

Social Grade 9 K&E

Module 4

Collective Rights

Name:

Date Received:

Date in:

Mark:

Chapter 4

9.1 - Canada: Governance and Citizenship

Name: _____ Date: _____

Knowledge and Employability: Chapter 4 – 9.1 – Canada: Governance and Citizenship			
Outcome	Assignment		Complete/Date
	Read	Do	Student Teacher
<ul style="list-style-type: none"> • Demonstrate understanding of vocabulary. 		<input type="checkbox"/> Split Page Vocabulary (pp. 76–79)	
<ul style="list-style-type: none"> • In what ways does the Canadian Charter of Rights and Freedoms recognize the collective rights and needs of all Canadians? 	<ul style="list-style-type: none"> • Pages 120–21 • Let's Get Started – Page 121 		
<ul style="list-style-type: none"> • In what ways does the Canadian Charter of Rights and Freedoms recognize the collective rights and needs of First Nations, Métis, and Inuit peoples? 		<input type="checkbox"/> What are collective rights? (pp. 80–83)	
<ul style="list-style-type: none"> • How does legislation for Treaty 6, Treaty 7, and Treaty 8 land claims recognize status, identity, culture and the rights of First Nations, Métis, and Inuit peoples? 	<ul style="list-style-type: none"> • Page 127 	<input type="checkbox"/> Map Assignment, <i>Issues for Canadians</i> (p. 124)	

Knowledge and Employability: Chapter 4 – 9.1 – Canada: Governance and Citizenship				
Outcome	Assignment		Complete/Date	
	Read	Do	Student	Teacher
<ul style="list-style-type: none"> In what ways does the Charter of Rights and Freedoms recognize the collective rights of Francophones? What did I learn? Occupational Skills 	<ul style="list-style-type: none"> Pages 153–154 	<input type="checkbox"/> Timeline (pp. 84–85) <input type="checkbox"/> Project: Collective Rights Past and Present (pp. 86–89)		
		<input type="checkbox"/> K&E Works (pp. 90–91)		



Chapter 4

Canadian Charter of Rights and Freedoms

To what extent has Canada affirmed collective rights for the following groups?

Section 1

Numbered Treaties
First Nations

Section 2

Official Language Groups
Francophones and Anglophones

Section 3

Métis



Name: _____ Date: _____

Split Page Vocabulary

1 of 4

To what extent has Canada affirmed collective rights?

Directions:

Look up the definition for each term in the glossary at the back of your *Issues for Canadians* textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example/Picture
Affirm Page 118		
Collective identity Page 118		
Collective rights Page 118		
First Nations Page 123		



Split Page Vocabulary

2 of 4

To what extent has Canada affirmed collective rights?

Term	Definition	Example/Picture
Indian Page 123		
Sovereignty Page 124		
Annuity Page 125		
Reserve Page 125		



Name: _____ Date: _____

Split Page Vocabulary

3 of 4

To what extent has Canada affirmed collective rights?

Term	Definition	Example/Picture
Entrenching Page 124		
Patriated Page 134		
Assimilate Page 137		
Ethnocentrism Page 137		
Indian Act Page 137		



Split Page Vocabulary

4 of 4

To what extent has Canada affirmed collective rights?

Term	Definition	Example/Picture
Anglophone Page 141		
Francophone Page 141		
Official language community Page 141		
Autonomy Page 157		
Publicly funded Page 145		



What are collective rights?

1 of 4

Section 1: What are collective rights?

Some rights are guaranteed to groups of people based on history and constitutional reasons. This makes Canada unique, and it creates a society where people of different identities belong.

In Canada, groups who have collective rights are:

1. Aboriginal peoples – including First Nations, Métis, Inuit peoples
2. Francophones
3. Anglophones

Read pages 120 and 121 in your *Issues for Canadians* textbook. You will be completing a Chapter 4 project based on these pages.

Read 'Let's Get Started.' These questions will help you to complete the project at the end of the chapter.

Aboriginal Peoples Numbered Treaties



What are Numbered Treaties?

- agreements between the Queen and First Nations made many years ago
- First Nations agreed to share their land in peace and the government agreed to terms covering education, annuities, and other matters (they are different for each treaty)

Why were the treaties negotiated?

1. Canada wanted to build a railway.
2. First Nations and Canada's government wanted to avoid war.
3. First Nations wanted to secure their future.
4. The Royal Proclamation of 1763 recognized the rights of First Nations to their lands in parts of North America claimed by the British.



What are collective rights?

2 of 4

1. What is the difference between the belief of the Canadian Government and the beliefs of many First Nations about the land negotiated by the treaties? (page 127)

Government:

First Nations:

2. How did the government and the First Nations record their history differently? How could this create a problem? (page 127)

3. What was the aim of the Indian Association of Alberta formed in 1939? (page 132)



Name: _____ Date: _____

What are collective rights?

3 of 4

4. Why did Aboriginal people feel it was important that their rights were entrenched in the constitution? (page 134)

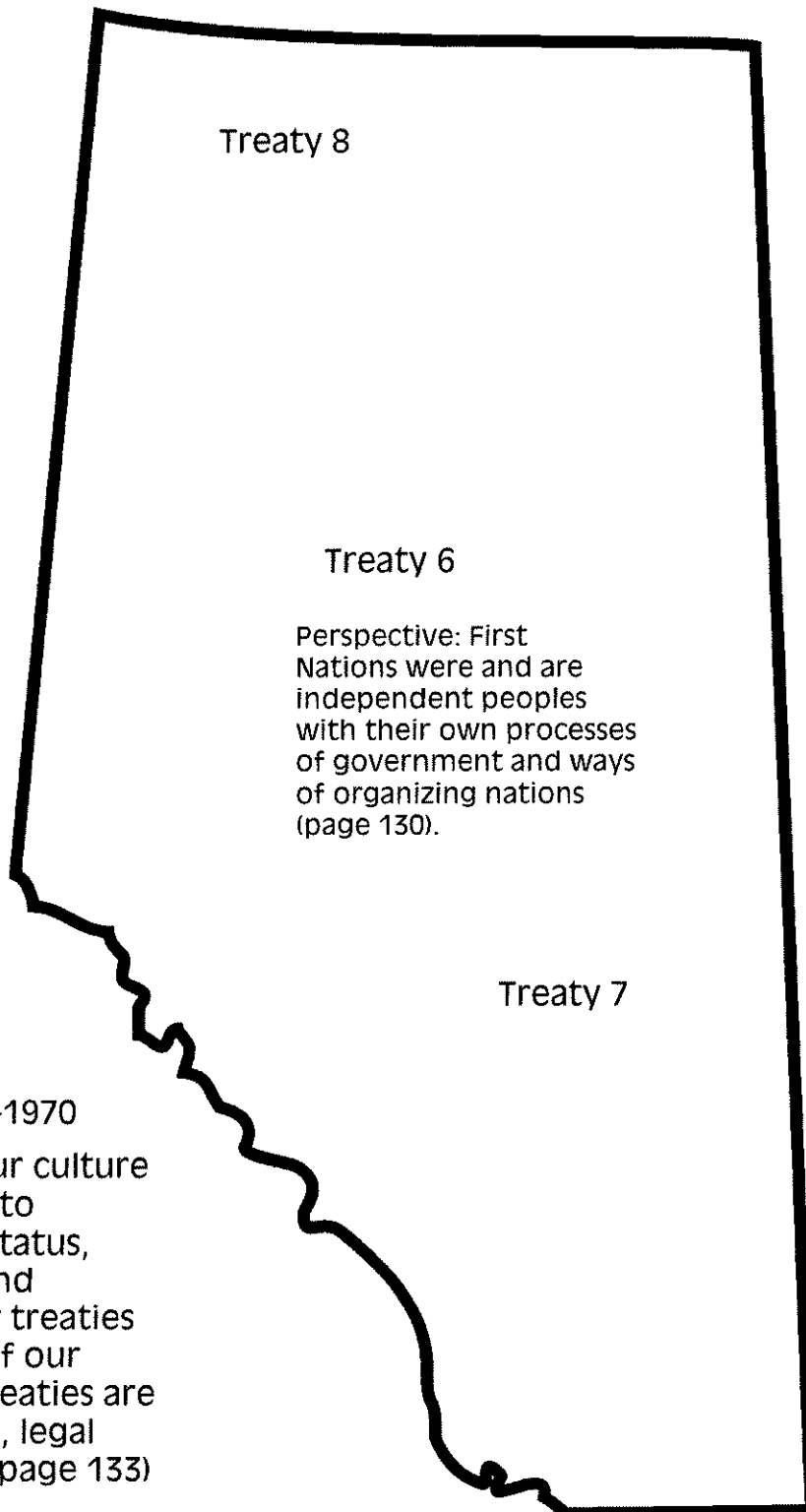
5. What is the Indian Act? (page 137)



What are collective rights?

4 of 4

6. Use the map on page 124 of your *Issues for Canadians* textbook to divide Alberta by numbered treaties. The treaty numbers are included on the map for you.



Treaty 8

Treaty 6

Perspective: First Nations were and are independent peoples with their own processes of government and ways of organizing nations (page 130).

Treaty 7

Treaty 6, 7, 8—1970

To preserve our culture it is necessary to preserve our status, rights, lands and traditions. Our treaties are the basis of our rights... The treaties are historic, moral, legal obligations... (page 133)



Name: _____ Date: _____

What collective rights do official language groups have under the Charter? 1 of 2

Section 2: What collective rights do official language groups have under the Charter? Complete the timeline below. Use page 145 in your *Issues for Canadians* textbook to help you fill it in.

Timeline: Francophone history in Canada

1608	1774	1867	1969	1982
Samuel De Champlain Founds Quebec				



What collective rights do official language groups have under the Charter? 2 of 2

Canada is an officially bilingual country; both French and English are official languages. If you are doing business with the federal government you have the right to be served in either official language.

1. Why would it be important for someone to be able to access federal government services in French or in English?

2. How has official bilingualism helped create a society for all Canadians? (page 149)

3. What does Denis Coderre say about the Charter of Rights and Freedoms? Why does he think it is so important? Do you agree? (page 151)

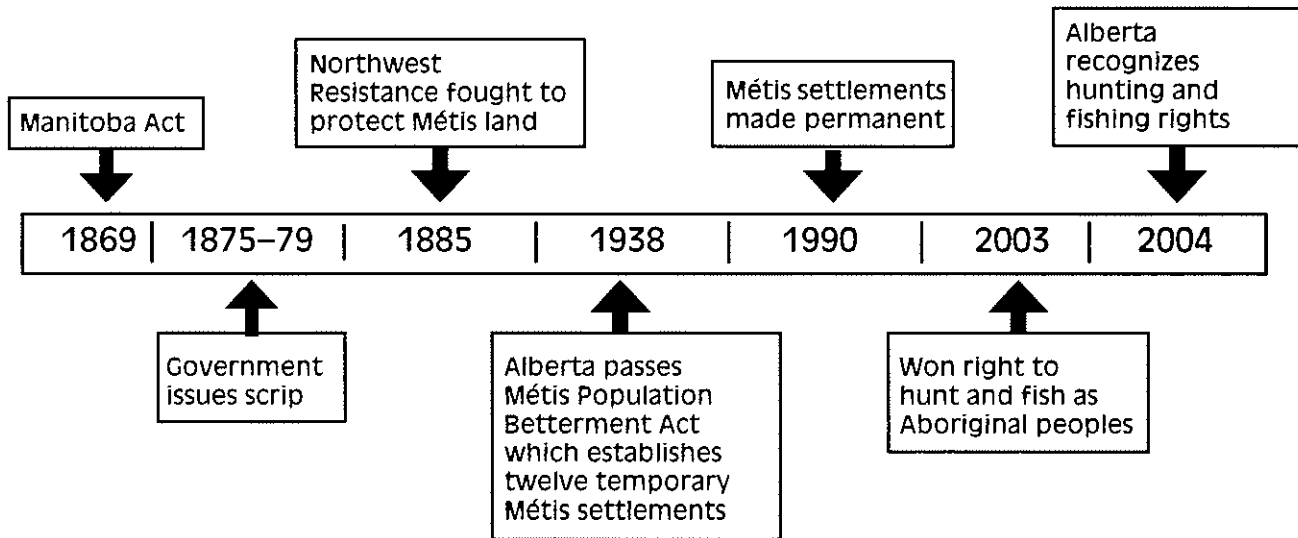


Section 3: The Métis

The Métis are one of Canada's Aboriginal peoples, but they don't have historic treaties with Canada. Read pages 153 and 154 in your *Issues for Canadians* textbook to find out why?



Timeline: Métis History in Canada



**The Métis Collective Rights: Past and Present**

2 of 4

Collective Rights: Past and Present

Assignment: Create a display on collective rights in Canada. Use your *Issues for Canadians* textbook pages 120, 121, 160, 161.

- Your display should include pictures, written text, a map, bold words, and colour.
- Use either a poster or a PowerPoint format.

Presentation: Your display should show:

- the history that led to collective rights for the First Nations, Francophones, and Métis people.
- How collective rights have shaped Canadian's unique sense of identity.

Information: Your presentation must answer of each of the questions below.

- What are collective rights?
- What legislation established the collective rights of groups in Canada?
- Why do some groups have collective rights and not others?
- How do collective rights define who we are as Canadians?

Before you start:

- Make a plan.
- Complete your research.
- Organize your information: which titles will you include?
- Collect pictures, maps, etc.
- Look over the rubric.



The Métis Collective Rights: Past and Present

	Excellent 4	Good 3	Adequate 2	Needs Work 1
Research X 4	<ul style="list-style-type: none"> Explanation/research of your topic exceeds project expectations <ul style="list-style-type: none"> What are collective rights? What legislation established the collective rights of groups in Canada? Why do some groups have collective rights and not others? How do collective rights define who we are as Canadians? 	<ul style="list-style-type: none"> Explanation/ research of your topic meets most project expectations <ul style="list-style-type: none"> What are collective rights? What legislation established the collective rights of groups in Canada? Why do some groups have collective rights and not others? How do collective rights define who we are as Canadians? 	<ul style="list-style-type: none"> Explanation/research of your topic meets some project expectations <ul style="list-style-type: none"> What are collective rights? What legislation established the collective rights of groups in Canada? Why do some groups have collective rights and not others? How do collective rights define who we are as Canadians? 	<ul style="list-style-type: none"> Explanation/research of your project is limited and meets only one or no project expectation <ul style="list-style-type: none"> What are collective rights? What legislation established the collective rights of groups in Canada? Why do some groups have collective rights and not others? How do collective rights define who we are as Canadians?
Facts	<ul style="list-style-type: none"> Facts are accurate, detailed, elaborate 	<ul style="list-style-type: none"> Facts are accurate and detailed 	<ul style="list-style-type: none"> Facts are accurate 	<ul style="list-style-type: none"> Facts are limited
Visuals/ Graphics	<ul style="list-style-type: none"> Project uses visuals and design to promote an excellent understanding of the topic 	<ul style="list-style-type: none"> Project uses visuals and design to promote an understanding of the topic 	<ul style="list-style-type: none"> Project uses some visuals and/or design to promote a basic understanding of the topic 	<ul style="list-style-type: none"> Project uses few or no visuals and/or design to promote an understanding of the topic



The Métis Collective Rights: Past and Present

	Excellent 4	Good 3	Adequate 2	Needs Work 1
How collective rights have shaped Canadian's unique sense of identity	<ul style="list-style-type: none"> Your project promotes an excellent understanding of the question 	<ul style="list-style-type: none"> Your project promotes a good understanding of the question 	<ul style="list-style-type: none"> Your project promotes an adequate understanding of the question 	<ul style="list-style-type: none"> You have not included an answer to the question
Total	Wow			
	To think about			

K&E Works

Looking for work? Make sure you know how to fill in an application form before you start!

Before filling in the application form look at the next page.

Company XYZ Application for Employment

Personal Information:

Last name: _____

First name: _____ Middle initial: _____

Address: _____ City: _____

Province: _____ Postal Code: _____

Home phone #: _____ Alternate phone #: _____

Position applying for: _____

Full time: _____ Part time: _____

Days / Hours available: _____

Hobbies and interests: _____

Volunteer Experience: _____

Education: _____

Specify level of education completed: _____

Work History: State your previous employer below, may we contact them?

Employer: _____

Company: _____ Phone#: _____

References: List three references below include their name, title, contact information.

1. _____

2. _____

3. _____

Looking for Work

How do I get an application form?

1. Go to the business and ask at the counter (politely).
2. Check out the company website; they may have an online version.

When you fill in the application form, remember neatness and spelling count.

1. Check to see if there is an online version you can do at home.
2. Take your time.
3. Ask questions if you are not sure what you need to fill in.
4. Get someone you trust to check it over.

Availability

1. Remember, you are still in school. Don't sign up for more hours than you can handle.

Hobbies

1. This is their chance to learn a little more about you. Think this through before you answer and always be honest.

Volunteer Experience

1. Employers are looking for students who have given their own time to help their community.
2. Start volunteering now; check out your local library, food bank, and hospitals for opportunities.
3. Volunteer experience helps make up for work experience you don't have yet.

References

1. References can be teachers, former employers, business people, people you have volunteered for, etc.
2. Always get permission from the person before putting them down as your references.