

# CHAPTER 1: THE CANADIAN GOVERNMENT

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**CHAPTER 1 - EXERCISE 1 - *Significance***  
**THE CHARTER OF RIGHTS AND FREEDOMS**

1. What is the notwithstanding clause?

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2. Discuss the significance of the notwithstanding clause.

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3. In what way did the Charter affect the traditional role of judges? Why?

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4. In your opinion, which right of an individual comes into conflict most often with the rights of society as a whole? Why do you think this is the case?

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5. Some of the language in the charter is fairly vague (e.g. "unreasonable search"). Do you think that the Charter should be more specific? Why/why not?

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## **CHAPTER 1 - EXERCISE 2 - Evidence**

### **THE STRUCTURE OF CANADA'S GOVERNMENT**

#### **A. Fill in the blanks with the appropriate term(s).**

In Canada we have a system of government called \_\_\_\_\_, in which we elect representatives to act on our behalf. Each representative belongs to a \_\_\_\_\_ party, such as the \_\_\_\_\_ party, which is currently in power here in Canada.

Our Government is also described as a \_\_\_\_\_ because Queen Elizabeth II is our \_\_\_\_\_. Her representative in Canada is the \_\_\_\_\_. Neither figure is very involved in the workings of Canada's government.

The three branches of the Canadian government are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. In parliament, the group that carries out the executive functions of the government is called the \_\_\_\_\_. Its leader, currently \_\_\_\_\_, is called the \_\_\_\_\_. Cabinet Ministers are all members of the \_\_\_\_\_. When Cabinet Ministers meet together they are expected to show cabinet \_\_\_\_\_. This means that they must all support the decisions of their party. Each Cabinet Minister works with a \_\_\_\_\_ minister, as well as many public \_\_\_\_\_. These civil servants, also known as the \_\_\_\_\_, perform many of the administrative tasks of the government.

Members of the governing party who are not in the Cabinet are called \_\_\_\_\_. These members must support their party while also keeping in mind the wishes of the \_\_\_\_\_. Opposite the Cabinet sits the \_\_\_\_\_. This term refers to MPs from the Official \_\_\_\_\_ who have been chosen to shadow a specific minister from the Cabinet.

In the House of Commons, the \_\_\_\_\_ of the House maintains order and applies the rules of Parliament to all. The primary function of the House of Commons is to introduce and debate \_\_\_\_\_. The Opposition plays a very important role in this process, especially during \_\_\_\_\_ periods. Another government organization, the \_\_\_\_\_, was designed to serve as a final check on the decisions made by the House of Commons. Sometimes the Senate is called the \_\_\_\_\_ House, and the House of Commons is called the \_\_\_\_\_ House.

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**CHAPTER 1 - EXERCISE 2 - Evidence**  
**THE STRUCTURE OF CANADA'S GOVERNMENT**

**B. Complete the following short answer questions.**

1. a) Why do some politicians think that the Senate should be reformed?

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b) Identify a possible solution to the issue of Senate reform.

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2. What is the primary function of the Opposition in the House of Commons?

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3. In what sense may the Prime Minister be deemed the most powerful person in Canada's government?

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4. Do you think that the system of political parties is effective? Why/why not?

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## **CHAPTER 1 - EXERCISE 3 - *Continuity and Change***

### **CANADA'S CONSTITUTION**

1. Canada's government is called a federal system because it has a federal government, a provincial government, and municipal governments. Why was this system of government chosen for Canada?

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2. a) What was the purpose of the British North America Act? (Constitution Act, 1867)

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b) How involved was Britain in the creation of the BNA Act?

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3. a) Identify three British traditions maintained in Canada's "unwritten" Constitution.

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b) What does responsible government mean?

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c) Why is this section of the Constitution called the "unwritten" Constitution?

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4. Define the term "patriation."

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**CHAPTER 1 - EXERCISE 3 - *Continuity and Change***  
**CANADA'S CONSTITUTION**

5. Identify the components of Canada's "written" Constitution.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6. What policy presented a stumbling block to Pierre Trudeau on the road to patriation? Why was this issue so hard to resolve?

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7. Which province opposed the Constitution Act? Why?

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8. The new amending formula stated that...

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9. a) Initially, many provincial premiers were opposed to the Charter of Rights and Freedoms. Why do you think these premiers were opposed?

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b) Identify and explain the clause which managed to appease the opposing premiers.

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**CHAPTER 1 - EXERCISE 4 - Cause and Consequence**  
**TYPES OF GOVERNMENT IN CANADA**

1. Complete the following chart.

Type of Government	Explanation
Majority	
Minority	
Coalition	

2. Why is it advantageous for a party in power to hold a majority government?

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3. What are the dangers to the party in power when a minority government occurs?

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4. In a coalition government, how are Cabinet Ministers selected?

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## CHAPTER 1 - EXERCISE 5 - *Perspective*

### POLITICAL BELIEFS AND YOU

You may have heard people call themselves "left-wing" or "right-wing." These terms refer to an individual's political beliefs or stance.

Read through the following political propositions and identify whether each is a left-wing or right-wing concept. Afterwards, go back and identify the propositions with which you agree. This will give you some idea whether you can classify yourself as left or right wing.

Proposition	Left or Right	Agree or Disagree
1. Marijuana possession should be decriminalized.		
2. Canada should admit less immigrants and refugees.		
3. Capital punishment should be an option for some crimes.		
4. Taxes should be lowered even though this may mean more cuts to government programs.		
5. The government should make stricter laws against private ownership of firearms.		
6. People should be charged user fees every time they are hospitalized.		
7. The government should spend more money on programs for the poor and disadvantaged.		
8. Canada should expand its free trade agreement to include more blocs of countries such as Asia or Latin America.		
9. Tuition costs for post-secondary education should be lowered or eliminated to allow equal opportunity for all.		
10. Governments should strengthen preferential hiring treatment for minorities and women.		

Based on this questionnaire, are you left-wing or right-wing? \_\_\_\_\_.

- *If you agreed with an equal amount of left and right propositions, you are likely "moderate" or "centrist."*



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**CHAPTER 1 - EXERCISE 6 - *Ethical Judgment***  
**THE BC HUMAN RIGHTS CODE**

1. What forms of discrimination does the BC Human Rights Code protect against?

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2. Describe the process that occurs when a complaint is made to the BC Human Rights Commission.

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3. Complete the following table on the main sections of the BC Human Rights Code.

<b>Sections of the Code</b>	<b>Explanation</b> <i>(in your own words)</i>
<b>Employment</b>	
<b>Publications</b>	
<b>Accommodation / Service</b>	
<b>Tenancy</b>	

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## CHAPTER 1 - EXERCISE 7

### WHY DO WE HAVE GOVERNMENT?

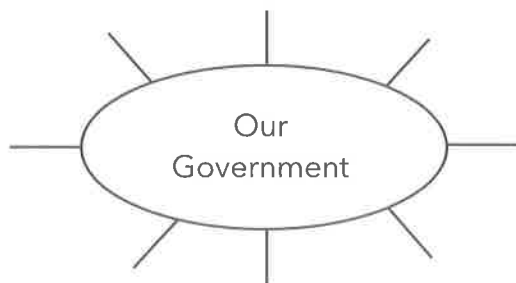
1. Complete the following sentences. You must list more than one idea for each. Point form is acceptable.

Life without Government would be ...

Living in a democracy means that we, as citizens, ...

Some of the services that the government provides are ...

2. How much do you know about the Canadian Government? In a small group, think back over the past year and brainstorm any issues you have heard relating to our government and its policies. Consider what you have seen on T.V., read in the papers, and heard your parents discussing.



3. Imagine that you are a political candidate. What would your platform be? (i.e. what do you think the government's priorities should be?)

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## CHAPTER 1 - EXERCISE 8

### TYPES OF GOVERNMENT

1. What are the origins of the term "democracy"?

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2. Identify the elements of a democratic system of government.

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3. Why is it important for a democracy to have a constitution?

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4. Who is known as the "father" of modern communism and what did he believe about economic equality?

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5. What type of revolution did Karl Marx predict?

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6. Although communist countries seek to achieve *economic* equality, what types of inequalities often arise?

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## CHAPTER 1 - EXERCISE 8

### TYPES OF GOVERNMENT

7. Complete the following chart comparing communism and capitalism.

Communist Economic System	Capitalist Economic System

8. a) To what does the term "fasces" refer?

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b) In what way does the arrangement serve as a symbol of fascism?

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9. Identify the elements of a fascist system of government.

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**CHAPTER 1 - EXERCISE 10**  
**THE THREE LEVELS OF GOVERNMENT**

1. Why did Canada choose a federal system of government?

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2. Explain why the federal government was given power over such areas as computers and air travel.

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3. Complete the following chart outlining the areas of responsibility of the three levels of government:

Municipal	Provincial	Federal

4. What is the biggest difference between the structure of government at the federal and provincial level? How does this affect the law-making process?

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## **CHAPTER 1 - EXERCISE 10**

### THE THREE LEVELS OF GOVERNMENT

5. a) What is the title of the head of government at the municipal level?

\_\_\_\_\_

b) Who is your local head of government?

\_\_\_\_\_

c) The elected representatives on a municipal council are called

\_\_\_\_\_ or \_\_\_\_\_

6. a) Describe the structure of Indigenous self-government.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) How does a chief differ from a mayor?

\_\_\_\_\_

\_\_\_\_\_

7. Do you think that it is best for Canada to be a federal state? Considering both the pros and cons, write a short paragraph outlining your opinion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## CHAPTER 1 - EXERCISE 11

### HOW A LAW IS MADE

1. Complete the following chart (moving from left to right) describing the process of how a law is made.

<b>First Reading</b>	<b>Second Reading</b>	<b>Committee Discussions and Report</b>
<b>Third Reading</b>	<b>The Senate</b>	<b>The Governor General</b>

2. Why do some Canadians think that the Senate should be changed? Identify and explain three reasons.

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3. Do you think that the Senate should change? Why/why not?

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## CHAPTER 1 - EXERCISE 12

### NATIONAL POLITICAL PARTIES

1. Complete the following chart by filling in the beliefs of each political group.

Attitude towards...	Left Wing	Centrist / Moderate	Right Wing
Change			
Social Services			
Role of Government in the Economy			
Criminals			
Solving Problems			

2. a) The Canadian Alliance was a party that existed from 2000 to 2003. Why did it form?

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- b) Who were its members?

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## CHAPTER 1 - EXERCISE 12

### NATIONAL POLITICAL PARTIES

c) Why did the Canadian Alliance Party and the Progressive Conservative Party "merge" in December 2003?

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3. The following is a political spectrum. Based on their "philosophies," as stated in chapter one, place the following political parties along the line: Liberal Party, Conservative Party, New Democrat Party (NDP), Bloc Québécois, and Green Party.

**(Left)**

**(Centrist)**

**(Right)**

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4. Why do the Prairie Provinces and the provinces of Western Canada feel that they suffer from "western alienation"?

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5. Do you think that the concept of "regionalism" is valid? How important do you think it is that the federal government has representatives from every region of Canada?

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## CHAPTER 1 - EXERCISE 13

### THE ELECTION PROCESS

1. a) The right to vote for all adult citizens is called \_\_\_\_\_.

b) Do you think that the voting age should be lowered? Why/why not?

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2. Explain the term "voter apathy".

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3. Why might a government call an election before the end of its five-year term?

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4. What strategies do politicians use during election campaigns?

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5. Controversy exists around the issues of campaigning. Do you think it is a fair process?

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## CHAPTER 1 - EXERCISE 13

### THE ELECTION PROCESS

6. Volunteers are very important to election campaigns. During campaigns, what kind of jobs do volunteers perform?

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7. Name the electoral system in Canada, and explain how this system works.

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8. Analyze the pros and cons of the electoral system in Canada by completing the following table.

Advantages of FPTP	Disadvantages of FPTP

9. Answer the question below in one or two paragraphs on a separate sheet of paper.

What do you think of Canada's current electoral system? Should it be changed? Discuss the election process as a whole, including the role of political parties. Clearly state your opinion and include at least one comparison with an alternative to FPTP in your answer. You should be persuasive in tone.

## CHAPTER 1 - EXERCISE 14

### THE FIRST-PAST-THE-POST SYSTEM

1. The following is a hypothetical example in which the winning party does not win the most votes. Read through carefully and fill in the blanks below.

<b>Riding A (10,000 people)</b>	<b>Riding B (10,000 people)</b>
100% voter turnout 10, 000 people voting All 10,000 voted for the same person	30% voter turnout 3,000 people voting All 3,000 voted for the same person
<b>1 candidate elected by 10 000 people</b>	<b>1 candidate elected by 3 000 people</b>

a) Based on the above, if the Conservative Party wins **two** ridings and **10,000** people voted in each riding, the Conservative Party would have \_\_\_\_\_ votes and \_\_\_\_\_ seats in parliament.

b) If another party such as the NDP wins **five** ridings and only **3,000** people voted in each riding the NDP would have \_\_\_\_\_ votes and \_\_\_\_\_ seats in parliament.

c) Which party has the most votes? \_\_\_\_\_

d) Which party wins the election? \_\_\_\_\_

2. Complete the following table on another hypothetical election, and then answer the questions on the next page.

<b>Party</b>	<b># of seats</b>	<b>% of seats</b>	<b>% of votes</b>
Bloc Quebecois	44		10.7%
Canadian Alliance	59		19.4%
Liberal	156		38.4%
New Democratic Party	21		11.1%
Conservative	19		18.9%
Others	2		1.5%
<b>Total Seats</b>	<b>301</b>	<b>100%</b>	<b>100%</b>

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## CHAPTER 1 - EXERCISE 14

### THE FIRST-PAST-THE-POST SYSTEM

2. a) Explain why the Liberal Party won despite having less than 50% of the popular vote.

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b) Compare the results for the Canadian Alliance and the Conservative parties in the hypothetical election. Despite a nearly identical percentage of the popular vote, why do their number of seats in parliament differ so significantly? (Referring back to #1 may help you answer this question.)

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3. Complete the following chart comparing two possible alternatives to FPTP.

Alternatives	Explanation	Disadvantages
Proportional Representation		
Preferential Ballot		

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## **CHAPTER 1 - EXERCISE 15**

### **INFLUENCES ON THE GOVERNMENT**

1. Identify three influences on government decisions.

\_\_\_\_\_

2. a) How does the media affect government focus?

\_\_\_\_\_

\_\_\_\_\_

b) Do you think that the government should consider the media when deciding policy? Why/why not?

\_\_\_\_\_

\_\_\_\_\_

3. In your own words, explain the term "media concentration".

\_\_\_\_\_

\_\_\_\_\_

4. a) Identify the three principles of civil disobedience.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) Would you be willing to commit civil disobedience for a cause in which you believed? Why/why not?

\_\_\_\_\_

\_\_\_\_\_

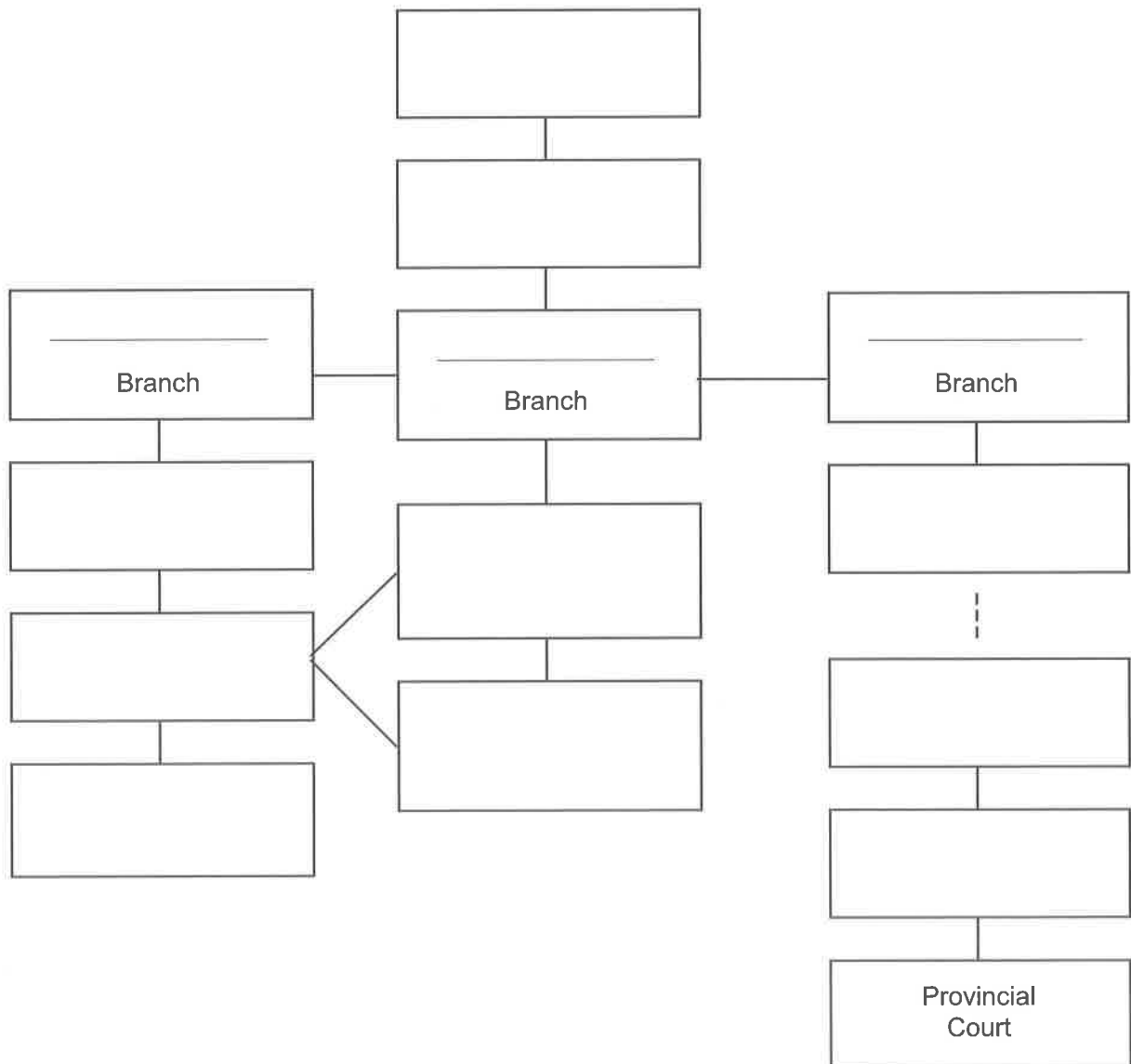
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## CHAPTER 1 - EXERCISE 16

### REVIEW OF CANADA'S FEDERAL GOVERNMENT

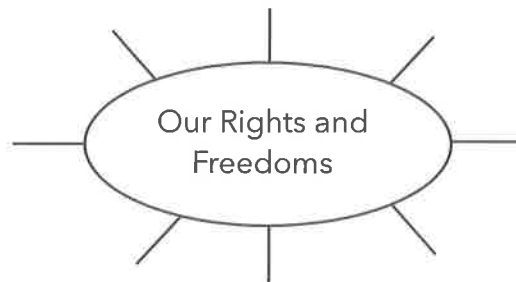
Complete the following diagram outlining the basic structure of Canada's federal government. This exercise will help you to visualize the power structure of the various branches and levels of Canada's government.



## CHAPTER 1 - EXERCISE 17

### INTRODUCTION TO THE CHARTER OF RIGHTS AND FREEDOMS

1. Brainstorm some of the rights and freedoms that we have here in Canada. Do not consult any sources.



2. Complete the following chart; see the example squares included.

Category	Specific Rights Included	An example of a "real-life" application of these rights
Fundamental Freedoms		e.g. A group of "pro-life" protestors assemble and set up a peaceful demonstration
Democratic Rights	<ul style="list-style-type: none"> <li>• to vote</li> <li>• to run for office</li> <li>• to hold elections every 5 years</li> </ul>	
Mobility Rights		
Legal Rights		
Equality Rights		
Official Language Rights		e.g. Advertisements must include both English and French versions
Minority Language Educational Rights		



## CHAPTER 1 - EXERCISE 17

### INTRODUCTION TO THE CHARTER OF RIGHTS AND FREEDOMS

3. From the above table, which rights do you think are the most important? List the five rights that you could not imagine living without (#1 being most important).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

4. Some countries do not have the same rights and freedoms that we have here in Canada. Indeed, the very rights you listed above may not exist in certain areas of the world. Even here in Canada civil rights have not always been enshrined. Can you think of any specific examples in North America over the past century in which civil rights were limited or abused? (1900-present).

*e.g. War Measures Act, 1970 - it became an offense to be a member of the FLQ and the police were given increased power to arrest and detain any "suspicious" persons.*

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5. On a separate page, write a description (in 1<sup>st</sup> person) of what a day in your life might look like if civil rights were not enshrined in the Charter. What might happen to you? How would your life be different without the rights most of us have come to take for granted? Try to imagine the worst-case scenario.

## **CHAPTER 1 - EXERCISE 18**

### **UP FOR DEBATE! CONFLICTING RIGHTS**

The scenarios in this exercise are real life “problems” which are meant to challenge the way you think about civil rights. Keep in mind that when facing complex issues such as these, there is rarely one right answer.

In a small group, read the 5 scenarios below, and then discuss your opinions. Some questions to consider:

Which rights or freedoms are involved?

Does this scenario involve an infringement on a civil right? If so, which one?

Does the outcome justify the infringement?

Is it more important to protect the rights of Canadian citizens or to keep people safe?

### **SCENARIOS**

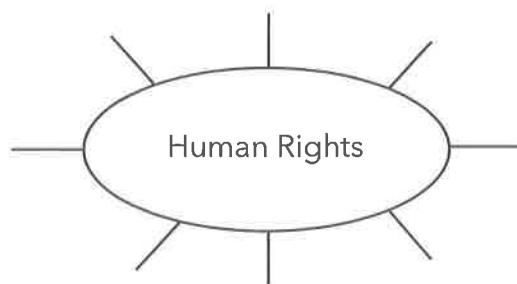
1. Following an arrest, a suspect is taken into custody and the police question him/her. During the interrogation, the suspect receives a beating and ends up admitting to a murder. Should this confession be admissible at trial?
2. If a prostitute is known to be HIV positive and continues practicing his/her trade, does the law have the right to confine him/her involuntarily?
3. Should doctors have the right to inform the spouses of patients who have tested positive for the AIDS virus? If you answer yes, should they be *required* to tell?
4. a) An English 10 class reads Shakespeare’s *The Merchant of Venice*. Sometime following the unit, a group of students physically attack a Jewish classmate. Because there is an anti-Semitic character in *The Merchant of Venice*, a Jewish organization requests that the school stop teaching this play – or at least move it to a more senior class. Should this request be granted?  
  
b) Does your answer differ if the novel was controversial for other reasons? (e.g. too many swear words)
4. A biology class learns about Darwin’s Theory of Evolution. A group of parents argue that the teacher should also teach Creation theory (the world as created by God). Should this request be granted?

Adapted from *The Fundamentals of our Fundamental Freedoms: a primer on civil liberties and democracy*, published by the Canadian Civil Liberties Association.

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**CHAPTER 1 - EXERCISE 19**  
**THE UNIVERSAL DECLARATION OF HUMAN RIGHTS**

1. Brainstorm some rights to which all humans are entitled.



2. Write your own definition of "human rights."

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3. a) What event provided the impetus for the creation of the United Nations?

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- b) Name some of the goals of the United Nations.

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## CHAPTER 1 - EXERCISE 19

### THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

4. Give two reasons why the Universal Declaration of Human Rights is such an important document.

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5. Which of the rights contained within the Universal Declaration of Human Rights do you think are most important? Rank your top three rights, not necessarily according to severity, but according to what you think is most important to have **enshrined internationally**. Explain why these rights are important.

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6. If a country is violating any of the rights in the Declaration, how does the global community respond?

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## CHAPTER 1 - EXERCISE 20

### AFFIRMATIVE ACTION

*Affirmative action* is the set of public policies and initiatives designed to help eliminate past and present discrimination based on race, color, religion, sex, or national origin.

Read the following excerpts from the 1943 Guide to Hiring Women (July issue of *Transportation Magazine*), and then answer the questions on the next page.

#### TIPS ON GETTING MORE EFFICIENCY OUT OF WOMEN EMPLOYEES

- *Pick young married women. They usually have more of a sense of responsibility and are less likely to be flirtatious. They need the work, or they would not be doing it. They still have the pep to work hard.*
- *When you have to use older women, try to get ones who have worked outside the home at some time in their lives. Older women are more inclined to be cantankerous and fussy.*
- *General experience indicates that "husky" girls - those who are just a little on the heavy side - are more even tempered than their underweight sisters.*
- *Retain a physician to give each woman you hire a special physical examination - this reveals whether or not the employee-to-be has any female weaknesses which would make her mentally or physically unfit for the job.*
- *Give the female employee a definite day-long schedule of duties so that they will keep busy without bothering the management for instructions every few minutes. Women generally lack initiative in finding work themselves.*
- *Give every girl an adequate number of rest periods during the day. You have to make some allowances for feminine psychology. A girl has more confidence and is more efficient if she can keep her hair tidied, apply fresh lipstick and wash her hands several times a day.*
- *Be tactful when issuing instructions or in making criticisms. Women are often sensitive; they cannot shrug off harsh words the way men do. Never ridicule a woman - it breaks her spirit and cuts off her efficiency.*
- *Be reasonably considerate about using strong language around women. Even though a girl's husband or father may swear vociferously, she will grow to dislike a place of business where she hears too much of this.*
- *Get enough size variety in operator's uniforms so that each girl can have a proper fit. This point cannot be stressed too much in keeping women happy.*

## CHAPTER 1 - EXERCISE 20

### AFFIRMATIVE ACTION

1. What does "preferential hiring" mean?

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2. Why might someone disagree with affirmative action programs?

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3. After having read the preceding article about the expectations and treatment of women in the middle of the twentieth century, think about how things have changed. Your assignment is to research the term "affirmative action" on the Internet, in order to form the basis of your argument. Using at least three credible sources, draft up a list of points to support your position, and be prepared to debate your position in class. Use the chart below to structure your argument.

#### Some Background

The actual phrase "affirmative action" was first used in President Lyndon Johnson's 1965 Executive Order, which requires federal contractors to "take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin."

<b>Overall Position:</b>	<b>Argument #1</b>
	<b>Argument #2</b>
	<b>Argument #3</b>

Name \_\_\_\_\_ Block \_\_\_\_\_ Date \_\_\_\_\_

**CHAPTER 1 - EXERCISE 21**  
**CONVENTION ON THE RIGHTS OF THE CHILD**

1. What year did the United Nations adopt the Convention on the Rights of the Child?

\_\_\_\_\_

2. Why do you think that the Convention on the Rights of the Child has become the most universally accepted human rights document?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How do the rights of children differ from the rights of all people in the Universal Declaration of Human Rights? Provide examples.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What do you think is the most important issue facing children around the world today? Where do you think the United Nations should center its focus in coming years? What kind of steps should be taken to combat this problem?

\_\_\_\_\_

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Name \_\_\_\_\_ Block \_\_\_\_\_ Date \_\_\_\_\_

## CHAPTER 1 - EXERCISE 22

### INTEREST GROUPS

1. Why do people form interest groups?

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2. a) How do interest groups influence government decisions?

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b) How do interest groups influence public opinion?

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3. Do you think interest groups are beneficial to our government/society? Complete the table below and then write a paragraph answer to the above question.

Pros	Cons

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## CHAPTER 1 - EXERCISE 23

### POLITICAL ACTION - WHAT ARE YOU WILLING TO DO?

Cut out the following boxes and tape/glue them along a continuum according to which actions you believe to be justified/acceptable, and which actions are not acceptable under any circumstances.

Acceptable-----Borderline Acceptable-----Not Acceptable

Next, indicate where along the continuum you fall. What types of action would you be willing to take in support of an issue you feel strongly about? Draw a vertical line between the actions you would take, and those you wouldn't. Be prepared to justify your choices.

<b>Sit-down Protest</b> Opponents of rising school tuition fees mount a peaceful sit down protest at the entrance to the university.	<b>Saboteurs</b> Saboteurs use non-violent methods, such as putting a pound of salt in cafeteria food to prevent students from eating meat.	<b>Clean-up</b> An animal rights group campaigns to make a local lake safer for wildlife by collecting discarded fishing tackle, ensuring their efforts receive ample media coverage.
<b>Lobby</b> A representative group of people concerned about genetically modified food products meet with government representatives to insist that further restrictions be made.	<b>Personal Change</b> An individual contributes to a more humane world by making lifestyle and purchasing decisions that avoid harming the environment.	<b>Boycott</b> A local action group organizes a boycott of a footwear outlet that is known to use exploitive practices in their factories in the third world.
<b>Letters</b> A network of people opposed to wrestling write letters of protest to the local MPs, to councillors, and to local radio and newspapers on hearing that the WWF is coming to town.	<b>Slogans</b> Opponents to schools that only serve deep fried food spray paint slogans on the walls of school cafeterias.	<b>Picketing</b> Anti-fur trade protesters mount a regular picket outside a fur shop, engaging people in discussion about the fur industry and requesting them not to enter.
<b>Break-In</b> Opponents of science classes using animals for research break into the school and release mice intended for use in experiments.	<b>Petition Drive</b> Members of local student groups unite to obtain signatures for a petition calling upon school boards to shorten the school day.	<b>Demonstration</b> Opponents of an increased SAC fee join an organized demonstration and march to protest against the possibility that all students may have to pay \$80.

## CHAPTER 1 - EXERCISE 24

### BUILDING A ROCKET

Your spaceship has crash-landed on the moon. You are all okay for now because you are each wearing space suits and you have enough oxygen. However, within the next thirty minutes you will need to build a spaceship to get back to Earth. All the materials you will need are in front of you. You can assemble them any way you want, but you will be judged on the following criteria:

**i. Aerodynamics    ii. Solidity of construction    iii. Height    iv. Overall design**

1. Quietly, with absolutely no discussion, come up with ideas of your own on how the task should be done. Feel free to sketch out plans. You have **five minutes**.
2. Begin work on your rocket. One member from each group has been chosen as the leader. Look to your leader for direction. You have **twenty minutes** to complete your rocket.
3. At your teacher's signal, stop construction. You now have one minute to decide on a name for your rocket. When finished, select a member from your group to bring your creation to the front of the class for display.
4. The class will now rate each rocket according to the criteria. Based on class results, complete the table below.

Results	Aerodynamics	Construction	Height	Design
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>				

**Overall Results:**

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Name \_\_\_\_\_ Block \_\_\_\_\_ Date \_\_\_\_\_

## CHAPTER 1 - EXERCISE 24

### BUILDING A ROCKET

5. Individually, without discussion, answer the following questions.

a) What was your individual contribution to the project?

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b) Did your group work well together?

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c) Outline your decision-making process.

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6. Wait for the teacher's instructions, and then complete the following table.

Style	Characteristics	Strengths	Weaknesses