a very small area (ex. Parkdale-High Park)?

\_\_\_\_\_

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\_\_\_\_\_

4. What are 3 ways that the candidates of an election of an election can inform voters of their ideas (platforms)?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Who is: Your local city counselor? \_\_\_\_\_

The Mayor of your city? \_\_\_\_\_

The Premier of your province? \_\_\_\_\_

The Prime Minister of your Country? \_\_\_\_\_

# Government and Responsible Citizenship

## Election Day

(p.9-12)

1. Fill out the table below to show which persons did not have the right to vote in federal elections in years past:

Who did not have the right to vote:	The year they won the right:

2. Examine the electoral map on page 10. What does this map show?

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3. Which province has chosen the greatest number of Members of Parliament (MPs)?

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4. Why do the provinces have different numbers of politicians?

Add the number of members of elected for each political party. Which party was able to form the government?

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5. How do we ensure voting is done in private?

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6. How does a voter mark a ballot? Why do we do this carefully?

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# Government and Responsible Citizenship

## Parliament

(p. 13-16)

1. What are the three parts that make up Canada's Parliament?

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2. What is the role of the political party that has the most elected members?

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3. What is "the Official Opposition" and what is its role?

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4. What is the role of the Speaker of the House?

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5. What is "Question Period"?

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## Buildings and Symbols (p. 17-18)

1. Among the buildings on Parliament Hill is the Peace Tower. Why was it built?

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2. Identify "the Mace"? How is it used?

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3. Make a list of other symbols that represent Canada from the text and/or your own knowledge.

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# Government and Responsible Citizenship

## The Crown in Canada

(p. 19-20)

1. Why is Queen Elizabeth II considered the queen of Canada?

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2. Who represents the Queen in Canada? Name three responsibilities of this person?

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3. What is a Lieutenant-Governor and who holds this position in the government of Ontario? (Look on the web to find out more)

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## The Prime Minister and Cabinet

(p.21-23)

1. In your opinion, what are three of the most interesting jobs of the Prime Minister of Canada?

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2. What is the Cabinet, and what do its Members (the ministers) do?

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3. Name three Prime Ministers of the past, and explain why they were important or significant.

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# Government and Responsible Citizenship

## The Senate

(p. 24-25)

1. How does one become a senator?

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2. What is the role of the members of the Senate?

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3. Name one advantage and one drawback of having a Senate made up of members that are appointed and not elected?

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## Making A Law

(p. 26-28)

1. Explain the 8 stages that occur when a bill is becoming a law:

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2. What is “royal assent”?

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3. Would you like to be a page in Parliament? Explain why or why not.

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# Government and Responsible Citizenship

## The Judicial System

(p.29-32)

**1. In Parliament, laws are made, but what happens in society if these laws are not obeyed?**

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**2. What are the different ways a person can be punished if they are convicted of a crime in Canada?**

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**3. What does the jury do during a trial?**

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**4. What can happen if the person convicted of a crime does not agree with the decision of the judge and/or jury?**

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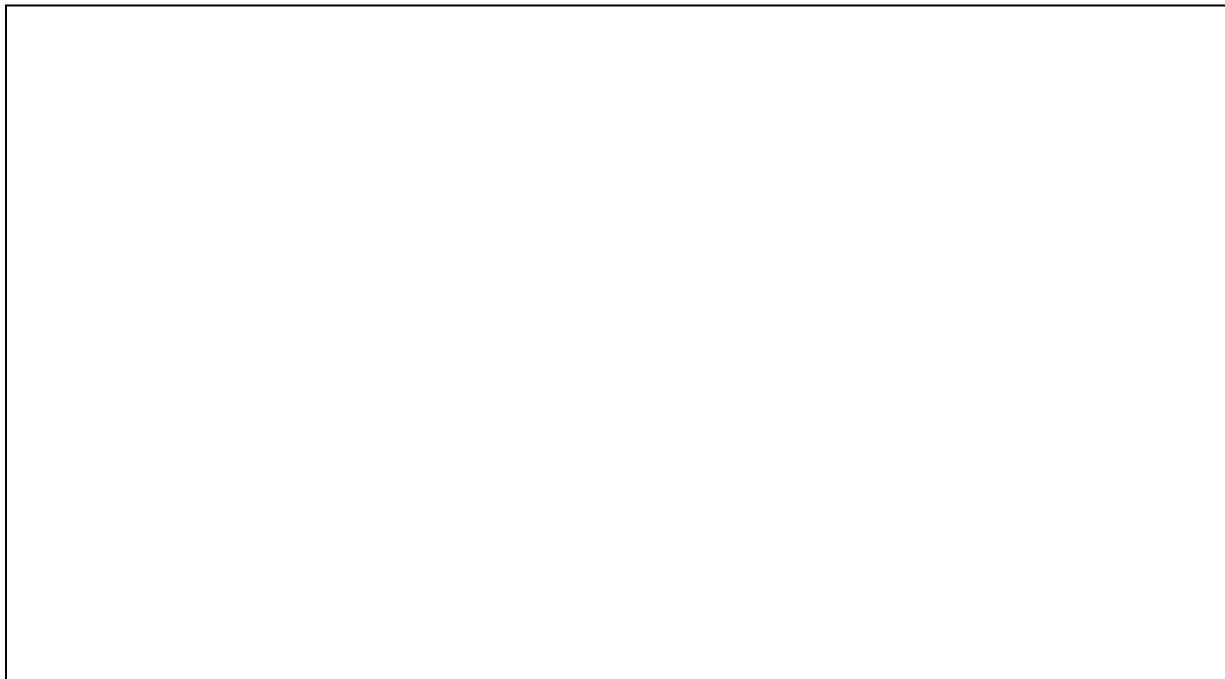
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**5. What is the role of the police in the judicial system?**

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**6. Draw a picture that shows the arrangement of a typical courtroom.**



# Government and Responsible Citizenship

## The Constitution (p.33-36)

1. What is “the Constitution”?

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2. What was the Constitution of Canada adopted in 1867, and why did the government of Pierre Trudeau create a new one in 1982?

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3. In your opinion what are 4 of the most important rights protected by the Canadian Charter of Rights and Freedoms?

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4. It is said that for each right there is a responsibility. What is the responsibility that goes with the right of free speech?

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5. At times a person can be a victim of prejudice in society. What are two instances of this that have happened in the past? What happens today if complaints about prejudice happen?

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6. What does the Amnesty International organization do?

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# Government and Responsible Citizenship

## Levels of Government (37-41)

1. Why is it necessary to have a federalist system of government in Canada?

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2. What is a “provincial legislature”?

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3. What are some of the services offered by the provincial government?

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4. What is a municipal government, and what form does it take?

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5. What are some of the services provided by the municipal level of government?

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6. What does the phrase “division of powers” mean?

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7. In January 1998, the city of Toronto was amalgamated. What does that mean?

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# Government and Responsible Citizenship

## Citizenship (p.65-66)

1. How does one become a citizen of Canada?

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2. What are some of the rights and responsibilities of Canadian citizenship?

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## Immigrants To Canada (p. 67-69)

1. What is an immigrant?

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2. What were the two countries from which the first immigrants to Canada arrived?

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3. In traveling through a diverse multicultural city like Toronto, what are some examples of things that reveal our diverse backgrounds?

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4. What is the difference between an immigrant and a refugee?

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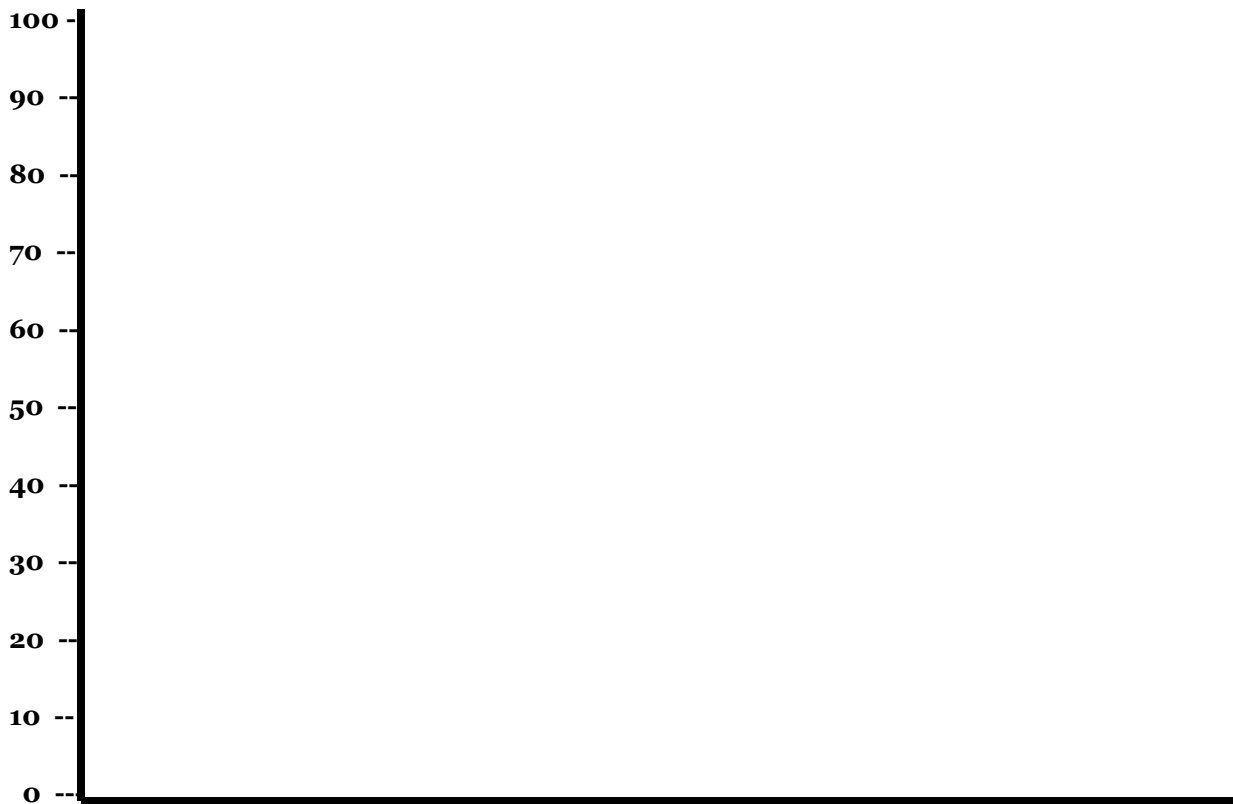
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# Government and Responsible Citizenship

## Where do immigrants come from? (p.68)

The 1960s	Percentage	The 1980s	Percentage
Europe	69%	Asia	48%
Asia	14%	Europe	25%
Carribbean & Latin America	7%	Carribbean & Latin America	16%
United States	6%	Africa	6%
Africa	3%	United States	4%
Other Countries	1%	Other Countries	1%

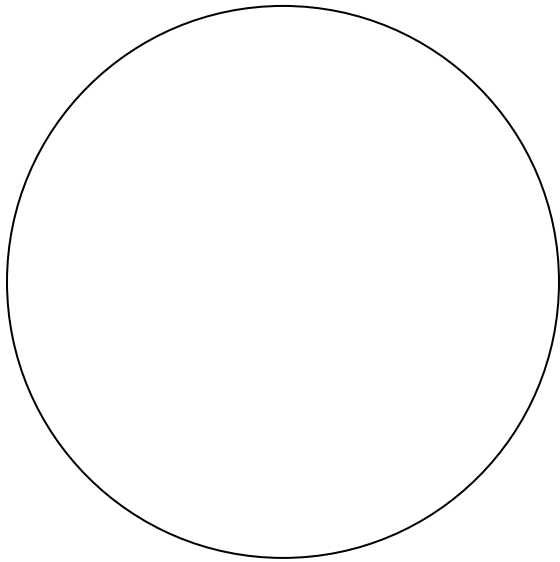
Make a double bar graph of the sort found on page 69 that displays this data in the space below.



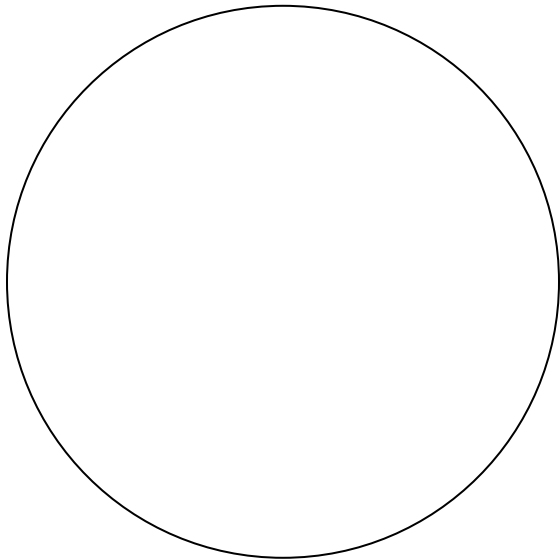
# Government and Responsible Citizenship

## Where do immigrants come from?

Make two pie charts showing the percentages of the origins of immigrants for the data on page 13 of this booklet. Use a legend for each.



**Legend**



**Legend**



# A New System of Government?

## Cumulative Activity for the unit, "Government and Responsible Citizenship".

My invented country: \_\_\_\_\_

The due date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Ever feel like running things your way? With this cumulative assignment for our unit you can make the changes you've always wanted to the world. Create your own country from the flag all the way to the units of currency. Your country should have a name and the following features:

- An outline of its physical geography that includes a map containing the capital city and a few major cities, a border with surrounding nations, main bodies of water and physical features like mountain ranges or lowlands and an outline of the type of climate there;
- A description of the political features such as the name of the leader and his/her title (as well as the main government building for the nation), the names of the levels of government you invented and the things they do, the basic rights, freedoms and responsibilities citizens enjoy, the ways laws are made and enforced, the way people vote and the process by which a government is formed ;
- A description of the social features of your nation such as the population, the languages spoken there, the flag and the currency, a brief profile of at least two important people from the world of Art, Sport or the Media that you invented as citizens; and the way immigrants are invited and introduced into your society that includes a graph.
- A Charter of Rights and Freedoms for your Nation
- An outline of how levels of government would cooperate on planning and delivering the Olympics in your invented country

These details will be roughed out in your Social Studies booklet and then mounted on sheets I provide in class. Most of this work will be done in class and the materials that you locate and I provide should be available to work on here at school. At the due date we will present the creations orally to the class.

# Physical Geography of \_\_\_\_\_

**Map:** Draw and label a map containing the capital city and a few major cities, a border with surrounding nations, main bodies of water and physical features like mountain ranges or lowlands and an outline of the type of climate there.



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# Political Features of \_\_\_\_\_

**Map:** Describe the political features such as the name of the leaders and his/her title (as well as the main government building for the nation), the names of the levels of government you invented and the things they do, the basic rights, freedoms and responsibilities citizens enjoy, the ways laws are made and enforced, the way people vote and the process by which a government is formed.

Federal Level: \_\_\_\_\_

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Provincial/State Level: \_\_\_\_\_

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Municipal Level: \_\_\_\_\_

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The currency of _____ Name: _____
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# Social Features of \_\_\_\_\_

Describe the social features of your nation such as the population, the languages spoken there, the flag and the currency, a brief profile of at least two important people from the world of Art, Sport or the Media that you invented as citizens; and the way immigrants are invited and introduced into your society that **includes a graph**.

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# Citizen Profiles

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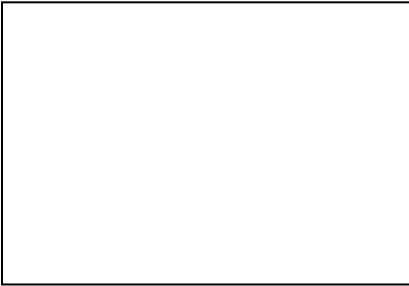
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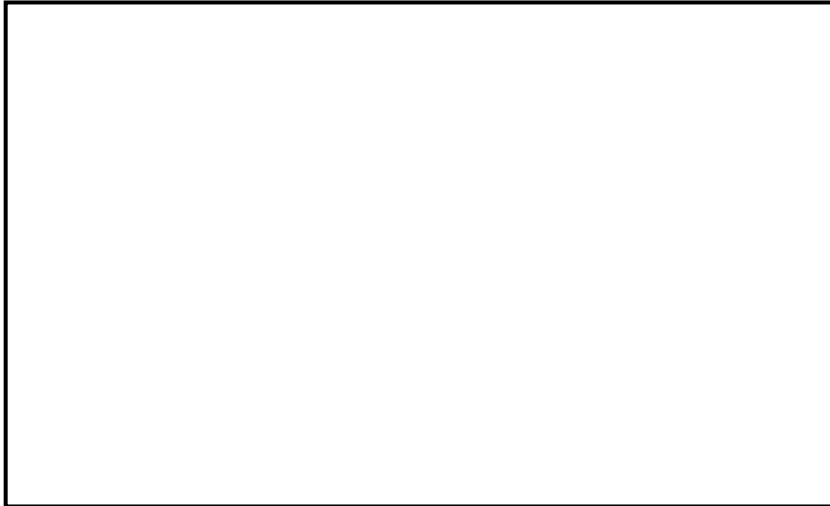
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# Charter of Rights and Responsibilities

What are some of the rights guaranteed to the citizens of your invented country?  
What are their responsibilities as citizens?

**Rights:**



**Responsibilities:**



**Evaluation of the unit, “Canada’s System of Government”.**

Name: \_\_\_\_\_

Score: \_\_\_\_\_

Levels	1	2	3	4
Content of Booklet questions	Information is much too brief, with most of the main points left out. Hardly any care has been taken in the completion of written work (ex: neatly, of sufficient length, with appropriate chart details).	Information is occasionally detailed, but a number of the main points have been left out. Little care has been taken in the completions of the written work ex: neatly, of sufficient length, with chart details).	Information is detailed with most of the main points clearly described. Care has been taken in the completion of the written work (ex: neatly, of sufficient length, with appropriate chart details).	Information is detailed, with all the main points clearly and thoroughly described. Great care has been taken in the completion of the written work (ex: neatly, of sufficient length, with chart details).
Oral Presentation	The organizers have major gaps in them in many areas. The outline of physical geography, political features, social features and citizen profiles are very brief and lack focus. Some items may not complete at all. Maps and charts are incomplete. The project has been designed and assembled in a very careless manner. No added visual elements.	Attempts to gather information into organizers, but the data are not always complete. The outline of physical geography, political features, social features and citizen profiles feature some details but could show more specific comments. Maps and charts are done with some haste. The project has been designed and assembled in a somewhat careless manner. Few visual elements.	Gathers most information in organizers. The outline of physical geography, political features, social features and citizen profiles include a good number of relevant details. Maps and charts are done with care. Visual presentation of the project is clear and fairly well designed and assembled. A number of visual elements	Gathers information in thorough organizers. There is a highly reflective outline of physical geography, political features, social features and citizen profiles. Maps and charts are complete and fully illustrated and coloured. Visual presentation of the project is clear and beautifully designed and assembled. Many interesting and varied visual elements.
Oral Presentation	Makes little or no use of appropriate vocabulary and specific terms* Oral presentation of the project is stated in a very hesitant manner and it is evident that the student understands little of the material. He/she has read the project to the class, rather than related it, and has not made eye contact.	Makes occasional use of appropriate vocabulary and specific terms. Oral presentation of the project is stated in a somewhat hesitant manner. The student understands some material, but must frequently refer to notes to remember information. Rarely makes eye contact with the class.	Makes good use of appropriate vocabulary and specific terms. Oral presentation of project is stated in a fairly interesting, knowledgeable way. The student understands the material to the point that he/she can comfortably relate the main ideas to the class, rarely looking at notes, and usually maintaining eye contact.	Makes consistent use of appropriate vocabulary and specific terms. Oral presentation of project is confidently stated in a very interesting and knowledgeable way. The student has an excellent grasp of the material, and relates it comfortably to the class, maintaining eye contact.