

Hello all,

This is our home learning class page, yes, all my classes are on one page so watch for titles of things. Class names will always be stated first so there is no confusion.

I have provided you work to keep you flowing in the course as if we were sitting in our awesome class together learning the content as a team!

Don't worry, I am still here for you, you can message me anytime from 8:30–4:00pm. I am here for you!

.

### **Contact**

1. Email- [krista.metallic@nbed.nb.ca](mailto:krista.metallic@nbed.nb.ca)

If you wish to show me the work you have done you can email me it. Or if you do the work on paper you can take a photo of it to send to me, [only if you want too](#). Just please, make sure I can understand the words on the paper (you know who you are ).

I am here for you and will miss you all dearly during this time.

This isn't the time to be stressed out, if you do the work I would love to see it and you can send me it. Its up to you!

Mrs. Metallic 😊

**Please see your instructions below.**

### **Here is the link you go to:**

<https://lah.elearningontario.ca>

Once you are on the link scroll down until you see "Canadian and International Law" – it's a picture of our country with the flag as the background.

[Now go to:](#)

## Unit 3

Rights and Freedoms

[Click Unit 3 and you will see:](#)

### Overview

It is likely that you believe that the police should arrest people who harm children. Most people can agree on the need to protect children. It is highly unlikely, however, that you would allow the police to come into your home at any time; day or night, with or without cause, to make sure that all the children in the home are safe. While the purpose or intention of keeping children from harm is valid and important, you would not give the police the unrestricted right to violate your rights and freedoms.

Hmmm...this rights business is complicated.

#### Unit 3 Activities

Activity 1: What are Human Rights? Activity 2: How has the protection of human rights changed over time? Activity 3: Does Canada do a good job recognizing and protecting human rights? Activity 4: Beyond our Border: Are human rights protected internationally? Activity 5: Where do we go from here? Activity 6: How would you rank Canada's success in the recognition and protection of human rights?

For each section there are a lot of questions, but, at the bottom of each section the answers are given. **You are expected to read the whole section for each activity. I am asking you ONLY to answer certain questions-** the ones that don't have the answers to them. When you submit your work

#### [Activity 1 questions to answer:](#)

**"Look over"** the *Charter of Rights and Freedoms*. Always keep in mind the purpose for your reading. In this case, you are reading for the following information:

1. Can our rights and freedoms be limited?
2. What are your fundamental freedoms?
3. What are the subheadings or categories used to identify the major categories of rights?
4. Are Aboriginal rights protected in this document?

#### [Activity 2 questions to answer:](#)

**In regards to the bottom part of the document you are reading use THAT graph!**

## Explanation Game

Let's try to understand these findings from Statistics Canada. Use the following sentence starters to consider these findings.

**First focus upon identifying something interesting about the graph:**

*"I notice that..."*

**Follow that observation with the question:** *"Why is it that way?"* or

*"Why did it happen that way?"*

**Try to explain your thinking:** *"What makes you think that?"*

**Try to expand your thinking to make connections:** *"What action do you think can be taken by individuals, groups or government to improve voter turnout?" "What do you think might be the consequences for individuals, the community or the government if people fail to participate in the democratic process?"*

**Try to draw a conclusion:** *"Do you think this is a right Canadians take for granted or a responsibility that is overlooked?"*

### Activity 3 questions to answer

You are going to read a case and answer the follow questions

## Cases

### When Rights Conflict: R. v. Oakes, [1986] 1 S.C.R. 103

1. Describe how s. 1 both guarantees and limits *Charter* rights? Why does the government have to justify limiting a person's rights?
2. Explain the significance of the R v Oakes case.
3. Do you think there should ever be limits to *Charter* rights? Why or why not?
4. Describe a situation where an infringement of a right would be justified.
5. Describe a situation where an infringement of a *Charter* right would not be justified?
6. What do you think about the courts' role in deciding whether an infringement of a right can be justified?
7. What happens if the government cannot show that a *Charter* infringement is justified (i.e. it does not satisfy the elements of the s. 1 analysis)?

8. If a law is declared to have no force or effect, can Parliament or the legislature do anything about it?

#### Activity 4 Questions

## Extend Your Learning

Everything connects to the environment.

Watch this TED Talk with Roger Cox for an intriguing look at how human rights can save the planet. He argues that we can use the law to protect both the planet and human rights. There are many interesting ideas presented in this talk.

Consider:

What were the **3** most significant ideas presented?

Can you make **2** connections to your own knowledge or life experiences?

Can you create **1** question that emerged as you viewed the talk?

#### Nothing for Activity 5 ☺

#### Activity Questions for Activity 6

## How Does Canada Rank?

**Using this chart answer the following questions based on YOUR opinion**

• • all citizens regardless of sex, marital status, religion and sexual orientation (including children, Aboriginals, immigrants and the elderly) are entitled to equal treatment before and under the law. **Answer** \_\_\_\_\_

• • the nation lives up to international rights obligations both domestically and abroad. **Answer** \_\_\_\_\_

• • all people including citizens, government, businesses or corporations and members of the justice community uphold the rule of law. **Answer** \_\_\_\_\_

• the governments uphold fundamental freedoms and rights. One way this occurs is through the creation of fair, equitable and transparent laws. There is a balance of powers and accountability among the branches and levels of government. **Answer** \_\_\_\_\_

• steps are taken to correct historical injustices. **Answer** \_\_\_\_\_

• all Canadians feel that they are treated equally and are protected from discrimination. **Answer** \_\_\_\_\_

• there is a balance between the rights of the majority and the rights of the minority. **Answer** \_\_\_\_\_

• justice is accessible to all people and the dispute resolution process is fair. **Answer** \_\_\_\_\_