

Section 1: The Law and You

Lesson 2: How Law is Made

SNAPSHOT

Grade Level	11-12
Duration	2-3 periods; if the model parliament activity is done it will take an additional 1-2 class periods

Introduction

In this lesson students, will learn about common law, statute law, and constitutional law. They will begin by learning about the three branches of government. Students will have the opportunity to understand the process used to pass legislation in our Parliament. This will prepare them for a mock parliament. Students will also learn about Canada's constitutional framework, what it is and how it came to be. Students will learn about the areas of jurisdiction carved out under a federalist state. Students will use their learning to explore disaster scenarios and to write and present a disaster relief plan using emergency services provided by the different levels of government – Federal, Provincial, and Municipal.

Objectives

By the end of this lesson students will:

- Learn about common law or judge made law
- Identify the three branches of government at the federal level (legislative, executive and judicial)
- Explain the structure and operation of each branch
- Explain and understand how a bill becomes a law in Canada's parliamentary system
- Understand the relationship between the legislative process and policymaking
- Demonstrate a basic understanding of the Canadian Constitution
- Identify the division of powers and recognize its impact on Canadians

Focus Questions

1. What is the difference between common law and statute law?

2. What is the function of the three branches of government (legislative, executive, and judicial)?
3. How does a bill become a law in Canada?
4. What is a constitution?
5. Why does our government divide its powers between the federal and provincial governments?

Teaching Summary

Topic 1: Judge Made Law or Common Law

The information on this topic is brief. Students will read *Handout 1: Common Law* for homework.

Topic 2: Government Made Law or Statute Law

This topic is covered in Activities 1-5. Before starting the lesson, read the content for this topic.

For Activity 1, students will begin by reading *Handout 2: The Branches of Government* and will use this information to complete the chart in *Handout 3: The Three Branches of Government*. In Activity 2, students will complete a vocabulary list on *Handout 4: Parliamentary Vocabulary*. Students will then learn how a bill becomes a law by watching a short video. Next, students will complete a short writing assignment on *Handout 5: A Day in the Life of a Bill* and fill out a chart on *Handout 6: Bills, Bills, Bills* for Activities 3 and 4. Activity 5 is a role play exercise, and will require *Handout 7: Canada's Parliamentary System*, *Handout 8: Parliamentary Roles*, *Handout 9: Model Parliament* and *Handout 10: Legislative Bills for Model Parliament*.

Topic 3: Constitutional Law

Activities 6 and 7 discuss constitutional law. Before introducing students to this topic, review the content. Students will read *Handout 12: Constitutional Framework* for homework and use it to complete five questions on *Handout 13: What Did I Learn?*

For Activity 6, discuss *Handout 14: Levels of Government Responsibilities/Services* to use here. Students will use this to answer the questions on *Handout 15: Who's Responsible?*

Activity 7 is a group exercise where students choose a natural disaster and create a disaster relief plan. They will identify which level of government will be responsible for what. They will need *Handout 17: Disaster Plan Outline* and can use *Handout 18: How the Government Helps in a Disaster* to test their knowledge.

CONTENT

Topic 1: Judge Made Law or Common Law

Common Law

Common law is judge-made law. It dates back to the justiciars in England who travelled the countryside, meeting with the townspeople to solve disputes. They helped the king. In each community a local group of twelve senior men would tell the justiciars which persons were accused of breaching the local customary law. Those men or jurors would most often have no direct knowledge of the crime.

Once the accused was brought forward before the court, the jury would assist by telling exactly what the customary law was. The local accusers would tell their story. If the accused was found guilty, s/he might be put to a test such as a trial by ordeal.

Over time the same type of disputes arose and the justiciars started to apply the law in the same way in similar cases much like our judges today. This practice created the common law and the idea of precedents, that is, following the decisions in previous cases that had similar fact patterns. This information is provided in Handout 1: Common Law.

Topic 2: Government Made Law or Statute Law

Vocabulary

Bill: A proposed piece of legislation not yet passed by the House or Senate. Bills must be sponsored by private members, the ruling party or a member of the Senate.

Law: A law is a bill that has passed through the legislative process (three readings), received approval of the Commons and Senate and received Royal Assent.

Order Paper: The posting of all House business for a given day. The order paper lists all bills being presented to the House.

First Reading: The formal presentation of a bill in the Commons (can be in the Senate). It is commonly the first time all parties will receive notice of a bill.

Second Reading: This is where all bills receive full debate in the Commons (and Senate). At this stage the merits of new legislation are debated among the members of the government and opposition to make the process open and transparent.

Third Reading: At this stage a bill is read for the last time and any amendments are made public. Each bill is then voted upon and then forwarded for Royal Assent or approval of the second house.

Committee: All bills go to Standing Committees or Ad Hoc Committees of the House to allow for further review, clause-by-clause inspection and an opportunity for the public to give input. Committees always have representation from multiple parties of the House and are chaired by a member responsible for the bill.

Lobbyist: There are many lobbyists in Ottawa representing a variety of broad economic and social interests. These lobbyists are paid to provide government members with information designed to influence a particular point of view. Some examples would include: representatives of the real estate, tobacco and oil industries, medical practitioners and educators.

The Speaker of the House: This title is given to an MP that is elected by his or her peers. Essentially the Speaker of the House is referee of all parliamentary procedures and final arbitrator of disputes in the House.

The House of Commons: This is one half of the legislative branch in our Parliament. It is an elected body of 308 members that sits once each year with its principle purpose to pass legislative bills and debate matters of public interest. Members of the Commons must be citizens and at least 18 years of age. The Commons may initiate bills of any sort including those that impose taxation or the spending of public money.

The Senate: The Senate is the other legislative body in our Parliament. It is composed of 105 members, all of whom have been appointed by Prime Ministers. It serves as the place of “sober second thought” considers all legislation coming out of the Commons. Senators are appointed until age 75, must be citizens of Canada and at least 30 years of age, and must have real estate and net assets of at least \$4,000. The Senate can initiate bills that may not be for taxation or the spending of public money.

Senate Bill: A bill proposed in the Senate then sent to the Commons for further review. Senate bills are not uncommon but few are passed by Parliament.

Private Member’s Bill: A bill sponsored by a Member of Parliament but not in Cabinet. Many of these bills come from members of the opposition but ruling party members without a cabinet position may also sponsor a bill. Private Member’s Bills do not have the resources and support of the ruling party and therefore it is rare for such bills to become laws.

Government Bill: The majority of bills proposed each Parliament come from the cabinet of the ruling party. These bills have the support of the Prime Minister and the resources of the government to help push them through the legislative process.

Minority Government: A government formed by a party with fewer than 51% of the seats in the House of Commons (currently this would be 154 seats or fewer). Minority governments require the support of opposition members to pass bills and make significant policy decisions. A minority government can become a coalition government if two or more parties join together to achieve 51% of the seats.

Majority Government: When a party achieves 51% or more of the seats in the House of Commons it can form a majority government. With a majority of seats in the House it is easier for the government to pass legislation because it does not require support from any of the parties in opposition.

Branches of Government

Legislative Branch

The Legislative Branch includes the House of Commons, the Senate and the Queen (represented by the Governor General of Canada). The principal role of this branch is to make laws for the governance of the nation. Members of the Commons are elected by the voting public while members of the Senate are appointed by the Governor General (on the advice of the Prime Minister).

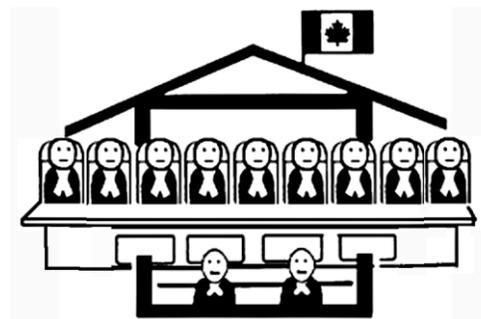


Executive Branch

The Executive Branch includes the Prime Minister, the Cabinet and the Queen (represented by the Governor General). The principal role of this branch is to enact and enforce the laws of the nation. The Cabinet is chosen by the Prime Minister and can include senators, but generally it is composed of Members of Parliament (MPs) from the ruling party. It is customary to have at least one cabinet member from each province and it is common to have 10-12 ministers chosen from Ontario and Quebec. More recently, women, ethnic minorities and Aboriginal representation are appointed to the cabinet.

Judicial Branch

This branch is comprised of the Supreme Court of Canada and its nine judges, the Federal Court of Canada and the superior courts of the provinces. The primary function of the judicial branch is to interpret and apply the laws made by Parliament. Supreme Court of Canada judges are appointed by the Governor General, on the advice of the Prime Minister, and have the authority of being the “court of last resort” in Canada.



To learn more about the branches of government, visit the [Parliament of Canada website](http://www.ParliamentofCanada.ca).

Canada's Parliamentary System

Vocabulary

Order Paper: The Order Paper is printed daily for both the House of Commons and the Senate. It lists the business of Parliament for that day's sitting. Any bills to be introduced or debated will be listed on the Order paper as part of the business of Parliament for that day.



First Reading: A member of the Cabinet or backbencher proposes a bill and moves for the House's "leave" to introduce the bill. Next comes the motion that the bill be read a first time and printed (the printed bill is on the Order Paper). Both of these steps are done without debate and approval is automatic.

Second Reading: After first reading the motion for second reading will take place. This is the stage at which MPs debate the principle of the bill - its substance rather than its language. If it passes second reading, it goes to a committee of the House, usually a standing committee. It is at this stage that the government and opposition parties will debate the value of the bill to a specific cause, issue, or matter of national importance. Specific procedural rules govern how long a bill may be debated. However, individual speakers may have the "floor" for anywhere from 10 minutes to several hours.

Committee Process: If it passes second reading, the bill goes to a committee of the House, usually a standing committee. At this stage, committees may hear from groups and individuals that are not MPs. The committee considers the bill, clause by clause, before reporting it (with or without amendments) back to the House. The size of these committees varies, but the parties are represented in proportion to their strength in the House itself. Any member of the committee can move amendments. The bill then returns to the House, with or without amendments for Third Reading.

Third Reading: Bills returning for approval for Third Reading have been presented, debated, analyzed, amended, and given due process. If the motion for third reading carries, the bill goes to the Senate, where it goes through much the same process. Bills initiated in the Senate and passed there come to the Commons, and go through the same stages as Commons bills.

Royal Assent: Royal Assent is given by the Queen's representative in Canadian Parliament - the Governor General. No bill can become law (become an Act) unless it has been passed in identical form by both houses and has been assented to by the Governor General.

Parliamentary Roles

Government Party

The ruling party has the responsibility of the day-to-day and long-term operation of the federal government. This party must plan, finance and run all aspects of our national government and is viewed as the 'face' of the nation, particularly the Prime Minister.

Prime Minister: The leader of the party that holds the largest number of seats in Parliament. The Prime Minister is the chairman of the cabinet, head of state and the leader of the ruling party. The Prime Minister appoints all cabinet posts, leads the government in Question Period and is held accountable for the government's legislative agenda in each Parliament.

Deputy Prime Minister: This is an honorary position in the cabinet, appointed by the ruling prime minister. It is a ministry 'without portfolio' but duties include: assuming the role of Prime Minister when he or she is absent or unable to carry on the duties, answering to the opposition in Question Period and working in cabinet.

Party Whip: The Party Whip has the responsibility of maintaining party discipline, ensuring that party members vote according to party beliefs and keeping party members in line during Question period.

Finance Minister: This is a critical role in Canada's Parliament because he or she must present the budget for each fiscal year and is responsible for keeping the nation's finances in check. The Finance Minister answers all questions of a financial matter in Question Period.

Cabinet Minister: Each department of the government has a cabinet minister in charge of that portfolio. The minister sets the agenda or direction for the department and is responsible in Parliament to answer all questions relating to issues coming out of the department and its activities.

Backbencher: All elected members of Parliament that are not assigned a specific portfolio or role are backbenchers. These members are frequently inexperienced, newly-elected or being punished for a lack of party discipline.

Official Opposition

The Official Opposition is generally the party that elects the second largest number of seats in the House of Commons. This party has the important task of keeping the actions and policies of the government open and honest. The opposition will question, attack, delay or defeat legislation that is not in the interest of Canadians – or of the opposition party itself. As the 'official opposition' this party receives specific financial and procedural advantages over all other opposition parties.

Leader of the Opposition: The Leader of the Opposition is the elected party head that receives the second largest number of seats in Parliament. This person is responsible for keeping the government, particularly the Prime Minister, in line during Question Period and represents the interests of the party in Parliament and the public.

Party Whip: The Party Whip has the responsibility of maintaining party discipline, ensuring that party members vote according to party beliefs and keeping party members in line during Question period.

Finance Critic: The Finance Critic is a key member of the shadow cabinet because he or she must be aware of all government expenditures, the official budget, and the overall fiscal direction of the government. The Finance Critic asks critical questions of the Finance Minister and government about federal spending.

Shadow Cabinet: Each shadow cabinet member plays a role as the opposite, or shadow, of a government minister. For each government portfolio (ministry) there is an opposite critic or shadow cabinet position. The primary role is to keep the government open and honest about its legislative agenda. Critics lead Question Period with specific questions targeted at the legislation supported by the government.

Backbencher: All elected members of Parliament that are not assigned a specific portfolio or role are backbenchers. These members are frequently inexperienced, newly-elected or being punished for a lack of party discipline.

Third Party

This is any opposition party not considered the official opposition. All parties in opposition have a similar role in keeping the government open and honest about its legislative agenda and overall direction for the nation. These secondary opposition parties do not have the financial advantages or procedural benefits in Question Period and so the impact they may have on government policy is less substantial.

Party Leader: Like the other party leaders, this person has been chosen by party membership and would step into the Prime Minister's role if the party received a majority of seats. In Parliament, the party leader's role is similar to that of the official opposition's leader – he or she addresses the government in Question Period, sits on committees and meets all media relations obligations.

Party Member: A party member is an MP that has no portfolio or title but does sit on committees, address the government during debate and may probe government policy during Question Period. A party member's loyalty is a balance between party interests and the needs of his or her constituents that elected him or her to office. The balancing of delegate interests (constituency) and trustee (national) interests is one of the challenges of our party system.

Topic 3: Constitutional Law

Constitutional Framework

A Federal System of Government

Before Canada ever became “Canada”, it was inhabited by Aboriginal peoples and British and French settlers. Conflicts between the French and English resulted in the “Seven Years War”, in which General Wolfe defeated the French at the Plains of Abraham and the colonies came under British rule.



When Canada became a nation in 1867, joining the four colonies of British North America (Ontario, Quebec, Nova Scotia and New Brunswick), it needed to figure out a way to unify itself and bring all aspects of the country under one general government.

Because of the different cultures, customs and settlement histories that existed in each region, each province needed to be able to address its unique issues. The Fathers of Confederation decided on a federal system of government in order to provide for the different needs of the provinces as well as the common needs of the nation as a whole.

Federalism or a “federal state” is where the government is divided between a central authority and smaller units like provinces or states. In Canada’s case, political power is divided between three levels: the federal government, provincial governments and local governments.

Canada’s Constitution

The primary function of government is to ensure the well-being of its nation and citizens. The set of rules that a country uses to define government powers and the rights of citizens is a *constitution*.

Although Canada was a nation in 1867, our laws were still subject to review by Britain. From 1867 to 1982, the *British North America Act, 1867* (later renamed the *Constitution Act, 1867*) was the central document of Canada’s constitution. *The BNA Act covered the structure of the three branches of government and the sharing of powers between the federal and provincial governments.* You can think of the constitution like that document your parents wrote up in the imaginary scenario we just did with chores. Up until 1982, civil liberties or freedoms were not specifically set out in the constitution, but instead were unwritten and interpreted by the courts.

In 1982, Canada achieved the ability to govern itself when the *Canada Act, 1982* was passed (previously, Britain had the power to legislate for Canada). The *Canada Act, 1982* brought together the *BNA Act* and the *Constitution Act, 1982*. The *Constitution Act, 1982* is the part of our constitution that contains the *Canadian Charter of Rights and Freedoms*.

In summary, Canada's constitution is the highest law of the country. It divides political and law-making power (this official power to govern and make laws is called jurisdiction) between the federal and provincial governments in regards to different subjects like fisheries and transportation. The constitution also includes the *Canadian Charter of Rights and Freedoms*.

The Canadian Charter of Rights and Freedoms

The *Charter* identifies Canadian's fundamental freedoms and most important rights. It creates standards for how government agencies must treat us as citizens. The *Charter* also creates limits on the power of government to interfere with citizens' most important rights and freedoms.

Everyone has the following fundamental freedoms:

- Freedom of conscience and religion
- Freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication
- Freedom of peaceful assembly
- Freedom of association

Other important *Charter* freedoms and rights include "Democratic Rights," such as the right to vote; "Mobility Rights," such as the right to enter, leave, live and work in any part of Canada; "Legal Rights," such as the right to life, liberty and security of person, the right to be free from unreasonable search and seizure, the right not to be arbitrarily detained or imprisoned, right to legal counsel on arrest; and "Equality Rights," such as the right to equal benefit and protection of the law without discrimination.

It is important to remember though, that the *Charter* applies only to the laws, programs and actions of governments and not the actions of private sector/ non-government organizations or employers.

Division of Powers

The federal and provincial governments can make laws regarding a particular subject only if the government is authorized to do so by the Constitution. Both governments have equal status in the sense that the federal government cannot make laws dealing with subjects that the provincial government has jurisdiction over.

Conversely, the provincial governments cannot make laws dealing with subjects that the federal government has jurisdiction over.

This system is known as the division of powers. Neither government can make laws dealing with subjects the other government has power over.

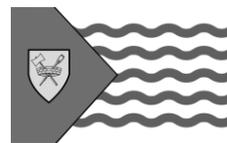
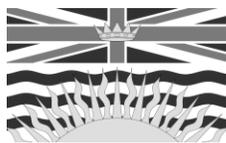
Sometimes, provincial governments delegate some of their powers to local governments (both municipalities and regional districts). While each level of government

has powers over certain issues, they also sometimes have overlapping jurisdiction and share powers over certain issues like the regulation of the environment and transportation.

If you think about the exercise on chores again, the idea of jurisdiction and each person having his or her own sphere of responsibility was something you tried to sort out. You may have come to the realization that certain chores might clearly belong to one person and not another, but sometimes both of you could be in charge of the same chore, depending on how you think about the chore. This is the same principle applied to the division of powers of government.

Nevertheless, all citizens are subject to the laws of the federal government. They must also obey the laws of the province or territory and local governments in which they live or visit.

Levels of Government – Responsibilities and Services



Federal Government	Provincial Government	Local Government
National Defence Foreign Policy Citizenship Copyright Telecommunication Defense Immigration Justice Trade Agriculture Protect Canadian Culture Currency Criminal Law Postal Services Employment Insurance Customs Canada / Revenue Agency Penitentiaries Federal Courts Fisheries and Oceans	Education Natural Resources Property Rights Hospitals Employment / Training Police Provincial Courts Emergency services Liquor Distribution Licenses Primary Industries Child Care Regulations Transportation Highways, roads and bridges Management of natural resources Worker's Compensation Housing Prisons Social Assistance	Building regulations Waste disposal Recycling Road maintenance Parks and recreation Libraries Water / sewer Animal control Property taxes City taxes Community services Community police Fire services Planning and development Transportation Land use regulations
Aboriginal Peoples, taxation, agriculture, fisheries, forests, industry, tourism, environment, RCMP/Policing		
		Fire services, ambulance, road maintenance, building projects

ACTIVITIES

Activity 1: The Branches of Government

Pre-Activity

Handout 1: Common Law can be given as a reading assignment for homework. Discuss the highlights in class with the students.

Activity

This lesson is a primer for the next activity and can be assigned at the end of Lesson 1 for homework. Provide students with Handout 2: The Branches of Government and have them complete a set of two-column or Cornell notes using this sheet. These may be reviewed in class or you may have the students complete Handout 3: The Three Branches of Government as an informal review quiz.

To see the answer key for Handout 3, see the Assessment section.

Activity 2: Parliamentary Vocabulary

This lesson builds on the basics the students learned in activity one. Students will begin by completing the vocabulary list found in Handout 4: Parliamentary Vocabulary. Review the vocabulary.

Activity 3: Day in the Life

Inform students that they will be personifying a bill - they will tell the story of how a bill becomes a law from the perspective of the bill (recall the American cartoon series Schoolhouse Rock! and the cartoon *I'm just a bill* - <http://www.schoolhouserock.tv/>).

Instruct the students to complete the 'day in the life' as a journal, diary, personal log or even a cartoon strip as a homework assignment. Use selected students to present the stories in the next class. They may use Handout 5: A Day in the Life of a Bill for this. It is important to remember that the *I'm Just a Bill* cartoon is American so there will be slightly different from the Canadian process. Students can look on the Parliament of Canada's website for Canadian information.

Activity 4: Bills! Bills! Bills! - Optional

Students will then move to a Web Quest using the Parliament of Canada's website. Students can use the chart on Handout 6: Bills, Bills, Bills to record their information. In accessing the parliamentary website, students will be asked to identify a variety of bills – Private Member's Bills, government bills and bills originating in the senate. They must find examples of each type provide the title of the bill and write a brief summary of the contents and purpose of each bill. It is advisable to review the website and get a sense of the proposed bills for the parliamentary session the students are using to select

examples. During the next class, review selected bills with the class, emphasizing the content and purpose of each. The research and class discussion sets up the model parliament in Activity 5.

Activity 5: Model Parliament - Optional

Students will role-play Members of Parliament (MP) in a mock parliament. Acting as MPs, the students will go through the various stages of presenting and passing legislation – order paper, first reading, second reading, third reading, vote and Royal Assent. See *Handout 7: Canada's Parliamentary System*.

First, assign students to one of three political parties: government party (majority), official opposition and third party. The exact number of sitting members will depend on your class size but keep in mind that the total of both opposition parties must be at least one seat lower than the ruling party. Once in party groupings, have the students select leaders and assign roles according to the information in *Handout 8: Parliamentary Roles*.

Next, provide students with *Handout 9: Model Parliament*, review parliamentary processes and explain how this will play out in the model parliament. It is advisable to inform the students that they will dress formally for all sittings of the House.

Provide parties with a copy of the legislative proposals in *Handout 10: Legislative Bills for Model Parliament*, review the basic details and explain that they will need to research each bill. The bills cover a variety of topics and issues and are meant to encourage strong disagreement and debate. However, the students must give careful thought to each bill - research is strongly recommended. You may want to have students work in small groups within each party on the proposals or assign a review activity for next class to ensure all members understand the legislation.

Handout 9: Model Parliament will explain the basic procedure for the simulation from first reading to final vote and debrief. You may modify these steps or adjust the time frame to suit the needs, abilities and pacing of your class. You can use *Handout 11: Teacher Evaluation Rubric* for Model Parliament for assessment.

Activity 6: Responsibilities of the Three Levels of Government

Pre-Activity

Provide students with *Handout 12: Constitutional Framework* for homework. They can use the information from this to answer the questions on *Handout 13: What Did I Learn?*

Activity

Introduce the three levels of government and discuss their responsibilities. You can make an overhead of *Handout 14: Levels of Government Responsibilities/Services* to use here.

After showing the chart, hand out a copy of *Handout 15: Who's Responsible?* and *Handout 14: Levels of Government Responsibilities/Services Chart*. You and your students may add to the chart. Have students identify individuals who represent the various levels of government. You can also be specific by asking students to find out their local Member of Parliament, Member of the Legislative Assembly and members of City Council, including Mayor. If they don't know, have them look at the following:

- Prime Minister of Canada (Executive Branch) <http://www.pm.gc.ca>
- Premier of BC (Provincial) <http://www.gov.bc.ca/premier>
- Member of Parliament <http://www.parl.gc.ca>
- Member of the Legislative Assembly) <http://www.leg.bc.ca/mla>
- Mayor <http://www.civicinfo.bc.ca/officials.pdf>

Hand out the *Handout 16: Government Review* if you would like to evaluate your students on what they have learned to this point.

Activity 7: Disaster Plan and Your Government

Tell students that now they have learned about the three levels of government, their responsibilities and how these affect their lives, they'll use their knowledge to deal with a disaster relief scenario. This may be a homework assignment to present next class.

Have students get into groups of 4-6 students. In their groups, the students are to pick a disaster (it can be natural, human, biological or military) and form a relief plan of about 10 points. Students can put their plan on an overhead transparency or large poster paper. Hand out the *Handout 17: Disaster Plan Outline* to help the students organize their information. They must use all levels of government to help with the disaster.

- Groups must discuss and record what the disaster is.
- Gather information about the destruction the disaster caused.
- Identify the services required.
- Identify the levels of government that provide the service.
- Identify aspects of administrations – human resources, communication and coordination.
- One spokesperson from each group presents the plan. The rest of the class may ask questions and make comments regarding the plan.
- A class vote is held for the best relief plan.
- Have the students complete *Handout 19: Group/Self Evaluation Disaster Plan Rubric*. You can use *Handout 20: Teacher Evaluation Rubric* for your assessment of the disaster plan presentations. For further assessment you could also give the students *Handout 18: How the Government Helps in a Disaster*.

RESOURCES

Activity 1: Judge Made Law or Common Law

Handout 1: Common Law

Activities 2-5: Government Made Law or Statute Law

Handout 2: The Branches of Government

Handout 3: The Three Branches of Government

Handout 4: Parliamentary Vocabulary

Handout 5: A Day in the Life of a Bill

Handout 6: Bills, Bills, Bills

Video: *I'm Just a Bill*

<http://www.schoolhouserock.tv/>

Parliament of Canada's Website

<http://www.parl.gc.ca>

Handout 7: Canada's Parliamentary System.

Handout 8: Parliamentary Roles.

Handout 9: Model Parliament

Handout 10: Legislative Bills for Model Parliament

Handout 11: Teacher Evaluation Rubric for Model Parliament

Activities 6-7: Constitutional Law

Handout 12: Constitutional Framework

Handout 13: What did I learn?

Handout 14: Levels of Government Responsibilities/Services

Handout 15: Who's Responsible?

Handout 16: Government Review

Handout 17: Disaster Plan Outline

Handout 18: How the Government Helps in a Disaster.

Handout 19: Group/Self Evaluation Disaster Plan Rubric

Handout 20: Teacher Evaluation Rubric

ASSESSMENT

Activity 1: The Branches of Government

Use *Handout 2: Branches of Government Answer Key* to evaluate the chart on the branches of government for completion marks.

Answer Key: *Handout 3: The Three Branches of Government?*

	Legislative Branch	Executive Branch	Judicial Branch
Function	Make laws	Enforce Laws	Interpret Laws
Members	Elected Members of Parliament or appointed members of the Senate	Members of the executive council – both elected and appointed	Practicing lawyers appointed to one of the superior courts of the provinces
Bodies	House of Commons and Senate	Prime Minister, Governor General, Cabinet	Supreme Court of Canada, Federal Court, superior courts for each province
Elected or Appointed	Elected and appointed	Elected and appointed	Appointed
Responsibilities	To make and pass legislation for the governance of the nation	To enforce laws through orders-in-council, budgeting, ministerial directives	Resolve conflicts and protect the public interest by applying the laws written by Parliament to specific cases

Activity 2: Parliamentary Vocabulary

You may choose to mark the vocabulary list; however it is intended as a preliminary step for the Day in the Life of a Bill activity.

Activity 3: Day in the Life

Assess this activity for creativity, depth of knowledge, accuracy and presentation using the rubric provided.

Activity 4: Bills! Bills! Bills!

Handout 6: Bills! Bills! Bills! may be assessed for completion or as a homework mark as it is likely to be completed outside of class time.

Activity 5: Model Parliament

Student assessment is based on participation, knowledge and understanding of their role, leadership and preparation for Parliament. You may have rubrics that cover role-playing, leadership, participation, or public speaking. Use *Handout 11: Teacher Evaluation Rubric for Model Parliament* which is provided in resources as a template but feel free to pick and choose what you use to assess this activity.

Answer Key: *Handout 13: What Did I Learn?*

1. What is federalism or a federal state?
It is where the government is divided between a central authority and smaller units like provinces or states.
2. What is a constitution?
A set of rules that a country uses to define government powers and rights of citizens.
3. What important document does the Canadian Constitution contain?
Canadian Charter of Rights and Freedoms.
4. True or False
F - Canada became a nation in 1967.
T - The official power to govern and make laws is called jurisdiction.
T - The Charter contains the rights and freedoms.
F - There is no division of powers in Canada.
T - The provincial and federal governments share powers sometimes.
F - The federal government can make laws about subjects the provincial government has jurisdiction over.
5. Name one important freedom in the *Charter*.
Freedom of conscience and religion, freedom of thought, belief, opinion and expression, including freedom of press and other media of communication, freedom of peaceful assembly and freedom of association.

Activity 6: Responsibilities of the Three Levels of Government and

Activity 7: Disaster Plan and Your Government

Formative assessment can be done throughout the lesson. You have a choice of four assessments: One for government (*Handout 16: Government Review*), two for the students to complete for the disaster plan (*Handout 18: How the Government Helps in a Disaster* and *Handout 19: Group/Self Evaluation*), and one for you to complete on the disaster plan (*Handout 20: Teacher Evaluation Rubric*).

Answer Key: Handout 15: Who is Responsible?

1. Responsible for collecting income tax.
Federal
2. Gordon Campbell is the current leader of what level of government?
Provincial
3. Responsible for Education.
Provincial
4. Responsible for Health Care.
Federal/Provincial
5. Responsible for National Parks.
Federal
6. Cabinet Ministers are part of which level(s) of government?
Federal
7. Members of the Legislative Assembly belong to what level of government?
Provincial
8. Ottawa is “home” for this level of government.
Federal
9. Senators are non-elected members of this level.
Federal
10. Responsible for road repairs.
Local
11. Ambulance services are the responsibility of what level of government?
Local
12. This level of government must have all information in both French and English.
Federal
13. Responsible for making bylaws.
Local
14. The Governor General is the Queen’s representative at this level.
Federal
15. What levels of government prints money?
Federal
16. Councillors or aldermen are the elected representatives at this level.
Local
17. Implements garbage pick-up and recycling programs.
Local
18. Responsible for administering various social and economic benefit incentives programs delivered through the tax system.
Provincial/Federal
19. Responsible for setting and administering national principals for health care; prevention, control and research of disease outbreaks across Canada and the world.
Federal
20. Responsible for maintaining, opening and closing libraries.
Local/Municipal

Answer Key: Handout 16: Government Review

1. What is meant by responsible government?
A government that rules by the mandate of the people who elected it.
2. What are the powers and responsibilities of the federal, provincial and local governments?
Refer to Handout 14: Levels of Government-Responsibilities and Services.
3. Why do you think we have three different levels of government and why is it important to have this?
Canada is a very large country, thereby requiring a variety of levels of government service to attend to the entire population. The federal system lays out the division of power. Local needs require immediate response and if we only had one central government it could take months to get an answer.

Answer Key: Handout 18: How the Government Helps in a Disaster

1. Which body in the federal and provincial parliaments would normally make disaster relief plans?
Federal Cabinet and Provincial Cabinet, emergency service.
2. Name three disasters that would require a federal government intervention.
Disease epidemic, massive earthquake, terrorist attack.
3. Give an example of when the federal and provincial governments would have to cooperate with one another.
During a disaster. Both governments would have to coordinate depending on where the disaster took place. The federal government may have to send troops or military and money to help. The province would have to coordinate medical services, shelters and food distribution. Local government also has a role to play in emergency and disasters. For example, the local police and fire services will play a critical role in emergency response.
4. What federal and provincial departments are likely to be important in an emergency situation?
Police or Military.
5. What other non-government organizations would play an important role during a disaster?
Red Cross, Salvation Army, or community or church organizations.

ENRICHMENT

1. Contact your local MP and ask him or her to sit for an interview about the legislative process; a more preferable option may be to interview him or her about a Private Member's Bill that he or she sponsored. Prepare a set of questions in advance of your interview.

Contact a local non-governmental organization or special interest group that has taken part in a parliamentary committee. Each successful bill will go through the committee stage before third reading and it is quite common to have special interest groups provide information to these committees. Have students conduct an interview or research the topic and prepare a visual presentation. Visit <http://www.digital-copyright.ca/petition/> for assistance.

2. Have students visit the website for the Parliament of Canada and choose a proposed bill that has some controversy. Conduct some research on the nature of the bill and its purpose, advantages and disadvantages for Canadians. After researching the merits of the bill write a letter to your local constituency office, or that of an opposition MP, providing your position on the proposed legislation.
3. Meet with your local MP and interview him or her regarding a specific piece of legislation before Parliament. Prepare a series of questions on the legislation in advance of your meeting. Alternatively, write a letter to the editor of your local paper on a contentious piece of legislation.
4. Play the Classroom Video *Government of Canada*. The video runs 35 min. Most high school Social Studies Departments have this video series from Classroom Video. If your school does not have this video series, you can contact Classroom Video at www.classroomvideo.com
5. Answer the following questions:
 - Do you see a connection between your feelings and views and government laws and policies? Why or Why not? Explain your answer in detail.
 - Do you believe that politicians represent all members of public, just the people who vote or the people that just vote for them? Explain your answer.
 - Do you believe that youth can have a greater influence on how policies and laws are made by the government(s) if they expressed themselves more in open forums and during election votes? Explain your answer.