

**Lesson Title: Rights and Responsibilities in a Democracy, taken and adapted from studentvote.ca**

**Grade: 6/7**

**Lesson Time: 60+ minutes**

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| <p><b>Core Competencies:</b></p> <ul style="list-style-type: none"><li>• I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.</li><li>• I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices and contribute to making me a unique individual.</li></ul> | <p><b>Big Idea:</b></p> <ul style="list-style-type: none"><li>• Increasingly complex societies required new systems of laws and government.</li></ul>   |
| <p><b>Curricular Competencies:</b></p> <ul style="list-style-type: none"><li>• Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)</li></ul>  | <p><b>Content : (What will students know and understand)</b></p> <ul style="list-style-type: none"><li>• social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas</li></ul> |
| <p><b><u>Students will be able to know:</u></b></p> <ul style="list-style-type: none"><li>• The political and civil rights articulated in the Canadian Charter of Rights and Freedoms; and The history of voting rights in Canada and discriminatory policies related to suffrage.</li></ul> <p><b><u>Students are expected to be able to do:</u></b></p>   |   |

- Identify and explain the responsibilities that come along with our rights and freedoms in Canada; and
- Reflect on previous discrimination with respect to voting rights and assess the significance of people, events or development in regards to universal suffrage.

**Materials & Technologies:**

- Laptop/computer/device

**Lesson:**

**Self-reflection/Discussion:**

Discuss the idea of a 'right' and student brainstorms a list of rights they have at school.

Some examples include:

- The right to an education;
- The right to freedom of thought and expression;
- The right to a clean and safe space;
- The right to be treated fairly and respectfully; and
- The right to make your own friends.

### **Activity #1:**

Watch the following videos:

1. ***Right to Vote:***

[https://www.youtube.com/watch?v=8AFU17NpVS4&ab\\_channel=StudentVote](https://www.youtube.com/watch?v=8AFU17NpVS4&ab_channel=StudentVote)

2. ***History of Voting Rights in British Columbia:***

[https://www.youtube.com/watch?v=Nlw7DL4j84k&ab\\_channel=CIVIX](https://www.youtube.com/watch?v=Nlw7DL4j84k&ab_channel=CIVIX)

### **Activity #2:**

Self-reflection/discussion:

Voter turnout in Canada has declined over the past several decades. In the 2017 British Columbia provincial election, just more than half (57.7 per cent) of eligible voters cast a ballot.

- Why do you think fewer people are voting than before?
- Do you think it is disrespectful to those that fought for the right to vote?
- Are there legitimate reasons not to vote?

### **Activity #3:**

- Student researches the history of voting rights in Canada.
- Key words to search: "History of voting rights in Canada", "Highlights of the Canadian Charter of Rights and Freedoms", "History of voting rights in British Columbia"

- Student completes the Google Docs worksheet:

<https://docs.google.com/document/d/1IVYux9yPW2Z6YWdUs3FCEhgH7RykMsYEp9UfZMyy14A/edit>

**Written Reflection:**

Write a reflection about rights and responsibilities, that answers the following questions.

- How does living in a democracy affect you?
- How would you feel if you were denied the ability to share your views or opinions?
- What is the importance of protecting minority rights in a democracy?
- How important is it that individuals are responsible members of society?
- Will you vote in elections when you turn 18 years old? Why or why not?