

Values of the Justice System



Section 3

The Citizen's Role

Section 3 – The Citizen’s Role

Time: 240 minutes – approximately

Description:

This section enables students to research citizens of varying backgrounds who have made a difference in public life and to examine the different types of civic involvement they represent. Students will examine various types of non-violent citizen participation. In addition, students will analyze approaches to decision-making and conflict resolution and apply them to their lives. Finally, by writing a letter to the editor of a local newspaper on a community issue of their choice students will become “active” citizens.

Overall Expectations:

- ICV.04 -** explain the legal rights and responsibilities associated with Canadian citizenship.
- ACV.01 -** apply appropriate inquiry skills to the research of questions and issues of civic importance.
- ACV.02 -** demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.

Specific Expectations:

- IC2.02 -** explain why it is essential in a democracy for governments to be open and accountable to their citizens, while protecting the personal information citizens are required to provide to governments (e.g. Municipal Freedom of Information and Protection Act).
- IC3.05 -** explain the roles played by elected representatives, interest groups, and the media in the political process (e.g. legislative and constituency work, lobbying, providing public information on, and analysis of, issues facing government).
- AC1.01 -** formulate appropriate questions for inquiry and research, locate relevant information in a variety of sources (e.g. texts, reference materials, news media, maps, community resources, the Internet), and identify main ideas, supporting evidence, points of view, and biases in these materials.

- AC1.02** - organize information, using a variety of methods and tools (e.g. summaries, notes, timelines, visual organizers, maps, comparison organizers).
- AC1.03** - communicate the results of inquiries into important civic issues, using a variety of forms (e.g. discussions and debates, posters, letters to elected officials, visual organizers, Web pages, dramatizations).
- AC2.03** - demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about civic matters (e.g. by communicating with the appropriate elected officials or bureaucratic departments, by writing letters or e-mails to the media, by organizing petitions, by voting).
- AC2.04** - compare the impact of various types of non-violent citizen participation (e.g. advocacy, community service, voting, serving on juries) in resolving public issues in Canada.
- AC2.05** - demonstrate an understanding of the responsibilities as local, national, and global citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship, to a project of personal interest and civic importance (e.g. participating in food and clothing drives, visiting seniors, participating in community festivals, celebrations and events, becoming involved in human rights, anti-discrimination, or antiracism activities).

Planning Notes:

- Create an overhead of [Appendix 3.1](#). (if you choose to share it with the class)
- Reproduce copies of [Appendices 3.2, 3.3, 3.4, and 3.5](#)
- Arrange for computer lab time for the assignment found at [Appendix 3.2](#)

Prior Knowledge Required:

Students will likely already be familiar with some of the citizens listed in [Appendix 3.2](#).

Teaching/Learning Strategies:

1. Discuss with students the importance of civic involvement and the various ways this can take place. This may be achieved by asking students to brainstorm a list of people they know of who have been actively involved in their community, province, or country.
2. Inform students that they will be doing a research project that will involve writing a profile on citizens of varying backgrounds who have made a

difference to public life. Provide students with a copy of Appendix 3.2. *Citizens Who Have Made a Difference*.

3. Students are to write a research paper on a citizen who has contributed to the community in a positive way. Teachers may wish to assign the students a "citizen" or may wish to let them choose one on their own. Each student should research a different person. Teachers may wish to make an overhead of Appendix 3.1 - *Citizens Who Have Made a Difference*, and review it with students prior to asking them to make their selection.
4. Inform students that they will be making a brief three-minute presentation to the class, or to a group within the class, after their profiles are completed. Allow at least 1 – 2 weeks for research and preparation before having the speeches in class.
5. Using library resources and the internet, students are to work on their profiles.
6. Students then present this material to the class. The teacher should try to organize them in chronological order so the students can see how various aspects of society have changed over the years (e.g., the role and rights of women).
7. Explain to the students that there are various types of non-violent citizen participation and explain what each type means.
8. Provide the students with a copy of Appendix 3.3 *Types of Non-Violent Citizen Participation* and ask them to fill in the blank spaces with examples of a type of community service, etc.
9. Take up the answers in class and have the students add at least one more example from the class discussion to each of the blank spaces.
10. Apply the use of non-violent citizen participation to a current issue and show how it can be used to resolve public issues in Canada. There are a number of environmental issues that could be used for this exercise. (e.g., garbage to Kirkland Lake, the Oak Ridges Moraine preservation issue).
11. Provide the students with a copy of Appendix 3.4 - *Decision Making and Conflict Resolution* and ask them to complete it using their textbooks and/or other available resources. This should then be taken up with the class.
12. Finally, students are to choose a topic of importance to the community and themselves and write a letter to the editor (Appendix 3.5 - *A Letter to the Editor*). Be sure to explain what the letter should include and that its purpose is for them to participate effectively in a civil action. You may want to give them

some examples of issues to choose from such as school closings, cutting of music programs, the need for crosswalks, deteriorating and dangerous playgrounds, speeding on local streets, etc. (It may be helpful to provide the students with an example of an editorial from a local newspaper).

13. Having your local MP, MPP, counselor, trustee or a police officer as a guest speaker to speak on local community issues could enhance this exercise. If this takes place, be sure to brief the speaker on the issues discussed in class and ask the students to prepare questions for the speaker prior to the visit.

Assessment/Evaluation Techniques:

(Note that numbers below correspond to the teaching/learning strategies listed above)

6. Summative evaluation of the profile and oral presentation.
9. Formative assessment of verbal responses for Appendix 3.3.
10. Formative assessment of verbal and written responses to Appendix 3.4.
12. Summative evaluation of written response to Appendix 3.5.

Resources:

Print:

Classroom Civics or Law textbooks

An example of an editorial and letters to the editor from a local newspaper

Kielberger, Craig and Mark Kielberger, *Take Action*, Toronto: Gage Learning, 2002.

Non-Print:

http://www.globeandmail.com/series/nationbuilders/stories/public_life.html

<http://radio-canada.ca/histoire/>

This site has a number of short biographies on prominent Canadians, many of whom are listed in Appendix 3.1.

Appendix 3.1
Teacher's Copy

CITIZENS WHO HAVE MADE A DIFFERENCE

Lincoln Alexander

First black MP and the first member of a racial group to serve as Ontario's Lieutenant Governor

Louise Arbour

Justice on the Supreme Court of Canada
Chief prosecutor for the International Criminal Tribunal for the former Yugoslavia and Rwanda

Margaret Atwood

Poet, novelist and critic
Strong supporter of Amnesty International and PEN Canada

Dr. Frederick Banting

Doctor and scientist who invented insulin
Recipient of the Nobel Prize for medicine

James Karl Bartleman

First Canadian Aboriginal to be named Lieutenant Governor of Ontario
One of Canada's most successful and recognized diplomats

Napoléon Belcourt

Leader of the movement in favour of separate bilingual schools in Ontario. He fought regulation 17 before the Ontario Supreme Court and then before the last judicial resort Court of Appeal, i.e., the Judicial Committee of the Privy Council in London

Rosemary Brown

First black woman elected into political office in British Columbia
Advocate of equality issues related to men, women, and children
Served as Human Rights Commissioner

Kim Campbell

First female Prime Minister of Canada

Emily Carr

One of Canada's leading female artists
Her artwork reflected her love for Canada, the landscape and its people

Adrienne Clarkson

Second woman chosen as the Governor General of Canada
Award winning television journalist, writer and host

Roméo Dallaire

Lieutenant General in the Canadian Armed Forces who served as Commander of the UN Assistance Mission in Rwanda and Uganda
Publicized the dilemma of military inaction in the face of genocide

Béatrice Desloges

Challenged regulation 17, which prohibited teaching in French more than one hour a day

John Diefenbaker

Prime Minister who introduced the Canadian *Bill of Rights* in 1960

Tommy Douglas

First leader of the NDP
Largely responsible for the introduction of universal health care in Saskatchewan and inspired its introduction to the rest of Canada

Terry Fox

Founder of the Marathon of Hope, an organization that raises money for cancer research
Widely recognized as a Canadian folk hero

Wayne Gretzky

Arguably the greatest hockey player of all time
Ambassador for the game of hockey and more importantly for the country of Canada

Rick Hansen

Founder of the Man in Motion Foundation and President of the Rick Hansen Institute which, combined, have raised over \$135 million for spinal cord research
Chair of the Pacific Salmon Endowment Fund Society working to conserve and increase salmon stocks in British Columbia and the Yukon

Roberta Jamieson

First Aboriginal woman in Canada to graduate from law school
First woman appointed as Ontario Ombudsman
First woman to become Chief of the Six Nations

Craig Kielburger

Activist for children's rights around the world
Founder of Free the Children

Philippe Kirsch

First President of the International Criminal Court

Jeanne Lajoie

Fought regulation 17. She challenged her local school board when she taught in an independent school, the Free School of Pembroke.

Gisèle Lalonde

A teacher by training, a manager and a politician, she is an advocate for the rights of Franco-Ontarians. She was the president of SOS Montford.

Bora Laskin

First jurist of the Jewish faith appointed to the Supreme Court (went on to become the Chief Justice of the Supreme Court of Canada)
Presided over numerous landmark cases, including the patriation of the *BNA Act*

Sir Wilfred Laurier

Canada's first French Canadian Prime Minister
Established the Canadian Navy, the Department of External Affairs, and the Department of Labour.

Cardinal Paul Émile Léger

Ambassador to the Holy See. During his 17 years leading the Archdiocese of Montréal, he created works for children, the elderly and the chronically ill.

Stephen Lewis

Former leader of the Ontario New Democratic Party and Canadian ambassador to the United Nations
United Nations Special Envoy for HIV/AIDS in Africa

Sir John A. Macdonald

Canada's first Prime Minister
Promoted Confederation, drafted the *BNA Act*, oversaw building of the first trans-Canada railway, fought to prevent "Manifest Destiny"

William Lyon Mackenzie King

Canada's longest serving Prime Minister (22 years)
Responsible for the introduction of Unemployment Insurance and the Old Age pension

Agnes Macphail

First woman elected to the House of Commons
Fought for penal reform as well as other social issues

Vincent Massey

First Canadian appointed as Governor General in 1952
Tireless promoter of the arts and Canadian culture and diversity

Nellie McClung

Activist for women's rights who helped to establish that women were considered "persons" in Canada. As a result of her efforts, men and women were recognized as equally eligible for public office, including the Senate
Teacher, author, legislator, suffragette, lecturer, and devoted member of the Christian temperance movement

Beverley McLachlin

First woman to be appointed Chief Justice of the Supreme Court of Canada

Ovide Mercredi

Chief of the Assembly of First Nations, 1991-1997
Played key role in Aboriginal people's protest of the Meech Lake Accord

Emily Murphy

Activist for women and children
First female judge in Canada
Member of the "Famous Five" which took the "Persons" case all the way to the Privy Council in England and won

Paul Okalik

First Premier of Nunavut

Lester B. Pearson

Canadian Prime Minister who introduced the Canada Pension Plan, and the Canadian flag
Recipient of the Nobel Peace Prize

Louis Riel

Leader of the Metis people who fought for their rights as a minority group in Western Canada and helped to create the Province of Manitoba

Svend Robinson

Openly homosexual MP who has fought for equal rights for same-sex couples, environmental protection, and the right to die with dignity

Jeanne Sauve

First woman speaker of the House of Commons
First woman appointed as Governor General

Pierre Elliot Trudeau

Former Prime Minister of Canada
as Justice Minister, introduced amendments to laws allowing easier divorce
and decriminalizing homosexuality among consenting adults
Responsible for the patriation of the Constitution and the introduction of the
Charter of Rights

George Vanier

Canada's first French-Canadian Governor General and a highly decorated
officer
Considered Canada's greatest hero by many and recognized by the Canadian
government as a person of national historic importance in 1983

Jean Vanier

Founded L'Arche in 1963, a community for developmentally challenged people
(there are now 115 around the world)
Philosopher and philanthropist

Bertha Wilson

First woman appointed to the Supreme Court of Canada in 1982
Academic writings and judgments were influential in shaping Canadian law

Appendix 3.2

Citizens Who Have Made A Difference

Below you will find a list of people of different backgrounds who have made significant contributions to public life in Canada. You are to choose one of these people to research. You will be expected to write a profile on your selection and present this information to your classmates in a brief oral presentation.

Lincoln Alexander
Margaret Atwood
James Earl Bartleman
Rosemary Brown
Emily Carr
Roméo Dallaire
Béatrice Desloges
Tommy Douglas
Mathieu de Costa
Philippe Kirsch
Jeanne Lajoie
Gisèle Lalonde
Sir Wilfred Laurier
Ovide Mercredi
Wm.Lyon Mackenzie King
Bertha Wilson
Jack Layton
Henrietta Muir Edwards
Lester B. Pearson
Svend Robinson
Pierre Elliot Trudeau
Jean Vanier
Dekanawida
Yasmin Ratansi
Hassan Hussein
Flor Marcelino
Mobina Jaffer
Gary Malkowski
Alan Borovoy
George E. Carter
Mark Tewksbury

Louise Arbour
Dr. Frederick Banting
Napoléon Belcourt
Kim Campbell
Adrienne Clarkson
John Diefenbaker
William Hubbard
Rick Hansen
Roberta Jamieson
Buffy St.Marie
Bora Laskin
Cardinal Paul-Émile Léger
Stephen Lewis
Harry Jerome
Agnes Macphail
Vincent Massey
Beverly McLachlin
Paul Okalik
Louis Riel
Jeanne Sauve
Georges Vanier
Elijah Harper
Ujjal Dev Singh Dosanjh
Michaëlle Jean
Raymond Cho
Naheed Nenshi
Juanita Nathan
Kathleen Wynne
David Lepofsky
Jeannette Armstrong
Bruce Kidd

Using your textbook, library material, the internet and any other available resources, research the following information on the person you have selected:

- When and where was this person born?

- Include any relevant information on the background of this person. This could include, but is not limited to, things such as culture, religion, gender, socio-economic status and nationality.
- Important contributions this person has made to public life. These are to be placed in chronological order on a timeline. Be prepared to justify or explain why you selected these contributions.
- Current status of this person

CITIZENS WHO HAVE MADE A DIFFERENCE

Name:_____

Background

Timeline

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Significance

Appendix 3.3

TYPES OF NON-VIOLENT CITIZEN PARTICIPATION

ADVOCACY

COMMUNITY
SERVICE

SERVING ON JURIES

VOTING

Appendix 3.4

DECISION-MAKING AND CONFLICT RESOLUTION

Decision-Making:

Using your textbook or any other available resources, define these terms:

Autocratic decision-making

Democratic decision-making

Collaborative decision-making

Using the definitions above, indicate what decision-making process is most commonly used when decisions are made:

- a) at home - _____
- b) in your group of friends - _____
- c) at school- _____

Give an example of a decision that was made at home, in your classroom or with your friends and indicate which process was used and how it turned out.

Conflict Resolution:

There are a number of ways to resolve conflicts. The methods that are most commonly used are negotiation, mediation, and arbitration. Using your textbook, define each of these terms.

Negotiation

Mediation

Arbitration

Appendix 3.5

A LETTER TO THE EDITOR

Choose an issue that is important to you or your community and write a letter to the editor of your local newspaper. Your letter should briefly outline the issue and clearly state your point of view.

Dear Editor,

Sincerely,