

## GUIDE to the BCCLA Citizenship Handbook

### Chapter 3 A Practical View of Canada's Political System

Chapter 3 covers information about Canada's political system, some of which may be familiar to ESL students and new Canadians. Perhaps they first met this material as they studied for citizenship exams. Some may have covered it in a social studies class that focused on Canadian politics or government. The activities in this chapter both review that kind of material and give participants a

practical sense of how politics and law-making actually work in this country. As they review and use the relevant vocabulary, follow the pathways of the political process, and figure out which government officials do what work, your students and group members will build a practical foundation for making the Canadian political process work for them.

#### Activity 3.0

Materials: Make copies of Handout 3.0 for everyone.

Immigrant Settlement Groups: Translate the Goals handout into the home language of your group, and make enough copies for everyone.

If you are using a translated version of *The Citizenship Handbook*, follow the activities described in the column to the right (this page).

Otherwise, review the Goals handout with your group members, making sure that they understand what topics they will learn about and discuss in their next few meetings.

#### Goals

Activity Overview and Directions: The Goals handout for each chapter introduces your students or group members to the issues they will focus on and learn about during their work on the chapter. Discuss the listed goals with them, making sure they understand what the words mean. Draw their attention to the appropriate chapter in *The Citizenship Handbook*, and encourage them to browse through it, noting any language or issues that they want explained or find particularly interesting. Ask them to make a note of these things so that they can refer to them when you work on relevant sections of the chapter.

If possible, make photocopies of the Goals handout on heavier than usual paper - perhaps 'card' stock if it is available. As you finish each chapter, attach all related handouts together, with the Goals handout on the front. Staple them or put them in a folder or binder. This gives your students or group members a handy way to save, and to review, the material from each chapter.

## Activity 3.1

## Questions about Politics

### Introductory Activity

**Materials:** Make copies of Handout 3.1 for everyone. Make as many copies of page 32 as you need to give one question/answer strip to each student or group member (or pair). Keep a copy of page 32 for yourself as an answer sheet.

**Important:** Before you make copies of the page 32 question/answer strips, fill in the proper answers for questions 1, 3 and 7. We did not include those answers because they change when new people are appointed or elected to the positions listed.

#### Immigrant Settlement

**Groups:** translate Handout 3.1 and the answer strips on page 32 into the group's home language. Complete the activity as described in Activity Directions, this page, right column.

**Activity Overview:** This 'listening and speaking' activity introduces participants to some of the vocabulary and history of Canadian political life. The activity is set up like a game. Each participant receives one of the strips from page 32 with a question and its answer. The participants commit their own question and answer to memory. Then, when everyone has a copy of Handout 3.1, the participants mingle, asking each other the questions on the handout. When they find someone who knows an answer, they write the answer in its proper place. The first person (or pair) to fill in all the answers correctly 'wins' the game.

#### Activity Directions:

- Cut your copies of page 32 into strips and give one question/answer strip to each person in your group or class. (If you prefer, have them work together in pairs.) Ask them to memorize their own question/answer strip and not to show their information to the other participants. (Tell them to come to you if they need help understanding the question and answer.)
- A day or so later, when everyone has memorized their own question/answer strip, gather them together for the 'game'.
- Give everyone (or each pair), a copy of Handout 3.1. Tell them to move about the room, asking each other the questions and writing in the answers. The first person (or pair) to fill in all the answers correctly wins the 'game'.
- In a general discussion, go over the answers, making sure that everyone understands them clearly. You can use these questions as an oral 'review quiz' the next day, or at other times while studying this chapter, until you are sure that everyone knows the answers.

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**Activity 3.1**      Questions about Politics (continued)

## Question/answer 'strips' for Activity 3.1

Make enough copies of this page so that you can give one question/answer strip to every participant, or pair of participants.

*Remember to fill in answers to numbers 1, 3 and 7 before you copy this page.*

1. Who is the **Mayor of Vancouver** ?

2. What does **MLA** mean ? (p 45) A Member of the Legislative Assembly

3. Who is the **Governor General** of Canada ?

4. What *peoples* were in Canada long before the European colonists ? (p 42)  
the aboriginal peoples, or Canada's First Nations

5. When did Canada become a *nation* ? (p 43)  
in **1867** when the British North America Act was passed.

6. What is the Canadian *Senate* ? (p 47)  
The part of the federal Parliament that is appointed, not elected.

7. Who is the *Premier* of British Columbia?

8. In talking about elections, what is another word for *riding* ? (p 45)  
electoral district

9. If one political party elects *more than half* the members of Parliament, what kind of government do we have ? (p 45)      a Majority Government

10. What is it called when members of a political party can *vote any way they want* ?  
(p 50)      A Free Vote

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## Activities 3.2 - A and B

**Materials:** Make copies of Handouts 3.2A and 3.2B for everyone. Distribute Handout 3.2A when you want your class or group to work on their own definitions for the vocabulary words.

**Immigrant Settlement Groups:** Translate Handouts 3.2A and 3.2B into the home language of your group, and proceed as described in the **Activity Directions** this page, right column.

**Remember:** Do not give out the Vocabulary Resource (Handout 3.2B) until after you and the whole group have discussed their own definitions for the vocabulary words.

## Canada's Political System

### 3.2A Vocabulary List

**Activity Overview:** The Chapter 3 vocabulary has words that many of your students and group members will know already, or will at least have heard about. Draw on their own definitions and experiences to encourage discussion, and bring in earlier vocabulary words from previous chapters whenever relevant.

While this vocabulary is very practical and straightforward, we have inserted a small amount of additional explanatory material in the *GUIDE* for teachers and settlement counselors. You will find it *in smaller italic print* in the Vocabulary Resource, which starts on this page.

**Activity Directions:** In the Introduction to this *GUIDE*, we have suggested several ways to introduce vocabulary words and to encourage participants to find and learn their meanings. We leave you to choose how you want to do this with your own students or group members (see Introduction, beginning on page v).

Be sure your students or group members have their Vocabulary List (Handout 3.2A) and their own definitions with them when you meet in a group session to discuss those definitions. It is only after this session that you give them their Vocabulary Resource.

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## Activity 3.2B

## Canada's Political System

### 3.2B Vocabulary Resource

#### 1. the Constitution of Canada (p 43)

the most important law in Canada. The *Constitution* sets out the principles and rules that govern Canada. It divides political power between our national and our provincial governments. In the *Charter of Rights and Freedoms*, the *Constitution* describes the basic rights and freedoms of Canadian citizens.

## Activity 3.2B Vocabulary Resource (continued)

## 2. Canadian governments

- the federal government (pp 41, 43 and 44)

our national government, which meets in Ottawa. It has power over such areas as taxation, immigration, international relations, criminal law, and national defence. (see also Parliament, below)

*A federal system of government divides political power between a central government that has some power over the country as a whole, and other smaller governments that have power only in their own geographic/political section of the country. Both Canada and the United States have federal systems of government.*

- a provincial government (pp 41, 43 and 44)

the government of a Canadian province, such as the government of British Columbia. The B.C. government meets in Victoria. It has power over such areas as education, social services, hospitals and motor vehicles. (see also Legislative Assembly, below.)

- a municipal government (pp 41 and 44)

the government of a city (municipality) such as Vancouver, Victoria or Kamloops. Municipal laws, called 'by-laws', cover such areas as land use, building codes, local police and fire protection, garbage collection and recycling, and business licences.

*A city government has only those powers that the provincial government decides to give to it. A city has no powers of its own. If a city wants to extend its powers, it must get provincial approval to do so.*

## 3. Parliament (p 45)

the name of Canada's federal government, which is made up of the House of Commons and the Senate. We elect people to the House of Commons. They are our elected representatives in the government and are called MPs (Members of Parliament). The government itself chooses people to be Senators.

*The Parliament buildings, where the federal government does its work, are in Ottawa, Ontario. While Parliament has both elected and appointed members, provincial governments have no appointed members - only elected ones.*

## 4. Legislative Assembly (p 45)

the group of elected representatives who make up the B.C. provincial government. They are called MLAs (Members of the Legislative Assembly).

## Activity 3.2B Vocabulary Resource (continued)

## 5. aboriginal peoples (p 42)

the people of Canada's First Nations - the members of different aboriginal communities who were the first people in Canada. They lived here long before the early explorers and colonists arrived.

## 6. treaty (p 42)

a formal written agreement, usually between nations or governments. Treaties cover issues such as the control and ownership of land and natural resources. The provincial and federal governments are negotiating treaties with some First Nations in British Columbia.

## 7. cabinet ministers (p 46)

along with the Prime Minister (or Premier, in the provinces), these are the most powerful elected members of the federal or provincial governments.

## 8. civil service (p 46)

the government employees who work in federal departments, provincial ministries, and municipal offices. The most important civil servant in any department or ministry is the Deputy Minister, who is second in power after the Cabinet Minister

*Civil servants are not elected, and usually keep their jobs when new governments take office. They do the government work required to make the laws effective in our communities. They also help develop / programs to carry out new government policies.*

## 9. riding (p 45)

a geographic area in a province where citizens vote for and elect an MP or an MLA. A riding is also called an 'electoral district'. Once elected, the MP or MLA for the riding represents the interests of all the people in the riding, who are called his or her 'constituents'.

## 10. ward system (pp 55 and 56)

a system of voting that is used in some municipal elections. In this system, the city is divided into geographic areas, called 'wards', and the voters in each ward elect their own representative to the municipal or city council.

*In a ward system, members of city council represent the concerns of the people in their wards, as well as governing for the welfare of the city as a whole. When a city council is elected 'at large', all the voters in the city choose from the same list of candidates. The winners are the ones with the most votes, no matter where they live in the city. They can quite easily ignore problems in specific areas, especially if most of their votes and support come from a different part of the city.*

### Activity 3.3

**Materials:** Make enough copies of the word sets (the strips below and on page 37 with words in them) so that each small group can have its own complete set. And make enough copies of Handout 3.3 for everyone to use once the matching part of the activity is over.

**Immigrant Settlement Group:** While this activity is aimed at ESL classes where learning English is a prime focus, some immigrant settlement groups may enjoy this activity as well. Do not translate the words, but proceed as described in the Activity Directions on this page, right column.

### Additional Vocabulary Exercise

**Activity Overview:** This activity was prepared for ESL classes as a way for students to concentrate on the spelling and pronunciation of vocabulary words. It is appropriate as well for immigrant settlement groups where there is an active interest in doing some work in English.

Each small group gets a complete set of word strips (see below) that are cut in two and scrambled. The groups' task is to match appropriate strips until all the vocabulary words are assembled. Set this up as a contest if your class or group enjoys them.

#### Activity Directions:

- Divide your participants into small groups with 2 to 4 people in each group.
- Give each small group a complete set of word strips, cut in half at the : in the strip, and all mixed up.
- Tell the groups to match the strips and produce all the vocabulary words.
- After they have finished (and the 'winning team' properly acknowledged - if you had a contest), give everyone copies of Handout 3.3. Lead the group in saying the words aloud, giving attention to proper pronunciation and stress.

Copy a set of word strips for each small group. Cut the strips at : and mix them up.

fed - : er - al

pro - : vin - cial

mu - ni - : ci - pal

ab - o - : ri - gi - nal

trea - : ty

par - lia : - ment

leg - is - : la - tive

as - sem - : bly

cab - : i - net

min - : is - ter

ri - : ding

civ - il : ser - vice



## Activity 3.4

## Politics in Canada

### Vocabulary Review

Materials: Make copies of Handout 3.4 for everyone

Immigrant Settlement Groups: Translate the review and make copies for everyone. Proceed with the directions as described in the Activity Directions, this page, right column.

An immigrant settlement group with an interest in doing occasional work in basic English might find this an interesting exercise.

Activity Overview: This is a simple matching quiz that tells you whether participants have learned the most basic meanings of the vocabulary words. We suggest that people work in pairs, and that they do *not* use the Vocabulary Resource (Handout 3.2B) while working on the review.

This review is a very basic one, and you may think that it is too easy for your class or group. If so, just go through it orally, or skip ahead to some of the later activities that are more challenging.

### Activity Directions:

- □ Give each pair a copy of Handout 3.4, and ask them to match the vocabulary words on the left with one of the meanings on the right.
- □ Once the pairs complete the review, let them use the Vocabulary Resource to check their own answers.
- □ Review their answers with the group and clear up any problems.
- □ Extend this activity by asking participants to write sentences using either the words themselves or the meanings.

The answers to the Vocabulary Review are as follows:

- |                            |  |
|----------------------------|--|
| 1. federal government      | ( d ) Canada's national government                                   |
| 2. aboriginal peoples      | ( f ) First Nations  |
| 3. Constitution            | ( e ) a country's highest law  |
| 4. ward system             | ( k ) where city council is elected from different areas of the city |
| 5. civil service           | ( g ) government employees   |
| 6. Legislative Assembly    | ( i ) B.C.'s elected MLAs  |
| 7. Parliament              | ( h ) the House of Commons and the Senate                            |
| 8. riding                  | ( c ) electoral district   |
| 9. cabinet minister        | ( a ) Minister of Health, for example                                |
| 10. treaty                 | ( b ) agreement between nations                                      |
| 11. a municipal government | ( j ) Vancouver City Council, for example                            |

## Activity 3.5

**Materials:** Make copies of Handout 3.5 for everyone.

### Immigrant Settlement Groups:

If your group is working with a translated version of *The Citizenship Handbook*, you can translate Handout 3.5 and do the activity as described in Activity Directions, this page, right column.

If your group does not have access to the *Handbook* in their language, they can still do this activity once it is translated into their home language. Because they will not be able to look up answers in the *Handbook*, however, they will be dependent on you for some of the information.

Let them work in pairs or threes to fill in as many answers as they can on their own. Then discuss the answers informally, explaining any answers that they do not know.

**Helpful hint:** Tell participants that they can choose more than one government for an item if they think that is appropriate. They are not limited to choosing just one government in each category.

## *Which Government are we Describing?*

### Reading for Details

**Activity Overview:** This activity highlights some basic similarities and differences among the three main levels of government in Canada. The goal of the activity and the related pages in the *Citizenship Handbook* is to give newcomers some practical sense of what the different levels of government do. We hope this information will help make the 'system' seem less confusing to them.

Item #16 on the Handout is a 'trick' question. It does not belong to any of the three government levels shown on the Handout. Before the participants start the exercise, you should tell them that 'one of the items' on the Handout does not fall under the categories shown, and that they can 'write in' the answer for that item. Of course, you *can* tell them that the item is #16, but that removes the challenge.

### Activity Directions:

- This activity can be an individual homework assignment, or it can be done in a class or group session by individuals or small groups. Encourage participants to look up answers or check their answers in *The Citizenship Handbook* on the pages noted.
- If you do this activity in class and do not have time to do all 16 items, divide your group into pairs and have each member of the pair do a different half of the exercise. When both members have finished their work, they can help each other fill in the answers they did not find themselves.
- Follow up the activity with a whole group review where different people offer their answers, and you clear up any problems.

A version of the exercise - with answers - is on the following page.

## Activity 3.5 Which Government are we Describing? (continued)

## Answer Sheet for Handout 3.5

<i>Which government . . .</i>	<i>Municipal</i>	<i>Provincial</i>	<i>Federal</i>
1. has members elected from ridings? (p 45)		X	X
2. may have members elected from wards? (p 55)	X		
3. has power over immigration, taxation, crime, and customs? (p 44)			X
4. may have power over land use, garbage collection, and local policing? (p 44)	X		
5. has power over education, hospitals, motor vehicles, social services? (p 44)		X	
6. has cabinet ministers? (p 46)		X	X
7. calls its members MPs? (p 45)			X
8. calls its members MLAs? (p 45)		X	
9. divides its work among departments? (p 46)			X
10. divides its work among ministries? (p 46)		X	
11. has a mayor as its leader? (p 55)	X		
12. has a premier as its leader? (p 45)		X	
13. has the prime minister as its leader? (p 45)			X
14. makes laws in the Legislative Assembly? (p 45)		X	
15. makes laws in Parliament? (p 45)			X
16. fits between the provincial & municipal governments, and coordinates planning for various regions? (p 54)	<i>Regional governments</i>		

## Activities 3.6 -A through D

**Materials:** If you use Handouts 3.6A, B, or C, you will need copies for everyone in your class or group. For the Handout 3.6D role plays, you need only enough copies of 3.6D to ensure that each role-playing group has a copy of its own directions.

**Immigrant Settlement Groups:** Translate Handout 3.6A into the group's home language. Give out copies and ask group members, working in pairs, to match the people with the quotes on the handout. Follow this with a group discussion covering the answers and any queries that come up about Canada's political process.

Please take note:

- Some of the political jobs mentioned in the 3.6 activities are not defined in the chapter vocabulary. Make sure that everyone knows the basic facts about these jobs before you start the actual activities.
- The role plays (3.6D) should try to be realistic about the work done by the political figures named. If class or group members need ideas, suggest they look in newspapers or magazines.

## Working in Politics

Matching Exercises and Role Plays

**Activity Overview:** These four inter-related activities focus on people who play active roles in Canada's political process. You will not want to use all four activities, but only those that fit the language level and political understanding of your class or group. *Please look at the handouts as you read the next paragraphs.*

- The matching exercise 3.6A and the crossword puzzle 3.6B are different versions of an activity that uses simple facts as clues for matching spoken words with the people who say them. Choose either of these activities for a lower level ESL class.
- Matching exercise 3.6C is more difficult. The clues in the quotes are not obvious. To decide who is speaking, you must know something about the work the political figures do. Use this activity in an upper level or advanced ESL class.
- Role playing can be done at all levels of ESL, and you can best determine if the role plays suggested on Handout 3.6D will be of educational value to your class.

### Activity Directions:

1. Decide which activities your class/group will do.
2. Divide everyone into pairs to do the written exercises on 3.6A, B or C, or divide them into small groups for the role-plays on 3.6D.
3. Give participants their handouts and explain the appropriate directions.
  - When those doing written exercises are finished, bring them together for a whole group discussion of the answers and any necessary explanations.
  - Use the role-plays as a basis for discussing the political roles of the people portrayed, and as an opportunity to discuss your participants' views about Canada's political process.

The answers to the matching tests on Handouts 3.6A and 3.6C, and the solution to the crossword puzzle on Handout 3.6B, are on the next page.

## Activities 3.6 A - D

## Working in Politics (continued)

1. Answers for the matching tests on both Handouts 3.6A and 3.6C are as follows:

- cabinet minister ( 6 )
- mayor ( 8 )
- constituent ( 2 )
- prime minister ( 1 )
- deputy minister ( 9 )
- leader of the  
opposition ( 10 )
- premier ( 5 )
- MP ( 7 )
- candidate ( 4 )
- MLA ( 3 )

2. Answers for the crossword puzzle on Handout 3.6B are as follows:

## ACROSS

- 2. mayor
- 7. opposition (with 14)
- 9. prime (with 10)
- 10. minister (with 3, 5, & 9)
- 11. MLA
- 13. candidate
- 14. leader (with 7)

## DOWN

- 1. constituent
- 3. deputy (with 10)
- 4. MP
- 5. cabinet (with 10)
- 6. civil (with 12)
- 8. premier
- 12. servant (with 6)

## Activity 3.7C

## Unnumbered WORD LIST (see page 43, right column)

- Prime Minister
- federal MP
- voters
- federal riding
- Senate
- majority or minority government
- candidates
- federal departments
- constituents
- House of Commons
- cabinet ministers
- election
- Parliament
- civil service
- deputy minister

## Activity 3.7 - A, B and C:

**Materials:** Make copies of Handout 3.7A or 3.7 B for everyone in your group or class. If you decide to use the diagram on Handout 3.7C, make copies of it for everyone as well.

**Immigrant Settlement Groups:** Translate Handout 3.7A and make copies for everyone. Divide your group into pairs, and ask them to complete as many sentences as they can.

If your group members have translated versions of *The Citizenship Handbook*, they can use them to find any information they might need. Otherwise, supply the information they need as you talk with them about the sentences and their understanding of the government processes described.

At the next meeting, give them all copies of Handout 3.7C, and fill in the diagram with them as you review the sentences and the workings of the federal government.

**ANSWERS:** (1) candidates (2) federal riding (3) voters (4) election (5) federal MP (6) constituents (7) House of Commons (8) majority or minority government (9) Prime Minister (10) Senate (11) Parliament (12) Cabinet Ministers (13) federal departments (14) Deputy Minister (15) civil service

## Understanding the Federal Government Completing Sentences and Diagram

**Activity Overview:** This activity focuses on the federal government - how it is elected and how it functions. The activity has two parts: (1) completing sentences on Handout 3.7A or 3.7B by using the vocabulary or other relevant words, and (2) completing the 3.7C diagram covering the same information. The diagram and the sentences have the same numbering system, so that word used for #7 in the sentences is the same word as #7 on the diagram.

The major difference between Handouts 3.7A and 3.7B is that 3.7A uses simpler sentences. The Handout 3.7B sentences describe the election process and the work of the government in greater detail.

**Activity Directions:** Here are three variations:

- Do Sentences First:** Ask students (in pairs) to do 3.7A or 3.7B as an in-class assignment. Discuss the answers in class. In a day or two, use Diagram 3.7C as an informal review. Do not let students use 3.7A or 3.7B when doing the review (the numbers will give away all the answers). Instead, use the unnumbered word list on the bottom of page 42. Clarify problem areas.
- Do Diagram First:** Give diagram 3.7C and the unnumbered word list on page 42 to small groups; ask them to fill in the diagram. Follow this with a whole-group discussion to clarify any problems. At a later time, assign the sentences of 3.7A or 3.7B, either as a homework assignment or as a different pairs or small group activity, to be done without the help of the diagram. Go over the answers and clear up problems.
- Do Sentences and Diagram Together:** Ask students (in small groups) to fill in Diagram 3.7C as they do one of the sentence sets, either 3.7A or B. Remind everyone that the words keep their same numbers in the sentences, on the word list, and on the diagram. Follow up with a class discussion focused on the process as set out in the diagram.

## Activity 3.8

**Materials:** Make copies of Handout 3.8 for everyone

### Immigrant Settlement Groups:

If your group is using a translated version of *The Citizenship Handbook*, you can translate Handout 3.8 into your group's home language and proceed with this activity as described in Activity Directions, this page, column right.

If you do not have a *Handbook* translated into the appropriate language, you could pick out the questions that you think the group would be most interested in, translate them, and base a group discussion on those questions. Questions 9 through 13 might be good ones for this purpose.

## Law-Making and Citizens

### Reading for Details

**Activity Overview:** This academic exercise covers a range of issues related to law-making - from the actual procedures in Parliament to different ways that citizens can exercise more influence over those who sit in Parliament and make laws. These are activities where citizens can have real clout. Unfortunately, they tend to be neglected, very often because people don't understand them, or cannot see how to use them in the political process. Encourage your classes and groups to look at these political activities carefully. They might find a new way to promote their own concerns about their communities and the country.

### Activity Directions:

- Use this activity either as homework for individual students or as an in-class assignment for small groups or pairs.
- In class, if you need to save time, divide the exercise into two sections. Ask some pairs or groups to do numbers 1 through 7, and others to do 8 through 13.
- When you go over the answers, ask students not only what the correct answers are, but also what those answers mean.

The answer to #10, for example, is "recall" and then "initiative". But what do those words mean? What is a "second reading" (question #2). What do they think about "lobbying" (question #8). To really understand what the political process is all about, the students need to know more than just which word is the correct answer.

## ANSWERS for Handout 3.8:

- |                                       |                                     |                       |
|---------------------------------------|-------------------------------------|-----------------------|
| 1. bill                               | 6. free vote                        | 11. local governments |
| 2. second reading                     | 7. Parliamentary Standing Committee | 12. direct influence  |
| 3. 50 per cent                        | 8. Lobbying                         | 13. ward system       |
| 4. governing party                    | 9. direct democracy                 |                       |
| 5. official position, political party | 10. recall, initiative              |                       |

## Activity 3.9

**Materials:** Make copies of Handout 3.9 for everyone

### Immigrant Settlement Groups:

This crossword puzzle was developed for students who are learning or already know English. It also includes some political concepts that you may not have discussed with your group. If, however, your group is interested in politics and wants some English practice, here is one way you could use the puzzle:

- Make a list of the answers, leaving out the numbers that show where the words go in the puzzle. Make copies of the handouts and the answer list.
- Divide your group into pairs, and give each pair the puzzle, the definitions and the answer lists.
- Assign some parts of the puzzle to each pair, and let them work for a few minutes.
- Gather everyone back together and go over the puzzle, pronouncing the words and clarifying any troublesome definitions. Use the *Citizenship Handbook* to round out the discussion if that seems useful. (See the pages noted with the puzzle Definitions)

## Politics and Law Making

### Review Puzzle

**Activity Overview:** This puzzle provides a review of vocabulary and issues brought up in Chapter three. It concentrates most heavily, however, on pages 49 through 57. If your class has completed Activity 3.8, they will be familiar with most of this material. If they have not done so, you might want them to read some of those pages for homework. Then the puzzle will remind them of what they have already read, rather than 'puzzling' them with completely new material.

### Activity Directions:

- Divide your class into small groups or pairs.
- Distribute the puzzles and definitions, and assign each group or pair a section (or all - you will know best how much work to assign) of the puzzle.
- When you think enough time has passed, bring everyone back together and review the puzzle, using the *Citizenship Handbook* (pages noted with definitions) as a resource for answering questions. (A lower level ESL class may want to do this puzzle in the way described for immigrant settlement groups in the column to the left.)

### Puzzle Answers:

<u>Down</u>	<u>Across</u>
1 riding	4 official opposition
2 by law	7 second reading
3 standing committee	8 and 21 - majority government
5 free vote	9 lobby
6 bill	10 regional
10 and 21 - representative government	11 direct democracy
12 candidates	16 wards
13 constituents	17 referendum
14 petition	18 initiative
15 recall	19 and 21 - minority government
20 at large	23 chair
22 urban	24 voters