

Foundational Literacy

Module 1: Voting Rights

Learner Guide

Faculty of Skills and Foundational Learning

Alberta Routes Program

Faculty of Skills and Foundational Learning

Foundational Literacy

Module 1: Voting Rights

Learner Guide

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Developed for Alberta's Community Adult Learning Program



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Land Acknowledgement

NorQuest College serves its learners and the community on the traditional lands, referred to as Treaty 6 Territory and the homeland of Métis Region #4. This land is home to many diverse groups of Indigenous Peoples including the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, Inuit, and Métis. We acknowledge that the City of Edmonton and all the people here are beneficiaries of Treaty No. 6, which encompasses the traditional territories of numerous western Canadian First Nations as well as the Métis people who have called these lands home since time immemorial.

NorQuest acknowledges the treaty, the land, and the territories of Indigenous Peoples as a reminder of:

- Our responsibility and obligations to the land and to Indigenous Peoples;
- Our accountability to addressing the ongoing impacts of colonization that are distinct to Indigenous Peoples and communities;
- Our commitment to working together in remembering the spirit and intent of the Treaty towards right relations.

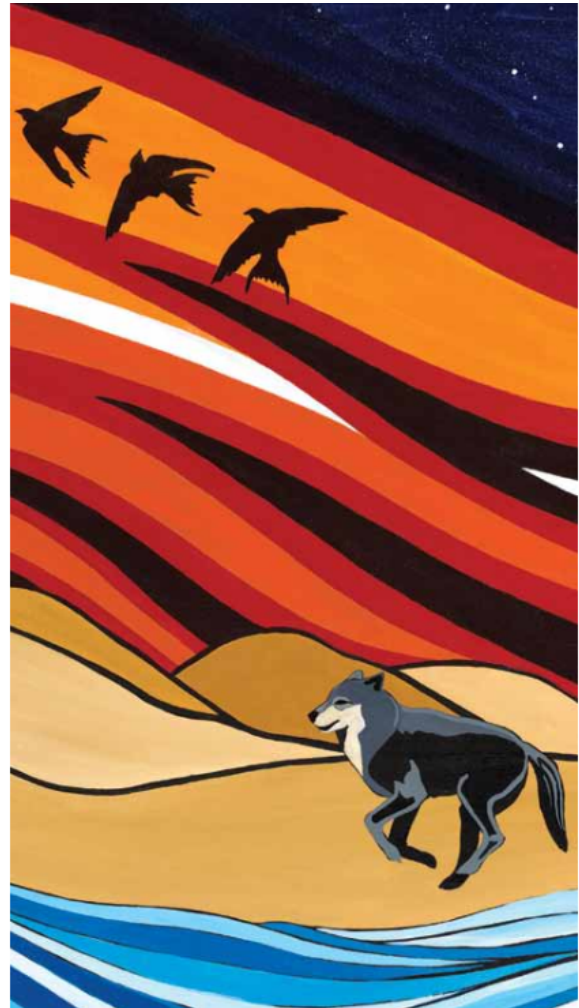


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Foundational Literacy: Module 1

Introduction

Program overview

This program is designed to teach reading and writing skills required for CAEC Prep or Apprenticeship Preparation courses or further Academic Upgrading.

It's important to note that this program is intended to teach literacy skills. It is designed for learners who are fluent in English or are at a Canadian Language Benchmark of 5.

Learners will work on reading comprehension and written communication skills by exploring one broad question per module. Through stories, newspaper articles, charts and graphs, learners will practice specific skills and strategies proven to increase their communication skills.

These modules are designed to be taught in specific order as skills taught progress from one module to the next.

Foundational Literacy			
Program Content			
Module 1: Voting Rights	Module 2: Role of Government in Health	Module 3: Work-Life Balance	Module 4: Workplace Safety

Module overview

Who should be allowed to vote? Should a person experiencing incarceration have the right? Should there be a minimum age before you are allowed to vote? How about Canadians living outside the country? Exactly who should be allowed to vote? In this module, we will explore these ideas through different types of readings, while learning new reading and writing strategies and applying those we may already be using.

The Question: Who should be allowed to vote?

Objectives

In this module, you will learn to

1. Monitor your reading comprehension by identifying a breakdown in understanding.
2. Interpret the use of affixes, suffixes, prefixes, and roots of words.
3. Identify key ideas and strategies to decode, find unknown words, and use fix-up strategies.
4. Identify main ideas and supporting details of related texts.
5. Develop questioning strategies to further understanding of text.
6. Use several representations to relay information.

We will achieve these objectives by investigating the question, **“Who should be allowed to vote?”** Through reading stories, newspaper articles, charts, graphs, and more, we will consider this question by looking specifically at voting in Canada. You will gain additional experience practicing strategies that you already use, as well as learning new ones such as finding the main idea and supporting details and using the Collaborative Reading Strategy. This will support you in producing a poster or brochure that answers the guiding question based on the information from your readings.

Anticipatory Guide

Answer the following questions before beginning the module. This will help you to see your position on some of the issues that will be covered in the module. At the end of the module, you will complete a second form to compare and contrast your opinions.

1. Sixteen-year-olds should be allowed to vote.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

2. Persons currently experiencing incarceration should be allowed to vote.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

3. Only people with a high school diploma should be allowed to vote.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

4. You are too old to vote when you can't walk to the polling station.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

5. Only landowners or business owners should be allowed to vote in a federal election.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

6. If you have lived outside of Canada for more than a year, you should not be allowed to vote online.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

7. Permanent residents (not just Canadian citizens) should be allowed to vote in both federal and provincial elections.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

8. Only one person per household should be allowed to vote.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

9. Provincial elections should have the same voting rules as federal elections.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

Introduction

In Canada, we are a democratic country; that is, the people living here vote for who they would like to see represent them in government. This includes voting for people who work locally (municipal), provincially, or federally. However, not everyone in Canada gets to vote. Some Canadians are too young, live outside the country, or are not official citizens, a person who has full rights and responsibilities as a member of a community.

Should they have a voice in how the country is governed as well? Who decides who gets to vote? These are just a few of the questions we will explore throughout the module by reading, thinking, and discussing a variety of articles, graphics, and other literature.

Part A: Reading Strategies

Lesson 1.1: What is the Main Idea?



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/AqYOSZLiEVw>

Recognizing the **main idea**, or point, is the most important key to understanding what you have read. Sometimes a main idea is clear. To find the main idea of a reading selection, ask yourself, “What point is the author trying to make?” A good way to find an author’s point, or main idea, is to look for a general statement and then decide if that statement is supported by most of the other material in the paragraph. Some books call the main idea the “umbrella” idea because all the other material of the paragraph fits under it. That other material is made up of **supporting details**. These details can be causes, reasons, examples, and so on.



Main ideas

- Recognizing the main idea, or point, is the most important key to understanding what you have read.
- The main idea is a general idea supported by specific ideas and details.
- To find the main idea of a reading selection, ask yourself, “What point is the author trying to make?”

- The most important reading skill is _____ .
- The main idea is _____ and the supports are


_____ .

The main idea as an “umbrella” idea

Think of the main ideas as an “umbrella” idea. The main idea is the author’s general point. The other material in the paragraph fits under it. That other material is made up of supporting details – specific evidence such as examples, reason, or facts.

- The main idea is like an _____.
- _____ fits under the umbrella.
- The other material is made up of _____.

Draw an example below:



How do you recognize a main idea?

To recognize a main idea, you must **actively consider what you are reading**, by thinking, “What is the point?” You can also use other strategies to help you recognize the main idea.

1. Look for general instead of specific ideas.
2. Use the topic to lead you to the main idea.
3. Use keywords to lead you to the main idea.

- To recognize a main idea, you must _____ .
- This means _____ ,
- Write three strategies for active reading:

1. Look for general instead of specific ideas

As you read earlier, the **main idea is more general** while **the ideas that support them are more specific**. While reading, you should be considering is a sentence or idea being discussed a topic in a broader, more general sense, or if it is giving specific details.

- Remember that the main idea is _____ and the details or supports are _____ .



Practice and Self-Check

Practice 1

Complete the following practice activity. You can check your answers at the end of the module.

Each cluster of words below consists of one general idea and three specific ideas. The general idea includes all the specific ideas. Identify each general idea with a **G** and the specific ideas with an **S**. Look at the example first.

Example: S frying

 S baking

 G cooking

 S steaming

(*Cooking* is the general idea. It includes three specific types of cooking: *frying*, *baking*, and *steaming*.)

1. _____ soup
_____ water
_____ liquid
_____ coffee

2. _____ moose
_____ deer
_____ animals
_____ elk

3. _____ cotton
_____ fabric
_____ silk
_____ wool

4. _____ entertainment
_____ movies
_____ concerts
_____ card games

5. _____ cans
_____ boxes
_____ bags
_____ containers

6. _____ Hip Hop
_____ tap
_____ jig
_____ dances

7. _____ necklace
_____ jewelry
_____ ring
_____ bracelet

8. _____ fish
_____ tuna
_____ salmon
_____ flounder

9. _____ coughing
_____ sneezing
_____ symptom
_____ sore throat

10. _____ speaking
_____ listening
_____ writing
_____ communicating

Practice 2

Complete the following practice activity. You can check your answers at the end of the module.

In each item below, one idea is general, and the others are specific. The general idea includes the specific ideas. In the spaces provided, write two more specific ideas that are covered by the general idea.

Example: *General:* school subjects

Specific: biology, Punjabi, history, math

(*School subjects* is the general idea; *biology* and *Punjabi* are specific subjects, as are *history* and *math*.)

- General:* beverages
Specific: tea, water, _____, _____
- General:* sports
Specific: baseball, lacrosse, _____, _____
- General:* relatives
Specific: cousin, mother, _____, _____
- General:* sandwich
Specific: ham, grilled cheese, _____, _____
- General:* reading material
Specific: textbook, newspaper, _____, _____
- General:* seafood
Specific: clams, oysters, _____, _____
- General:* tone of voice
Specific: excited, surprised, _____, _____
- General:* negative personal quality
Specific: mean, selfish, _____, _____
- General:* positive personal quality
Specific: reliable, caring, _____, _____
- General:* greeting
Specific: “How are you”, “Hello”, _____, _____

Practice 3

Complete the following practice activity. You can check your answers at the end of the module.

In the following groups, one statement is the **general point (and main idea)**, and the other statements are **specific supports** for the point. Identify each point with a **G** and each supporting statement with an **S**.

1. _____ A. A mosquito can find you in the dark.
_____ B. A mosquito can keep you awake all night.
_____ C. Although a mosquito is small, it has a lot of power.
_____ D. A mosquito can make you scratch yourself until you bleed.

2. _____ A. The bread the waiter brought us is stale.
_____ B. We've been waiting for our meal for over an hour.
_____ C. The people at the next table are loud.
_____ D. It is time to speak to the restaurant manager.

3. _____ A. The apartment has no closets.
_____ B. The kitchen is small, only one person can be there.
_____ C. Each morning, the apartment fills with exhaust fumes from a nearby bus station.
_____ D. The apartment has some drawbacks.

4. _____ A. That teacher is demanding.
_____ B. The teacher calls on learners who don't make eye contact.
_____ C. Learners must email the teacher if they intend to miss a class.
_____ D. You lose a point each day that the paper is late.

Practice 4

Complete the following practice activity. You can check your answers at the end of the module.

In the following groups—all based on textbook selections—one statement is the **general point (and main idea)**, and the other statements are **specific supports** for the point. Identify each point with a **G** and each supporting statement with an **S**.

1. _____ A. Only one in three adults get regular physical activity.
_____ B. The percentage of obese adults has more than doubled in the past 40 years.
_____ C. About one in five adults still smoke cigarettes.
_____ D. Americans are not as healthy as they should be.

2. _____ A. Couples committed to each other gain strength from supporting each other.
_____ B. Committed couples are financially more successful than singles.
_____ C. Committed relationships offer many benefits.
_____ D. Committed married adults live longer and have fewer emotional problems.

3. _____ A. Finding safety in numbers, bats live in groups as large as several thousand to a million or more.
_____ B. Bats are creatures that protect their own kind.
_____ C. Mother bats, who usually have one offspring per year, leave their young only to get food.
_____ D. When family groups containing mother bats are disturbed, the mothers will try to move their young to a safer location.

4. _____ A. In 17th-century Europe, people went through a lot of trouble to wear makeup.
- _____ B. To wear makeup at that time, they had to put a mixture of lead, egg whites, and vinegar on their faces.
- _____ C. Once a person's makeup was applied, they had to be careful not to laugh, or the new "face" would crack.
- _____ D. The chemicals in the makeup caused scars and blemishes, which had to be covered with patches of cloth.

Lesson 1.2: What Is the Topic?



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

https://youtu.be/l228LDv_q34

2. Use the topic to lead you to the main idea

Another approach to help you find the main idea is to look for the **topic**. The topic is the **general subject** of a selection. It is not a complete sentence but can be simply expressed in several words. Consider the **titles and headings** in textbooks. The authors use these to state the topics of the chapters. When looking for the topic, ask yourself, who or what is the selection about? Knowing the topic can help you find a writer's main point about the topic. Once you have recognized the topic, consider the author's opinion on the topic. This **main idea** is usually presented in a single sentence.

- The topic is _____ .
- _____ can tell us the topics in a text.
- You can ask yourself _____ to help you identify the topic.
- After you find the topic, you should _____ .
- The _____ is often given in one sentence.



Practice and Self-Check

Complete the following practice activity. You can check your answers at the end of the module.

Below are groups of four items. In each case, one item is the **topic**, one is the **main or general idea**, and two are **details that support** and develop the main idea. Label each item with one of the following:

T for the **topic** of the paragraph

G for the **main idea**

S for the **supporting details**

Note that an explanation is provided for the first group; reading it will help you do this practice exercise.

Group 1

- ___ A. A pitcher smooths the dirt on the mound before throwing each pitch.
- ___ B. One player sits in the same spot on the player's bench during every game.
- ___ C. Some players think that certain repeated habits help them win games.
- ___ D. Things baseball players do to bring them luck.

Explanation

All the statements in Group 1 involve things baseball players do to bring them luck, so item D must be the topic. (A topic is expressed in a single word or short phrase and is not a complete sentence.) Statements A and B each describe specific habits of individual baseball players. Statement C, however, is more general—it states that some players think certain repeated habits help them win games. Statement C thus gives the main idea, and statements A and B are supporting details that explain the main idea.

Group 2

- A. The magician, Harry Houdini, learned to pop his shoulder out of its socket to escape from straitjackets.
- B. Harry Houdini, the famous escape magician, worked hard at his career.
- C. Harry Houdini.
- D. Houdini trained to hold his breath for over five minutes to pull off underwater escapes.

Group 3

- A. At dinnertime, instead of cooking, many people go to a fast-food restaurants or order take-out.
- B. More and more families rely on prepared meals from the frozen foods section.
- C. Home cooking is not as popular as it once was.
- D. Home cooking.

Group 4

- A. Some newcomers are denied access to educational training.
- B. Newcomers sometimes do not have their educational training recognized.
- C. Newcomers often upgrade their educational training.
- D. Newcomers face educational challenges.

Lesson 1.3: Keywords



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/zkVhpbaJCs>

3. Find and use keywords to lead you to the main idea

Another way to find the **main idea** is to look for **keywords**. Keywords are one way that authors show readers that a sentence is a main idea.

One type of keyword is a **list word**. These keywords tell you that the paragraph will be made up of a **list of items**. They also announce a main idea.

Below are some common list words:

List Words		
several kinds of	various causes	a few reasons
a number of	a series of	three factors
four steps	among the results	several advantages

*Notice that many of the list words are **plural**— there is more than one and they end in s—indicating that there will be more than one **supporting detail** in the section.

- _____ are clues to the main idea.
- _____ is a type of keyword.
 - Examples: _____



Practice and Self-Check

Complete the following practice activity. You can check your answers at the end of the module.

Circle the **list words** in each of the following sentences.

1. Living alone has a number of advantages.
2. The change came about quickly because of three major inventions.
3. A series of mistakes can lead to challenging situations.
4. To memorize materials effectively, there are two important steps to follow.
5. The National Board of Medical Examiners has released some alarming facts about doctors.

A note on the central point

When reading longer texts such as novels, textbooks, stories, or chapters of larger texts, there can be more than one **main idea** across multiple paragraphs of the text. In this case, the main idea is called the **central point** or **thesis**.

These can be found in the same way that you find the main idea.

- First, identify the topic, then look for the supporting details to determine the author's overall point about this topic.
- In longer readings, the main idea can also be called the _____
or _____ .

Overview of the Canadian parliamentary system

Read the following paragraph. Identify the **main idea** and **supporting details** on the lines below.

Canada's parliamentary system is made up of three branches that work together to govern Canada, that being the executive, legislative and judicial branches. The executive branch (also called the Government) is the decision-making branch. It is made up of the Monarch (the King of England) represented by the Governor General, the Prime Minister, and the Cabinet. The legislative branch is the law-making branch. It is made up of the appointed Senate and the elected House of Commons. The judicial branch is a series of independent courts. They interpret the laws passed by the other two branches.

- Main idea: _____
- Supporting detail: _____
- Supporting detail: _____
- Supporting detail: _____

Lesson 1.4: The 5Ws of Reading for Information



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/h-eYLbPePXU>

Asking yourself the 5W questions can help you gain a complete view and understanding of a text. It also helps you think critically about the content, purpose, and perspective of the piece you are reading. It is important to be able to answer and ask these questions. Asking questions before you read sets the purpose for the reading and deepens your understanding. The 5Ws include the following:

1. **Who?**

- Who is the article about?
- Who wrote the article?
- Who is the publisher?
- Whose voice is missing?

2. **What?**

- What is the topic of the article?
- What information is important to understanding the story?

3. **When?**

- When did the event occur?
- When was the article written?

4. **Where?**

- Where did the event occur?
- Where was the article written?
- Where was it published?

5. **Why?**

- Why did the event occur (what led up to it)?
- Why was the article written (purpose)?



Practice and Self-Check

Complete the following practice activity. You can check your answers at the end of the module.

Read the article below. Then answer the 5W questions that follow.

Curfews and Citizenship



Being an Active Citizen
Law, Government and Community Engagement in BC

Does your community have a bylaw limiting how late at night youth are allowed to be out? It is possible that there is an old bylaw still in effect, but if you live in BC, it is probably never enforced by police. Starting in the 1960s and '70s, most Canadian communities, concerned about the rights of youth, stopped enforcing these bylaws or got rid of them entirely.

The trend to get rid of curfews began to change in recent years. During the 1990s, many cities had youth curfew laws. It was in response to an increase in youth crime. Thousands of American cities and towns, including more than three-quarters of cities with a population of more than 100,000, had youth curfew laws.

Several communities in Canada have introduced curfews recently. Fifteen municipalities in New Brunswick introduced curfews in 2001. Then Huntington, Quebec, followed in 2004 with a curfew. Strathcona County Council in Alberta introduced a curfew in 2006 that would prevent anyone under 18 years old from being in a public place between 1 am and 6 am, unless accompanied by a parent or guardian. Parents or guardians whose children were found out during the curfew period could be fined \$100 for a first offence and \$250 for subsequent offences.

The issue of youth curfews is controversial in many communities in Canada. Thompson, Manitoba, introduced a curfew bylaw in 2005 that would have set a curfew of 10 pm for those under 12 years old, 11 pm for those 12 to 15, and midnight for 16- and 17-year-old youth. Fines of up to \$500 were to be the potential penalty for breaking curfew, though in the first two years of the curfew, police had only issued warnings. The curfew was voluntarily removed by Thompson City Council in 2007. This was after lawyers for two parents and a 17-year-old boy began a lawsuit to challenge the bylaw. Lawyers for the parent and youth argued that the curfew violated young people's freedom of association.

In British Columbia, the Fort St. John council began the process of enacting a new curfew bylaw in the fall of 2008. However, there were strong opinions on both sides of the curfew debate. The city decided to put its plans on hold in order to consult the public more.

Justice Education Society of British Columbia. (2010). Being an active citizen [PDF file]. Retrieved from <http://www.bccitizenship.ca/sites/default/files/docs/Citizen-Gr.8final.pdf>

1. **Who?**

- Who is the article about? _____
- Who wrote the article? _____
- Who is the publisher? _____
- Whose voice is missing? _____

2. **What?**

- What is the topic of the article? _____
- What information is important to understanding the story? _____

- What group was pushing for the curfew laws? _____
- What could have been done differently to involve the entire community in the decision process?

3. **When?**

- When did the event occur? _____
- When was the article written? _____

4. **Where?**

- Where did the event occur? _____
- Where was the article written? _____
- Where was it published? _____

5. **Why?**

- Why did the event occur (what led up to it)? _____

- Why was the article written (purpose)? _____

Lesson 1.5: Collaborative Strategic Reading (CSR) – Fix-up Strategies One and Two



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/88aMBpQcW9g>

Fix-up strategy one: Reread **the sentence with** the “**clunk**,” an unknown word or confusing idea, and look for key ideas to help you figure out the word. Think about what makes sense in the sentence.

Fix-up strategy two: Reread **the sentences before and after** the “**clunk**” and look for clues or hints that will help you understand.



Practice and Self-Check

Complete the following practice activity. You can check your answers at the end of the module.

Read each sentence and use **fix-up strategy one or two** to figure out the meaning of the **circled** clunk. Write the definition of the clunk on the line below and circle the fix-up strategy you used. **Do not use a dictionary or your Smartphone.**

1. The whale’s **fluke**, or tail, has a deep line down the middle.

Fluke = _____ 1 2


2. A soft breeze can lift a leaf and make it dance. A **forceful** wind can lift a car and throw it.

Forceful = _____ 1 2

3. Have you ever seen what lightning can do when it strikes a building? It is so powerful that a strike can cause buildings and other structures to **erupt** in flames of fire.

Erupt = _____ 1 2

Lesson 1.6: CSR – Fix-up Strategies Three and Four



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/4FwRcHGB5P8>

Fix-up strategy three: Look for a **root word, prefix, or suffix** in the "**clunk**" that might help.

Root – The basic, **central** part of the word.

Prefix – Added to the **beginning** of the word.

Suffix – Added to the **end** of the word.

Fix-up strategy four: Determine the part of speech that helps you understand the "**clunk**" or ask yourself if there is a **similar word** in your first language that can help you.



Practice and Self-Check

Practice 1

Complete the following practice activity. You can check your answers at the end of the module.

Read each sentence and use fix-up strategy three or four to figure out the meaning of the circled "clunk." Write the definition of the clunk on the line below and circle which fix-up strategy you used.

1. After waiting for some time and no signs of deer, the person became discouraged and decided to go home.

Discouraged = _____ 3 4

2. Making sure the fence post was upright the farmer pounded the post into the ground.

Upright = _____ 3 4

3. The learner's investigation in science lab showed the dividing of cells.

Investigation = _____ 3 4

Practice 2

Complete the following practice activity. You can check your answers at the end of the module.

Read the passage below. Choose **four “clunks”** and use your **fix-up strategies** to determine the meaning of the word. Write a **definition** beside the “clunk” and circle the **number** of the fix-up strategy you used.

“I am first and foremost a Nehiyô Two-Spirit person and citizen of my Indigenous nation. Then I am a physician. That is how I practice medicine. What that means is that if someone comes to me with a health concern, I look at it through both lenses. I listen and evaluate as a diagnostician, as we are trained to be. If I feel I have come to the answer, I will tell them what it is. But if I am able to, I also let them know how we can address the issue with Cree healing practices. I lay out the opportunities with western medicine and also encourage the use of both western and Cree medicines that are available to them. What that does is uplift autonomy—the power to have a choice—which for Indigenous Peoples who are historically and contemporarily oppressed, doesn’t happen often. I want to give that power back.”

Dr. James Makokis, Forbes Magazine, April 27, 2023

“Clunks”	Definitions	Fix-Up Strategies
_____	= _____	1 2 3 4
_____	= _____	1 2 3 4
_____	= _____	1 2 3 4
_____	= _____	1 2 3 4

Lesson 1.7: CSR – Get the GIST



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/JVig1ZNn-Xo>

Getting the **GIST** is the same as finding the **main idea**. The purpose is to find the most important ideas in each section you read.

There are three steps to getting the **GIST**:

1. Identify the most important “who” or “what” in the passage.
2. Identify the most important information about the “who” or “what.”
3. Write a short, complete sentence containing the most important information.



Practice and Self-Check

Complete the following practice activity. You can check your answers at the end of the module.

Read the passage below. Choose **four “clunks”** and use your **fix-up strategies** to determine the meaning of the word. Write a **definition** and circle the **number** of the fix-up strategy you used.

Many new mountain bikers don't like to go too fast when riding on a dirt trail. As a result, they are far more likely than experienced mountain bikers to rely heavily on their brakes. Although they may feel safer at a slower speed, they are actually at a greater risk of falling because a certain amount of speed is needed to make small turns and changes. Whether you are riding uphill, downhill, or on a flat trail, the overuse of brakes makes it difficult to control your bicycle. New mountain bikers often learn the hard way that maintaining your speed is important for a safe ride.



Clicks and “Clunks”

(The numbers at the end of the lines refer to fix-up strategies.)

1. _____ = _____ 1 2 3 4
2. _____ = _____ 1 2 3 4
3. _____ = _____ 1 2 3 4
4. _____ = _____ 1 2 3 4

Get the GIST

Answer the following questions.

- A. What is the passage about? _____
- B. What is the most important information about “A”? _____

- C. Write one or two sentences to summarize the most important information in the passage (use the answers to A and B to help you).

Lesson 1.8: CSR – “Right There” Questions



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/Y5wuRGBwbOg>

A **“right there”** question is one that is answered with information found “right there” in the text. Read the following passage, then write two “right there” questions using information from the paragraph. Be sure to also answer the questions.



Practice and Self-Check

Complete the following practice activity. You can check your answers at the end of the module.

Have you ever seen what lightning can do when it strikes a forest? It is so powerful that a strike can cause a forest to erupt into flames. Today, forest fires started from lightning are a concern for people. This is one of the reasons scientists are concerned about climate change. Scientist and conservation officers work hand in hand to protect our forest.



"Right There" questions

Write two "right there" questions (and answers) using information from the paragraph above.

1. _____

2. _____

Get the GIST

Write one or two sentences summarizing the main idea of the passage.

Lesson 1.9: CSR – “Think and Search” Questions



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/cttrPc5mJL8>

A “**think and search**” question requires you to look in two different places to find the answer. Questions asking you to **compare or contrast** two things are examples of “think and search” questions. Read the following passage, then write a “think and search” question using information from the paragraph. Be sure to answer your question as well.



Practice and Self-Check

Complete the following practice activity. You can check your answers at the end of the module.

In November 1946, hair salon owner Viola Desmond went to a film at the Roseland Theatre in New Glasgow, Nova Scotia. But what began as a night at the movies became a night in prison.

Unaware that the theatre was segregated, the Black Nova Scotian chose a main-floor seat. When she refused to move to the balcony, where Black patrons were expected to sit, she was arrested and dragged out of the theatre.

For many people, the story would have ended there – but Desmond refused to accept the charges against her, and her case went all the way to Nova Scotia’s Supreme Court.

One woman’s resistance, Canadian Museum for Human Rights, 2018

“Think and Search” question

Write one “think and search” question (and answer) using information from the paragraph.

Get the GIST

Lesson 1.10: CSR – “Author and You” Questions



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/7yrVWsG5808>

An “**author and you**” question is a question that requires you to use some information provided by the author with some information you already know to answer it.



Practice and Self-Check

Complete the following practice activity. You can check your answers at the end of the module.

Read the following passage, then write an “**author and you**” question using information from the paragraph. Be sure to answer your question as well.

“Over a 100-year period, more than 150,000 First Nations, Inuit and Métis children, some as young as four years of age, were separated from their parents and sent to residential schools. For most of this history, the schools were operated in partnership between the Canadian government and the country’s leading Christian churches. At the time of Confederation in 1867. By the time the final school closed in the mid1990s, over 150 schools and residences had been in operation across every geographic region of the country, with the majority of the schools located in western Canada. Residential schools are not just part of Canada’s history. About 80,000 former students, who are often described as residential school survivors, are alive today. Many of these survivors launched court cases seeking compensation for the treatment they experienced. It was through the efforts of the survivors that the history and legacy of the residential schools finally gained national attention.”

Stepping Stone, The Alberta Teachers’s Association



Clicks and “Clunks”

1. _____ = _____
2. _____ = _____
3. _____ = _____

Get the GIST

“Author and You” question

Write one “author and you” question using information from the text, then answer it.

Question: _____

Answer: _____

Collaborative Strategic Reading Question Stems: Review

Use this page as a reference to look back at when you are using the CSR strategies. Try to create and answer a variety of questions, rather than reusing the same question over and over again. Try to use each question stem at least once throughout the module.

“Right There” questions

Remember that the answer to a “right there” question is in one place in the text. You should be able to point to the answer and say, “It’s right there!”

1. Who was it that _____ ?
2. What is _____ ?
3. What was the turning point in _____ ?
4. When did _____ happen?
5. Where did _____ happen?
6. How many _____ were there?

“Think and Search” questions

Remember that the answer to a “think and search” question is in at least two places in the text. You must look in two different places to find the answer.

1. What were some of the reasons for _____ ?
2. What were some of the problems faced by _____ ?
3. How was the problem of _____ solved?
4. How are _____ and _____ the same?
5. How are _____ and _____ different?

“Author and You” questions

Remember that an answer to an “author and you” question is not entirely in the text. You must think about what the author is telling you and what you already know. The answer is in your head and in the text.



1. What would you do if you were _____ ?
2. What are the strengths (or weaknesses) of _____ ?
3. When do you think _____ could happen again?
4. Where has _____ happened before?
5. Why do you think _____ happened?
6. How would you feel if _____ ?
7. What do you think would have happened if _____ ?
8. What else could be done to solve the problem of _____ ?
9. What have you experienced similar to _____ ?

Lesson 1.11: Summarizing



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

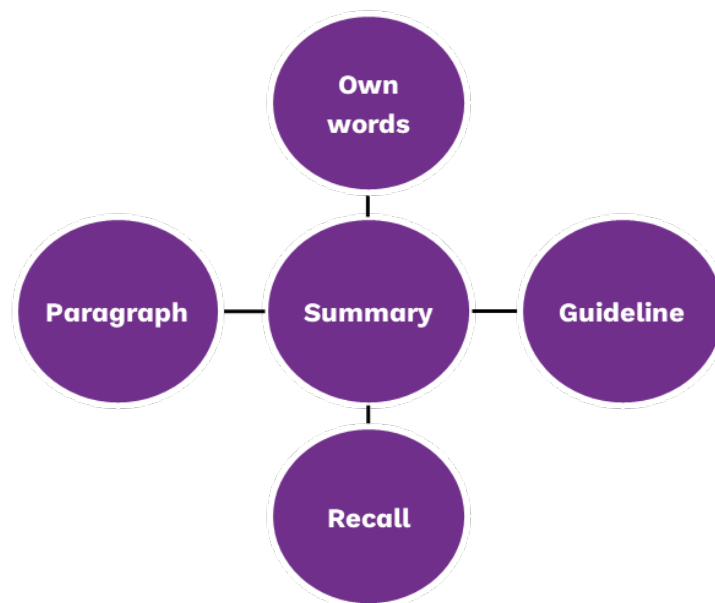
<https://youtu.be/1CD1qRaTpnA>

A **summary** should be a short version of a longer original source. Its main goal is to present a large amount of information in a short and concise text. It includes only the most important ideas of the original text. **Often, a summary will consist of a main idea as well as major supporting ideas.**

As a general guideline, a paragraph might be reduced to a sentence or two. You might reduce an entire section of a textbook into a single paragraph. You might reduce an entire story into a single paragraph. To summarize, you cannot simply use a thesaurus and change some of the words in a sentence.

- You must write the summary in **your own words**.
- It often works best to read the idea you like, close the book, and then try to write the idea as you understand it.

Creating summaries is also a terrific way to prepare for essay tests. Writing a summary can help you recall the key events in a story. Most learners find that when they read a textbook, it's helpful to stop at the end of each section and write a summary. This way, they don't feel overwhelmed by huge amounts of information.



Joke

Perhaps you've heard this joke:

Professor: Did you know that writing a summary can cut your study time in half?

Learner: Great! If I write two of them, I won't have to study at all!

Okay, it doesn't work quite that way. Nevertheless, the ability to summarize is a handy skill to have. Being able to summarize information is a critical skill in many jobs. News reporters, for example, must be able to take large amounts of information, decide what's most important, and present it in a clear, brief way.

Managers write summaries about their department's sales or activities. High-tech employees often find it necessary to grasp the main point of the information they read so they can present it to others. Healthcare workers must often summarize a patient's activities, summarize their observations of a patient, or summarize the patient's medical treatment during their shift.

How to do it

1. Read the text silently one time through.
2. Read it again, highlighting the main ideas.
3. Cross out unimportant or repeated information.
4. Make a web.
5. Relate the main and supporting events.
6. Sum the text up in a few sentences.



Practice and Self-Check

Complete the following practice activity. You can check your answers at the end of the module.

Read and summarize the paragraph below. Use the “How to Summarize” section below to guide you. You can check your answer at the end of the module.

The Northern Lights

There are times when the night sky glows with bands of colour. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the aurora borealis. Some people call them the northern lights.



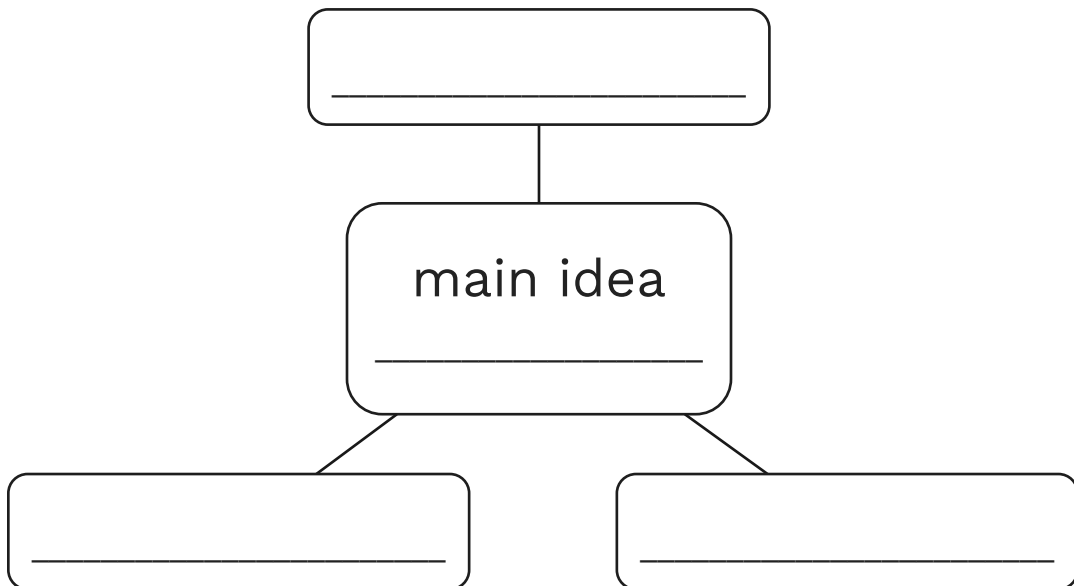
Many Indigenous peoples from the North have stories about the northern lights. They see them as torches held by spirits who were tasked with leading the souls of the recently deceased over the abyss to the land of brightness and plenty. To communicate with people on Earth, they believed the northern lights made a whistling sound, which was to be answered by humans with whispers.

Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times, people were afraid of the lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

How to summarize

1. Read the paragraph without highlighting to get general GIST.
2. Reread it and highlight the keywords.
3. Highlight the main idea.
4. Cross out descriptions, details, and statistics.
5. Write one sentence that describes in your own words how the keywords are connected to each other. Add one or two supporting sentences.
6. Compare your first sentence to the first sentence in the paragraph. They should not be the same!

Write your summary on the lines or use the graphic organizer.



Part B: Applying Reading Strategies

Topic 1: Canada's Government System

Let's begin by exploring the structure of Canada's government. As we work through the following newspaper articles, personal stories, textbook excerpts, and graphics, we will practise applying the skills learned earlier in the module. This will help us continue to build and improve our comprehension and critical-thinking skills.

Exploring the Question: Why does government structure matter?

Before we begin looking at the right to vote and deciding who should have the right to vote in Canada, it is important to know how the government is structured. Think about the questions below to help you consider what you already know about the government and to identify any gaps in knowledge you may have.

1. What do you know about democracy?

2. What other types of governments have you heard about? What do you know about them?

3. In Canada, how is a prime minister elected?

4. Have you ever voted before? Why or why not?

Reading Selections



Selection 1: Canada's System of Government

Canada's System of Government

SECTION 2

EXECUTIVE BRANCH
PRIME MINISTER AND CABINET

LEGISLATIVE BRANCH
CANADA'S PARLIAMENT
MONARCH Represented in Canada by the Governor General
SENATE Appointed on the Prime Minister's recommendation
HOUSE OF COMMONS Elected by voters

JUDICIAL BRANCH
SUPREME COURT OF CANADA
FEDERAL COURT OF CANADA
PROVINCIAL COURTS

Overview of the Canadian Parliamentary System

Three branches work together to govern Canada: the executive, legislative and judicial branches. The executive branch (also called *the Government*) is the decision-making branch, made up of the Monarch represented by the Governor General, the Prime Minister, and the Cabinet. The legislative branch is the law-making branch, made up of the appointed Senate and the elected House of Commons. The judicial branch is a series of independent courts that interpret the laws passed by the other two branches.

Parliament itself is made up of the following three parts: the Monarch, the Senate and the House of Commons.

Canada is a constitutional monarchy, which means that we recognize the Queen or King as the Head of State, while the Prime Minister is the Head of Government.

14

The Three Levels of Government

Canada has three main levels of government.

1 The federal level (from the Latin *foedus*, meaning *league*).

This level of government deals with areas of law listed in the *Constitution Act, 1867* and that generally affect the whole country. (See list on next page.)

2 The provincial level (from the Latin *provincia*, meaning *under Roman rule*, from *pro*, to be in favour of something, and *vincere*, to conquer) and the territorial level (from the Latin *terra*, meaning *land*).

In each of the 10 provinces in Canada, the provincial government is responsible for areas listed in the *Constitution Act, 1867*, such as education, health care, some natural resources, and road regulations. Sometimes they share responsibility with the federal government. The three territories have their own governments, with responsibilities that are given to them by the federal government.


3 The municipal level (from the Latin *municipalis*, meaning *of a citizen of a free town*).

This is the level of government that is usually based in a city, town or district (a *municipality*). Municipal governments are responsible for areas such as libraries, parks, community water systems, local police, roadways and parking. They receive authority for these areas from the provincial governments. Across the country there are also *band councils*, which govern First Nations communities. These elected councils are similar to municipal councils and make decisions that affect their local communities.



 Nation – Federal Level

 Province/Territory – Provincial/Territorial Level

 Municipality – Municipal Level



Parliament of Canada. (2009). Our country, our Parliament [PDF file]. Retrieved from <https://lop.parl.ca/About/Parliament/Education/OurCountryOurParliament/pdfs/Booklet-e.pdf>

Before reading

Preview¹

1. What is the title? _____

2. Are there any subheadings? If yes, what are they?

Brainstorm²

What do you already know about the subject? _____

Predict³

1. Who or what do you think the article will be about? _____

2. Where and when does the reading occur? _____

3. What do you think you will learn? _____

Set a purpose

Write down one or two questions you would like to find the answers to.

¹ Looking at something before completing a task

² Gather ideas about what you know about a given topic

³ A guess about what could happen

During reading

“Clunks”

Write down three (3) “clunks” from the article. Write down what you think the words mean based on the context, then look up each word to see if you were close.

1. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

2. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

3. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

Get the GIST

1. Find the most important “who” or “what.” _____

2. Find the important information about the “who” or “what.”

3. Write a short GIST statement.

After reading

Question

1. Write (and answer) two “right there” questions.

2. Write (and answer) two “think and search” questions.

3. Write (and answer) two “author and you” questions.

Review

1. Identify the most important information. _____

2. Answer the question(s) you set for yourself before reading.

5W questions

A. Write and answer your own 5W questions for the article above. Include one question (and answer) for each W.

1. _____

2. _____

3. _____

4. _____

5. _____

B. Answer the questions below.

1. Who would benefit from reading this article? Why?

2. What are the three levels of government in Canada? What is each one responsible for?

3. When might you need to access this information?

4. Where could you find out more about this topic?

5. Why is it important to know the levels of government and what each one is responsible for?



Selection 2: The Canadian Government

Explore Our Country, Our Parliament

Canada:
The Road to
Democracy

Canada's
System of
Government

Canada's
Democracy
in Action

The Business
of
Parliament

Your
Capital

Parliament
in Motion

Glossary



Canada's Parliament consists of three parts: (1) the Queen (our Head of State), represented by the Governor General; (2) the appointed Senate; and (3) the elected House of Commons.

The first part of Canada's Parliament is the Governor General. The Governor General calls Parliament together after every general election. The Governor General

reads the Speech from the Throne outlining the government's objectives. He or she also approves all bills passed by the Senate and the House of Commons.

The second part, the Senate, is also known as the Upper or Red Chamber.

It has 105 members. Senators are appointed by the Governor General on the advice of the prime minister. The senators represent regions, provinces, or territories. Senators can serve until the age of 75. The third part is the House of Commons, which has 338 members. The members are elected to represent the people in their ridings. Our Constitution states that a Parliament cannot last longer than five years. After that, a general election must be held.

Members sit in the House of Commons Chamber, which is decorated in green, following the tradition.

Provincial Government

Located in Edmonton, Alberta's capital, the provincial government is responsible for issues that affect the province. The provincial government is responsible for education, health care, the environment, agriculture, and highways. The provincial government is made up of Members of the Legislative Assembly (MLAs) elected from within the province. Each MLA represents a

geographical area of the province. These areas are called an electoral district, a riding, or a constituency. The political party with the most MLAs forms the provincial government. Their leader becomes the premier and he or she is the head of the provincial government.

Municipal Government

The municipal government receives its power from the provincial government. The city or town council decides on bylaws that deal with issues concerning their community such as public parks, libraries, social services, local police and fire services, garbage removal, recycling, and public transportation. Municipal governments are made up of councillors elected locally. The councillors are led by mayors in cities and towns and reeves in villages and townships.

The Opposition

Opposition parties in Parliament serve to keep the government of the day accountable. The Opposition includes one or more political parties. The leader of the Opposition party with the second-highest number of elected MLAs is referred to as the Leader of the Official Opposition.



Comprehension questions

1. How many parts does Canada's Parliament consist of? What are they?

2. What does the Governor General do? _____

3. How many seats are there in the Senate? _____

4. How does a person become a senator? _____

5. Where is Alberta's provincial government located? _____

6. What are provincial governments responsible for? _____

7. What is an MLA? What does an MLA do? _____

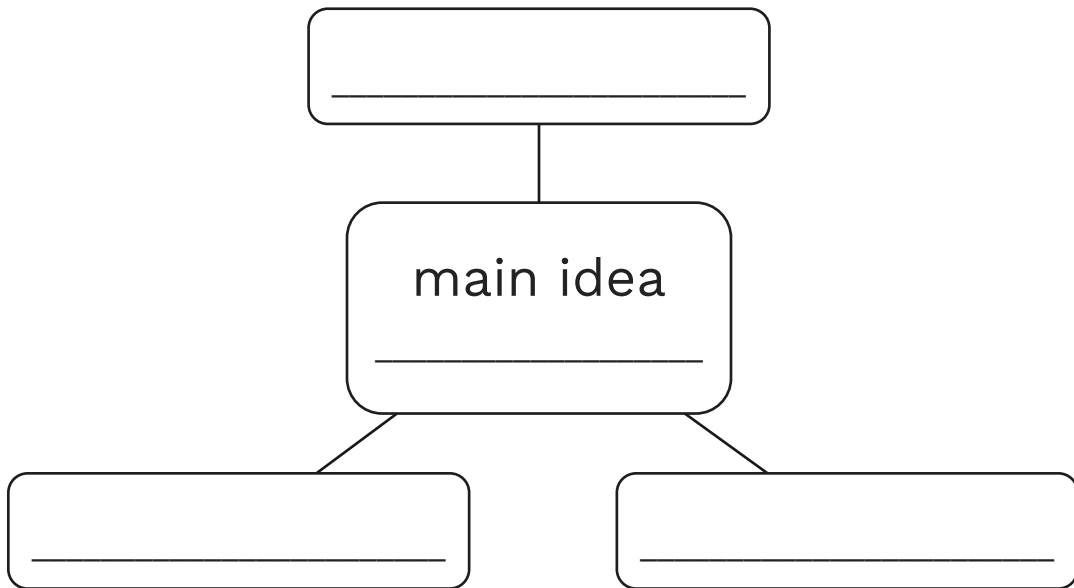
8. What is a municipal government? What does a municipal government do?

9. What is the Opposition? _____

10. Why is the Opposition important? _____

Summarizing

Summarize the article above in five (5) sentences or less. Be sure to capture the really important information.



Tying Into the Big Question

At the end of the module, you will be asked to create a poster or brochure discussing who you believe should be allowed to vote. You will have to support your opinions with facts and ideas from the articles and other documents you read throughout the module. At the end of each section, reflect on what you have read so far, and take notes in the Data Tracking Sheet below to help you develop your ideas along the way. Be sure to choose ideas and articles that support your position.

Data Tracking Sheet

Government structure articles that might be useful for my brochure or poster.

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Topic 2: Voting History

Exploring the Question: Who has been allowed to vote in the past? How has this changed or stayed the same?

In our exploration of voting in Canada, the next topic we will consider is who has been allowed to vote in the past, who is currently allowed to vote, and how this might change in the future. Think about the questions below to help you consider what you already know about the government and to identify any gaps in knowledge you may have.

1. To your knowledge, who is allowed to vote in a Canadian election⁴?

2. To your knowledge, are there any people or groups not allowed to vote in a Canadian election?

3. How might voting have changed in the past? How might it change in the future?

⁴ When people vote for who they would like to form government

Reading Selections



Selection 1: Democracy before Canada

The chaotic story of the right to vote in Canada (excerpt)

By Matthew McRae

September 12, 2019

When you vote in an election, you're never voting alone. The moment you step into a polling station, you are walking in the footsteps of thousands of people who fought for their right to vote.

The story of the right to vote in Canada is the story of a centuries-long struggle to extend democratic rights to all citizens. It's a chaotic tale that includes rebellions and riots, as well as protests, and visits to the Supreme Court of Canada. Without further ado, here is the story of voting rights in what is now Canada.

Democracy before Canada

Any story about democracy in what is now Canada has to begin with Indigenous peoples – the First Nations, Inuit and Métis – who have long had their own unique laws and systems of governance. Indigenous groups had (and still have) their own distinct political systems, created to fit the needs of their communities.

Many of these political systems have been inclusive and democratic. Before and after contact with Europeans, both the Mi'kmaq and the Iroquois had village councils that operated by building consensus. The political systems of the Inuit and the Métis were also very egalitarian, meaning all people were treated as equals.

Women have often played key roles in Indigenous systems of governance. For example, among the Iroquois, women conducted all assemblies connected to the *sachems* (peace chiefs), and had the power to nominate, censure, and even recall sachems. This was happening at a time when European women were almost completely excluded from participation in politics.

“Because women are the life-givers in our Nation it is the women who carry the water . . . And so any decision that impacts the water or impacts life is a decision that requires women. And that’s a huge consequence and that’s a huge thing because that means that any decision that we make that will affect life, we must ask women.” – Dawnis Kennedy (Anishinaabe), as quoted in the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls.



Before reading

Preview

1. What is the title? _____

2. Are there any subheadings? If yes, what are they?

Brainstorm

What do you already know about the subject? _____

Predict

1. Who or what do you think the article will be about? _____

2. Where and when does the reading occur? _____

3. What do you think you will learn? _____

Set a purpose

Write down one or two questions you would like to find the answers to.

During reading

“Clunks”

Write down three (3) “clunks” from the article. Write down what you think the words mean based on the context, then look up each word to see if you were close.

1. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

2. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

3. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

Get the GIST

1. Find the most important “who” or “what.” _____

2. Find the important information about the “who” or “what.”

3. Write a short GIST statement.

After reading

Question

1. Write (and answer) two “right there” questions.

2. Write (and answer) two “think and search” questions.

3. Write (and answer) two “author and you” questions.

Review

1. Identify the most important information. _____

2. Answer the question(s) you set for yourself before reading.



Selection 2: Women Get the Vote

Canada: A Country by Consent

Backgrounder

Women's suffrage (or franchise) is the right of women to vote in political elections. The women's suffrage movement was a decades-long struggle. Women wanted equity and justice and to improve the lives of Canadians. Women in Canada met strong resistance as they struggled for basic human rights, including suffrage.

A history of the vote in Canada

Women get the Vote 1916-1919

It was during the First World War that some women in Canada were finally allowed to vote. In 1919, all women over 21 had the right to vote in a federal election.

Women's suffrage groups had existed since the 1870s. However, during the war it was hard to ignore their arguments. Women were serving in the war, taking over from the men in factories and offices. Women were holding families together while the men were overseas. It was women who worked in voluntary organizations that supported the war effort. They couldn't be kept out of political life any longer.



Girls' field hockey, Winnipeg, 1912

Women got the federal vote in three stages: the Military Voters Act of 1917 allowed nurses and women in the armed services to vote; the Wartime Elections Act extended the vote to women who had husbands, sons, or fathers serving overseas; and all women over 21 were allowed to vote as of January 1, 1919.

Provincially, women were given the vote in 1916 in the four western provinces. In 1917, women were given the vote in Alberta, in 1918 in Nova Scotia, in 1919 in New Brunswick, in 1922 in Prince Edward Island, and in 1940 in Quebec.



Emily Stowe

Early feminists in Canada included women like **Emily Stowe**. She supported her children and sick husband by working, illegally, as a doctor in Alberta. She'd had to go to New York to obtain her degree since Canadian women weren't allowed in medical school.

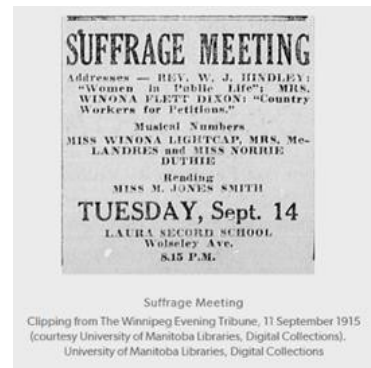
Women were not allowed in any other higher educational institutions at that time. She graduated in 1868. In 1876, she started the Toronto Women's Literacy Club, which was actually a women's suffrage group.

Another pioneer name among Canadian women was **Adelaide Hoodless**. In 1887, her 18-month-old son died from infection due to unpasteurized milk. Hoodless began campaigning for better health and nutrition education for women. In 1897, she founded the first Women's Institute to instruct women in farm and household management.

She was also the founder of the Victorian Order of Nurses, which provided nursing to the poor.

In Quebec, **Marie Lacoste Gérin-Lajoie** was one of the women who founded the Fédération nationale Saint-Jean-Baptiste in 1907. This organization campaigned successfully to improve working conditions for women, bring in pasteurized milk to reduce infant mortality, and increase women teachers' pensions. However, she found little support in Quebec for women's suffrage.

The first province to give women the vote was Manitoba. This was where **Nellie McClung** had rented the Walker Theatre in Winnipeg in 1914 and staged a mock parliament, casting herself as premier and putting men in the role of having to beg her for the vote. The event was a great success, both financially and politically. McClung was also one of the five women who campaigned to have women recognized as "persons" by the Supreme Court. This would make it possible for women to sit on the Senate. They were finally successful with their "Persons Case" in 1929.



The women's suffrage movement was often linked with temperance societies. These societies demanded the prohibition of alcohol. Women argued that excessive drinking by men ruined family life and led to much domestic violence. But alcohol wouldn't likely be abolished, they said, until women got the vote.

Before reading

Preview

1. What is the title? _____

2. Are there any subheadings? If yes, what are they?

Brainstorm

What do you already know about the subject? _____

Predict

1. Who or what do you think the article will be about? _____

2. Where and when does the reading occur? _____

3. What do you think you will learn? _____

Set a purpose

Write down one or two questions you would like to find the answers to.

During reading

“Clunks”

Write down three (3) “clunks” from the article. Write down what you think the words mean based on the context, then look up each word to see if you were close.

1. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

2. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

3. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

Get the GIST

1. Find the most important “who” or “what.” _____

2. Find the important information about the “who” or “what.”

3. Write a short GIST statement.

After reading

Question

1. Write (and answer) two “right there” questions.

2. Write (and answer) two “think and search” questions.

- Write (and answer) two “author and you” questions.

Review

- Identify the most important information. _____

- Answer the question(s) you set for yourself before reading.

Main ideas and summarizing

- Why was it difficult to ignore women’s arguments for getting the right to vote?

- What were the three stages that women went through to get the federal vote?

3. Who was Emily Stowe? Summarize her story in two sentences.

4. Who was Adelaide Hoodless? Summarize her story in two sentences.

5. Who was Marie Lacoste Gérin-Lajoie? Summarize her story in two sentences.



Selection 3: First Nations Peoples and the Right to Votes

First Nations Peoples and the Right to Vote Case Study

Note: This case study was developed in consultation with historians at Indigenous Services Canada and key First Nations educators, including those on Elections Canada’s Advisory Circle of Educators. It examines the history of federal voting rights for First Nations peoples in Canada from 1867 to today.

Background information

Hundreds of distinct First Nations governed themselves for thousands of years before European settlers arrived in what is now Canada. Each First Nation had its own ways of making decisions based on its community’s needs and values. These ways were different from the systems that European settlers introduced. Many of these distinct First Nations ways of governance continue today.

After Europeans arrived, the French and British colonial administrations had several types of governance arrangements, such as treaties with First Nations peoples. At Confederation in 1867, responsibilities were divided between federal and provincial levels of government. The federal government (Government of Canada) gave itself responsibility for First Nations. (They were called Indians at that time.) First Nations were not consulted about this change. . .

The *Indian Act* has been amended many times and is still in force today. This complex law was based on the premise that it was the Crown’s responsibility to care for and protect the interests of First Nations by acting as a “guardian” until First Nations could assimilate into Canadian society. It defined “Indian status” and set out rules and rights for First Nations peoples who were considered status Indians.

First Nations peoples did not have the right to vote federally without conditions until 1960. Sometimes they were excluded from voting because they did not meet the qualifications, such as owning property. Mostly, however, they were excluded because they were “Indians.”

Why was the right to vote in federal elections restricted for First Nations peoples before 1960?

Indian Act

At Confederation and under the *Indian Act*, First Nations peoples were seen as incapable of managing their own affairs or voting.

Assimilation policies⁵

The federal government took various actions to assimilate First Nations peoples into mainstream Canadian society. One such action was to give voting rights only to First Nations people who gave up their Indian status.

What changed?

Military service

The military service of First Nations people during the First and Second World Wars led Canadians to feel that First Nations people should have the full rights of citizenship.

Integration policies

The goal of Indian policy in Canada was shifting from assimilation to integration⁶.

Political leadership

During the 1957 election campaign, Prime Minister John Diefenbaker promised to extend the vote to First Nations peoples. He kept his promise and changed the electoral law in 1960.

What is the situation now?

First Nations peoples in Canada have had the right to vote without conditions since 1960.

Among First Nations voters, opinions about voting in federal elections are mixed. Some see it as going against principles of self-government. Others see it as an important way to participate in the country's democratic process.

⁵ The process of becoming similar to others

⁶ The process of bringing people as they are into a group

Before reading

Preview

1. What is the title? _____
2. Are there any subheadings? If yes, what are they?

Brainstorm

What do you already know about the subject? _____

Predict

1. Who or what do you think the article will be about? _____

2. Where and when does the reading occur? _____

3. What do you think you will learn? _____

Set a purpose

Write down one or two questions you would like to find the answers to.

During reading

“Clunks”

Write down three (3) “clunks” from the article. Write down what you think the words mean based on the context, then look up each word to see if you were close.

1. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

2. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

3. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

Get the GIST

1. Find the most important “who” or “what.” _____

2. Find the important information about the “who” or “what.”

3. Write a short GIST statement.

After reading

Question

1. Write (and answer) two “right there” questions.

2. Write (and answer) two “think and search” questions.

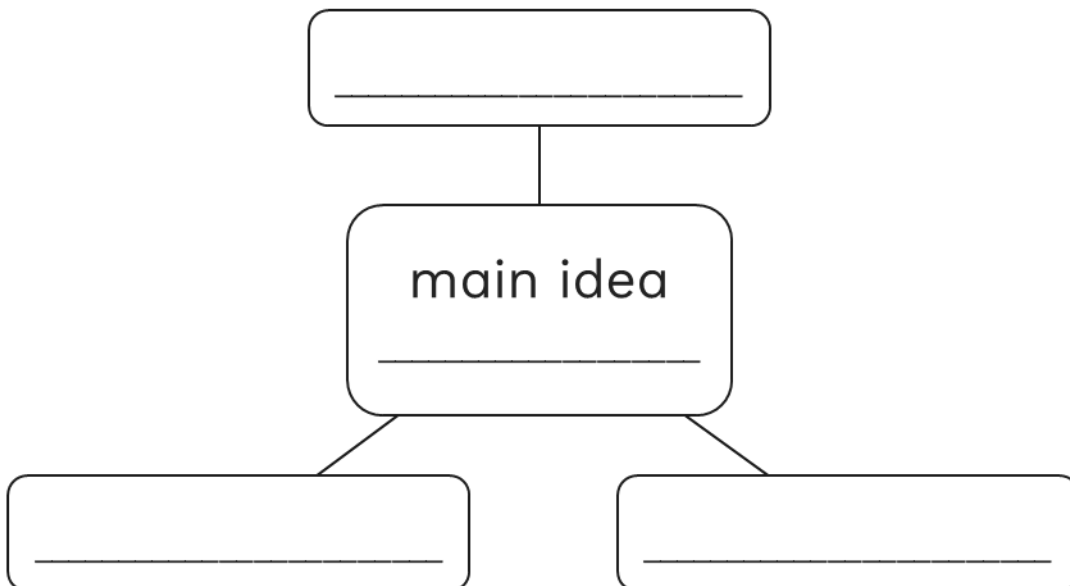
3. Write (and answer) two “author and you” questions.

Review

1. Identify the most important information. _____

2. Answer the question(s) you set for yourself before reading.

Summarizing





Selection 4: Changes in Citizenship and Rights, Canada 1867–1920



Museum Canada

1867 – First Nations men have the right to vote in federal elections, but only if they deny their Aboriginal heritage and renounce their right to be considered members of their home communities.

1900 – Only people who have the right to vote in a provincial election can vote in a federal election. Although Black- Canadian men can vote and participate in local government—if they meet income, property ownership, and age (over 21) requirements—all women and many people who belong to visible minorities, including most Aboriginal persons, cannot vote.

1902 – People of Chinese and Japanese heritage, and First Nations persons are denied the provincial vote in British Columbia (so are denied the federal vote).

1906 – Federal Immigration Act allows the government to deport immigrants if within two years of arriving they are deemed financially burdensome, insane, infirm, diseased, or handicapped, or they commit crimes of “moral turpitude,” or they are jailed or hospitalized.

1907 – “Hindus” are denied the provincial vote in BC, so do not qualify to vote federally (most of those denied the right are Sikhs from the Punjab).

1908 – In BC, women who own households are deprived of the municipal vote, and people identified as Chinese, Japanese, “Asiatic,” and First Nations are also denied it.

1909 – Chinese Canadians are denied the provincial vote in Saskatchewan, so cannot vote federally.

1910 – Alberta grants the municipal vote to widows and “spinsters” but not to married women.

1911 – Section 38 of the *Immigration Act*, prohibits for 1 year “any immigrants belonging to the Negro race, which race is deemed unsuitable to the climate and requirements of Canada.”

1913 – Ontario Schools Question crisis sees French almost banned in schools; English becomes the official language of instruction.

1914 – The *War Measures Act* is declared in force. “Enemy aliens” must register, their rights are limited, and 8,500 men are interned in work camps.

- First Nations enlisted military men gain the vote (while in service only).
- Immigration is effectively closed to Indians [people from India].
- Saskatchewan prohibits Chinese businesses from hiring “white” women.
- Ontario prohibits “Oriental” businesses from hiring “white” women.

1915 – The right to vote by mail is granted to military electors in active service.

1916 – Women whose ethnic group is not excluded gain the right to the provincial vote in Manitoba, Saskatchewan, and Alberta.

1917 – British Columbia and Ontario extend the vote to women whose ethnic group is not excluded.

- The Military Voters Bill allows military personnel overseas to vote and have their votes transferred to ridings in Canada as the government saw fit— the votes are used to change the outcome in 14 ridings.
- The Wartime Elections Bill allows women who are British subjects and have close relatives in the armed forces to vote in federal elections. Civilian men who do not meet the property requirement but who have a son or grandson in the army are temporarily given the right to vote. Mennonite and Doukhobour (a small religious group in BC) men lose their voting rights along with all conscientious objectors and all citizens naturalized since 1902, who were originally from “enemy alien” (meaning non-English-speaking) countries.

1918 – First Nations veterans lose the vote.

- Women whose ethnic group is not excluded gain the federal vote across Canada and the provincial vote in Nova Scotia.

1919 – Mennonites are denied entry into Canada.

- Ontario and the Yukon Territories extend the vote to women not

excluded on the basis of their ethnicity.

- Saskatchewan drops restriction on Chinese business hiring policies (with respect to “white” female employees).
- Women whose ethnic group is not excluded gain the provincial vote in New Brunswick.

1920 – Immigration of Indians is allowed.

- The right to vote in federal elections is now established by federal, not provincial, law. British subjects by birth or naturalization are qualified to vote, but some foreign-born citizens continue to be excluded.
- Mennonites regain voting rights.

Doing Canadian history n.O. (2016).

Timeline: Changes in citizenship and rights, Canada 1900–1945 [and beyond].
Retrieved from <https://hallnjean.wordpress.com/sailors-worlds/timeline-changes-in-citizenship-and-rights-canada-1900-1945-and-beyond/>

5W questions

Write and answer your own 5W questions for the article above. Include one question (and answer) for each W.

1. _____

2. _____

3. _____

4. _____

5. _____



Selection 5: The Second World War and Its Aftermath



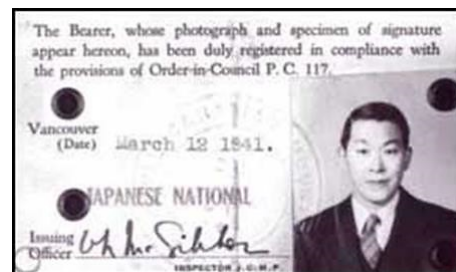
The Second World War and Its Aftermath

The time between the world wars saw the spread of antagonism toward minority groups in Canada. A degree of mistrust or suspicion of “aliens” had continued since the First World War. This grew into hostility toward minorities during the Great Depression of the 1930s. In turn, this made social conflicts worse from competition for scarce jobs. Finally, the crisis of the Second World War increased further racial animosity or bad feelings. This animosity was particularly toward Canadians of Japanese origin.

One result of the bad feelings was the continued disqualification of particular groups on racial or religious grounds. Many ordinary Canadians seemed to accept bad feelings toward minorities as a fact of life. However, some MPs from all parties opposed racism and social injustice. This was seen in their speeches in the Commons. But this was a time of intolerance. This intolerance was especially in the 1930s, and so no one listened to these MPs.

Japanese Canadians

During the Second World War, citizens of Japanese origin were registered and interned (or imprisoned). They had been excluded from voting since British Columbia joined Confederation in 1871. This internment identification card, belonging to Sutekichi Miyagawa, was presented to the National Archives of Canada in 1975.



When the Second World War was over, Canadians seemed to realize that they had mistreated minority groups. Exclusion or alienation of earlier years began to be reversed. By 1960, all Status Indians were finally granted the unconditional right to vote. Disqualifications on racial and religious grounds had been eliminated altogether. At the same

time, legislative and administrative change was making it possible for more and more Canadians to exercise their right to vote in various ways.

Racial Exclusions

One of the significant exceptions to universal adult suffrage was a law that gave provinces some control. In some provinces weren't allowed to vote "for reasons of race." This in turn made them excluded from the federal franchise.

In 1920, only one province – British Columbia – discriminated against large numbers of potential voters on the basis of race. British Columbia excluded people of Japanese and Chinese origin, as well as "Hindus" – a description applied to anyone from the Indian subcontinent. Everyone needed to be of Anglo-Saxon origin. This was regardless of their religious association. Saskatchewan also disenfranchised people of Chinese origin. However, the number of persons affected by the exclusion was much smaller than that in British Columbia.

Religious Exclusions

Several religious groups were disenfranchised by the Wartime Elections Act of 1917. Why? This was mainly because they opposed military service. These were the Mennonites and the Doukhobors. This disenfranchisement ended with the end of the First World War.



Mennonite building

Mennonites migrating to Canada in the 1870s had been given an exemption from military service by an Order in Council dated March 3, 1873. However, they lost the franchise during the First World War because they spoke an "enemy language" (German). They regained the vote when the *Dominion Elections Act* of 1920 replaced the *Wartime Elections Act*.

The general public was not usually so anti-social to Mennonites. This was because their way of life allowed them to blend into the farming communities where they lived. By contrast, the Hutterites and the Doukhobors aroused more animosity. This was not so much because of their pacifist beliefs. However, they practised communal farming which was found to be "strange." The Hutterites had migrated to Canada from the United States in 1918 to avoid conscription (military recruitment). They sparked some opposition locally where they settled. Generally they attracted little notice, and they rarely voted.



Mennonite blacksmith shop

antagonism toward minority groups in Canada. This grew into hostility toward minorities during the Great Depression of the 1930s. Finally, the crisis of the Second World War enhanced further racial animosity. This was a “dark period” in Canada’s history.

In conclusion, the interval between the world wars saw the spread of

Before reading

Preview

1. What is the title? _____

2. Are there any subheadings? If yes, what are they?

Brainstorm

What do you already know about the subject? _____

Predict

1. Who or what do you think the article will be about? _____

2. Where and when does the reading occur? _____

3. What do you think you will learn? _____

Set a purpose

Write down one or two questions you would like to find the answers to.

During reading

“Clunks”

Write down three (3) clunks from the article. Write down what you think the words mean based on the context, then look up each word to see if you were close.

1. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

2. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

3. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

Get the GIST

1. Find the most important “who” or “what.” _____

2. Find the important information about the “who” or “what.”

3. Write a short GIST statement.

After reading

Question

1. Write (and answer) two “right there” questions.

2. Write (and answer) two “think and search” questions.

3. Write (and answer) two “author and you” questions.

Review

1. Identify the most important information. _____

2. Answer the question(s) you set for yourself before reading.

Summarizing

This article is all about various groups in Canada who were denied the right to vote for a variety of reasons. The language and vocabulary here is very challenging. Choose one group that was discriminated against in regard to voting discussed in the articles (Japanese Canadians, First Nations Women racial exclusions, or religious exclusions) and summarize the information in that section. Be sure to use vocabulary you understand. You may need a dictionary!

Group discriminated against:

Summary:

Tying Into the Big Question

At the end of the module, you will be asked to create a poster or brochure discussing who **you** believe should be allowed to vote. You will have to support your opinions with facts and ideas from the articles and other documents you read throughout the module. At the end of each section, reflect on what you have read so far, and take notes in the Data Tracking Sheet below to help you develop your ideas along the way. Be sure to choose ideas and articles that support your position. For example, if you believe that 16-year-olds should be allowed to vote, choose articles that give reasons that this should be allowed.

Data Tracking Sheet

Voting history articles that might be useful for my brochure or poster.

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Topic 3: Locations of the Voters

Exploring the Question: Does it matter where citizens are located for them to get to vote?

Next in our exploration of voting in Canada, we will examine how the location of voters might impact their ability to participate in an election. Think about the questions below to help you consider what you already know about the government and to identify any gaps in knowledge you may have.

1. To your knowledge, does it matter where a voter is located to vote (outside the country, in a rural location)? If so, how, and why does it matter?

2. Do you think there should be restrictions on voting based on location? Why or why not?

Reading Selections



Selection 1: Canadian Citizens Residing Outside of Canada

Canadian Citizens Residing Outside of Canada



Registration

Canadians who will be 18 years of age or older on polling day and are residing outside Canada may vote by special ballot in an election or referendum. This is only if they meet certain eligibility criteria. Elections Canada maintains a register of electors who are residing outside Canada. Electors may register by sending Elections Canada an Application for Registration and Special Ballot form. This form may be requested by mail, by telephone, or by fax from Elections Canada. It can also be downloaded from Elections Canada's website. In addition, the form is available at Canadian

embassies, high commissions, and consular offices. Electors can register at any time.

To exercise the right to vote during an electoral event, the elector's completed application must be received by Elections Canada in Ottawa no later than 6:00 p.m., Eastern Time, on the Tuesday before polling day. In addition, his or her name must be entered in the register of electors who reside outside Canada. The application may be sent by fax. It must be accompanied by a photocopy of proof of identity (a copy of pages 2 and 3 of a Canadian passport, a birth or baptismal certificate attesting that the elector

was born in Canada, or a Canadian citizenship certificate or card). Elections Canada verifies the elector's identity and determines his or her electoral district.

Manner of voting

Once an election or referendum is called, Elections Canada sends a personalized special ballot voting kit to every elector in the register of electors residing outside Canada. In the case of an election, the elector must obtain the names of the candidates in his or her electoral district.

These names can be found at www.elections.ca, or obtained by calling the Elections Canada Enquiries Unit, or through Canadian embassies, diplomatic missions, and consular posts after the candidates have been confirmed, on the 19th day before polling day.

To vote, the elector must first complete and sign the declaration on the outer envelope that forms part of the voting kit. The declaration states that the elector's name is as shown on the envelope, and that he or she has not already voted and will not attempt to vote again in the current electoral event. In the case of an election, the elector then completes the ballot by writing on it the name of one of the candidates in his or her electoral district—or, in the case of a referendum, by checking either “yes” or “no.” The elector inserts the ballot into the series of envelopes in accordance with the instructions provided.

The elector is responsible for ensuring that Elections Canada in Ottawa receives the special ballot no later than 6:00 p.m., Eastern Time, on polling day in order to be counted.

Elections Canada. (2015). *Voting by special ballot*. Retrieved from <http://www.elections.ca/content.aspx?section=vot&dir=bkg&document=ec90540&lang=e#a3>

Before reading

Preview

1. What is the title? _____

2. Are there any subheadings? If yes, what are they?

Brainstorm

What do you already know about the subject? _____

Predict

1. Who or what do you think the article will be about? _____

2. Where and when does the reading occur? _____

3. What do you think you will learn? _____

Set a purpose

Write down one or two questions you would like to find the answers to.

During reading

“Clunks”

Write down three (3) “clunks” from the article. Write down what you think the words mean based on the context, then look up each word to see if you were close.

1. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

2. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

3. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

Get the GIST

1. Find the most important “who” or “what.” _____

2. Find the important information about the “who” or “what.”

3. Write a short GIST statement.

After reading

Question

1. Write (and answer) two “right there” questions.

2. Write (and answer) two “think and search” questions.

3. Write (and answer) two “author and you” questions.

Review

1. Identify the most important information. _____

2. Answer the question(s) you set for yourself before reading.

5W questions

1. Who?

- Who is the article about? _____

- Who wrote the article? _____
- Whose voice was missing? _____

2. What?

- What is the topic of the article? _____

- What information is important to understanding the story?

3. When?

- When did the event occur? _____

- When was the article written? _____

4. Where?

- Where did this event occur? _____

5. Why?

- Why did the event occur (what led up to it)? _____

- Why was the article written (purpose)? _____



Selection 2: Elections Canada says expat shouldn't have been allowed to vote

POLITICS

September 17, 2015 2:39 pm

Elections Canada says expat shouldn't have been allowed to vote

By Colin Perkel The Canadian Press

Vocabulary

Expatriate (expat)

A person who lives outside their native country

A long-term Canadian **expat** who cast a ballot last month for the Oct. 19 election should not have done so, Elections Canada said Thursday. Essentially, officials say, the local returning officer allowed Ashley O'Kurley to vote in his old Alberta riding on the basis he was a Canadian resident who was going to be away during the election period.

O'Kurley, who lives in Miami but was visiting Canada when the election was called, tells a different story—one Elections Canada disputes. "I showed up at the local returning office ... truthfully shared my circumstances and my desire to vote," O'Kurley said. "After checking with Ottawa, the Elections Canada officials handed me a special ballot that I filled out and placed in the ballot box." Someone in Ottawa is now trying to duck responsibility for

having given the local official bad advice, O'Kurley said.

A current law says Canadian citizens who have lived outside Canada for more than five years cannot vote using a special mailed-in ballot. This had barred roughly 1.4 million Canadian citizens from voting at the last federal election.

There are confusing rules in play for expats, which include:

- Long-term expats, with some exceptions such as diplomats, cannot vote from abroad
- Long-term expats can vote in person at an advance poll or on Election Day in the riding they lived in before leaving Canada
- Long-term expats cannot vote under rules allowing resident Canadians, who will be away during the voting period, to vote at their local returning office

- Long-term expats can run in any riding in the country, if they meet other basic requirements
- Long-term expats who become candidates cannot vote for themselves, unless running in the riding in which they last lived before leaving Canada



“All this ridiculous hair-splitting over time and place is unnecessary. The only thing that should count for voting is citizenship,” O’Kurley said. O’Kurley noted that Elections Canada facilitates voting for long-term expats who work for the Canadian government, but not if they work for a private Canadian company.

Elections Canada admitted the legislation can be confusing but said it only enforces rules made by government—and it’s up to government to fix any problems.

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Main ideas and summarizing

1. In your own words, what is an expat? What is it short for?

2. In three sentences, summarize what happened when O’Kurley wanted to vote as an expat.

3. The article lists five rules for expat voting. Choose one and explain it in your own words.

4. Do you think long-term expats should be able to vote in federal elections? Why or why not?

Tying Into the Big Question

At the end of the module, you will be asked to create a poster or brochure discussing who **you** believe should be allowed to vote. You will have to support your opinions with facts and ideas from the articles and other documents you read throughout the module. At the end of each section, reflect on what you have read so far, and take notes in the Data Tracking Sheet below to help you develop your ideas along the way. Be sure to choose ideas and articles that support your position. For example, if you believe that 16-year-olds should be allowed to vote, choose articles that give reasons that this should be allowed.

Data Tracking Sheet

Locations of voters' articles that might be useful for my brochure or poster.

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Topic 4: Voter Decisions

Exploring the Question: What affects a person's voting decisions?

Lastly, we will explore how the personal characteristics or factors of voters might impact their ability to participate in an election. Think about the questions below to help you consider what you already know about the government and to identify any gaps in knowledge you may have.

1. What is the voting age in Canada? Do you think this age is reasonable or logical? Why or why not?

2. Should newcomers be allowed to vote? Why or why not?

3. How does historical events, such as residential schools, affect voter turnout within First Nation, Metis, and Inuit communities?

Reading Selections



Selection 1: Voter turnout among First Nations

Why Voter Turnout is Lower among First Nations

It became common practice that aboriginal people did not take part in "white man's voting."

Don Marks for CBC News · Posted: Aug 12, 2015 11:56 AM MDT | Last Updated: August 12, 2015

Political candidates who are counting on support from indigenous people are often told they usually don't vote.

There is no data that can absolutely confirm this adage but numerous studies indicate the voter turnout rate in federal elections for First Nations people is generally lower than the national average, sometimes by a substantial percentage.

The Assembly of First Nations claims that the First Nations vote could affect the outcome in at least 51 ridings in Canada and could make the difference between electing a majority or a minority government. If this could provide First Nations with influence in a balance of power situation, they are paying a huge price by not participating in the political process in numbers their population should warrant.

It is quite commonly known that "Indians", as they were called half a century ago, were not allowed to vote until July 1, 1960. Actually, they could vote, but they had to become "disenfranchised" first, which meant giving up their special Treaty status.

And so it became the common practice that aboriginal people did not take part in "white man's voting" in the 30 or so federal elections which were held prior to 1960.

Not only was apathy and indifference passed on from generation to generation, so was the anger and mistrust that mainstream elections created by maintaining and enforcing the Indian Act which was implemented by the federal government's Department of Indian Affairs. More simply, why would the people of one sovereign nation be voting in another nation's elections?

This is not to say that indigenous people weren't politically active. Every two years, many First Nations hold elections for chief and council. This is their politics. It is a completely separate system from electing city councillors, MLAs and MPs, but often substitutes and sucks up scant energy which can be applied to understanding and participating in mainstream politics.



Before reading

Preview

1. What is the title? _____

2. Are there any subheadings? If yes, what are they?

Brainstorm

What do you already know about the subject? _____

Predict

1. Who or what do you think the article will be about? _____

2. Where and when does the reading occur? _____

3. What do you think you will learn? _____

Set a purpose

Write down one or two questions you would like to find the answers to.

During reading

“Clunks”

Write down three (3) “clunks” from the article. Write down what you think the words mean based on the context, then look up each word to see if you were close.

1. Word: _____
I think it means: _____

It actually means: _____

Was I close? _____

2. Word: _____
I think it means: _____

It actually means: _____

Was I close? _____

3. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

Get the GIST

1. Find the most important “who” or “what.” _____

2. Find the important information about the “who” or “what.”

3. Write a short GIST statement.

After reading

Question

1. Write (and answer) two “right there” questions.

2. Write (and answer) two “think and search” questions.

3. Write (and answer) two “author and you” questions.

Review

1. Identify the most important information. _____

2. Answer the question(s) you set for yourself before reading.



Selection 2: More than 22,000 Federal Inmates Eligible to Vote

More than 22,000 federal inmates eligible to vote

Elections Canada to set up polling stations behind the fences

By Kathleen Harris, CBC News | Posted: Aug 25, 2015 5:00 AM ET | Last Updated: Aug 25, 2015 5:00 AM ET

When Canadians vote in the federal election in October 2015, thousands will cast their ballot from behind bars. Inmates in federal prisons and provincial jails are eligible to vote for a candidate in the riding where they lived before they were **incarcerated**. In the last federal election in 2011, voter turnout was 54 percent in **penitentiaries**, not far below the 61 percent who exercised their democratic right in the general population. “They are part of the **polity** and they want to be part of the democratic process,” Catherine Latimer, executive director of the John Howard Society of Canada, told CBC News.

Prisoners are informed voters, advocate says

Because prisoners have time to read and watch television news, they are just as informed—if not even more so—than Canadian voters on the outside, she said. Kits will also be distributed to help them with the voting process.

A 2002 Supreme Court of Canada judgment gave federal prisoners the right to vote on constitutional grounds, ruling 5–4 that voting is a fundamental right in a democracy.



Richard Sauvé, a former member of the Satan's Choice biker gang, was serving a life sentence for first degree murder when he challenged the law that prevented him from casting a ballot while doing time. As a result of that ruling, all Canadians living in the country are eligible to vote in the federal election—except for Canada's Chief Electoral Officer.

In coming weeks, Elections Canada will begin distributing registration forms to dedicated liaison officers at each Correctional Service Canada prison and community correctional centre (halfway house). All voters must register in advance and vote by special ballot on October 9th—10 days before the general election day. On prisoners' voting day, Elections Canada will send out representatives to each prison to administer the voting process.

Polling stations will be set up behind bars

“One or more polling stations are set up in the institution and voting starts at 9 a.m. local time. Polls will remain open until everyone who wants to vote has voted, but no later than 8 p.m. local time,” said Melissa Hart, a spokeswoman for CSC. There are currently 14,044 Canadians **incarcerated** in federal prisons—including 35 with dual citizenship— and 8,101 under CSC’s community supervision. All are eligible to vote, even if they are held in **segregation**. Thousands of **inmates** in provincial jails are also eligible to vote.

Political candidates are allowed to campaign in prisons, but are subjected to the same rules and policies as any visitor to a prison, including security screening.

Before reading

Preview

1. What is the title? _____
2. Are there any subheadings? If yes, what are they?

Brainstorm

What do you already know about the subject? _____

Predict

1. Who or what do you think the article will be about? _____

2. Where and when does the reading occur? _____

3. What do you think you will learn? _____

Set a purpose

Write down one or two questions you would like to find the answers to.

During reading

“Clunks”

Write down three (3) “clunks” from the article. Write down what you think the words mean based on the context, then look up each word to see if you were close.

1. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

2. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

3. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

Get the GIST

1. Find the most important “who” or “what.” _____

2. Find the important information about the “who” or “what.”

3. Write a short GIST statement.

After reading

Question

1. Write (and answer) two “right there” questions.

2. Write (and answer) two “think and search” questions.

3. Write (and answer) two “author and you” questions.

Review

1. Identify the most important information. _____

2. Answer the question(s) you set for yourself before reading.



Selection 3: New Canadians Cherish their Right to Vote, Study Finds

New Canadians cherish their right to vote, study finds

Citizens consider casting their ballot as a milestone in their immigration journey. Sixty one per cent of respondents said they had already voted in an election.

1. Siddharth Seth lived on temporary work permits in the U.S. for a decade. When he became a Canadian citizen that helped set down roots. Being a citizen also boosted his sense of belonging. Another immigrant said the right to vote in Canada is very important for newcomers. Voting helps them to become full participants in their adopted homeland. He is now a Toronto software product manager who came from India in 2009 under Ottawa's skilled worker immigration program.
2. "When I got my Canadian citizenship on Dec. 16, 2013, it was a very special and exciting day. In Arizona, I never felt I belonged because I was on a work permit," said the 35-year-old. He voted in both the Alberta and **municipal** elections in 2014. "Being able to vote is an opportunity to express your opinions. You can also steer the political direction of the country."
3. According to a national survey, the right to vote is definitely something new citizens **cherish. It is** a milestone in their immigration journey. Some 61 percent of respondents said they had already voted in a Canadian election, either provincial or municipal. (In the 2014 Alberta election, total **turnout** was about 52 percent. While in Greater Toronto area municipal votes, turnout is typically below 40 percent. In the 2011 federal election, turnout was about 61 percent.)
4. Currently, **permanent residents** must have been physically present in Canada for four out of the six years to be eligible for **Canadian citizenship**. To become citizens, they must also pass a language test and citizenship exam to prove their knowledge of Canadian history and culture. Seth believes it is important not to keep immigrants waiting for a long time for their citizenship and hence the right to vote.

5. The study released in 2015 by the Institute for Canadian Citizenship (ICC) examined political participation of new citizens who received their citizenship between May 2012 and November 2014. They held **focus groups** across Canada. They talked about why people vote or not vote. “In 2014, Canada swore in more than 260,000 new citizens. They will change the way the vote goes. “We learned that new citizens believe in political participation. Immigrants are finding plenty of ways to become involved. We also learned that they definitely value the vote. They want to overcome any practical barriers that might keep them from casting their ballot.”
6. The key findings of the report, titled “Ballots & Belonging”:
 - 48 percent of **new citizens** felt permanent residents should be allowed to vote in municipal elections;
 - 23 percent reported having emailed or called an elected official about an issue;
 - 26 percent had personally spoken with a candidate during their first election;
 - 10 percent had put a candidate sign on the front lawn;
 - 5 percent had donated money to a political party or candidate;
 - 12 percent had attended an all-candidates’ debate/meeting;
 - 7 percent had volunteered on a political campaign;
 - 6 percent had become a member of a political party;
 - 46 percent **cited** lack of knowledge of the issues and knowledge of the process as reasons not to vote;
 - 6 percent said they didn’t vote because of the lack of interest and dissatisfaction with the government or political system.

“People don’t vote if it takes them a while to become citizens because they then get into the habit of not caring and become immune to the politics,” said Seth. “It matters if immigrants can quickly get the right to vote after they come here. Getting over the habit of not caring is really the biggest hurdle.”

Main ideas and summarizing

For each paragraph, summarize the main idea in **one** sentence. How do you know it is the main idea?

1. Main idea: _____

How do you know it is the main idea? _____

2. Main idea: _____

How do you know it is the main idea? _____

3. Main idea: _____

How do you know it is the main idea? _____

4. Main idea: _____

How do you know it is the main idea? _____

5. Main idea: _____

How do you know it is the main idea? _____

6. Main idea: _____

How do you know it is the main idea? _____



Selection 4: Canadian Voters: Online Influence

Fact Sheet for Canadian Voters: Online Influence Activities

From: [Canadian Centre for Cyber Security](#)

Canada is one of the most connected societies in the world, and every day Canadians use the services of major internet companies to search for news, conduct business, exchange ideas, and build communities online.

Online influence activities

Cyber threat actors can pose as legitimate users online, either through creating new social media accounts or by hijacking existing ones to promote content that they have designed to manipulate Canadians' opinions and behaviours. Stolen or modified information can be released at a time and in a way that makes it more compelling or distracting or creates false or distorted news designed to promote discord within Canada. Using special automated tools and techniques, cyber threat actors can create a false impression that hundreds, thousands, or even millions of people share these manufactured views.

We anticipate that foreign cyber threat actors will engage in this type of activity in the lead up and during to the next Canadian general election.

Canadian security and intelligence agencies work as part of the Security and Intelligence Threats to Elections (SITE) Task Force to identify foreign threats, including those who aim to interfere with Canada's democratic processes. As part of this effort, the Communications Security Establishment and its Cyber Centre have released the [Cyber Threats to Canada's Democratic Process: 2023 Update](#) to inform Canadians of the threats we face.

What should I be doing as a voter?

The Government of Canada works to build a culture of citizen and media literacy in Canada to encourage people to fully participate in our democratic process. Disinformation and misinformation on social media platforms or illegitimate emails can direct Canadians to incorrect voting stations, provide false information on candidates, and affect your voting process.

There are a few things you can do to protect yourself online:

- Verify information you see online or on social media

- Use unique passphrases or complex passwords
- Be suspicious of unsolicited or unusual emails and do not click on any links that may be contained in them
- Use as many security options as you can, such as multi-factor authentication, for each social media platform and email account
- Remove unused or outdated apps and update those you do use regularly to ensure the latest security measures are in place

Before reading

Preview

1. What is the title? _____

2. Are there any subheadings? If yes, what are they?

Brainstorm

What do you already know about the subject? _____

Predict

1. Who or what do you think the article will be about? _____

2. Where and when does the reading occur? _____

3. What do you think you will learn? _____

Set a purpose

Write down one or two questions you would like to find the answers to.

During reading

“Clunks”

Write down three (3) “clunks” from the article. Write down what you think the words mean based on the context, then look up each word to see if you were close.

1. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

2. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

3. Word: _____

I think it means: _____

It actually means: _____

Was I close? _____

Get the GIST

1. Find the most important “who” or “what.” _____

2. Find the important information about the “who” or “what.”

3. Write a short GIST statement.

After reading

Question

1. Write (and answer) two “right there” questions.

2. Write (and answer) two “think and search” questions.

3. Write (and answer) two “author and you” questions.

Review

1. Identify the most important information. _____

2. Answer the question(s) you set for yourself before reading.

Tying Into the Big Question

At the end of the module, you will be asked to create a poster or brochure discussing who **you** believe should be allowed to vote. You will have to support your opinions with facts and ideas from the articles and other documents you read throughout the module. At the end of each section, reflect on what you have read so far, and take notes in the Data Tracking Sheet below to help you develop your ideas along the way. Be sure to choose ideas and articles that support your position. For example, if you believe that 16-year-olds should be allowed to vote, choose articles that give reasons that this should be allowed.

Data Tracking Sheet

Voter status articles that might be useful for my brochure or poster.

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Tying It All Together: Creating a Brochure or Poster

Before creating your brochure or poster, decide how you feel about the following statements. This will help you to see your own position on some of the issues that were covered in the module.

1. Sixteen-year-olds should be allowed to vote.

1 2 3 4 5
Strongly Disagree *Disagree* *Not Sure* *Agree* *Strongly Agree*

2. Persons currently experiencing incarceration should be allowed to vote.

1 2 3 4 5
Strongly Disagree *Disagree* *Not Sure* *Agree* *Strongly Agree*

3. Only people with a high school diploma should be allowed to vote.

1 2 3 4 5
Strongly Disagree *Disagree* *Not Sure* *Agree* *Strongly Agree*

4. You are too old to vote when you can't walk to the polling station.

1 2 3 4 5
Strongly Disagree *Disagree* *Not Sure* *Agree* *Strongly Agree*

5. Only landowners or business owners should be allowed to vote in a federal election.

1 2 3 4 5
Strongly Disagree *Disagree* *Not Sure* *Agree* *Strongly Agree*

6. If you have lived outside of Canada for more than a year, you should not be allowed to vote online.

1 2 3 4 5
Strongly Disagree *Disagree* *Not Sure* *Agree* *Strongly Agree*

7. Permanent residents (not just Canadian citizens) should be allowed to vote in both federal and provincial elections.

1 2 3 4 5
Strongly Disagree *Disagree* *Not Sure* *Agree* *Strongly Agree*

8. Only one person per household should be allowed to vote.

1 2 3 4 5
Strongly Disagree *Disagree* *Not Sure* *Agree* *Strongly Agree*

9. Provincial elections should have the same voting rules as federal elections.

1 2 3 4 5
Strongly Disagree *Disagree* *Not Sure* *Agree* *Strongly Agree*

Now, go back to the beginning of the module and compare your answers. What has changed? What has stayed the same? Why might that be?

For each of the statements above, answer the following questions:

1. Was your answer the same or different? If it was different, how was it different? Why do you think your opinion changed?

2. Was your answer the same or different? If it was different, how was it different? Why do you think your opinion changed?

3. Was your answer the same or different? If it was different, how was it different? Why do you think your opinion changed?

4. Was your answer the same or different? If it was different, how was it different? Why do you think your opinion changed?

5. Was your answer the same or different? If it was different, how was it different? Why do you think your opinion changed?

6. Was your answer the same or different? If it was different, how was it different? Why do you think your opinion changed?

7. Was your answer the same or different? If it was different, how was it different? Why do you think your opinion changed?

8. Was your answer the same or different? If it was different, how was it different? Why do you think your opinion changed?

9. Was your answer the same or different? If it was different, how was it different? Why do you think your opinion changed?

Keep these opinions in mind as you complete your project in the next section.

Final Project

Making Connections

Go back to the beginning of the module. Look over all the articles, readings, and graphics you have explored. Use your Data Tracking Sheet to provide the information you need to create your poster or brochure.

Think about how your opinions and ideas have evolved throughout the unit. If they have changed, why? Trace what it was that made you change your mind. If your opinions have not changed, discuss why.

Then create a poster or brochure that answers the question, **“Who should be allowed to vote?”**

The product

Answer the guiding question: “Who should be allowed to vote?”

- Only Canadian citizens?
- Those experiencing incarcerated?
- Expats living outside the country?

On paper or using eposterboards, create a poster or a brochure.

1. Poster (use paper or eposterboards.com)
2. Brochure

Poster/Brochure expectations:

1. Content must be accurate. All required information should be presented in a logical order.
2. Your presentation should flow well and logically. The presentation must reflect extensive use of tools in a creative way.
3. Each member’s information must be represented and identified with their name.
4. Any images used (pictures or ClipArt background) should be appropriate.
5. Layout should be pleasing to the eye.
6. Writing mechanics: No spelling errors. No grammar errors. Text should be in the authors’ own words.

Grading Rubric for Poster or Brochure

	5 - Excellent	4 - Good	3 - Satisfactory	2 - Needs Work	1 - Poor
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate, but some required information is missing and/or not presented in a logical order, but the presentation is still generally easy to follow.	Content is accurate, but some required information is missing and/or not presented in a logical order, making the presentation difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Presentation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way.	Presentation flows well. Tools are used correctly. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding.	Presentation is unorganized. Tools are not used in a relevant manner.	Presentation has no flow. Information is insufficient.
Pictures, ClipArt Background	Images are appropriate. Layout is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate or layout is messy.	No images. Layout is disorganized.
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	A few spelling errors. A few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling/or grammar errors. Text is copied.
Total	= 20	= 16	= 12	= 8	= 4

Practice and Self-Check Answer Key

Lesson 1.1

Practice 1

- | | | | | |
|------|------|------|------|-------|
| 1. S | 2. S | 3. S | 4. G | 5. S |
| S | S | G | S | S |
| G | G | S | S | S |
| S | S | S | S | G |
| 6. S | 7. S | 8. G | 9. S | 10. S |
| S | G | S | S | S |
| S | S | S | G | S |
| G | S | S | S | G |

Practice 2

Answers will vary. Examples:

- | | |
|---|---|
| 1. General: beverages
Specific: milk, coffee | 2. General: sport
Specific: football, basketball |
| 3. General: relatives
Specific: father, nephew | 4. General: sandwich
Specific: tuna, egg salad |
| 5. General: reading material
Specific: newspaper, novel | 6. General: seafood
Specific: shrimp, crab |
| 7. General: tone of voice
Specific: angry, pleading | 8. General: negative personality
quality
Specific: selfish, dishonest |
| 9. General: positive personality quality
Specific: loyal, honest | 10. General: greeting
Specific: "Hi there," "Good morning |

Practice 3

- | | | | |
|------|------|------|------|
| 1. S | 2. S | 3. S | 4. G |
| S | S | S | S |
| G | S | S | S |
| S | G | G | S |

Practice 4

- | | | | |
|------|------|------|------|
| 1. S | 2. S | 3. S | 4. G |
| S | S | G | S |
| S | G | S | S |
| G | S | S | S |

Lesson 1.2

Group 1

- A. S
- B. S
- C. G
- D. T

Group 2

- A. S
- B. G
- C. T
- D. S

Group 3

- A. S
- B. S
- C. G
- D. T

Group 4

- A. S
- B. S
- C. G
- D. T

Lesson 1.3

- | | |
|---------------------------|---------------------------|
| 1. a number of advantages | 2. three major inventions |
| 3. a series of mistakes | 4. two important steps |
| 5. some alarming facts | |

A Note on the Central Point

- central point or thesis

Overview of the Canadian Parliamentary System

- G: The Canadian Parliamentary System has three branches
- S: Executive
- S: Legislative
- S: Judicial

Lesson 1.4

1. Who?
 - Who is the article about? **Youth in British Columbia**
 - Who has written the piece? **Unknown**
 - Who is the publisher? **Justice Society of British Columbia**
 - Whose voice is missing? **Youth, marginalized populations, etc.**
2. What?
 - What is the topic of the piece? **Curfews for youth over time**
 - What information is important to understanding the story? **Curfews for youth were removed in the 1960s and '70s but have reappeared since the 1990s. There is debate about whether these curfews violate young people's rights.**
3. When?
 - When did the event occur? **NA**
 - When was the piece written? **2010**
4. Where?
 - Where did the event occur? **Communities across Canada with focus on British Columbia**
 - Where was the piece written? **In BC**
 - Where was it published? **In BC**
5. Why?
 - Why did the event occur (what led up to it)? **Over time, different people have thought curfews that discriminated based on age were unfair. This argument comes up over and over again over time.**
 - Why was the piece written (purpose)? **To inform readers about past curfew bylaws. To encourage readers to consider whether or not these bylaws are fair.**

Lesson 1.5

- | | | |
|------------------------------------|---|---|
| 1. Fluke = Tail | ① | 2 |
| 2. Forceful = Powerful | 1 | ② |
| 3. Erupt = Explode or burst | ① | 2 |
| 4. Draft = Write | ① | 2 |

Lesson 1.6

Practice 1

- | | | |
|---|---|---|
| 1. Discouraged = Lost enthusiasm | ③ | 4 |
| 2. Upright = Vertical | ③ | 4 |
| 3. Investigation = Experiment | 3 | ④ |

Practice 2

Answers will vary. Check with your CALP facilitator.

Lesson 1.7

Clicks and "Clunks"

Answers will vary. Check with your CALP facilitator.

Get the GIST

- What is the passage about? **Beginner mountain bikers**
- What is the most important information about "A"? **That beginners overuse their brakes, making it more likely that they will be injured.**
- Write a sentence (about 10 words long) to summarize the most important information in the passage (use the answers to A and B to help you).
Beginner mountain bikers often rely on their brakes too much when they need some momentum to improve.

Lesson 1.8

"Right There" questions

Answers will vary. Examples:

1. What can lightning cause to happen to buildings? **They can burst into flames.**
2. What was is one concern about climate change? **Forest fires.**

Get the GIST

Answers will vary. Example:

Lightning can cause buildings to burst into flames. Forest fires started by lightning are a great concern.

Lesson 1.9

"Think and Search" question

Answers will vary. Example:

How does going to the movies end with Viola Desmond in jail? She sat in the "white" only section at the theatre and at that time the laws of segregation made this illegal

Get the GIST

Answers will vary. Example:

Viola Desmond stood up for what she believed in and ended up changing Canadian law forever.

Lesson 1.10

Clicks and "Clunks"

Answers will vary. Check with your CALP facilitator.

Get the GIST

Answers will vary. Example:

A great number of First Nations, Inuit and Metis children were forced into residential schools.

“Author and You” question

Answers will vary. Example:

Why do you think former students are called survivors? Because they were treated so horribly that they now are seeking compensation.

Lesson 1.11

Answers will vary. Example:

The aurora borealis, or northern lights, are lights that move, dim, and brighten across the northern sky. Indigenous peoples believe they are torches held by spirits.

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