

Important Concepts . . .

Preview Review



Social Studies Grade 9

**W1 - Lesson 2: Making Laws in Canada
and the Role of the Media**

Important Concepts of Grade 9 Social Studies

W1 - Lesson 1 Citizenship, Government, and Identity
W1 - Lesson 2 Making Laws in Canada and the Role of the
..... Media
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..... Consumers in the Economy
W3 - Lesson 3 . Quality of Life, Consumerism, and the Economy
W3 - Lesson 4 Social Programs and Political Parties
W3 - Lesson 5 The Environment
W3 - Quiz

Materials Required

Textbook Required
Issues For Canadians

Social Studies Grade 9

Version 6

Preview/Review W1 - Lesson 2

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Preview/Review Concepts for Grade Nine Social Studies



Week 1 - Lesson 2:

***Making Laws in Canada and
the Role of the Media***

OBJECTIVES

By the end of this lesson, you should

- know how laws are passed in the federal political system
- understand the role of the media in relation to political issues
- recognize how lobby groups impact government decision-making

GLOSSARY

accountable – to be held responsible to someone for an action

bias – favouring of one side rather than remaining neutral

civil service – responsible for the public administration of the government of a country

House of Commons – the democratic elected body of the legislative branch of the Canadian government

journalists – individuals who collect and edit the news for the public

lobbyists – people who try to influence the thinking of legislators or other public officials for or against a specific law

media – the processes of reporting, writing, editing, photographing, or broadcasting the news

Royal assent – the formality of the Governor General approving a bill so it can become a law

Senate – the appointed members of the upper house of Parliament

slogan – an easily remembered and frequently repeated phrase often used in advertising and politics

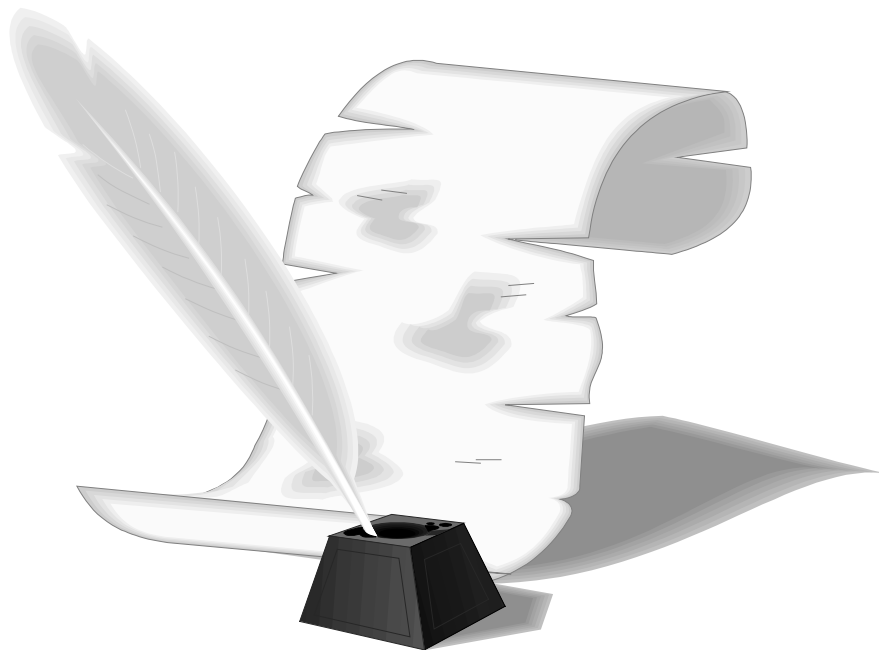
Week 1 – Lesson 2: Making Laws in Canada and the Role of the Media

Reading 1: How a Bill Becomes a Law

The making of laws can be a complicated process. Most laws begin when a minister or a senior public servant is asked to examine a problem. This examination often results in a suggestion of a law that can deal with the problem. A draft of the proposed law is made, which requires the approval of the Cabinet. This version is then presented to Parliament as a bill, where it is studied and debated by the Members of Parliament. Bills only become laws when they receive the approval of both the **House of Commons** and the **Senate**, and are given **Royal assent** by the Governor General.

In 2006, the Canadian Parliament passed a bill called the *Federal Accountability Act* to make the government more **accountable** and to reduce the influence of **lobbyists**. The bill also provided protection to members of the **civil service** who reported wrongdoings by individuals or the government.

To discover how a bill becomes a law and how the *Federal Accountability Act* became a law, read pages 39 to 42 in your textbook, *Issues For Canadians*. Then complete Activity 1.



Activity 1: How a Bill Becomes a Law

This activity is in two parts. In Part A, you are required to complete the chart provided and in Part B you will answer questions regarding the passing of a law through Parliament. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

PART A: In both the House of Commons and the Senate a bill follows similar steps. Complete the missing parts of the chart below.

First Reading		Committee Stage	Report Stage	
	Debate and vote on the principle of the bill			Debate and vote on the final form of the bill

PART B: Complete each of the following sentences by writing the correct word or phrase on the lines provided.

1. The Canadian government passed the *Federal Accountability Act* in response to issues raised by the _____ (2 words).
2. The _____ general of Canada monitors government spending on behalf of Parliament and all Canadians.
3. The House of Commons can reject a bill at _____ different stages during the consideration of a bill.
4. The Senate can recommend _____ to a bill.
5. The _____ and report stages of a bill occur after the _____ reading.
6. The House of Commons can _____ all, _____ some, or accept _____ of the amendments proposed by Members of Parliament or the _____.
7. A bill becomes a law after the Governor General gives _____ (2 words).
8. Canada is a _____ country.
9. Canada's federal _____ system attempts to give all _____ a voice.



Reading 2: The Role of the Media in Government

How does the government inform you about what it is doing? How can you discover what the government is doing? It is a role of the **media** to inform people about what the government is doing and how the government's actions may impact Canadians.

Journalists who are members of the Parliamentary Press Gallery work hard to follow the activities and work of Canada's government.

Today, there are many different sources of media that an individual can use to acquire information. It is important to know if each source has a **bias** regarding the information it is providing. To get a balanced view of what the government is doing, you need to find more than one credible source of information.

Most political parties and leaders depend on **slogans** to convince citizens that their ideas are to be preferred over other political parties' ideas.

To discover the way the media provides citizens with opportunities to communicate and understand political issues and how to detect bias, read pages 46 to 49 in your textbook, *Issues For Canadians*. Then complete Activity 2.



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Activity 2: The Role of the Media in Government

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the lines provided. Then **rewrite the sentence correctly to make the statement true**. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- _____ 1. The media delivers information slowly to a small select audience.

- _____ 2. Politicians develop key messages for the media, which can include memorable quotes or slogans.

- _____ 3. The role of the media is to inform people about the impact government is having on their lives.

- _____ 4. The essence of government is to try to change our society for the better.

- _____ 5. The Parliamentary Media Gallery is an association of reporters who follow the decisions and actions of the Prime Minister.

- _____ 6. A bias is rooted in a person's point of view towards a subject and helps to create a balanced account of the news.

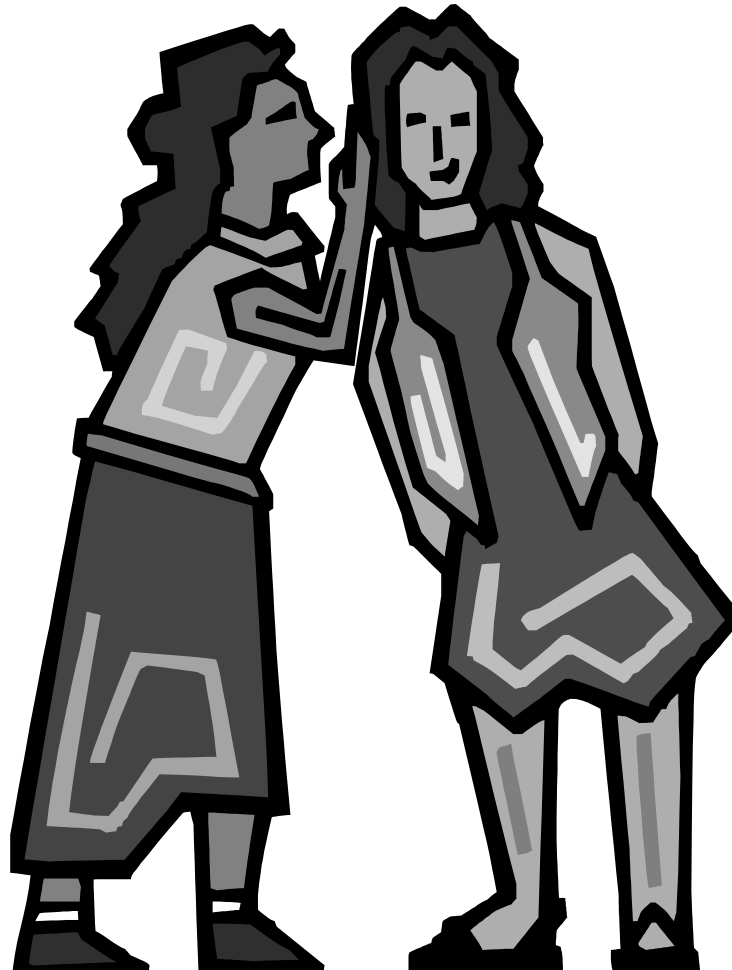


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Reading 3: The Role of a Lobbyist in Government

How can you influence the government? Some individuals write to their Member of Parliament (MP) or write a letter to the editor of a local newspaper hoping to influence how their MP will vote on an issue. Some special interest groups or industries hire individuals who are paid to influence legislative decisions made by the government. These individuals are called **lobbyists**.

To discover how a lobby group and lobbyists influence government decision-making, read pages 51 to 53 in your textbook, *Issues for Canadians*. Then complete Activity 3.



Activity 3: The Role of a Lobbyist in Government

Answer the following questions in complete sentences.

1. What do lobbyists do?

2. How do you know who is a lobbyist?

3. What benefits do Canadians gain by having lobbyists?

4. What does the *Federal Accountability Act* require lobbyists to do?

5. How do lobbyists see their role in government?

Week 1 - Lesson 2: Making Laws in Canada and the Role of the Media Review Assignment

Complete pages 9 to 12 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 25 marks.

Section A: Multiple-Choice

Be sure to read each question carefully. Write the letter of the **best** answer in the blank in front of each question. This section is worth 10 marks.

- _____ 1. Printed copies of a bill are made available for the first time during the
- A. First Reading
 - B. Second Reading
 - C. Third Reading
 - D. Report Stage
- _____ 2. The first time a bill can be rejected is during the
- A. First Reading
 - B. Second Reading
 - C. Committee Stage
 - D. Third Reading
- _____ 3. After the second reading, a bill is sent to the
- A. Senate
 - B. Report Stage
 - C. Committee Stage
 - D. Third Reading
- _____ 4. The first time a bill can be amended is during the
- A. Second Reading
 - B. Committee Stage
 - C. Report Stage
 - D. Third Reading

-
- _____ 5. The usual path of law-making in Canada is
- A. Senate, House of Commons, Royal Assent
 - B. Royal Assent, Senate, House of Commons
 - C. House of Commons, Royal Assent, Senate
 - D. House of Commons, Senate, Royal Assent
- _____ 6. Royal Assent is given by the
- A. Prime Minister
 - B. Queen
 - C. Governor General
 - D. Cabinet
- _____ 7. The individuals who make decisions about what news stories to follow are called
- A. lobbyists
 - B. politicians
 - C. journalists
 - D. citizens
- _____ 8. All reporters who cover the decisions and actions of the Canadian government are members of the
- A. Press Mob
 - B. Press Gallery
 - C. Press Corp
 - D. CBC
- _____ 9. An opinion based on unchallenged assumptions is a
- A. slogan
 - B. lobbyist
 - C. reporter
 - D. bias
- _____ 10. Someone hired to influence MPs and government officials is called a
- A. reporter
 - B. blogger
 - C. politician
 - D. lobbyist

Section B: Matching

Match the definition on the left with the correct term on the right. Write the letter on the appropriate line to indicate your choice. Each answer will be used only once. This section is worth 10 marks.

- | | |
|--------------------------------------------------------------|-------------------------------|
| _____ to be responsible to someone for an action | A. slogan |
| _____ the final act that makes a bill a law | B. bias |
| _____ an easily remembered and frequently repeated phrase | C. lobbyists |
| _____ decides what news stories are covered | D. accountable |
| _____ an association of reporters | E. civil service |
| _____ response to issues raised by the “sponsorship scandal” | F. journalists |
| _____ the final debate and vote on a bill | G. Press Gallery |
| _____ the public administration of the government | H. Federal Accountability Act |
| _____ influences the thinking of legislators | I. royal assent |
| _____ favouring of one side | J. Third Reading |

Section C: Fill-in-the-Blanks

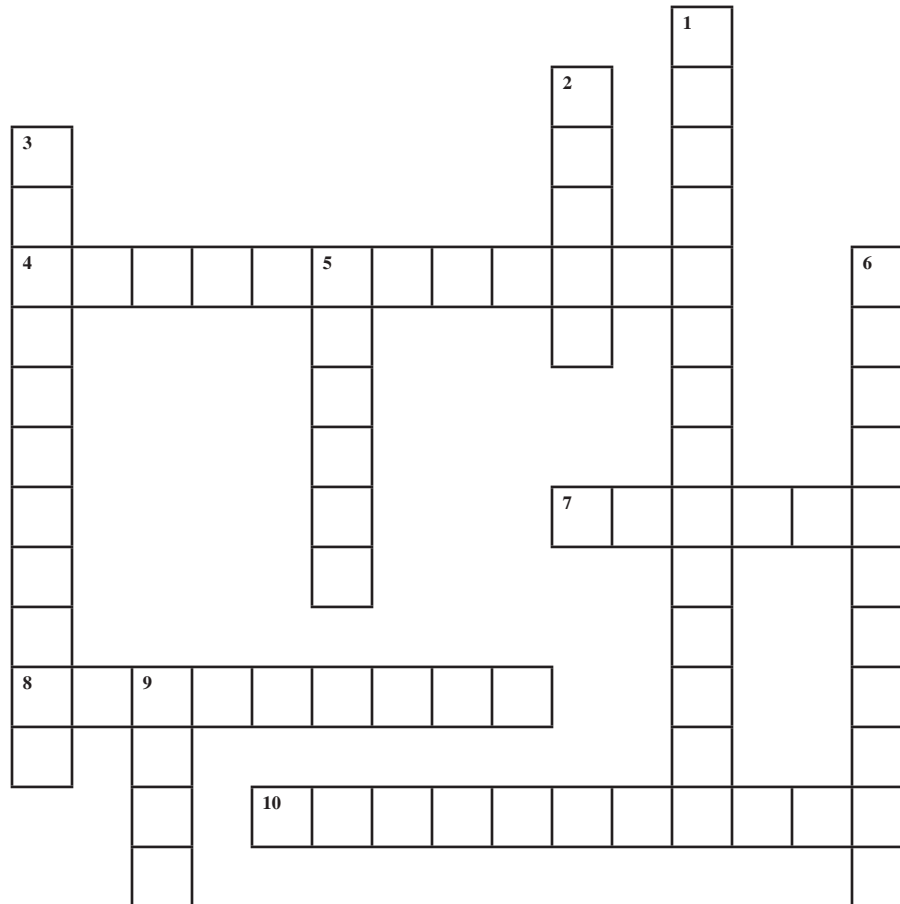
Complete each of the following sentences by writing the correct word or phrase on the lines provided. This section is worth 5 marks.

1. The auditor general is the _____ on government spending for Parliament and the people of Canada.
2. The role of journalists is to _____ people about the impact government is having on their lives.
3. Lobbyists are required to document which _____ and government officials they meet with.
4. A bias towards a subject can create unbalanced _____ in the news.
5. Lobbyists represent the views and perspectives of different groups on _____ that affect Canadians.

Total: _____
25 marks

Bonus Crossword Puzzle: Making Laws in Canada and the Role of the Media

Use the clues below to identify the words and phrases in the crossword puzzle.



Across

- 4 the public administration of the government (2 words)
- 7 an easily remembered and repeated phrase
- 8 try to influence the thinking of legislators
- 10 the formality of the Governor General approving a bill (2 words)

Down

- 1 the democratically elected body (3 words)
- 2 the processes of reporting the news
- 3 to be responsible to someone
- 5 the upper house of Parliament
- 6 the individuals who collect and edit the news
- 9 favouring of one side

