

*Important Concepts . . .*

# Preview Review



**Social Studies Grade 9 TEACHER KEY**  
**W1 - Lesson 4: The Charter of Rights and**  
**Freedoms**

## 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  
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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 4

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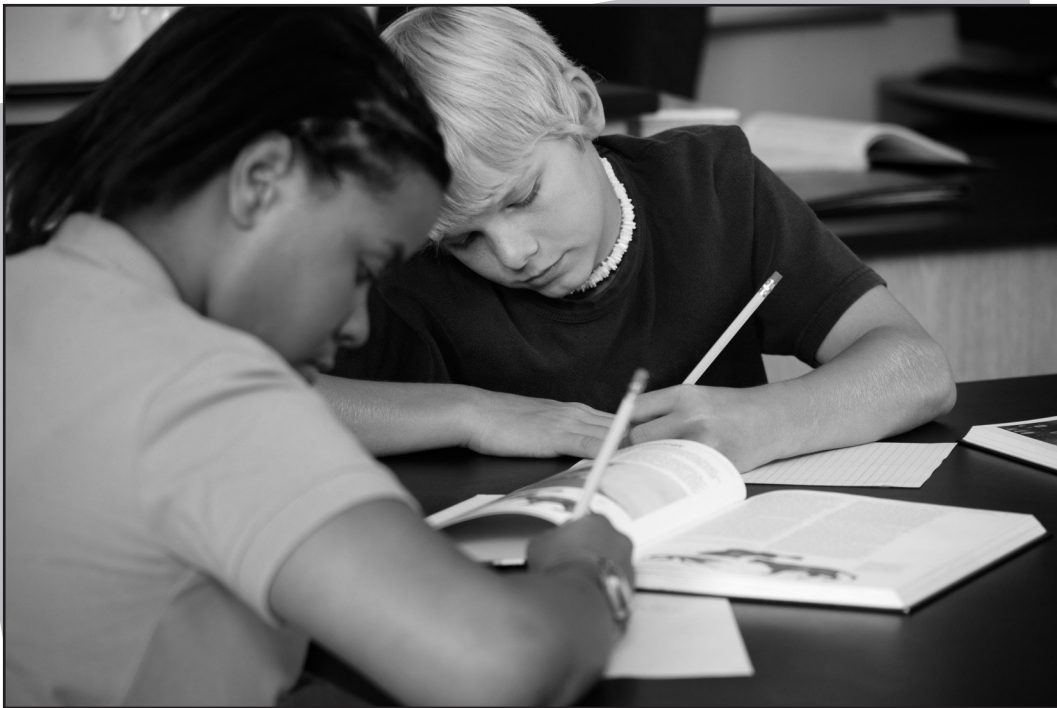
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# **Preview/Review Concepts for Grade Nine Social Studies**

## **Teacher Key**



***Week 1 - Lesson 4:***

***The Charter of Rights and  
Freedoms***

# OBJECTIVES

By the end of this lesson, you should

- know the ways the Canadian *Charter of Rights and Freedoms* has fostered the recognition of individual rights in Canada
- understand how the Canadian *Charter of Rights and Freedoms* supports individuals in exercising their rights

## GLOSSARY

**citizenship** – being recognized as a member of a country with the rights and duties associated with the country

**constitution** – a set of regulations that govern the conduct of a country

**democratic rights** – the right to participate in political activities and the right to a democratic form of government

**equality rights** – the right to be treated equally before the law and to protection and benefit of the law without discrimination

**fundamental freedoms** – rights thought to be basic for a democratic society that are available to every citizen

**internment** – the confining of individuals in large groups without a trial

**language rights** – the right to expect one of the two official languages be available in education and when using federal government services

**legal rights** – the rights within the justice system and law enforcement

**mobility rights** – the right to move to any region within Canada and to come or go from Canada

**responsibilities** – duties or obligations a citizen has to his or her country

**suffrage** – the right to vote

**War Measures Act** – allowed the Canadian government to limit the freedoms of Canadians during an emergency, including the confiscation of property

## Week 1 - Lesson 4: The Charter of Rights and Freedoms

### Reading 1: Protecting Your Rights

Where do rights come from? Are they like air and you automatically receive them? Are they the same for everyone? Are there limits to a person's rights? Can you lose them? Are rights nothing more than privileges that can be taken away by the government?

In 1960, Parliament enacted the *Canadian Bill of Rights*. This was a well-intended bill, but unfortunately it was a federal statute and was limited. The bill could be amended by Parliament and provinces could ignore the bill if it was different from a provincial law. The Supreme Court could interpret the *Bill of Rights* in such a way that made it ineffective in protecting citizens' rights.

In 1982, the *Charter of Rights and Freedoms* became an important part of the Canadian **constitution**. As part of Canada's constitution, rights were guaranteed and the role of judges was expanded in the enforcement of those rights. The Charter provides persons physically present in Canada with a number of civil and political rights.

With rights come **responsibilities**. For example, people have freedom of speech, but can someone yell "fire" in a theatre when there is none?

To discover what is included in the *Charter of Rights and Freedoms*, read pages 96 to 98 in your textbook, *Issues For Canadians*. Then complete Activity 1.



## Activity 1: Protecting Your Rights

To finish the activity you must complete two sections. The first section is a series of statements to complete by filling in the blanks. The second section requires you to complete a chart from the information provided on pages 97 and 98. 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.

### Section 1: What is the *Charter of Rights and Freedoms*?

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

1. The *Charter of Rights and Freedoms* is part of Canada's **constitution**.
2. The constitution is the **highest** law of Canada.
3. The Charter created constitutional **protections** for individual rights and freedoms **across** Canada.
4. The **judicial** branch is responsible for **interpreting** how to apply the Charter.
5. The Charter allows the **government** to restrict rights if the restrictions are necessary to maintain Canada as a free and **democratic** society.
6. When former Prime Minister Jean Chretien was the Minister of **Justice** he was quoted as saying, "the only way to provide **equal** protection to everyone is to **enshrine** those basic rights and freedoms in the constitution".<sup>1</sup>

<sup>1</sup>Jean Chretien, "The Charter of Rights and Freedoms: A Guide for Canadians," Ottawa 1982

## Section 2: Your Individual Rights

Fill in the blank parts of the chart below. **Do not** fill in the grey-shaded boxes.

<b>Fundamental Freedoms</b>	<b>Democratic Rights</b>	<b>Mobility Rights</b>	<b>Legal Rights</b>	<b>Equality Rights</b>
To express your opinions	<i>To vote for members of the House of Commons and provincial legislatures</i>	<i>To move anywhere within Canada and to earn a living there</i>	To be free of imprisonment, search and seizure without reasons backed by law and evidence	<i>To be free of discrimination because of race, national or ethnic origin, religion, gender, age, or mental or physical disability</i>
<i>To choose your own religion</i>	To vote for a new government at least every five years	To enter, stay in, or leave Canada	<i>To a fair and quick public trial by an impartial court that assumes that you are innocent until proven guilty</i>	
<i>To organize peaceful meetings and demonstrations</i>				
To associate with any person or group				



## Reading 2: The Development of the *Charter of Rights and Freedoms*

The concept of rights and freedoms took a long time to be accepted by everyone living in Canada. Early laws restricted rights to certain individuals. If someone was a member of a First Nation, a woman, or a member of a particular ethnic group, he or she was limited as to what rights were granted.

The right to vote, to own property, or even to decide where one lived could be controlled or even denied.

In 1876, the Parliament of Canada passed the *Indian Act*. This act was passed without consulting First Nation peoples. The act had a number of restrictions that included the clothing First Nation peoples could wear.

At the same time, a group of women founded a club to promote women's **suffrage**. It would take forty years for women to gain the right to vote.

During World War I and World War II, certain ethnic groups were placed in **internment** camps. The government used the **War Measures Act** to suspend the rights of some Canadians and confiscate their property.

The debate concerning who is entitled to certain rights continues to this day.

To understand the development of Canada's *Charter of Rights and Freedoms*, read pages 100 to 103 in your textbook, *Issues For Canadians*. Then complete Activity 2.





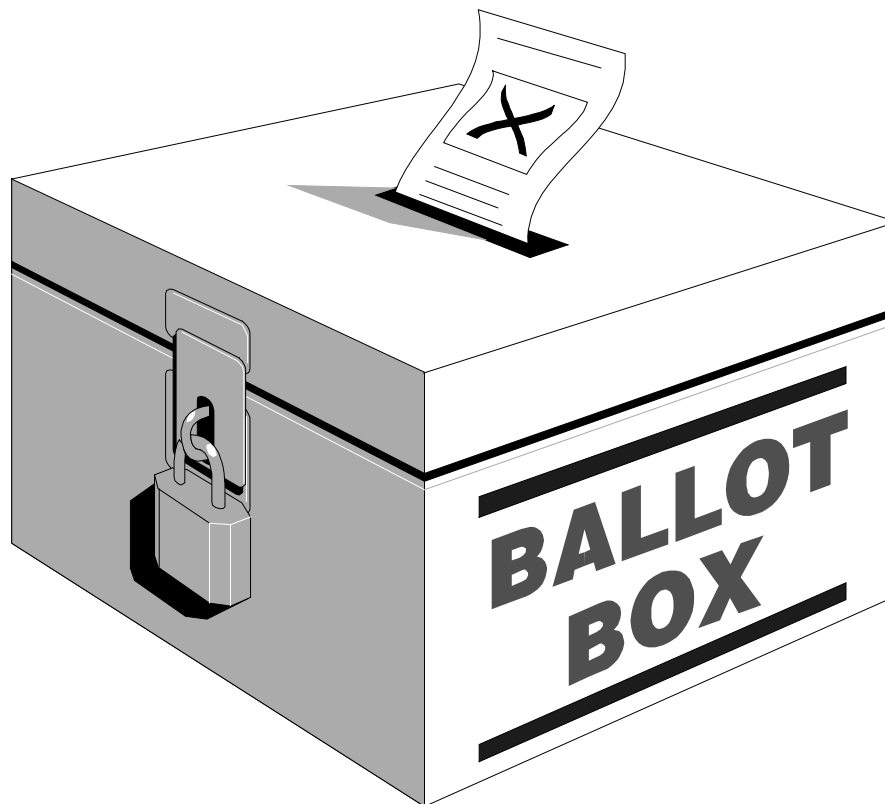
## Activity 2: The Development of the *Charter of Rights and Freedoms*

To complete Activity 2, choose the **best** word from the list of words provided to complete each statement. The words will be used only once. Not all the words will be used. 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.

apologized	arrests	barred	born	compensation
consulting	context	doctor	German	government
interned	Japanese	lawyer	permission	historical
political	radical	raised	seized	sold
suffrage	traditional	Ukrainian	voting	
World War I	World War II	War Measures Act		

1. When the *Indian Act* of 1876 was passed by parliament, it was done without **consulting** the First Nations.
2. The *Indian Act* required First Nation peoples to obtain government **permission** to wear **traditional** clothing.
3. For more than fifty years, the *Canada Elections Act* **barred** women from voting.
4. In 1876, Canada's first female **doctor** founded a club to promote women's **suffrage**.
5. At the beginning of World War I, people of **Ukrainian** and **German** decent were arrested and sent to camps.
6. During **World** **War** **II** (3 words), Canada began to arrest Italians and send them to camps. The government, in some cases, **seized** their property.

7. Canada used the **War Measures Act** (3 words) to move all the **Japanese** living in British Columbia away from the west coast.
8. Even though the **government** promised to safeguard Japanese Canadians' property, eventually their property was **sold**.
9. In 1988, Canada's government formally **apologized** to Japanese Canadians.



## Reading 3: Exercising Your Rights Under the Charter

Imagine that you are at school in the gym and a RCMP officer comes in with a dog that can detect drugs. Suddenly, the dog moves towards you and starts sniffing your backpack. The school principal picks up your backpack and asks you to come to the office with the police officer. At that time you are charged with being in possession of an illegal substance. What are your rights?

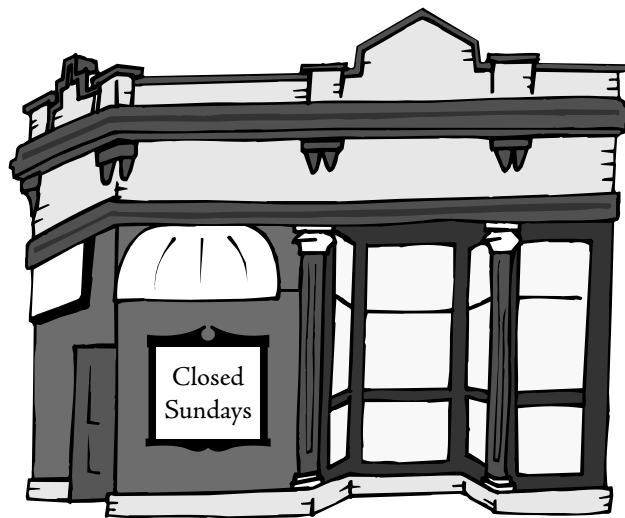
In this case, a judge said the *Charter of Rights and Freedoms* provision that everyone has the right to be secure from unreasonable search or seizure had been violated. Anything found in this search was not admissible as evidence and the case was dismissed.

Today, most schools have taken into account this court decision and adopted policies that protect individual rights while still being able to maintain the school's goal of remaining a crime free zone. For example, school lockers are considered to be school property and can be searched at any time; however, items such as a student's personal backpack or jacket are considered personal property and cannot be searched without the permission of the student or the student's parents. The search must be done in the student's presence. If appropriate procedures are not followed, this could be interpreted as a violation of a person's right to be secure from unreasonable search or seizure.

Do you have a right to be heard? Do you know it was once illegal to open a store on Sunday? Can anyone fly on an airline? Do restrictions on advertising to children violate freedom of speech?

How does the *Charter of Rights and Freedoms* protect you?

To explore how citizens can exercise their individual rights and to discover how government decisions can impact individual rights, read pages 105 to 109 in your textbook, ***Issues For Canadians***. Then complete Activity 3.



### Activity 3: Exercising Your Rights Under the Charter

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.

- T**   1. The Supreme Court ruled that people who need to use sign language to communicate are to be provided interpreters to communicate properly with health care workers.

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- F**   2. The *Lord's Day Act* allowed stores to be open on Sunday.  
***The Lord's Day Act made it illegal for most businesses to be open on Sundays.***

- F**   3. The Supreme Court declared that the *Lord's Day Act* was legal.  
***The Supreme Court overturned the Lord's Day Act because it violated Canadians' fundamental right to freedom of conscience and religion.***

- T**   4. Canada's no-fly list is a list of people thought to be a threat to airline safety.

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- F**   5. Canada's privacy commissioner says that Canada should encourage the no-fly list.  
***Canada's privacy commissioner says that Canada should suspend the no-fly list.***

- T**     6. The no-fly list is one of the security measures included in the *Anti-Terrorism Act* that restricts the rights of individuals.

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- T**     7. Advertising attempts to persuade people of all ages to buy products.

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- F**     8. Everyone can tell the difference between a commercial and a regular program.

***Children under the age of nine cannot tell the difference between a commercial and regular programming.***



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## Week 1 - Lesson 4: The Charter of Rights and Freedoms Review Assignment

Complete pages 10 to 13 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.

- D   1. The *Charter of Rights and Freedoms* is part of Canada's
- A. Bill of Rights
  - B. Declaration of Independence
  - C. Parliament
  - D. Constitution
- A   2. The *Charter of Rights and Freedoms* created
- A. constitutional protections for individual rights and freedoms
  - B. women's suffrage
  - C. internment rights
  - D. the Anti-Terrorism Act
- A   3. The Charter says that Canada's government is
- A. sometimes justified in restricting rights
  - B. not justified in restricting rights
  - C. not able to over rule provincial laws
  - D. the highest law in Canada
- C   4. Democratic rights include
- A. The right to move anywhere in Canada
  - B. The freedom to choose your own religion
  - C. The right to vote
  - D. The right to be free of discrimination

- C** 5. The right to be free of search and seizure without reason is one of your
- A. Equality rights
  - B. Mobility rights
  - C. Legal rights
  - D. Democratic rights
- D** 6. At times in Canada's history, the *Indian Act* of 1876 required First Nations people to
- A. wear traditional clothing
  - B. live in designated Canadian cities
  - C. participate in traditional ceremonies
  - D. avoid taking political action
- D** 7. Emily Howard Stowe was one of the first women to actively promote
- A. abstinence
  - B. female doctors
  - C. prohibition
  - D. women's suffrage
- C** 8. Which ethnic groups did the Canadian government intern during World War I?
- A. Japanese and Italians
  - B. Japanese and Germans
  - C. Germans and Ukrainians
  - D. Ukrainians and Italians
- B** 9. What did the Canadian government use to intern the Japanese during World War II?
- A. The Charter of Rights and Freedoms
  - B. The War Measures Act
  - C. The Canada Elections Act
  - D. The Origin Recognition Act
- B** 10. In what province did the Supreme Court rule that failing to provide interpreters was a violation of deaf people's equality rights?
- A. Alberta
  - B. British Columbia
  - C. Saskatchewan
  - D. Ontario



**Section B: 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 10 marks.

1. The Canadian government is **justified** in restricting rights if the restrictions are necessary to maintain Canada as a free and **democratic** society.
2. The freedom to associate with any person or group is considered a **fundamental** **freedom** (2 words).
3. Because of Canadians' democratic rights, the government cannot ban **elections** and become a dictatorship.
4. An important **legal** **right** (2 words) is the right to a fair and quick trial.
5. Before 1918, the *Canada Elections Act* **barred** women from voting and from running as candidates in **federal** elections.
6. Even after the **War** **Measures** **Act** (3 words) was no longer in force, the government required many people to remain in camps and work as labourers without pay.
7. The Supreme Court found the *Lord's Day Act* **violated** Canadians' fundamental right to freedom of conscience and religion.
8. Canada's privacy commissioner says that **no-fly** **lists** (2 words) make secretive use of personal information and impact the rights of Canadians, including freedom of association and mobility rights.

**Section C: Short Answers**

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 5 marks.

1. The *Charter of Rights and Freedoms* gives every person in Canada the same rights regardless of their citizenship. What are the **two** exceptions? (2 marks)

- ***Only Canadian citizens have the right to vote.***
- ***Only Canadian citizens have the right to leave and enter Canada freely.***

2. What did the Canadian government do in 1988, 1990, and in 2005 about the internment of various ethnic groups during World War I and World War II? (1 mark)

***Canada's government formally apologized to the people who were interned.***

3. What is a no-fly list and why did the Canadian government establish one? (2 marks)

- ***A no-fly list is a list of people to be barred from boarding airline flights.***
- ***Canada established this list to prevent individuals suspected as threats to the safety of aircraft, passengers, and crew from boarding flights.***

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





