

Important Concepts . . .

# Preview Review



**Social Studies Grade 9 TEACHER KEY**  
**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  
W1 - Lesson 3 ..... Youth Criminal Justice  
W1 - Lesson 4 ..... The Charter of Rights and Freedoms  
W1 - Lesson 5 ..... The Charter and the Workplace  
W1 - Quiz

W2 - Lesson 1 ..... Collective Rights  
W2 - Lesson 2 ..... Collective Rights of the French and Métis  
W2 - Lesson 3 ..... Immigration Issues  
W2 - Lesson 4 ..... Immigration  
W2 - Lesson 5 ..... Review  
W2 - Quiz

W3 - Lesson 1 ..... Market and Mixed Economies  
W3 - Lesson 2 ..... The Roles of Government, Labour, and  
..... 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

1-894894-82-0

Publisher: Alberta Distance Learning Centre

Written by: Tom Dirsá

Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon

Preview/Review Publishing Coordinating Team:

Heather Martel and Marlyn Clark



Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

*The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.*

### ALL RIGHTS RESERVED

Copyright © 2010, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from Alberta Distance Learning Centre.

*No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.*

*Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.*

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

# Preview/Review Concepts for Grade Nine Social Studies

## Teacher Key



*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

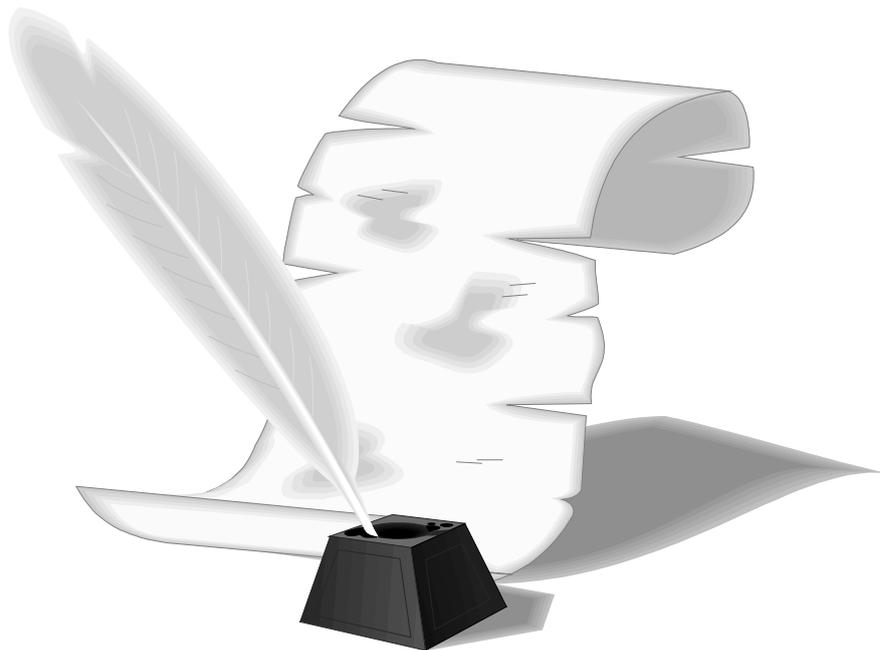
## Week 1 - Lesson 2: Making Laws in Canada and the Role of the Media

### 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

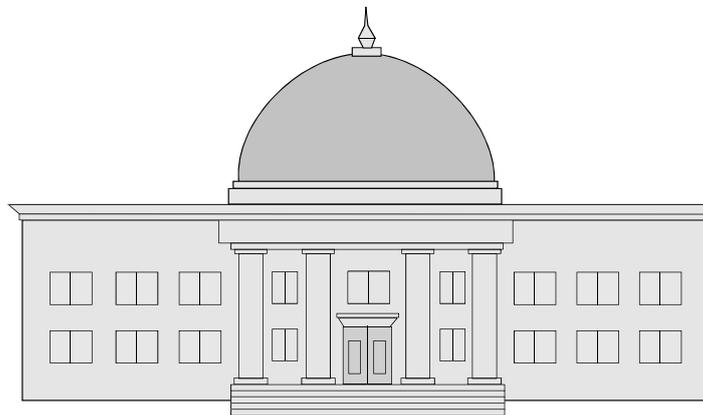
This activity is in two parts. In Part A, you are required to complete the chart provided and in Part B you will answer questions regarding the passing of a law through Parliament. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity 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	<i>Second Reading</i>	Committee Stage	Report Stage	<i>Third Reading</i>
<i>Printed copies of the bill are made available for the first time</i>	Debate and vote on the principle of the bill	<i>Detailed study of the bill</i>	<i>Debate and vote on amendments to the bill</i>	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 *sponsorship* *scandal* (2 words).
2. The *auditor* general of Canada monitors government spending on behalf of Parliament and all Canadians.
3. The House of Commons can reject a bill at *three* different stages during the consideration of a bill.
4. The Senate can recommend *amendments* to a bill.
5. The *committee* and report stages of a bill occur after the *second* reading.
6. The House of Commons can *reject* all, *accept* some, or accept *all* of the amendments proposed by Members of Parliament or the *Senate*.
7. A bill becomes a law after the Governor General gives *Royal* *assent* (2 words).
8. Canada is a *diverse* country.
9. Canada's federal *political* system attempts to give all *citizens* 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.



Thinkstock

## 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.

  **F**   1. The media delivers information slowly to a small select audience.  
          *The media delivers information quickly to a very large audience.*

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

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

  **T**   4. The essence of government is to try to change our society for the better.

  **F**   5. The Parliamentary Media Gallery is an association of reporters who follow the decisions and actions of the Prime Minister.  
          *The Parliamentary Press Gallery is an association of reporters who follow the decisions and actions of Canada's government.*

- F** 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.

***A bias is rooted in a person's point of view towards a subject and helps to create an unbalanced account of the news.***

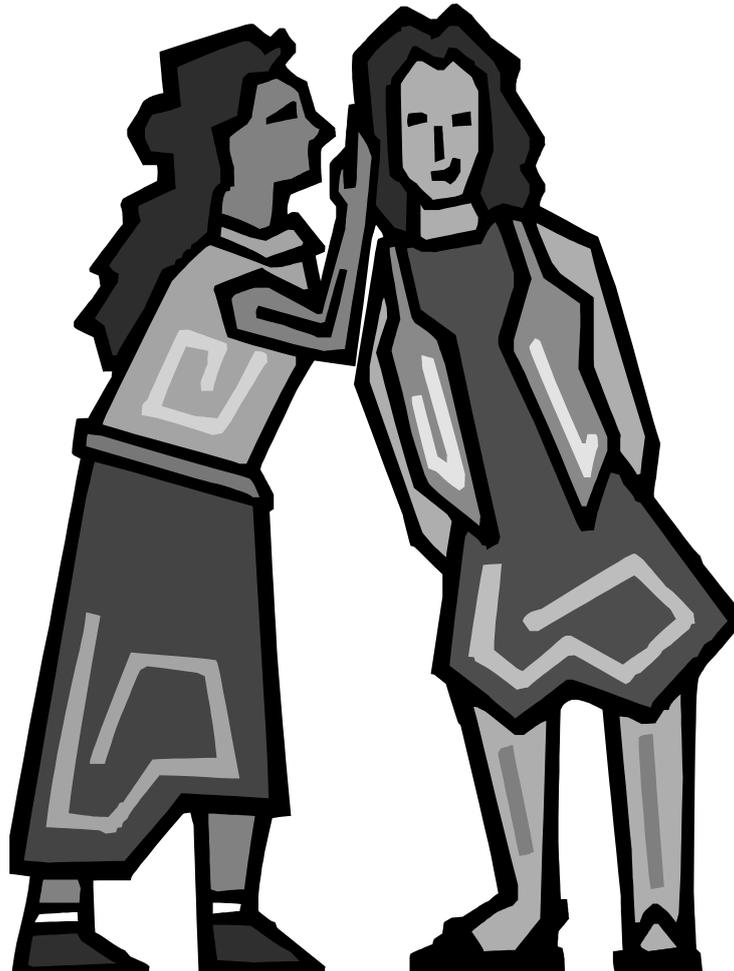


© Thinkstock

### 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?

***Lobbyists are hired to influence MPs and government officials.***

---



---

2. How do you know who is a lobbyist?

***Lobbyists must register with the Commissioner of Lobbyists.***

---



---

3. What benefits do Canadians gain by having lobbyists?

***Lobbyists voice the views of the groups they represent on issues that affect their group. Lobbyists also provide different perspectives and in-depth expertise on many issues.***

---



---

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

***The act requires lobbyists to document which MPs and government officials they meet with.***

---



---

5. How do lobbyists see their role in government?

***Lobbyists believe their role is to provide government with the point of view and perspectives of their group on issues and to try to work out a consensus on those issues.***

---



---

## 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.

- A   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
- B   2. The first time a bill can be rejected is during the
- A. First Reading
  - B. Second Reading
  - C. Committee Stage
  - D. Third Reading
- C   3. After the second reading, a bill is sent to the
- A. Senate
  - B. Report Stage
  - C. Committee Stage
  - D. Third Reading
- B   4. The first time a bill can be amended is during the
- A. Second Reading
  - B. Committee Stage
  - C. Report Stage
  - D. Third Reading

- D** 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
- C** 6. Royal Assent is given by the
- A. Prime Minister
  - B. Queen
  - C. Governor General
  - D. Cabinet
- C** 7. The individuals who make decisions about what news stories to follow are called
- A. lobbyists
  - B. politicians
  - C. journalists
  - D. citizens
- B** 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
- D** 9. An opinion based on unchallenged assumptions is a
- A. slogan
  - B. lobbyist
  - C. reporter
  - D. bias
- D** 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.

- |              |  |                               |
|--------------|--|-------------------------------|
| <u>  D  </u> | to be responsible to someone for an action             | A. slogan                     |
| <u>  I  </u> | the final act that makes a bill a law                  | B. bias                       |
| <u>  A  </u> | an easily remembered and frequently repeated phrase    | C. lobbyists                  |
| <u>  F  </u> | decides what news stories are covered                  | D. accountable                |
| <u>  G  </u> | an association of reporters                            | E. civil service              |
| <u>  H  </u> | response to issues raised by the “sponsorship scandal” | F. journalists                |
| <u>  J  </u> | the final debate and vote on a bill                    | G. Press Gallery              |
| <u>  E  </u> | the public administration of the government            | H. Federal Accountability Act |
| <u>  C  </u> | influences the thinking of legislators                 | I. royal assent               |
| <u>  B  </u> | 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 *watchdog* on government spending for Parliament and the people of Canada.
2. The role of journalists is to *inform* people about the impact government is having on their lives.
3. Lobbyists are required to document which *MPs* and government officials they meet with.
4. A bias towards a subject can create unbalanced *information* in the news.
5. Lobbyists represent the views and perspectives of different groups on *issues* that affect Canadians.

Total: \_\_\_\_\_  
25 marks







