

COMMITTEE OF THE WHOLE - JUNE 23, 2009

VAUGHAN YOUTH VOTE PROGRAM

Recommendation

Regional Councillor Mario Ferri recommends that the following report be received for information.

Contribution to Sustainability

N/A

Economic Impact

Funds to support this program would be sought through external funding sources thus having no economic impact on City funds.

Communications Plan

Appropriate press releases will be distributed upon approval and execution of the Program.

Purpose

The purpose of this recommendation is to provide Members of Council with a progress report on the Youth Vote Program designed to engage the student population, promote interest in the civic process and combat the disenfranchisement felt by young people.

A full report will be submitted for Council review and approval in the fall of 2009.

Background - Analysis and Options

A Youth Vote Strategy Task Force was established two years ago and involved youth members and representatives from both School Boards, who have spent countless hours on the design and development of this project. Both Boards have expressed a high interest in this Program. They will continue to work with us over the course of the next semester to finalize the report for Council and Board consideration. First draft of the report is enclosed for your review and comment.

Relationship to Vaughan Vision 2020/Strategic Plan

This report is consistent with the priorities previously set by Council dealing with promoting youth engagement in local civic governance.

Regional Implications

None.

Conclusion

The enclosed Youth Vote Strategic Plan provides a preliminary report that identifies a way of engaging young people more effectively in the process of civic engagement. A full report will be forthcoming in the fall of 2009 for Council review and approval.

Attachments

1. Youth Vote Strategic Plan
2. Funding Source Memorandum
3. Lesson Plans 1-4 (York Catholic District School Board)
4. Lesson Plans (York Regional District School Board)

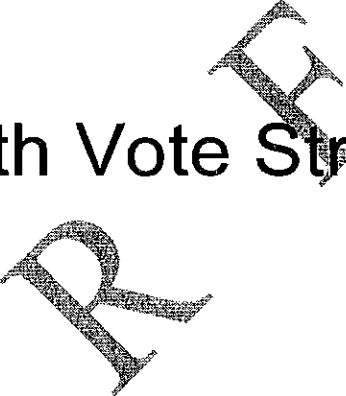
Report prepared by:

Regional Councillor Mario Ferri

Respectfully submitted,

Mario Ferri
Regional Councillor

Youth Vote Strategic Plan



Members of Task Force:

1. Regional Councillor Mario Ferri (Chair)
2. Nancy La Neve
3. Nick Pasquino
4. Christine Cosentino
5. John Piper
6. Mark Frisoli
7. Steven Xu

Vaughan's Commitment

**"Citizens first through service and excellence."
Vaughan Vision 2020**

The City of Vaughan is an innovative leader in serving the needs of its citizens.

In 2005 the City of Vaughan demonstrated its ability to set a precedent for other municipalities when City Council accepted the Vaughan Youth Task Force's recommendations to Council.

These included: The Youth Strategy, The Vaughan Youth Cabinet, and the Youth City Councillor Position.

According the Youth City Councillor's *State of the Youth Report*; released June, 2007;

"...having youth step up not only improves the quality of life for young people now but also builds upon the existing infrastructure to prepare for a more prosperous future."

-Steven Xu, Youth City Councillor 2007

The infrastructure for youth engagement has been laid out and now is the time to evaluate the success of these initiatives.

Understanding the Need

The City of Vaughan is one of Canada's fastest growing cities, with a population of over 270, 000 residents. In the 2006 Municipal Election only 38.45% of eligible voters cast their ballot.

According to Statistics Canada's 2006 Census stats, nearly **35% of the population in the City of Vaughan is under the age of 19.**

A foundation must be created in order to ensure that young people, who have the right to vote, use it, and maintain a proud sense of civic engagement.

The City of Vaughan cannot cultivate active citizen engagement for the future if we do not give them an outlet to have their say now.

Current research has identified *civic literacy* as one of the key interdisciplinary themes for 21st century learners. Civic literacy is:

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

(www.21stcenturyskills.org)

The Vaughan Youth Vote is a unique opportunity to engage students in experiential learning that will hopefully instill a sense of civic pride and duty, as well as continued participation in the political process in all three levels of government.

This project aligns with both board and ministry initiatives related to subject specific literacy. Civic literacy is a goal of the Ministry of Education. This project aligns with those goals by helping to meet some of the following Overall Expectations from the Civics Curriculum:

- Demonstrate an understanding of the need for democratic decision making
- Describe the main structures of municipal, provincial and federal governments in Canada
- Apply appropriate inquiry skills to the research of questions and issues of civic importance.

What Has Been Done

1. Town of Newmarket Project

In the 2000 Municipal election, the Town of Newmarket was part of five municipalities selected by the government to participate in the *Kids Can Vote* program.

Of the five municipalities, the Town of Newmarket generated the highest participation *rate* with 1,821 *students casting votes*.²

**By the 2003 municipal election, participation
increased by 23%.**

The Town of Newmarket most recently held a successful "Kids Can Vote" campaign for the 2006 municipal elections.

Through consultation with the Town's clerks department we learned that the city employed a full-time staff member.

The staff member's role was to collect resources, create a voting kit for teachers to implement in the classroom, and consulted with schools to promote the initiative.

Unlike the 2000 pilot project, the Town of Newmarket no longer uses the traditional ballot forum, instead the full-time staff consults with various student leaders to come up with two referendum-type questions that students then vote on.

2. Student Vote

Student Vote is a non-profit, non-partisan organization that works with educators and students to engage young Canadians in the democratic process. In Ontario they have organized election activities including media publicized results for the provincial and federal elections. Most high schools in Vaughan have been active participants in Student Votes activities.

Kids Can Vote, actively gave students an opportunity to mark off a ballot on election day. ² See Appendix A: Newmarket Kids: Make a Note to Vote! News Release July 4, 2006

What can be done?

Task Force Recommendations:

Preamble

WHEREAS implementing a Youth Vote will help educate young people about the virtues of participating in the civic process;

WHEREAS implementing a Youth Vote will help combat the disenfranchisement felt by young people who have no right to vote;

WHEREAS implementing a Youth Vote will translate into positive voting habits that will stay with youth into their adult lives;

WHEREAS implementing a Youth Vote will reaffirm the City of Vaughan's commitment to young people's involvement in the civic process;

WHEREAS implementing a Youth Vote will provide the City of Vaughan with a valuable and accurate method of gauging the young public's opinion;

THEREFORE the Council of the Corporation of the City of Vaughan enacts as follows:

1. that the City of Vaughan implement an annual *Vaughan Youth Vote*. This undertaking will engage the student population, promote interest in the civic process and result in resolutions of pertinent issues facing young people;
2. that the Program Outline for the Vaughan Youth Vote be adopted;
3. that the York Region District School Board and the York Catholic District School Board be invited as partners with the City of Vaughan in the final design and execution of the Vaughan Youth Vote and provide general support, as required, for its implementation;
4. that a Youth Vote Executive Committee be established, comprised of one representative from the Office of the City Clerk, Community Services Department, York Region District School Board, York Catholic District School Board, Vaughan Youth Cabinet and the Youth City Councillor, one student trustee from each Board and Regional Councillor Mario Ferri as Chair, to oversee the implementation, operation and evaluation of the Youth Vote;

5. that appropriate resource people, i.e. teachers, consultants, administrators, etc., from participating partners and others, be invited to provide support and advice for the Vaughan Youth Vote program;
6. that a position of Project Coordinator be established to generally manage the Youth Vote project (refer to attached Job Description);
7. that external grants be sought to offset (see Appendix 1 attached):
 - (a) the compensation of the Project Coordinator position;
 - (b) the advertising and promotion of the Vaughan Youth Vote; and
 - (c) ballots and ancillary costs
8. that the Office for the City Clerk provide training support, as required, for the implementation of the annual Vaughan Youth Vote.

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Vaughan Youth Vote

PROGRAM OUTLINE

1. Question on the Ballot (Plebiscite)

Upon Council approval of the Task Force recommendations, there shall be an annual plebiscite in the municipality of the City of Vaughan that asks a question of public importance to local youth.

The question will be generated by youth of Grade 10 Civic classes, during the school year in each of the participating schools. Parameters for the question will be provided for all schools by the Youth Vote Executive Committee.

The plebiscite shall be known as the Vaughan Youth Vote.

2. Establishment of a Vaughan Youth Vote Executive Committee

To assist participating schools in establishing their proposed plebiscite questions, the Youth Vote Executive Committee will identify three themes each year, and submit to the participating schools. These themes will focus on topics that fall within municipal jurisdiction, and create the context for the questions.

3. Appointment of Project Coordinator

The establishment of a Project Coordinator position is required to generally supervise and administer the Vaughan Youth Vote. This position will report to an appropriate supervisor/manager within a department whose mandate most closely aligns itself to this program.

The Project Coordinator shall provide regular report to Vaughan Council on the status of the Vaughan Youth Vote.

4. Voter Eligibility

All students, between grades nine (9) and twelve (12), enrolled in a participating Vaughan school are entitled to one vote in the plebiscite.

The students shall be required to show identification generated at the school level (e.g. Student Identification Card, library card, etc.).

5. Plebiscite Dates

The Vaughan Youth Vote shall be held annually.

In the test year (2009-2010) the vote shall be cast on the first Monday in April.

In the roll-out year (2010-2011) and thereafter, the vote shall be cast on the first Monday in the month of November.

All participating schools will be notified of the date of each plebiscite by the Project Coordinator.

6. THE TEST YEAR: 2009-2010 – PROCESS & TIMELINES

Given that this is the initial step in phasing in this Vaughan Youth Vote pilot program:

- a) the program will work on the premise that the Youth Vote Executive Committee, as identified in Item 4 of the Task Force Recommendations, is in place and operating on an informal basis; and
- b) that 2 to 4 schools in both Boards have accepted the invitation to participate in the pilot project.

September-December 2009 Semester:

To assist participating schools in establishing their proposed plebiscite questions, the Youth Vote Executive Committee will identify three themes and submit them to the participating schools by the first week of September, 2009. These themes will focus on topics that fall within municipal jurisdiction, and create the context for the questions.

The plebiscite questions, identified by the participating schools, are to be submitted by the school Clerk to the Youth Vote Executive Committee by the last Friday of October, 2009.

The Youth Vote Executive Committee is to review and prioritize the question submitted by the participating schools, and identify the preferred question for the ballot, by the second week in December, 2009. The approved question will then be submitted to participating schools before the holiday break in December, 2009.

January-June 2010 Semester:

The participating school's civic classes will establish arguments for the "yes" and "no" campaign, by end of February, 2010. The participating schools will promote among its student population the question and the arguments for "yes" and "no"

and promote interest among the student body in the Youth Vote, which will take place the first Monday in April, 2010.

Endorsement of Program

A report outlining the Vaughan Youth Vote model will be drafted and submitted to Council, for their review and formal approval, in the fall of 2009. The same proposal will also be forwarded to the York Region District School Board and the York Catholic District School Board for their information.

Once the “go-ahead” is received, the pilot test will continue and the roll-out of the program will begin in January, 2010.

The recommendations and conclusions drawn from the pilot project will be integrated into the roll-out program for the Vaughan Youth Vote 2010.

7. The Roll-Out Year: 2010-2011

January-June 2010 Semesters:

During this semester there are two parallel processes running:

- a) the promotion of the question with the actual vote; and
- b) the development of the question(s) for the following semester (September-December 2010)

To assist participating schools in establishing their proposed plebiscite questions, the Youth Vote Executive Committee will identify three themes, and submit to the participating schools by the third week of January, 2010. These themes will focus on topics that fall within municipal jurisdiction and create the context for the questions.

The plebiscite questions, identified by the participating schools, are to be submitted to the Youth Vote Executive Committee by the first week of March, 2010.

The Youth Vote Executive Committee is to review and select the preferred and the two “runner-up” plebiscite questions and forward them as information to Vaughan Council and the Inter-Board staff by the second week of April, 2010.

Vaughan Council to approve the question by the second week of May, 2010.

The participating school’s civic classes will establish arguments for the “yes” and “no” campaign, by end of May, 2010.

September-December 2010 Semester:

During this semester, the participating school's civic classes will:

- a) establish arguments for the "yes" and "no" campaign;
- b) promote the question and the arguments for "yes" and "no" and promote interest among the student body in the Vaughan Youth Vote; and
- c) execute the Vaughan Youth Vote on the first Monday of November, 2010.

Future Timelines:

From this point forward, the Vaughan Youth Vote will take place on the first Monday of November. The question(s) will be developed in one semester with the vote to take place the following semester.

8. Pre-Plebiscite Activities

Activity	Responsible Party
1. liaise with all relevant school board officials, establish a registry of participating schools and maintain a list of school-specific contacts;	Program Coordinator
2. prepare and distribute all materials related to the Vaughan Youth Vote including: a) lesson plans linking the Vaughan Youth Vote to the Ontario school curriculum b) voting equipment c) promotional materials d) all other materials required to conduct the Vaughan Youth Vote	a) Inter-Board Staff b) Program Coordinator c) Executive Committee d) Program Coordinator
3. recruit, train, and supervise all volunteers for the Vaughan Youth Vote from the Vaughan Youth Cabinet, Civic classes with an emphasis on securing possible co-op placements	Inter-Board Staff Program Coordinator & Executive Committee
4. establish logistical consistency in the implementation of the plebiscite	Project Coordinator & Executive Committee
5. Vaughan Council shall authorize the plebiscite question;	Program Coordinator

<p>6. the two participating school boards to be informed about the plebiscite question;</p>	<p>Program Coordinator & Inter-Board Staff</p>
<p>7. collect and then forward to the City of Vaughan all proposed plebiscite questions;</p>	<p>Inter-Board Staff</p>
<p>8. solicit volunteer teachers who are teaching Grade 10 Civic classes, whose classes will participate in organizing the plebiscite at the school level; these teachers will deliver the lesson plans provided; each class will submit three possible plebiscite questions;</p> <ul style="list-style-type: none"> a) determine the role that each participating class within each school will assume during the plebiscite; one class is to be responsible for one of the following: b) organizing the administration of the plebiscite and working in conjunction with a Youth Vote Volunteers & Program Coordinator; c) researching and communicating information regarding the "Yes" aspect/component of the established plebiscite question; d) researching and communicating information regarding the "No" aspect/component of the established plebiscite question; e) counting and tabulating the results of the plebiscite with a member of the Youth Vote Volunteers, and preparing a summary report, which is to include the following information: <ul style="list-style-type: none"> 1. total votes for YES; expressed as a percentage 2. total votes for NO; expressed as a percentage 3. total voter turnout rate <p>(Note: This report will be forwarded to Inter-Board Staff at the school board, who will then submit to the Project Coordinator.)</p> 	<ul style="list-style-type: none"> a) Participating Schools b) Participating Schools c) Participating Schools d) Participating Schools e) Inter-Board Staff
<p>9. select among the volunteer teachers as a school "Plebiscite Clerk"; the Plebiscite Clerk will liaise with the Project Coordinator and will take on the following:</p> <ul style="list-style-type: none"> a) receipt of the information regarding the Youth Vote b) receipt of the preferred question and 	<p>Inter-Board Staff & Participating Schools</p>

<p>“runner-up” second and third question from each Civic class and forward to Inter-Board Staff</p> <ul style="list-style-type: none"> c) receive ballots and generally administer the Youth Vote d) identify and print the Voter List e) liaise with Civic classes to secure volunteers f) run a pre-plebiscite campaign that will take place a week prior to the plebiscite, which is to consist of the following: <ul style="list-style-type: none"> 1. morning and afternoon announcements, informing the students of the school of the issue; 2. announcements will serve to assist students in deciding whether they will vote “yes” or “no”; 3. posters throughout various areas of the school, which communicate information about both sides of the issue at hand 4. multimedia presentations showing in common areas of the school, where all students have access, which communicate information about both sides of the issue at hand 	
<p>10. an opportunity for “Open Mic” during the lunch hours, to allow students who feel compelled to advocate a particular position on the plebiscite question, a chance to voice his or her opinion freely and publically;</p>	<p>Participating Schools</p>

9. Day of Plebiscite Activities

- 1. communicate with each school to ensure the Vaughan Youth Vote is effectively administered and results are effectively reported back to the City in a timely manner (**Inter-Board Staff**)
- 2. ensure all participating students have an opportunity to vote (**Participating Schools**)
- 3. ensure polling stations are established and staffed in each school (**Participating Schools**)
- 4. generally administer the Vaughan Youth Vote (**Participating Schools**)

5. tabulate all school specific votes (**Participating Schools**)
6. assist schools in tabulating ballots and reporting results (**Participating Schools**)
7. prepare, in conjunction with the City of Vaughan's Corporate Communications department and within 24 hours of the plebiscite, a media release publicly announcing the results (**Project Coordinator**)
8. communicate the results of school-specific plebiscite results (**Inter-Board Staff**)

Post Plebiscite Activities

1. report the results of the plebiscite to Vaughan Council (**Program Coordinator**)
2. publicize the results of the plebiscite to each participating school (**Program Coordinator**)
3. post the results of the plebiscite on the City of Vaughan website (**Project Coordinator**)
4. post the plebiscite results on the Vaughan Youth Cabinet website (**Project Coordinator**)
5. investigate what action is needed to support the response to the plebiscite results (**Project Coordinator**)
6. communicate the results of the vote to participating students (**Project Coordinator**)



The City Above Toronto

TO: Ferruccio Castellarin, Director of Reserves and Investments
FROM: Bonnie-Lyn Gow, Grant Specialist
COPIES: Nancy Yates, Manger of Capital Assets Management
RE: Vaughan Youth Vote Initiative Program Coordinator Hiring Programs
DATE: June 15, 2009

Ferruccio Castellarin;

Per the request for information regarding hiring programs in support of procuring a Vaughan Youth Vote Project Coordinator, I would like to provide the following information:

1. Job Creation Partnership Program (JCP):

Service Canada offers the JCP program to various employers including municipalities. Candidates eligible for applying for positions must be eligible for EI benefits. In this way the employee continues to collect EI benefits while working for the City. This process alleviates the City from incurring the costs of wages/source deductions for a specific period of time.

2. Targeted Wage Subsidy Program

This program is administered through the Ontario Ministry of Training, Colleges and Universities. The program encourages employers to hire people who face barriers to employment by offering a temporary wage subsidy. The duration of the subsidy is determined on a case by case basis to a maximum of 78 weeks. The wage subsidy should not exceed 60% of the total wages paid to the individual for the period of the agreement.

3. Service Canada – Youth Programs: Career Focus

Service Canada delivers the Youth Employment Strategy which is comprised of different programs targeting specific youth sectors. The 'Career Focus' program provides funding for employers to assist post-secondary graduates in obtaining career-related work opportunities to support their development of advanced skills; to help them make career-related links to the job market; and to assist them in becoming leaders in their field.

4. Young Canada Works (YWC)

Heritage Canada provides programs for both internships for recent graduates as well as summer employment opportunities. The YWC Internship programs provide potential employers with access to young professionals with specific skill sets/education. The City would be required to commit to an in-kind and financial contribution which matches or exceeds the YWC contribution. Maximum YCW contribution is \$10,000 to \$13,000, depending on the program, to cover internship related expenses including wages. The criteria for the internship programs are very specific and detailed and all potential projects must prove they meet YCW objectives and criteria.

memorandum

The program chosen will depend on the final Vaughan Youth Vote Initiative Strategy which will clearly define the project's parameters, goals and requirements of the Project Coordinator position. The Grant Specialist is continuing to research and review other programs which may assist in the Youth Vote Project and the hiring of a Project Coordinator.

Best regards,

Bonnie-Lyn Gow,
Grant Specialist
Reserves and Investments

Lesson Plan 1
Plebiscite... Referendum... What's the Difference?
CHV2O1 – Grade 10 Civics (Open)



By the end of this lesson, students will:

- understand the difference between a plebiscite and a referendum
- identify pros and cons regarding plebiscites and referendums
- hypothesize reasons and circumstances why a government might choose to administer either process

Curriculum Expectations

- demonstrate an understanding of the need for democratic decision making
- explain the causes of civic conflict and how decision-making processes and structures can avert or respond to such conflicts
- demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions

Catholic Graduate Expectations

- 2(b) Reads, understands and uses written materials effectively.
- 2(c) Presents information and ideas clearly and honestly and with sensitivity to others.
- 2(d) Writes and speaks fluently one or both of Canada's official languages.
- 5(a) Works effectively as an interdependent team member.
- 5(b) Thinks critically about the meaning and purpose of work.

Time Frame

1 class period (80 minutes)

Materials/Preparation for Teaching

- package: Plebiscite... Referendum... What's the Difference? (photocopy a class set)
- overhead transparency (optional): Venn diagram
- overhead markers
- Teacher Answer Key
- Student Response Rubric (for use if responses are submitted)
- white board markers or chalk

Instruction

1. By this point, students will have learned about the processes involved in making bills into laws. Explain to students that on occasion, past governments have asked the voting public to decide on certain issues. Discuss the following with students:

-why would a government choose to go this route?

-on what sorts of issues do you think the government would ask voters to decide?

(As an accommodation, you may want to write down student responses in point form on the black/white board so that students may refer back to what was discussed.)

2. Distribute the package *Plebiscite... Referendum... What's the Difference?* to students. Ask students to individually read the text. Once they have read the passage, with an elbow partner, students may complete the Venn diagram. Review with students how a Venn diagram is completed. Take up responses as a whole group. (Teacher may put a copy of the Venn diagram on an overhead transparency or may draw the diagram on the black/white board.)

3. Next, students will complete the four short responses in their package. Teacher may choose the configuration of the work period:

a.) Students may work in pairs and complete all four questions.

-at the end of the work period, teacher can ask for volunteers to share their responses by writing them on the white/black board; this gives the teacher an opportunity to add to the response

b.) The class can be divided into groups of 3-5 and each group can be responsible for answering one question; the response will be shared with the rest of class – the can either write their response on the white/black board or an overhead transparency

c.) Students will complete this work independently and:

i. submit by the end of the period or at the beginning of the period the next day. (Teacher may assess work with the rubric.)

ii. the work will be taken up with the whole class either at the end of the work period or the following day.

4. Wrap Up: Ask to students to think about three issues that pertain to their immediate community (i.e. the City of Vaughan), items that they would like to have a say about (e.g. graffiti, snow removal, public libraries, etc.). Have students write their responses on Post-It Notes and bring them to class tomorrow.

Modifications/Accommodations

x Peer tutor/ Partner

Increase/decrease time

Manipulatives

x Conference

x Include visuals

Extend

Other:

Assessment/Evaluation

- short responses can be assessed with the rubric
- anecdotal notes

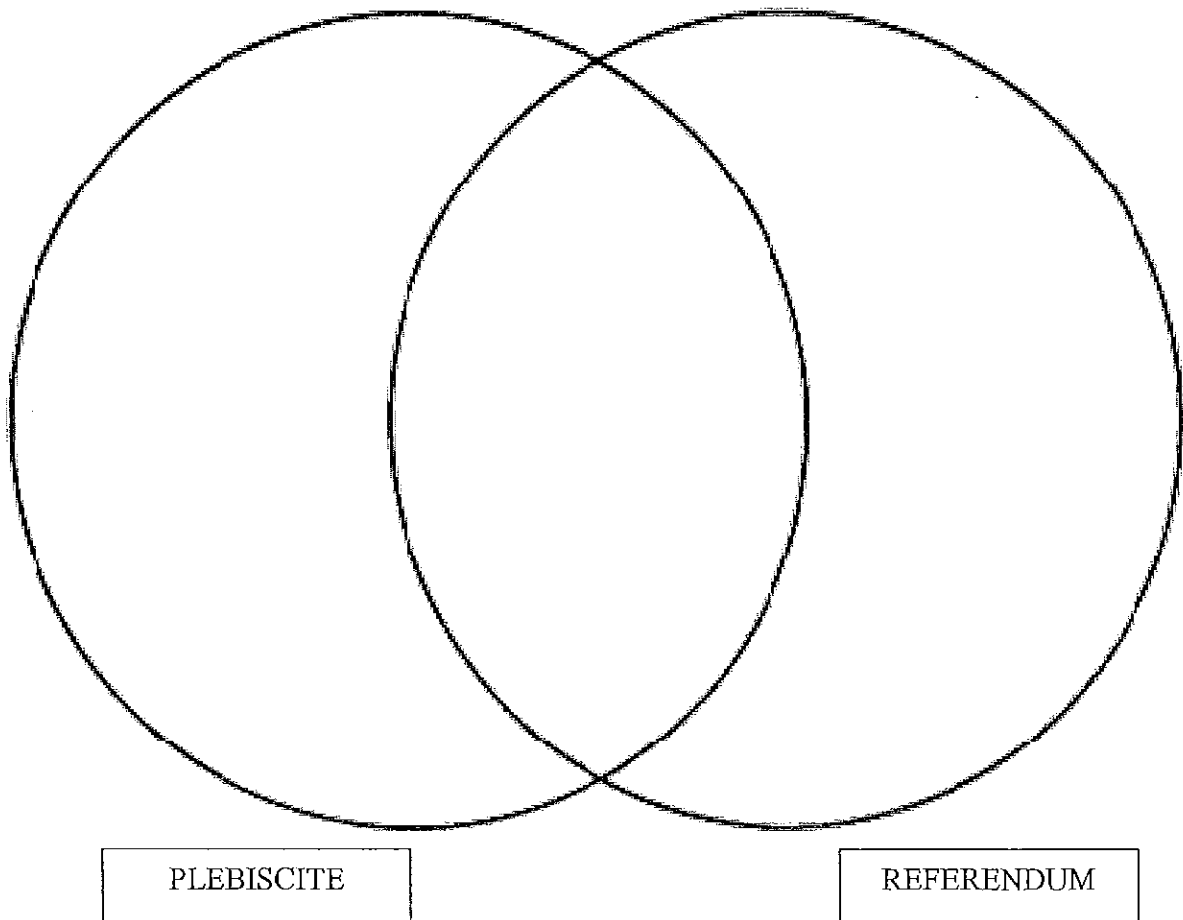
PLEBISCITE... Referendum... What's the Difference?

Instructions: Read the text. After reading, complete the graphic organizer to demonstrate your understanding of the differences between these two concepts. Respond to the questions.

Today, Canadians tend to use the terms *plebiscite* and *referendum* interchangeably. Is there really a noted difference?

A plebiscite is the process of referring a political question to the general electorate. Voters are asked to answer “yes” or “no” to a written question. Originally in Canada, the terms plebiscite referred to a process in which the results were not binding.

A referendum is the process of referring a political question to the general electorate. Voters are asked to answer “yes” or “no” to a written question. The results of a referendum in Canada are binding. Referendums can be held at any level of government, but are most common at the provincial or local level.



Respond to the following questions. Your responses may be in point-form.

1. What are the pros and cons to a plebiscite?

PROS:

CONS:

2. What are the pros and cons to a referendum?

PROS:

CONS:

3. Why might a government choose to administer a plebiscite over a referendum?

4. Why might a government choose to administer a referendum over a plebiscite?

PLEBISCITE... Referendum... What's the Difference?

Possible Student Responses

- **Venn Diagram**

Similarities:

- both examples of direct democracy
- voters answer yes or no to a question

Differences:

- the results of a referendum are binding
- the results of a plebiscite are not binding

- **Questions**

1. What are the pros and cons to a plebiscite?

Pros: voters provide government with direct feedback

Cons: a costly process; the government may choose to disregard the results completely

2. What are the pros and cons to a referendum?

Pros: every vote counts

Cons: a costly process, favours the majority

3. Why might a government choose to administer a plebiscite over a referendum?

-to gauge public opinion on an issue

4. Why might a government choose to administer a referendum over a plebiscite?

-to have the public decide on an issue that has resulted in political deadlock

Plebiscites... Referendums... What's the Difference?

Student: _____

	Level 1	Level 2	Level 3	Level 4
Identifies the topic; recalls some key information* (e.g., in response to questions)	Does not identify the topic; little accurate recall of information	With prompting, identifies the topic and restates a limited amount of information; may be partially inaccurate	Identifies the topic and restates some important information; may be vague in places	Identifies the topic, and restates a great deal of the information
Makes connections to his or her own knowledge and experience, expresses thoughts and feelings, and describes related experiences	Does not make connections; needs one-to one coaching to offer a response	With prompting, makes some loose connections to own knowledge and experiences; offers simple responses; may be vague	Makes relatively simple connections to own knowledge and experiences; expresses thoughts and feelings with little explanation or detail	Makes connections to own knowledge and experiences; expresses thoughts and feelings with some detail

Comments:

Plebiscites... Referendums... What's the Difference?

Student: _____

	Level 1	Level 2	Level 3	Level 4
Identifies the topic; recalls some key information* (e.g., in response to questions)	Does not identify the topic; little accurate recall of information	With prompting, identifies the topic and restates a limited amount of information; may be partially inaccurate	Identifies the topic and restates some important information; may be vague in places	Identifies the topic, and restates a great deal of the information
Makes connections to his or her own knowledge and experience, expresses thoughts and feelings, and describes related experiences	Does not make connections; needs one-to one coaching to offer a response	With prompting, makes some loose connections to own knowledge and experiences; offers simple responses; may be vague	Makes relatively simple connections to own knowledge and experiences; expresses thoughts and feelings with little explanation or detail	Makes connections to own knowledge and experiences; expresses thoughts and feelings with some detail

Comments:

Lesson Plan 2
The History of National Referendums in Canada
CHV2O1 – Grade 10 Civics (Open)



By the end of this lesson, students will:

- work in groups to examine the key issues of three federal referendums
- work cooperatively in groups
- work collaboratively to synthesize information into a summative note
- individually respond to questions asking them to reflect on and make connections to the referendum studied by their respective group

Curriculum Expectations

- demonstrate an understanding of the need for democratic decision making
- explain the causes of civic conflict and how decision-making processes and structures can avert or respond to such conflicts
- demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions
- analyze Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes (e.g., constitutional debates, Quebec sovereignty, Oka Crisis of 1990, Native self-governance)
- describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest movements; financial or volunteer support for educational or community service programs; support for religious or ethnic charitable organizations)
- 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
- organize information, using a variety of methods and tools (e.g., summaries, notes, timelines, visual organizers, maps, comparison organizers)
- communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations)

Catholic Graduate Expectations

- 2(b) Reads, understands and uses written materials effectively.
- 2(c) Presents information and ideas clearly and honestly and with sensitivity to others.
- 2(d) Writes and speaks fluently one or both of Canada's official languages.
- 3(f) Examines, evaluates and applies knowledge of interdependent systems (physical,

political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

5(a) Works effectively as an interdependent team member.

5(b) Thinks critically about the meaning and purpose of work.

5(e) Respects the rights, responsibilities and contributions of self and others.

5(f) Exercises Christian leadership in the achievement of individual and group.

7(j) Contributes to the common good.

Time Frame

1 class period (80 minutes)

Materials/Preparation for Teaching

-Parking Lot for student responses

-chart paper

-markers

-photocopies of each packages (numbers reflect approx. 1/3 of the class): The Prohibition Referendum of 1898; The Conscription Referendum of 1942; The Constitutional Referendum of 1992 on the Charlottetown Accord

-appendix: Rule-Based Summary Strategy (from Robert Marzano)

Instruction

1. Ask students to post their Post-It Notes from last night's homework on the Parking Lot, which should be posted in a visible location. If students did not submit three responses, they still have time to do so by tomorrow's class.

2. Preface to today's activities: Teacher can comment that students clearly have issues that they would like to comment on in terms of what the local government can do to improve the day-to-day living in the City of Vaughan. The class will be revisiting this list, so students may continue to add to the list until that time. In history, there have only been three instances where the federal government has asked citizens to help make decisions about critical issues.

3. In (pre-determined) groups, student will examine the instances in which there have been national referendums. It will be each group's job to become the experts on one event and prepare a summative note for the other groups, which they will copy into their notes. Before asking students to move into their groups, teacher should refer students to summary-writing tips which have been posted on the board (the teacher should determine which strategies they feel will be the most effective with their class; refer to the appendix).

4. Divide students into groups and have them physically move to their work space. Distribute the packages accordingly. Review with students the "Your Task" section and emphasize that the work is to be submitted by the end of the period (there is flexibility in the individual component, however).

-all students should have a highlighter while reading

-Post-It Notes or scraps of loose leaf paper may be helpful in extracting key points

5. The remainder of the class time will be devoted to group work. If time does not permit the completion of the independent component, students may complete it for homework and submit it at the beginning of class tomorrow.

Modifications/Accommodations

x Peer tutor/ Partner x Increase/decrease time Manipulatives

x Conference x Include visuals Extend

Other: Flexible groupings; teacher pre-determines groupings based on level of difficulty

→i.e. 1898 least difficult; 1992 most difficult

-Teacher should circulate during group work to provide clarity.

-Teacher can provide examples of appropriate graphic organizers that students can use to organize their summary notes.

Assessment/Evaluation

-individual responses will be evaluated according to the K T/I C A categories (on assignment sheet)

-anecdotal notes

Rule-Based Summary Writing Strategy

1. Delete trivial material that is unnecessary to understanding.
2. Delete redundant material.
3. Substitute superordinate terms for more specific terms (e.g. Instead of trout, salmon, tuna and halibut, use *fish*.)
4. Select a topic sentence or invent one if it is missing.

The History of National Referendums in Canada

Group One: The Prohibition Referendum of 1898

Your Task:

This work is to be completed by the end of the period. Groups and individual students are to hand in both components to the teacher.

a.) As a group

Read all instructions.

Before Reading:

- elect a group leader, whose job it is to ensure that the group works efficiently and effectively
- elect a recorder, whose job it is to write the group's summary note
- orally discuss what this referendum *might* have been about

During Reading:

- reading may be silently or aloud → choose a reader or while students read, they should be highlighting what they feel are key points
- students may also write what they feel are key points on Post-It Notes or scrap pieces of paper; once the reading is complete, they can compare notes with other group members to determine which points will be committed to the summary note

After Reading:

- using the chart paper and marker provided, summarize this information onto a single sheet of chart paper, identifying only the most important facts
- summary notes may be done in point form
 - you may wish to organize your notes under the following sub-headings:
 - *Background
 - *The issue
 - *The result
 - *Implications
- summary notes may take any form you wish; use graphic organizers where appropriate
- ensure that notes are neat and legible for your classmates to copy

b.) Individually

Respond to the following questions on a sheet of loose leaf paper. Each response should be a minimum of 3-5 sentences.

- i.) How would you have voted in this referendum? Explain your reasoning.
- ii.) If you were Prime Minister, would you have put this issue to a national referendum? Explain your reasoning.

Marking Scheme:

- i.) 5 marks, thinking
ii.) 5 marks, thinking
5 marks, communication
- } Total = ___/10 thinking; ___/5 communication

Historical Overview:

National referendums are very rare in Canada. In fact, there have only been three in Canada's history, each issue being very different.

The temperance movement in Canada predates Confederation and in many ways parallels developments in the United States. According to available data, alcohol consumption in the late 18th and early 19th century was largely in the form of spirits such as rum and whisky, which contributed to much misery in an age before social welfare programs. The temperance movement was led by Protestant denominations which believed drunkenness to be both evil and disruptive. The first temperance societies in Canada were established in 1827 and many more followed after that.

The temperance movement subsided during the mid 1800s, but regained life in the 1860s. The Dominion Alliance for the Total Suppression of the Liquor Trade, which was set up in 1876, became an umbrella group for the movement. While it and other groups wanted a national prohibition against alcohol, their efforts and successes were largely at the local level. Various legislative successes occurred in the nineteenth century such as the passage of the Dunkin Act in the United Province of Canada in 1864, which allowed any county or municipality to prohibit the retail sale of liquor by majority vote; in 1878 this "local option" was extended to the whole Dominion under the Canada Temperance Act, or Scott Act, in 1879. It allowed local (county, city or township) bans on sales of alcoholic beverages following a poll taken at given intervals. Quite a large number of polls were taken over the subsequent decades in Ontario and in the Maritimes and very few in Quebec. About half of them dried up the concerned counties.

However, these local gains weren't enough for the temperance movement since alcohol remained quite present in Canada, and so they continued to push for total prohibition. Almost every year a resolution was introduced in the House of Commons to that effect. Four provinces held referendums on prohibition: Manitoba in 1892, PEI in 1893 and NS and Ontario in 1894. Each was successful.

The Liberals under Wilfrid Laurier were elected in the 1896 general election. Their platform contained the promise of a referendum on prohibition and the new government was regularly reminded of this fact. Finally, on April 13, 1898, Laurier declared: *"le cabinet est unanime et se fera un devoir de tenir les engagements que le parti a pris lors de la convention de 1893."* The Act of the Plebiscite on Prohibition was sanctioned on June 13 with the date of the referendum set September 29, 1898.

The Question: *Are you in favour of the passing of an Act prohibiting the importation, manufacture or sale of spirits, wine, ale, beer, cider and all other alcoholic liquors for use as beverage?*

Jurisdiction	For Prohibition	Percent For	Against Prohibition	Percent Against
Alberta and Saskatchewan	6,238	68.8	2,824	31.2
British Columbia	5,731	54.6	4,756	45.4
Manitoba	12,419	80.6	2,978	19.4
New Brunswick	26,919	72.2	9,575	27.7
Nova Scotia	34,368	87.2	5,370	12.8
Ontario	154,498	57.3	115,284	42.7
Prince Edward Island	9,461	89.2	1,146	10.8
Quebec	28,436	18.8	122,760	81.2
Canada	278,380	51.2	264,693	48.8

The national results were extremely close: 51% for the Yes and 49% voting No. Regional disparities, however, were wide with Quebec voting overwhelmingly No compared to the rest of the country, where the Yes vote carried. The Yes side in Quebec garnered only 19% of the vote in that province compared to 80% in the Maritime Provinces (New Brunswick, Nova Scotia and PEI) and 57% in Ontario.

The results were also undermined by voter apathy. Only 44% of the enlisted voters bothered to vote in the referendum, with the lowest turnout in the west (Manitoba, British Columbia and the Northwest Territories). This was significantly lower than the participation rates at contemporary general elections.

The Laurier government decided not to act upon those positive results arguing that less than 25% of the population (51% of 44%) was not a sufficient proportion for such a drastic legislation to be legitimate and enforceable. Moreover, Laurier was said to have been afraid to split the country because of the sharp divide of the vote between French-Canadians concentrated in Quebec and English-Canadians.

To think about...

1. What were some of the social 'evils' that some felt could be cured by prohibition?
2. Why would the province of Quebec vote so strongly against prohibition?

The History of National Referendums in Canada

Group Two: The Conscription Referendum of 1942

Your Task:

This work is to be completed by the end of the period. Groups and individual students are to hand in both components to the teacher.

a.) As a group

Read all instructions.

Before Reading:

- elect a group leader, whose job it is to ensure that the group works efficiently and effectively
- elect a recorder, whose job it is to write the group's summary note
- orally discuss what this referendum *might* have been about

During Reading:

- reading may be silently or aloud → choose a reader or while students read, they should be highlighting what they feel are key points
- students may also write what they feel are key points on Post-It Notes or scrap pieces of paper; once the reading is complete, they can compare notes with other group members to determine which points will be committed to the summary note

After Reading:

- using the chart paper and marker provided, summarize this information onto a single sheet of chart paper, identifying only the most important facts
- summary notes may be done in point form
 - you may wish to organize your notes under the following sub-headings:
 - *Background
 - *The issue
 - *The result
 - *Implications
- summary notes may take any form you wish; use graphic organizers where appropriate
- ensure that notes are neat and legible for your classmates to copy

b.) Individually

Respond to the following questions on a sheet of loose leaf paper. Each response should be a minimum of 3-5 sentences.

- i.) How would you have voted in this referendum? Explain your reasoning.
- ii.) If you were Prime Minister, would you have put this issue to a national referendum? Explain your reasoning.

Marking Scheme:

i.) 5 marks, thinking

ii.) 5 marks, thinking

5 marks, communication

} Total = ___/10 thinking; ___/5 communication

Historical Overview:

National referendums are very rare in Canada. In fact, there have only been three in Canada's history, each issue being very different.

Canada declared war on Germany on September 10, 1939, and sent one division to Europe, which had no chance for combat before France was completely overrun by Germany. In 1940, Prime Minister William Lyon Mackenzie King pledged to limit Canada's direct military involvement in the war. Many Canadians supported King's pledge, even as it became obvious the war would drag on for years.

As in the First World War, young French-Canadians joined the few traditional French-speaking regiments of the Canadian army, such as the Regular-Army Royal 22e Régiment, and several reserve regiments that were mobilized. In the Infantry, barracks life and most training were in French and only the command and radio language was in English.

In the rest of the military, however, units were Anglicized, because of the predominance of the radio, and the heavy technical instruction in English-only training centres. The Régiment de Trois-Rivières, a tank unit, was reorganized and fought as an English-speaking unit (the Three Rivers Regiment).

The waste of French-speaking soldiers, sailors and airmen is demonstrated by the career of one of the "Three Rivers" French-speaking officers, Jean Victor Allard. In frustration with the Anglicization of his unit and the side-lining of French-Canadians (including himself), he transferred to the Infantry where he quickly rose to command a battalion and a brigade in World War II, a brigade in Korea, a British Division in post-war NATO and then became Canada's first French-Canadian Chief of Defence Staff.

While units such as the Royal 22e Régiment, Les Fusiliers Mont-Royal, the Régiment de la Chaudière and the Régiment de Maisonneuve all had outstanding records during World War II, some feel that if they had been concentrated into the same brigade (as French-Canadians requested and as now currently exists in the Canadian Armed Forces), it could have become a focus of pride for French-Canada, encouraging the war effort and political support in Quebec. These units were, however, distributed among the various English-speaking divisions of the Canadian Army overseas.

Acceptance of French-speaking units was greater in Canada from the start of the Second World War in comparison to the First. While the creation of the 22nd Infantry Battalion (French-Canadian) required large rallies of French-Canadians in 1914, accompanied by political pressure, to overcome Minister Sam Hughes' abhorrence of the idea, this greater

acceptance of French-Canadian units, as well as informal use of their language, diminished the ferocity of Quebec's resistance to the war effort.

In June of 1940 the government adopted conscription for home service in the National Resources Mobilization Act (NRMA), which allowed the government to register men and women and move them into jobs considered necessary for wartime production, but did not allow them to be conscripted for overseas service.

By 1941 there were enough volunteers for five overseas divisions. Meanwhile the Conservatives were pressuring King to introduce conscription. In April of 1942 King held a plebiscite, which asked the population not to support immediate conscription, but rather to allow the government to take back its promise made during the 1940 election. King's famous remark on the issue, "conscription if necessary, but not necessarily conscription," reflected the ambiguous nature of the plebiscite.

The Question: *Are you in favour of releasing the Government from any obligations arising out of any past commitments restricting the methods of raising men for military service?*

Jurisdiction	Voted Yes	Percent Yes	Voted No	Percent No
Alberta	186,624	71.1	75,880	28.9
British Columbia	253,844	80.4	62,033	19.6
Manitoba	218,093	80.3	53,651	19.7
New Brunswick	105,629	69.8	45,743	30.2
Nova Scotia	120,763	77.1	35,840	22.1
Ontario	1,202,953	84	229,847	16
Prince Edward Island	23,568	82.9	4,869	17.1
Quebec	375,650	27.9	971,925	72.1
Saskatchewan	183,617	73.1	67,654	26.9
Yukon	847	74.4	291	25.6
Total civilian vote	2,670,088	63.3	1,547,724	36.7
Military vote	251,118	80.5	60,885	19.5
Canada	2,921,206	64.5	1,608,609	35.5

Unsurprisingly, the plebiscite was supported by most English Canadians, who voted 83% in favour, but hardly at all by French Canadians, especially in Quebec, where anti-conscription groups (including one led by Henri Bourassa, the most vocal opponent of conscription in 1917) helped 76% of the population vote against the plebiscite. The government then passed Bill 80, repealing the sections of the NRMA that did not allow for overseas conscription. However, many Canadians still did not support immediate conscription; there were a few riots in Montreal, although these were not on the same

scale as the 1917 and 1918 riots. Even in Toronto, a strongly pro-conscription region, Conservative Arthur Meighen was defeated in a by-election after promising to help introduce conscription.

To think about...

1. Why did English-Canadians vote in favour of the plebiscite question?
2. Why were the French so opposed to conscription?

The History of National Referendums in Canada
Group Three: The Constitutional Referendum of 1992 on the
Charlottetown Accord

Your Task:

This work is to be completed by the end of the period. Groups and individual students are to hand in both components to the teacher.

a.) As a group

Read all instructions.

Before Reading:

- elect a group leader, whose job it is to ensure that the group works efficiently and effectively
- elect a recorder, whose job it is to write the group's summary note
- orally discuss what this referendum *might* have been about

During Reading:

- reading may be silently or aloud → choose a reader or while students read, they should be highlighting what they feel are key points
- students may also write what they feel are key points on Post-It Notes or scrap pieces of paper; once the reading is complete, they can compare notes with other group members to determine which points will be committed to the summary note

After Reading:

- using the chart paper and marker provided, summarize this information onto a single sheet of chart paper, identifying only the most important facts
- summary notes may be done in point form
 - you may wish to organize your notes under the following sub-headings:
 - *Background
 - *The issue
 - *The result
 - *Implications
- summary notes may take any form you wish; use graphic organizers where appropriate
- ensure that notes are neat and legible for your classmates to copy

b.) Individually

Respond to the following questions on a sheet of loose leaf paper. Each response should be a minimum of 3-5 sentences.

- i.) How would you have voted in this referendum? Explain your reasoning.
- ii.) If you were Prime Minister, would you have put this issue to a national referendum? Explain your reasoning.

Marking Scheme:

- i.) 5 marks, thinking
ii.) 5 marks, thinking } Total = ___/10 thinking; ___/5 communication
5 marks, communication

Historical Overview:

National referendums are very rare in Canada. In fact, there have only been three in Canada's history, each issue being very different.

Unlike the Meech Lake Accord, the Charlottetown Accord's ratification process provided for a national referendum. Three provinces — British Columbia, Alberta and Quebec — had recently passed legislation requiring that constitutional amendments be submitted to a public referendum. As well, Quebec premier Robert Bourassa had pledged, depending on the results of the Charlottetown negotiations, to hold a referendum that year on either Quebec independence or a new constitutional agreement.

The drive for a federal referendum came from the many complaints about the Meech Lake process, and how many claimed it was a backdoor negotiation for the future of the country. Prime Minister Brian Mulroney decided to go with the referendum, against the advice of his minister of Constitutional Affairs, Joe Clark. British Columbia and Alberta agreed to participate in the federal referendum, but Quebec opted to conduct its own separate vote. (For that reason, Quebecers "temporarily" living outside the province could have two votes, since they were enumerated to the voters' list based on federal rules, but people relatively new to Quebec could not vote at all because they had not established residency.)

The accord had to be approved not only by a majority of voters nationally, but also by a majority of voters in each province. If it failed in just one province, the accord would not pass.

**Support for the Accord*

The campaign saw an alignment of groups in support of the new constitution. The Progressive Conservatives, the Liberals, and the New Democratic Party supported the accord. First Nations groups endorsed it as did some women's groups and business leaders. All ten provincial premiers supported it. In the English media, almost all opinion pieces were in favour. The campaign began with the accord being popular across English Canada, with a statistical dead heat in Quebec. All three major party leaders travelled the country supporting the accord while large amounts of money were spent on pro-accord advertising. While many advocates of the accord acknowledged that it was a compromise and had many flaws, they also felt that without it the country would break apart.

**Opposition to the Accord*

The most important opponent of the accord was probably former Prime Minister Pierre Trudeau. In a piece first published in Maclean's Magazine, he argued that the accord meant the end of Canada and was the disintegration of the federal government. He would later grant an interview at a Montreal Chinese restaurant, "La Maison du Egg Roll",

where he would deliver a powerful speech, arguing that "This mess deserves a 'no'." One of Trudeau's chief allies, Deborah Coyne, would lead a feminist crusade against the accord.

The No side was a smaller collection of groups. Preston Manning's fledgling, western-based Reform Party battled the accord in the West with the slogan, "KNOW More", opposing "distinct society" and arguing that Senate reform did not go far enough. Quebec sovereignists, Lucien Bouchard's Bloc Québécois and the provincial Parti Québécois led by Jacques Parizeau, were strongly opposed as they believed it did not give Quebec enough powers.

As the campaign progressed, the accord steadily became less and less popular. This is often credited to much of the electorate finding at least some part of the lengthy accord with which they disagreed. It is also closely connected to the extreme unpopularity of Brian Mulroney in 1992, and to the nation's general antipathy towards the constitutional debates.

Mulroney was already deeply unpopular with Canadian voters who perceived him as arrogant, and made a number of mistakes in the referendum campaign. Most famously, he referred to persons against the Accord as "Enemies of Canada," and while speaking about the dangers of voting against the agreement in Sherbrooke, he ripped a piece of paper in half with a dramatic flourish to represent the historic gains for Quebec that would be threatened if the accord failed. This came to be regarded as one of the defining images of his tenure as Prime Minister, with many voters seeing overtones of belligerence and intimidation. Many voters, in fact, misinterpreted the action as a reference to the potential breakup of the country.

Many critics, especially those in the West, argued that the Accord was essentially a document created by the nation's elites to codify their vision of what Canada "should" be. BC broadcaster Rafe Mair gained national fame and notoriety by arguing that the accord represented an attempt to permanently cement Canada's power base in the Quebec-Ontario bloc at the expense of fast-growing, wealthy provinces like Alberta and British Columbia that were challenging its authority. To proponents of such beliefs, opposing the accord became portrayed as campaign of grassroots activism against the interests of the powerful.

In Quebec, a tape featuring two bureaucrats saying that Bourassa had "caved" in negotiations was played on a radio station. Further undermining the "Yes" vote in Quebec was when British Columbia's Constitutional minister, responding to Mair's comments, said that Bourassa had been "outgunned" in the discussions.

On October 26, 1992, two referenda (the Quebec government's referendum in Quebec, and the federal government's referendum in all other provinces and territories) were put to the people.

The Question: *Do you agree that the Constitution of Canada should be renewed on the basis of the agreement reached on August 28, 1992?*

Jurisdiction	Voted Yes	Percent Yes	Voted No	Percent No
Alberta	483,275	39.8	731,975	60.2
British Columbia	525,188	31.8	1,126,761	68.2
Manitoba	198,230	38	322,971	62
New Brunswick	23,010	61.7	145,096	38.3
Newfoundland	133,193	63.1	77,881	36.9
Northwest Territories	14,750	61	9,416	39
Nova Scotia	218,618	48.7	230,182	51.3
Ontario	2,410,119	50.1	2,397,665	49.9
Prince Edward Island	48,687	74	17,124	26
Quebec	1,710,117	43.4	2,232,280	56.6
Saskatchewan	203,361	44.6	252,459	55.4
Yukon	5,354	43.6	6,922	56.4
Canada	6,185,902	45	7,550,732	55

Many thought, from a national unity perspective, that the result given was probably the next best result to the Accord passing: since both Quebec and English Canada rejected it, there really was not a fundamental disagreement as there was with Meech Lake. A division in the Quebec Liberal Party over the accord would bring former Liberal youth committee president Mario Dumont to form the Action démocratique du Québec in 1994.

Probably the biggest result of the referendum, however, was the effect of most of Canada's population voting against an agreement by every First Minister and most other political groups. This stinging rebuke against the "political class" in Canada was a preview of things to come: on October 25, 1993, a year less a day after the Charlottetown referendum, the Progressive Conservatives (under new leader Kim Campbell) were reduced to a mere two seats in the federal election, replaced in many ridings by the Reform Party and the Bloc Québécois.

To think about...

1. Do you think that this issue should have been put to a national referendum, given the nature of it?
2. Examine the provincial results. Are there any that were surprising to you?

Lesson Plan 3
The History of National Referendums in Canada (Conclusion)
An Overview of Noted Provincial Referendums
CHV2O1 – Grade 10 Civics (Open)



By the end of this lesson, students will:

- present the summary note produced by their group in a short oral presentation
- copy the summary notes produced by the other groups in the class
- discuss the challenges in understanding why certain issues are put to national referendums while others are not
- learn about provincial examples of referendums

Curriculum Expectations

- demonstrate an understanding of the need for democratic decision making
- explain the causes of civic conflict and how decision-making processes and structures can avert or respond to such conflicts
- demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions
- analyze Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes (e.g., constitutional debates, Quebec sovereignty, Oka Crisis of 1990, Native self-governance)
- describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest movements; financial or volunteer support for educational or community service programs; support for religious or ethnic charitable organizations)
- 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
- organize information, using a variety of methods and tools (e.g., summaries, notes, timelines, visual organizers, maps, comparison organizers)
- communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations)

Catholic Graduate Expectations

- 2(b) Reads, understands and uses written materials effectively.
- 2(c) Presents information and ideas clearly and honestly and with sensitivity to others.
- 2(d) Writes and speaks fluently one or both of Canada's official languages.

3(f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

5(a) Works effectively as an interdependent team member.

5(b) Thinks critically about the meaning and purpose of work.

5(e) Respects the rights, responsibilities and contributions of self and others.

5(f) Exercises Christian leadership in the achievement of individual and group.

7(j) Contributes to the common good.

Time Frame

1 class period (80 minutes)

Materials/Preparation for Teaching

-masking tape or magnets to post groups' notes

-overhead transparency – An Overview of Notable Provincial Referendums

-cloze version – An Overview of Notable Provincial Referendums

-overhead projector

-CBC Archives clip: Separation Anxiety – The 1995 Quebec Referendum; there are a variety of clips to choose from

http://archives.cbc.ca/politics/federal_politics/topics/1891/

-LCD projector

-blank 8½ x 11 paper

-handout: If I Had to Decide...

Instruction

1. Ask students who have not already done so, to hand in the individual component of yesterday's assignment.

2. Have students return to their groups from yesterday and ask the group to appoint one or two students who will briefly present the group's note. As each group presents, allow the rest of the class an opportunity to ask the group questions about their referendum issue. Once each group has presented, they should post their chart paper in a central location in the classroom so that the rest of the class can copy.

3. Teacher should allow adequate time for copying.

4. Whole group discussion: To bring the topic of national referendums to a close, the teacher can ask the class these suggested questions:

a.) What did you find challenging in understanding your group's referendum issue?

b.) Do you think that any of these issues could have been resolved differently?

c.) In each referendum, the results put certain groups at an advantage – explain.

Whose voices were effectively silenced as a result of each referendum?

d.) Clearly, each time the government put forth a national referendum, it was a risk. Were these risks worth taking?

5. Teacher can explain to student that provincial governments have also taken risks in implementing referendums at the provincial level on a number of issues. Every province, with the exception of New Brunswick, has held a referendum at least once on issues ranging from switching to daylight savings times to allowing women the right to vote.

6. Ask students to copy the note, An Overview of Notable Provincial Referendums.

7. While students are copying, teacher can connect LCD projector to the computer/laptop in preparation for showing the CBC archive clip on the 1995 Quebec referendum.

8. Once students have finished copying, the teacher will play the clip. While viewing, students will complete a Sketch-to-Stretch activity.

- before playing the clip, give each student a sheet of blank paper
- while viewing ask students to drawing a single symbol or image that summarizes for them what the key or main message is
- after viewing, allow students a few minutes to write a brief description of their image and why they drew what they drew
- solicit volunteers to share their images

9. As a group, ask students: "Do you think that one province should have the right to determine whether or not it wants to separate from the rest of the country? Should this have been a national referendum? Should this question have been asked at all?"

10. For homework, ask students to complete the handout, If I Had to Decide...

- read through the instructions with students
- this will be discussed/taken up in class tomorrow

Modifications/Accommodations

x Peer tutor/ Partner x Increase/decrease time Manipulatives

x Conference x Include visuals Extend

Other: Ask a reliable student to photocopy his/her notes; students with difficulties transcribing may use a laptop or computer (assistive technology); teacher can provide an appropriate graphic organizer for note-taking, etc.

Teacher can provide overhead notes for students with difficulties copying in a cloze format (i.e. missing words, phrases).

Assessment/Evaluation

- anecdotal notes
- homework assignment

If I Had to Decide

By now, you have learned about several examples of federal and provincial referendums. No doubt, you have struggled with some of the issues and asked questions like, "Why couldn't the government decide for itself?" - especially on those issues that caused a great deal of internal conflict.

Respond to the following. (Point-form is acceptable.)

a.) If you were in the position to do so, which issues would you permit to be decided upon in a referendum?



b.) How did you make your decision? What factors contributed to your deciding which are appropriate issues to be brought forth in a referendum?

To think about for tomorrow's class...

The City of Vaughan has decided that it is time that the youth of the community had a say in the issues that are tabled for discussion at City Hall by way of an annual student plebiscite. Earlier in the week, you were asked to post some issues of personal concern to you from you immediate community. Tomorrow, we will look at all the posted responses and begin to formulate some questions that we as a class feel should be put to the students of this school for an answer. What questions should be asked? What issues matter to the youth of Vaughan?

An Overview of Noted Provincial Referendums

Introduction

-every province except New Brunswick has held at least one referendum
-some of the issues: adopting daylight savings time, allowing women the right to vote, prohibition

Newfoundland

-two referendums in 1948
-at this time, Newfoundland was not a province of Canada
-key question: should Newfoundland join Confederation?
-the referendum gave three choices:
 a. join Canada
 b. become an independent dominion
 c. continue to be ruled by a group of commissioners
-by the second referendum, the result was 52% in favour of joining Canada

Quebec

-the sovereignty movement was founded in Quebec by Rene Levesque in the late 1960's
-in 1980, Levesque first attempted a referendum on this issue but 60% of the province was opposed to separation
-in 1995, under the leadership of Premier Jacques Parizeau, another referendum on the same issue was held
 → this time, the campaign in favour of separation was much more aggressive
 → the issue was still sovereignty, but it included an economic and political partnership with Canada
-the result of the 1995 referendum was 50.58% of Quebecers rejecting sovereignty, while 49.42% voted Yes

Ontario

-in 2007, the government of Ontario proposed changing its electoral system from the traditional "first-past-the-post" system to proportional representation
-the question:

Which electoral system should Ontario use to elect members to the provincial legislature?

- a. The existing electoral system (First-Past-the-Post)
- b. The alternative electoral system proposed by the Citizens' Assembly (Mixed Member Proportional)

-this referendum was surprising to some, as the traditional format of the response is usually a Yes or No answer

-the result: 63% opted to keep the current system; 37% voted to change the current system

An Overview of Noted Provincial Referendums

Introduction

-every province except _____ has held at least one referendum
-some of the issues: adopting _____, allowing women
the right to _____, prohibition

Newfoundland

-two referendums in _____
-at this time, Newfoundland was _____ of
Canada
-key question: should Newfoundland _____?
-the referendum gave three choices:
a. _____
b. become an independent _____
c. continue to be ruled by a _____
-by the second referendum, the result was _____ of joining
Canada

Quebec

-the _____ movement was founded in Quebec by Rene
Levesque in the _____
-in 1980, Levesque first attempted a referendum on this issue but 60% of the
province was _____
-in 1995, under the leadership of Premier _____,
another referendum on the same issue was held
→ this time, the campaign in _____ of separation was much
more
→ the issue was still sovereignty, but it included an _____ and
_____ partnership with Canada
-the result of the 1995 referendum was _____ of Quebecers
_____ sovereignty, while _____ voted Yes

Ontario

-in 2007, the government of Ontario _____ its
_____ from the traditional "first-past-the-post" system to

-the question:

Which electoral system should Ontario use to elect members to the provincial legislature?

- a. The existing electoral system (_____)
- b. The alternative electoral system proposed by the Citizens' Assembly (_____)

-this referendum was _____ to some, as the traditional format of the response is usually a _____ answer

-the result: _____ opted _____ the current system; _____ voted to _____ the current system

Lesson Plan 4
Asking Some Tough Questions... Creating a Plan
CHV2O1 – Grade 10 Civics (Open)



By the end of this lesson, students will:

- develop a set of potential plebiscite questions to pose to the City of Vaughan Council
- review and develop a strategy for implementing a school-wide plebiscite

Curriculum Expectations

- demonstrate an understanding of the need for democratic decision making
- explain the causes of civic conflict and how decision-making processes and structures can avert or respond to such conflicts
- demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions
- analyze Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes (e.g., constitutional debates, Quebec sovereignty, Oka Crisis of 1990, Native self-governance)
- describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation (e.g., membership in political parties; participation in protest movements; financial or volunteer support for educational or community service programs; support for religious or ethnic charitable organizations)
- 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
- organize information, using a variety of methods and tools (e.g., summaries, notes, timelines, visual organizers, maps, comparison organizers)
- communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations)

Catholic Graduate Expectations

- 2(b) Reads, understands and uses written materials effectively.
- 2(c) Presents information and ideas clearly and honestly and with sensitivity to others.
- 2(d) Writes and speaks fluently one or both of Canada's official languages.
- 3(f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- 5(a) Works effectively as an interdependent team member.

- 5(b) Thinks critically about the meaning and purpose of work.
- 5(e) Respects the rights, responsibilities and contributions of self and others.
- 5(f) Exercises Christian leadership in the achievement of individual and group.
- 7(j) Contributes to the common good.

Time Frame

1 class period (80 minutes)

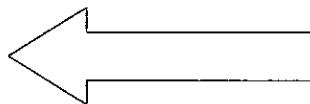
Materials/Preparation for Teaching

package: Execution of Student Plebiscite – A Suggested Plan
 chart paper
 markers
 masking tape or magnets to post charts

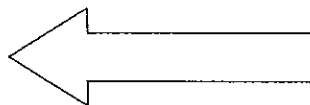
Instruction

1. Review yesterday’s homework: Teacher may choose to collect the worksheet for evaluation or ask students to share responses.
2. The Parking Lot: As a class, review the issues that have been posted on the Parking Lot. The issues should reflect concerns that students have about their immediate community.
 - discuss the issues as a group
 - as a class, determine the top 3 issues
3. Ask students to form groups of 3-5. Based on the top 3 issues identified by the class, each group is to design a question for each issue.
 - before the groups begin, review with students what makes a good plebiscite question:
 - *clear and concise
 - *has a Yes or No answer
 - *relatively short in length
 - *not ambiguous
 - the groups will discuss, and then write their three proposed questions on the chart paper provided; ask students to format their charts in the following way:

Proposed Questions
Issue 1: _____ Question: _____
Issue 2: _____ Question: _____
Issue 3: _____ Question: _____



Title



Specify the issues in the order that the class voted; question beneath

4. Allow time for each group to present their questions to the class. After the presentation, each group will post their charts in a central location.

5. After all the groups have presented, the teacher will ask the class to select their preferred question for each issue. Students will get up and quietly review the charts again. They will indicate their preferred question for each issue by placing a check mark beside it. After each student has voted, teacher will tabulate the results and will indicate which three questions will be considered for the school-wide plebiscite. (Teacher will email the three questions to Christine Cosentino via First Class as soon as possible so that a response can be returned in a timely matter, most likely within a day.)

6. The rest of the class time will be devoted to devising a plan to implement the plebiscite. Teacher will refer to Execution of Student Plebiscite – A Suggested Plan.

Students can be divided into teams:

- Announcements: morning and afternoon; one week prior to plebiscite
- Posters and flyers (throughout the school and in every homeroom)
- Communications: A memo that will be sent to homeroom teachers explaining what the plebiscite is about
- Multimedia presentation: a slide show that can be played in the cafeteria or common area a few days before the plebiscite
- Polling Station: a rotating schedule; booth construction; list of students per grade

Modifications/Accommodations

x Peer tutor/ Partner x Increase/decrease time Manipulatives

x Conference x Include visuals Extend

Other: Flexible groupings

Assessment/Evaluation

- anecdotal notes
- co-operative group work

Unit: ONE	Lesson eg. 3-1	Lesson:#
<p>Class Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole Class <input type="checkbox"/> Teacher Directed <input type="checkbox"/> Student Directed <input type="checkbox"/> Paired Co-operative <input type="checkbox"/> Group Co-operative <input type="checkbox"/> Individual Work 	<p>Prior Learning: will have learned about the processes involved in making bills into laws. Explain to students that on occasion, past governments have asked the voting public to decide on certain issues. They will also have an understanding of the roles various levels of governments play</p> <p>Enduring Understanding(s): All citizens have a role to play in government.</p> <p>Critical Thinking Questions: Should all citizens play an Active role in government in a meaningful way? What expectations should students have in their ability to influence local policy making</p>	<p>Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> TV/VCR/DVD <input type="checkbox"/> LCD/Comp. <input type="checkbox"/> LCD/DVD/Audio <input type="checkbox"/> O/H Projector <input type="checkbox"/> Computer Lab
<p>Instructional Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Active Listening <input type="checkbox"/> Brainstorming <input type="checkbox"/> Case Study <input type="checkbox"/> Class Discussion <input type="checkbox"/> Competitive Learning <input type="checkbox"/> Computer Simulation. <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Concept Creation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Contract Learning <input type="checkbox"/> Critical Dialogue <input type="checkbox"/> Debate (Formal) <input type="checkbox"/> Debate (Informal) <input type="checkbox"/> Demonstrative Learning <input type="checkbox"/> Demonstrative Webbing <input type="checkbox"/> Four Corners <input type="checkbox"/> Game <input type="checkbox"/> Game Theory <input type="checkbox"/> Guided Reading <input type="checkbox"/> Graffiti <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Graph Creation <input type="checkbox"/> Graphing <input type="checkbox"/> Guest Speaker <input type="checkbox"/> Inside/Outside <input type="checkbox"/> Journal Writing <input type="checkbox"/> Lecture <input type="checkbox"/> Movie Review/Analysis <input type="checkbox"/> Mind Map <input type="checkbox"/> Model Building <input type="checkbox"/> Note Making (student generated) <input type="checkbox"/> Note Making (teacher generated) <input type="checkbox"/> Numbered Heads <input type="checkbox"/> Jigsaw <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Panel Discussion <input type="checkbox"/> Placemat <input type="checkbox"/> Problem Based Learning <input type="checkbox"/> P uzzle Pieces <input type="checkbox"/> Research (Guided) <input type="checkbox"/> Research (Independent) <input type="checkbox"/> Report Writing <input type="checkbox"/> Response Writing <input type="checkbox"/> Response Journals <input type="checkbox"/> Role Playing <input type="checkbox"/> Round Robin <input type="checkbox"/> Simulation <input type="checkbox"/> Snowball 	<p>Lesson Plan:</p> <p>Prior Learning – Understanding of Critical pieces in local, federal, and provincial governments</p> <p>Framing the Day – What are the factors that influence decision makers to make change in society?</p> <ol style="list-style-type: none"> 1. Open with the above question to move students mindset to thinking about what influences politicians 2. Distribute the package <i>Plebiscite... Referendum... What's the Difference?</i> to students. Ask students to individually read the text. Once they have read the passage, with an elbow partner, students may complete the Venn diagram. Review with students how a Venn diagram is completed. Take up responses as a whole group. (Teacher may put a copy of the Venn diagram on an overhead transparency, may draw the diagram on the black/white board, or may use an Interactive White Board to record the discussion.) 3. If the class has a Word Wall these terms might be added at this time. 4. Ask students to consider whether a referendum or a plebiscite is more effective in making change. Ask them to consider the Pros and Cons of each strategy. Using Think/Pair/Share encourage students to respond. 	<p>Assessment and Evaluation Strategies</p> <p>Formative:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Conference <input type="checkbox"/> Observation <input type="checkbox"/> Spot Check <input type="checkbox"/> Teacher Edit <input type="checkbox"/> Peer Edit <input type="checkbox"/> Homework Check <input type="checkbox"/> Exit Card <input type="checkbox"/> Interview <input type="checkbox"/> Quiz <input type="checkbox"/> Self Assessment <p>Check</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance Check <input type="checkbox"/> Portfolio <input type="checkbox"/> Question and Answer <input type="checkbox"/> Discussion <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Checklist <input type="checkbox"/> Self Assessment <input type="checkbox"/> Select Response <input type="checkbox"/> Demonstration <p>Related Summative Task:</p> <p>Circle the areas that are being addressed in this lesson.</p> <p><input type="checkbox"/> Test K -- A -- T -- C</p> <hr/> <p><input type="checkbox"/> Rich Performance Task K -- A -- T -- C</p> <hr/> <p>Assigned Task</p>

- Socratic Dialogue
- Song Creation
- Survey
- Teams Games Tournaments
- Three Way Debate
- Think Pair Share
- Think Pair Share (Graduated)
- Think Together – Think Apart
- Timed Retell
- Values Line
- Video Clip
- Word Wall
- 3-2-1

Digital Literacy Alternative:

Have students research the difference between the terms mentioned above. Have them then create a quick Photo Story illustrating the benefits and limitations of both.

Non – Digital Alternative

Assigned Task

Adaptations and Accomodations:

Resources and Materials:

Print—

Non-Print –

Reminders

Follow-up:



Strands and Expectations

Communities: Local, National and Global

Change and Continuity

Citizenship & Heritage

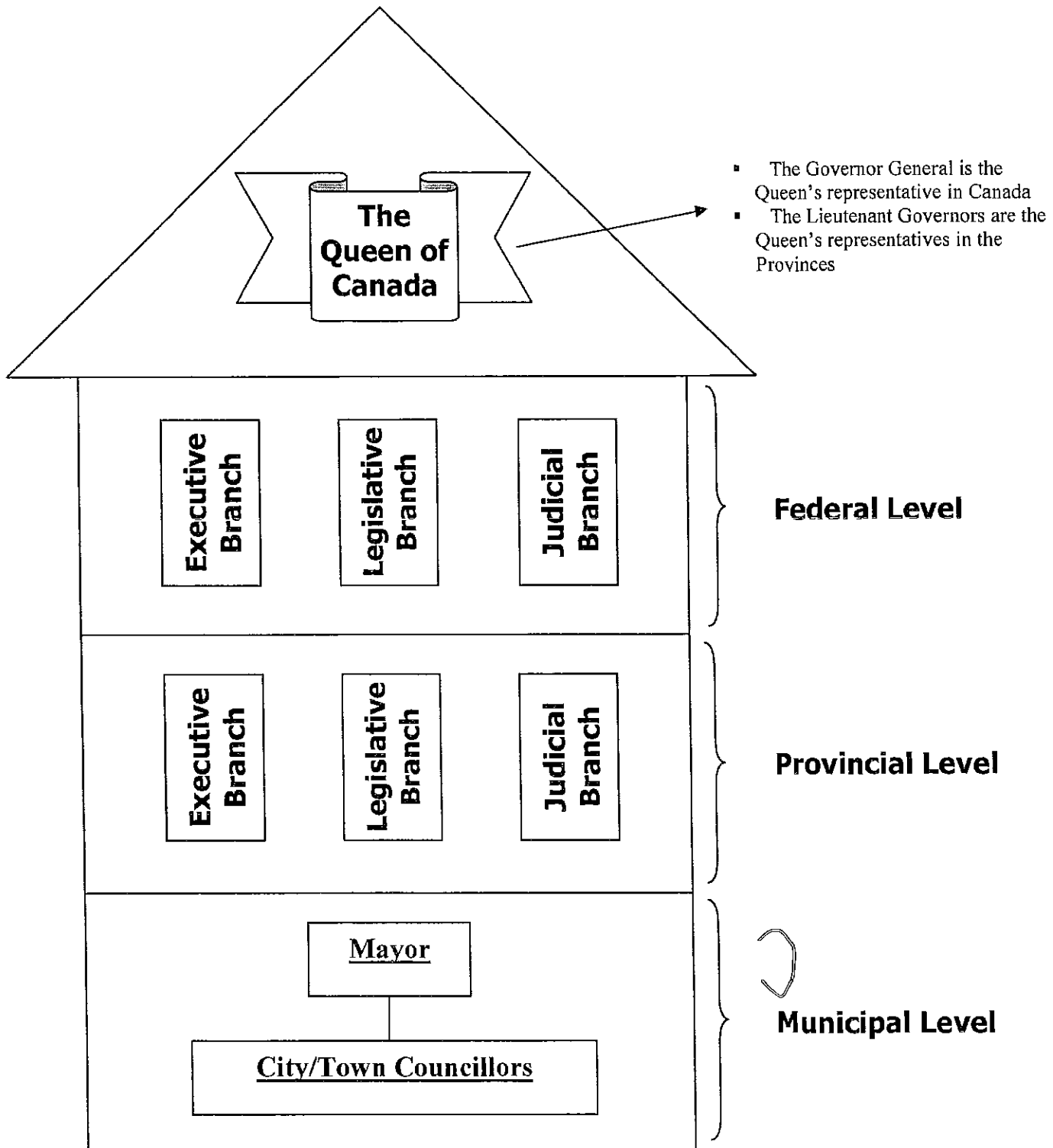
Influence of Economic & Political Structures on Daily Life

Methods of Historical Inquiry

Class Discussion

Literacy Focus:		
Content Focus:		
Skills Focus:		

The Governments of Canada



The Governments of Canada – Division of Powers

Canada has a federal system of government, which means that both the federal and provincial governments have power in certain areas to make laws. The Constitution Act, 1867 created Canada and outlined the powers and areas of responsibility given to each level of government. Section 91 of the Constitution Act, 1867 outlines the powers of the federal government. Section 92 of the Constitution Act, 1867 outlines the powers of the provincial governments.

Read sections 91 and 92 of the Constitution Act, 1867, and complete the chart below indicating the areas of responsibility for each level of government.

91. Legislative Authority of Parliament of Canada. -- ... the exclusive Legislative Authority of the Parliament of Canada extends to all Matters... hereinafter written:

- | | |
|---|---|
| 1. The Public Debt and Property. http://www.ownlife.com/tax/ - footnote45 | 14. Ferries between a Province and any British or Foreign Country or between two Provinces. |
| 2. The Regulation of Trade and Commerce. | 15. Currency and Coinage. |
| 3. Unemployment insurance. http://www.ownlife.com/tax/ - footnote46 | 16. Banking, Incorporation of Banks, and the Issue of Paper Money. |
| 4. The raising of Money by any Mode or System of Taxation. | 17. Savings Banks. |
| 5. The borrowing of Money on the Public Credit. | 18. Weights and Measures. |
| 6. Postal Service. | 19. Bills of Exchange and Promissory Notes. |
| 7. The Census and Statistics. | 20. Interest. |
| 8. Militia, Military and Naval Service, and Defence. | 21. Legal Tender. |
| 9. The fixing of and providing for the Salaries and Allowances of Civil and other Officers of the Government of Canada. | 22. Bankruptcy and Insolvency. |
| 10. Beacons, Buoys, Lighthouses, and Sable Island. | 23. Patents of Invention and Discovery. |
| 11. Navigation and Shipping. | 24. Copyrights. |
| 12. Quarantine and the Establishment and Maintenance of Marine Hospitals. | 25. Indians, and Lands reserved for the Indians. |
| 13. Sea Coast and Inland Fisheries. | 26. Naturalization and Aliens. |
| | 27. Marriage and Divorce. |
| | 28. The Criminal Law |
| | 29. The Establishment, Maintenance, and Management of Penitentiaries. |

92. Subjects of exclusive Provincial Legislation. -- In each Province the Legislature may exclusively make Laws in relation to Matters coming within the Classes of Subject next hereinafter enumerated; that is to say,--

1. Direct Taxation within the Province in order to the raising of a Revenue for Provincial Purposes.
2. The borrowing of Money on the sole Credit of the Province.
3. The Establishment and Tenure of Provincial Offices and the Appointment and Payment of Provincial Officers.
4. The Management and Sale of the Public Lands belonging to the Province and of the Timber and Wood thereon.
5. The Establishment, Maintenance, and Management of Public and Reformatory Prisons in and for the Province.
6. The Establishment, Maintenance, and Management of Hospitals, Asylums, Charities, and Eleemosynary Institutions in and for the Province, other than Marine Hospitals.
7. Municipal Institutions in the Province.
8. Shop, Saloon, Tavern, Auctioneer, and other Licences in order to the raising of a Revenue for Provincial, Local, or Municipal Purposes.
9. Local Works and Undertakings other than such as are of the following Classes:--
 - a. Lines of Steam or other Ships, Railways, Canals, and other Works and Undertakings connecting the Province with any other or others of the Provinces, or extending beyond the Limits of the Province;
 - b. Lines of Steam Ships between the Province and any British or Foreign Country;
 - c. Such Works as, although wholly situate within the Province, are before or after the Execution declared by the Parliament of Canada to be for the general Advantage of Canada or for the Advantage of Two or more of the Provinces.
10. The Incorporation of Companies with Provincial Objects.
11. The Solemnization of Marriage in the Province.
12. Property and Civil Rights in the Province.
13. The Administration of Justice in the Province, including the Constitution, Maintenance, and Organization of Provincial Courts, both of Civil and of Criminal Jurisdiction, and including Procedure in Civil Matters in those Courts.
14. The Imposition of Punishment by Fine, Penalty, or Imprisonment for enforcing any Law of the Province made in relation to any Matter coming within any of the Classes of Subjects enumerated in this Section.
15. Generally all Matters of a merely local or private Nature in the Province.

Indicate the areas of responsibility for each level of government by placing a checkmark in the appropriate box in the table below.

Service	Municipal	Provincial	Federal
Hospitals			
Garbage pickup			
Currency			
Natives and reserves			
Property taxes			
Marriage			
Natural resources			
Weights and measures			
Water and sewers			
Unemployment insurance			
Roads			
Military and Defence			
Postal service			
Copyrights/ patents			
Penitentiaries			
Gasoline taxes			
Fire protection			
Libraries			
PST			
GST			
Sale of liquor			
Cigarette taxes			
Marriage and divorce laws			
Prisons			
Snowploughing			
Citizenship and immigration			
Police			
Census and statistics			
Building permits			
Use of volunteers to assist in government management			

Civics

Unit 2: The Informed Citizen

	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
Presentation				
Knowledge				
Content	<ul style="list-style-type: none"> Information presented is informative and well organized in a way that contributed to the development of the main point The argument is significant and is developed in a sophisticated way 	<ul style="list-style-type: none"> Information presented is informative and organized A significant argument is evident 	<ul style="list-style-type: none"> Information presented clearly supports the main point The argument is evident and clearly organized 	<ul style="list-style-type: none"> Information in oral comments is unfocused and may not support the main point A clear argument is not always apparent
Application	<ul style="list-style-type: none"> Oral comments are clearly focused, and offer insight into, the topic being discussed Range of evidence from all sources is utilized in a highly effective and interesting manner Significance of information presented is stated and understood by audience 	<ul style="list-style-type: none"> Oral comments are clearly and completely focused on the topic being discussed Argument and analysis are developed with appropriate use of information 	<ul style="list-style-type: none"> Focus of the oral comments is evident and easy to follow An attempt is made to place all information in context, and explain the significance of most of the supporting evidence 	<ul style="list-style-type: none"> Focus of the Oral comments are vague or off topic at times The significance of examples and other information is not always elaborated upon
Focus/Clarity Evidence	<ul style="list-style-type: none"> Speakers are articulate, use eye contact and tone of voice to effectively deliver the message while displaying a high level of enthusiasm for the topic Speakers are engaging speakers, making effective use of tone, change of pace and body language 	<ul style="list-style-type: none"> Speakers are well spoken, using eye contact and tone of voice effectively, and display enthusiasm for topic Speakers are audible, and speak at appropriate pace Notes are not used for reference 	<ul style="list-style-type: none"> Speakers are audible, and generate some effort is made to speak clearly Notes are used for reference in part 	<ul style="list-style-type: none"> Speakers are not well spoken, may not be audible, enthusiastic or animated as a speaker Notes are frequently used for reference
Speaking Skills	<ul style="list-style-type: none"> Original ideas demonstrate a complete understanding and significance of the topic Arguments are insightful and indicate a high degree of thoughtfulness 	<ul style="list-style-type: none"> Ideas demonstrate a high degree of understanding of the key concepts Arguments are convincing and thought provoking 	<ul style="list-style-type: none"> Ideas indicate an understanding of some of the key concepts Arguments are relevant to the topic and somewhat convincing however they are less than thought provoking 	<ul style="list-style-type: none"> Ideas indicate a lack of understanding of the key concepts Letter indicates a high degree of thoughtfulness
Written				
Knowledge				
Criteria				
1. Significance				
2. Understanding				
Application	<ul style="list-style-type: none"> The featured skills are applied correctly and thoroughly. The Student must show that they can apply the featured skill in the appropriate context. Instructions are followed and applied correctly. While the correct format is used in the writing portion, it is used in a way that contributes to the delivery of the message 	<ul style="list-style-type: none"> The featured skills are mostly applied correctly and in a variety of contexts Instructions are followed and applied correctly The correct format is used in answering each question 	<ul style="list-style-type: none"> The featured skills are applied correctly in most contexts. Most instructions are followed and applied correctly. An attempt is made to use the correct format 	<ul style="list-style-type: none"> Most of the featured skills are applied correctly in some contexts. Most instructions are followed and applied correctly The correct format is not or is mostly not used
Communication	<ul style="list-style-type: none"> Arguments are written in complete sentences without any grammatical and spelling errors. Arguments are written using clear and concise language. Letter is written using language that is entirely and completely clear and concise 	<ul style="list-style-type: none"> Arguments are written in complete sentences and paragraphs with a very few (<5) grammatical and spelling errors Arguments are mostly written using clear and concise language 	<ul style="list-style-type: none"> Arguments are written in complete sentences and paragraphs with some (>3) grammatical and spelling errors. Arguments are written using language that is sometimes clear and concise and sometimes not 	<ul style="list-style-type: none"> Arguments are written out but they are either not in complete sentences or contain many (>5) grammatical and spelling errors. Arguments are written using language that can be understood but what is being communicated is understood only with a great deal of effort.
Thinking	<ul style="list-style-type: none"> Creative thinking skills are applied with a high degree of effectiveness. Critical thinking skills are applied with a high degree of clarity and effectiveness, which expand the original ideas All of the skills involved in an inquiry process are utilized in an appropriate and effective fashion. Demonstrates a thoughtful consideration of two or more sides to the issue. 	<ul style="list-style-type: none"> Critical thinking skills are applied with considerable clarity and effectiveness. A considerable level of creative thinking skills has been utilized effectively, which expand the original ideas Most of the skills involved in an inquiry process are applied appropriately and effectively 	<ul style="list-style-type: none"> Critical thinking skills have been applied with moderate clarity and effectiveness. A moderate level of creative thinking skills have been utilized with limited effectiveness, which do not expand on the original ideas Most responses – where appropriate – reflect some of the skills involved in an inquiry process 	<ul style="list-style-type: none"> Critical thinking skills have been used with limited clarity and effectiveness Some thought has gone into the formulation of the assigned task. Most responses reflect that creative thinking skills have been applied with limited effectiveness
Criteria				
1. Creative Thinking				
2. Critical Thinking				

← **Date:** this is the date that you send the letter

Any Student
Civics
_____ High School
STREET ADDRESS
Vaughan, Postal Code

Name and Address, and professional title of recipient: You, in this case, because I have sent it to you
When you create your letter you will put here the address of the person to whom you it is being sent

Dear Any Student, ← **Salutation:** a greeting to the person to whom you are writing

The unit culminating activity for Civics is writing a letter to your local concillor concerning an issue that is currently happening in your community. The letter should explain why you have selected a specific question for a possible plebiscite in your community. You may choose the topic for your letter from the list of issues discussed and debated in class. The issues can cross government responsibility lines (global, federal, provincial) but they have to have a local angle.

- | | |
|----------------------|--|
| 1. Transit | 11. Labour Rights (Access to & Forced) |
| 2. Environment | 12. Poverty |
| 3. Youth Issues | 13. Racism and Racial Discrimination |
| 4. Bio-diversity | 14. Religious Intolerance |
| 5. Land issues | 15. Self-determination (Independence) |
| 6. Children's Rights | 16. Slavery |
| 7. Disability | 17. Torture |
| 8. Education | 18. War Crimes |
| 9. Housing | 19. Women |
| 10. Justice | |

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You will be required to **RESEARCH** your topic using various sources such as the Internet, newspaper, television, radio, school library, classroom resources, and/or your textbook. Keep a record of all your research and submit it with your the final draft on the final submission date. There will be a series of dates assigned to check progress. Remember your Questions will be debated in class and submitted for selection.

After researching your topic, write a properly formatted letter, meaning that you mimic this letter. The whole letter should be left justified. At the very top you should begin with your name and address (you may use (NAME of HIGHSCHOOL) if you do not want to use your home address). The date follows two spaces below your name and address. The name and address of the recipient follows two spaces below the date. The salutation is located two spaces below the name and address of the recipient. The body of the letter comes next one space below the salutation. Finally, you write a closing such as "yours truly" followed by six spaces, in which you will sign your signature.

The length of your letter is **NOT TO BE LESS THAN 200 WORDS**. Your letter should include **AT LEAST THREE PARAGRAPHS**: one paragraph should describe the human rights issues and abuses that have occurred, one paragraph should state your view on the subject, and the final paragraph should state what you think the Canadian government ought to do to help the situation. Please consult the evaluation rubric, which is enclosed on the reverse of this page.

THE FINAL SUBMISSION DATE IS:

Yours truly,

_____ and _____

} Closing with signature