Rights, Roles and Responsibilities of Citizens

*So 4.4 explore how ideologies shape individual and collective citizenship*

*So 4.5 examine perspective on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation)*

*So 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict ( humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples)*

**Differing Ideologies...**

* People have different points of view about \_\_\_\_\_\_\_\_\_\_\_, roles and responsibilities as citizens.
* This can be linked to many factors – ideological beliefs and values and personal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Rights, Roles and responsibilities of Citizens**

* Chapter 15 : Pages 396-403

**Respect for Law and Order**

* one responsibility of citizenship is to obey the \_\_\_\_\_\_\_\_\_ of the community in which you live.
* These laws are part of a \_\_\_\_\_\_\_\_\_\_\_ we agree to follow as citizens of a community. Laws can be adapted from citizen feedback.
* \_\_\_\_\_\_\_\_\_\_\_\_\_ system – police officers, judges, prosecutors, ensure the laws are followed.

**More than just the responsibility to follow the laws....**

* COP – Citizens on Patrol – keeping communities safe
* Guardian Angels – volunteers to enforce community laws.

**Political Participation – Why & How**

* A desire on citizens to affect \_\_\_\_\_\_\_\_\_\_\_\_ may encourage citizens in a democratic country to participate in the political process.

*Write a \_\_\_\_\_\_\_\_\_\_\_\_to your mayor, MLA, newspaper*

*Circulate a \_\_\_\_\_\_\_\_\_\_\_\_\_– school, community or online*

*Organize a rally to protest an issue*

*Take an issue to the Human Commission if your rights have been violated*

*Run for public \_\_\_\_\_\_\_\_\_\_\_\_*

*Join or support a political party*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!*

*Join an Interest Group (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ International)*

**Humanitarianism**

* Crisis situations (poverty, natural disasters, abuse) often influence citizens to interpret and \_\_\_\_\_\_\_on their rights, roles and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Protest and Civil Disobedience**

* The freedom to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the decisions made by our government is an important element of democracy.
* When people feel their voices are \_\_\_\_\_\_\_\_\_\_being heard, demonstrations or \_\_\_\_\_\_\_\_\_\_\_\_ are often organized.
* Civil disobedience - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ action taken against something perceived as unjust.

**Citizens and Government during times of conflict**

**Chapter 15: Pages 404 - 411**

**Citizenship and Aboriginal Participation in the First and Second World War**

* Sometimes, despite decisions made by their government, citizens as individuals or collectives, take action based on their ideological convictions.
* In WWI & WWII, Aboriginal \_\_\_\_\_\_\_\_\_\_\_\_\_ accepted the responsibilities of Canadian citizenship, even though the Canadian government had not granted them the \_\_\_\_\_\_\_\_\_\_ of citizenship.

**Aboriginal Participation...**

* 1914 – many Aboriginal people were feeling \_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the Canadian Gov’t as a result of colonial policies of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and discrimination
* But Aboriginal people still \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in large numbers for the war effort

**Aboriginal Participation**

* Many Aboriginal men were skilled trappers and hunters, they were often called on to act as patrol leaders, safely guiding soldiers through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_enemy territory.
* The armed \_\_\_\_\_\_\_\_\_\_\_ was the only place where some Aboriginal men were treated equally in society. Unfortunately post WWI & WWII, Gov’t benefits to Aboriginals were \_\_\_\_\_\_\_\_\_ than non aboriginal benefits.

**2001 Governor General dedication...**

* 2001 GG Adrian Clarkson dedicated the Aboriginal Veterans War \_\_\_\_\_\_\_\_\_\_\_\_\_ in Ottawa – a gesture to thank Aboriginal soldiers for the role they played in fighting for Canada in several wars.

**Citizenship and Anti-War Movements**

* Individuals can express their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a democratic society by taking part in movements or protests against their gov’ts decision to participate or not participate in war.

**Citizenship and Anti-War Movements- The Vietnam Anti-War Movement**

* 1954-1975 North Vietnam vs. South Vietnam (USA backed)
* Attempt to hold back \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ movement began slowly in the 1960’s as public opinion generally supported limited US intervention. The spread of communism was seen as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the values of Liberalism (Cold War Period) and capitalism and the American way of life.

**Vietnam**

* With the increase of American casualties, many Americans began to question the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of American involvement in the war.

**Muhammed Ali**

* Refused to be drafted into the military – opinion polls showed that the \_\_\_\_\_\_\_\_\_\_\_\_ of Americans did not think that US interference in the politics of a foreign country was legitimate.
* Thus the anti-war movement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Anti-War Movement**

* Began in US \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and universities during the 1960’s when more troops were being sent to Vietnam
* By the end of 1968, 500 000 soldiers in Vietnam
* November 15, 1969 – the largest peace march in US history brought \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ protesters to Washington

**Media and the Anti War Protests - Vietnam**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had a huge impact on public opinion and helped the anti-war movement grow.
* Many American’s began to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their country’s role in Vietnam and their own responsibility as citizens.

**Anti-War Protests and the War in Iraq**

* March 20, 2003 the USA, Great Britain and other countries invaded \_\_\_\_\_\_\_\_\_\_\_\_
* In months leading up to the invasion many people help anti-war \_\_\_\_\_\_\_\_\_\_ and marches
* In Canada, anti-war protests were held in cities across the country-Vancouver, Edmonton, Calgary, Winnipeg, Toronto, Montreal, Halifax.

**Citizenship and Pro-democracy Movements**

* November 21 2004, citizens of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_went to the polls to vote in a presidential election.
* Candidates: Viktor Yushchenko (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ candidate) and Viktor Yanukovych backed by the Russian Gov’t
* Problems for Yushchenko during the campaign – interference by Yanukovych and \_\_\_\_\_\_\_\_\_\_\_\_\_ poisoning. Blood tests showed he was poisoned with a key ingredient of Agent \_\_\_\_\_\_\_\_\_\_\_\_\_\_– a herbicide used in the Vietnam war

**The Orange Revolution**

* On election day, numerous allegations of election fraud, voter intimidation, multiple voting and the burning of ballot boxes in areas of strong Yshchenko support. Yanukovych was declared the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the election.
* Nov. 22 – the following day massive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ erupted against the election results.

**The Orange Revolution**

* Hundreds of thousands of people, many wearing orange (Yushchenko’s campaign colors) descended on central Kiev to peacefully state their objection to the apparent election \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and to begin a pro-democracy movement in the Ukraine. It lasted 2 weeks, eventually a new election was held and Yushchenko won.
* A peaceful protest by citizens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the history of a country.

**Pro-democracy Movements in Myanmar**

* Previously known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has been ruled by the military since 1962.
* Since the late 1980’s many clashes between pro-democracy supporters and the gov’t have led to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_, imprisonment, and deaths of thousands of pro-democracy supporters each year.

**Pro-democracy Movements in Myanmar**

* Democratic candidate won an overwhelming victory in a 1990 election, but the results have been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the Myanmar government.

**Citizens and Government during times of peace**

**Chapter 15: pages 412 - 421**

**Famine Relief in Africa**

* 1984 BBC reported that a civil war and drought in \_\_\_\_\_\_\_\_\_\_\_\_\_ had resulted in a massive famine. Over a million died, 8 million were facing starvation.
* Canadian Gov’t gave $50 million, but since then money has \_\_\_\_\_\_\_\_\_ been consistent.

**Tears are Not Enough**

* Canadian, British and American \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_began organizing concerts (Live Aid, We Are the World, Northern Lights-Tears are not enough) donated time and talent to raise $$ for the victims of Ethiopia

**Responding to the 2004 Tsunami**

* 2004 powerful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ off the coast of Indonesia caused a tsunami that hit countries in the Indian Ocean region.
* 200 000 people died and millions were left homeless
* Canadian gov’t would \_\_\_\_\_\_\_\_\_\_\_\_\_ individual Canadian donations - $425 million sent over in total

**Responding to Climate Change**

* Environmental issues concern many Canadians.
* The way citizens respond to global warming and its effects depends on how they see their \_\_\_\_\_\_\_\_\_\_\_\_\_ and responsibilities regarding the environment. (becomes a global issue)
* Some citizens join political parties (Green party) which advocates care of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**David Suzuki and the Role of Citizens**

* Scientist, environmentalist, broadcaster – advocating for the perspective of social and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ change in Canada and has commented widely on the role and responsibilities of citizens in bringing about those changes.

**Grassroots Movements**

* Begin when a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people share a belief about how a situation – often in their own communities – must be changed

**Pro-Democracy Movements Assignment**

Task : Complete a t-chart/mindmap/ppt to identify and explain both historic and contemporary Pro-Democracy movements. Include text, video and explanations on at least 2 historic and 2 contemporary. Be prepared to present!

Evaluation: Content (25 marks)

Dazzle: 5 marks