

## Assignment 7

**File Name: 9ssA7**

**Total Marks: /36 = %**

### Part A:

Imagine that you are the president of a committee that welcomes newcomers to Canada. In this role, you have decided to produce some material to explain to these newcomers the rights and freedoms they are entitled to in their new country.

Remember that your product **must be thorough to ensure the newcomers have a strong understanding of their rights and freedoms.**

**Note:** You are **not** to copy and paste information from the *Charter of Rights and Freedoms* document.

Choose **one** of the following formats to present this information. (10 marks)

- A brochure (5 to 7 panels required)
- A PowerPoint presentation (5 to 7 slides required)
- A poster (5 to 7 images required)

**All formats require images and text.** Your images may be hand-drawn or computer generated.

Read the scoring criteria on the following page to ensure your understanding of how this part of your assignment will be evaluated.

If you are unsure how to submit your product, please contact your teacher.

### Scoring Criteria: (10 marks)

Your product ...	Content	Presentation
<b>5 Excellent</b>	<ul style="list-style-type: none"><li>• is thoughtful and detailed</li><li>• shows a comprehensive understanding of the <i>Charter of Rights and Freedoms</i></li></ul>	<ul style="list-style-type: none"><li>• is engaging, making highly effective use of the medium</li></ul>
<b>4 Proficient</b>	<ul style="list-style-type: none"><li>• is meaningful and specific</li><li>• shows a thorough understanding of the <i>Charter of Rights and Freedoms</i></li></ul>	<ul style="list-style-type: none"><li>• is convincing, making effective use of the medium with few errors</li></ul>
<b>3 Satisfactory</b>	<ul style="list-style-type: none"><li>• is general and straightforward</li><li>• shows an appropriate understanding of the <i>Charter of Rights and Freedoms</i></li></ul>	<ul style="list-style-type: none"><li>• is interesting, making satisfactory use of the medium; minor errors do not interfere with the message</li></ul>
<b>2 Limited</b>	<ul style="list-style-type: none"><li>• is superficial and/or inaccurate</li><li>• shows a limited understanding of the <i>Charter of Rights and Freedoms</i></li></ul>	<ul style="list-style-type: none"><li>• is weak, making limited use of the medium; errors interfere with the message</li></ul>
<b>1 Poor</b>	<ul style="list-style-type: none"><li>• is incomplete and/or irrelevant</li><li>• shows little or no understanding of the <i>Charter of Rights and Freedoms</i></li></ul>	<ul style="list-style-type: none"><li>• is unclear, making ineffective use of the medium; errors obstruct the message</li></ul>

## Part B: Type your responses between the space provided.

1. Read each of the following case studies.

### Case Study 1

*Tim, a Grade 9 student, was walking home by himself on a Friday at approximately 11:30 p.m. A police cruiser pulled up to Tim, and a police officer exited the vehicle. Suddenly Tim was grabbed by the officer and put in handcuffs. Tim did not resist and was placed in the back of the officer's car. Tim was taken to a cell at the local police detachment. Tim's inquiries regarding what he had done wrong were not answered. Tim was searched and was not allowed to make any phone calls. He was kept in the cell overnight. At approximately 6:45 a.m., Tim was released by the officer and told he could go home.*

### Case Study 2

*Every summer for the last seven years, Zemirah, a 37-year-old Canadian citizen, had been travelling to Southeast Asia. She enjoyed visiting her grandparents and other relatives. On arriving home to Canada in 2008, Zemirah was detained by Canadian immigration authorities and was informed that she could not enter Canada and would be returned to the country from which she came. Zemirah's possessions were seized and searched. Later, Zemirah was told that she was suspected of being a member of an organization with ties to a known terrorist group.*

### Case Study 3

*On a sunny fall afternoon, approximately 50 members of the Protectors of the North gathered in front of the Canadian Parliament buildings to protest the government's recent granting of licences to oil companies to explore for oil and gas. The exploration will occur in areas of the North with delicate ecosystems. The group believes this exploration will alter and damage the habitat of animals and people of the North permanently. As the two leaders of the group were beginning their speeches to the crowd, two police officers approached and informed the leaders that their group must disperse. After inquiring about why it was necessary to end the demonstration, the leaders were taken into police custody.*

For **each** of the case studies you read above, identify **three** rights and/or freedoms that were violated according to the Canadian *Charter of Rights and Freedoms*.

→ Be sure to identify the **category** of rights **and** the specific **right** that was violated in each category.

Example: **Category of rights:** *legal rights*; **specific right:** *right to be tried within a reasonable time*

### Case Study 1 (3 marks)

### Case Study 2 (3 marks)

### Case Study 3 (3 marks)

2. Read the statements below. If the statement is true, type a "T" in the space provided. If it is false, type an "F" in the space provided. Then, **rewrite the statement to make it true**. Each question is worth one mark. An example has been done for you. (5 marks)

EXAMPLE:

*The Charter of Rights and Freedoms gives rights to certain groups of Canadian citizens.*

*F - The Charter of Rights and Freedoms gives rights to every person in Canada.*

\_\_\_\_\_ a) The *Charter of Rights and Freedoms* is part of Canada's constitution. All laws in Canada must be consistent with the constitution.

\_\_\_\_\_ b) It is the job of the executive branch of government to interpret how to apply the *Charter of Rights and Freedoms* and make decisions about Charter challenges.

\_\_\_\_\_ c) Canadians do not have any recourse if laws passed by the federal or provincial governments violate the rights and freedoms outlined in the *Charter of Rights and Freedoms*.

\_\_\_\_\_ d) Jean Chrétien believed that enshrining the *Charter of Rights and Freedoms* in the constitution was necessary to ensure equal protection to all Canadians.

\_\_\_\_\_ ) The *Charter of Rights and Freedoms* prevents the government from ever restricting the rights of Canadians

3. In your *Issues for Canadians* textbook, you read about five human rights issues in Canada.

Consider the historical context as you identify and examine the cause(s) and effect(s) of the five events. An example has been provided to assist you.

In the *Conclusions* column of the chart, identify **two** individual rights and freedoms (from the *Charter of Rights and Freedoms*) that were infringed upon by the actions of the Canadian government. (12 marks)

Group affected	Situation/Issue	Cause(s)	Effect(s)	Conclusions
Canadian women	<i>The Canadian Elections Act barred women from voting until 1917.</i>	<ul style="list-style-type: none"><li>• <i>Women were considered not equal to men and did not have democratic rights.</i></li><li>• <i>Until 1929, women were not considered persons under the law.</i></li></ul>	<i>Women founded suffrage groups to fight for the right to vote.</i>	<i>Equality rights and democratic rights were violated.</i>
First Nations	Indian Act, 1876			
Ukrainian-Canadians	Arrest and internment of Ukrainian Canadians, 1914			
Italian-Canadians	Arrest and internment of Italian Canadians, 1940			
Japanese-Canadians	Arrest and internment of Japanese Canadians, 1942			

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**Submit your completed assignment for marking.**