



Unit 2 Lesson 4.1: Making Laws

Lesson Overview

(75 minutes)

In this lesson students will learn about the legislative process (how laws are made) at both federal and provincial levels. They will also learn about the nature of municipal/local by-laws.

Connections to Inquiry Process (at least one)	Connections to Political Thinking Concept(s)
<ul style="list-style-type: none">★ Interpret and Analyze★ Evaluate and Draw Conclusions	<ul style="list-style-type: none">● Objectives and Results● Political Perspective● Political Significance
<p>Curriculum Expectations</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset</p> <p>A2.3 apply the concepts of political thinking when analysing current events and issues involving local, national, and global communities</p> <p>B2. Canadian and Indigenous Governance Systems: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations (FOCUS ON: Stability and Change; Political Perspective)</p> <p>B2.2 explain, with reference to issues of civic importance, the roles and responsibilities of the two orders of government in Canada (federal and provincial),* as well as of territorial, municipal and Indigenous governments, and of key positions within each</p> <p>B2.4 describe, with reference to federal, provincial, and territorial governments, the functions of the three branches of government in Canada (i.e., executive, legislative, judicial) and the roles/ responsibilities of key positions within governments, and explain how the branches can affect political, economic, and social stability in Canada</p> <p>B2.6 describe the process for amending an existing law or passing a new law federally and provincially</p>	<p>Learning Goals</p> <p>We are learning to understand the law-making process in a democratic society so that we can make decisions which will benefit the common good.</p>



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<p>Readiness</p> <ul style="list-style-type: none"> Students will have knowledge of different orders (levels and branches) of government. Knowledge of the Charter of Rights and Freedoms is important as all new laws must adhere to the Charter. <p>Terminology</p> <ul style="list-style-type: none"> Bill Chamber Amendment Law/Act Bylaw Legislation Reading 	<p>Materials</p> <ul style="list-style-type: none"> Computer Projector Screen Computer lab, tablets or individual devices Copies of Exit Card if required <p>Resources: Indigenous Corporate Training Inc.: the Seventh Generation Principle audio Bioneers - Seven Generations Parliament of Canada: How does a Bill become a Law? TVO: How a law is made</p> <p>Indigenous Pedagogies</p> <ul style="list-style-type: none"> Seventh Generation Principle. The teacher can play the audio link as a preface to the lesson. Thinking about decisions that have come before and after. What is a generation? Seven Generations Bioneers Short Clips
<p>Minds On</p> <ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning 	<p>Connections</p>
<p>The purpose of laws and bylaws Whole class, then in pairs (10 minutes)</p> <ol style="list-style-type: none"> Play the audio link: What is the Seventh Generation Principle? After the audio, ask students if the laws we have consider this principle? Students should then brainstorm laws that we have that may address this principle. Answers will vary. Introduce the concept of a by-law by distributing the following activity page to each student: Minds on: By-laws in Canada Read the description of a by-law at the top of the page together as a class. Instruct the students to brainstorm reasons why these laws might be in place in these individual communities. Have them consider the size of the community, the nature of the bylaw and 	<p>Assessment: Assessment <i>for</i> learning:</p> <ul style="list-style-type: none"> Anecdotal feedback and teacher observation: How are students responding to the teaching strategies in this lesson? <p>Differentiated Instruction:</p> <p>Differentiation of:</p> <ul style="list-style-type: none"> Process with grouping strategies <p>Based on:</p> <ul style="list-style-type: none"> Interests and readiness



<p>when/who it applies to. They can do this in small groups or partners and jot their ideas down directly on the page in the margins.</p> <p>5. Conduct a whole group discussion to review student responses.</p>	
<p>Action</p> <ul style="list-style-type: none"> Introducing new learning or extending/reinforcing prior learning Providing opportunities for practice and application of learning (guided > independent) 	<p>Connections</p>
<p>Using interactives to explore the law-making process (30-40 minutes)</p> <ol style="list-style-type: none"> Introduce the law-making process in Ontario by selecting ONE of the bills as a class on the interactive site: How a Bill Becomes Law Legislative Assembly of Ontario and reviewing the process. Organize students into partners or small groups and have them choose a different bill on the same interactive page and to go through the process of creating their own bill. Conduct a whole-class debrief where each group discusses their bill and any problems or issues they encountered. As a whole class, watch the video from the Parliament of Canada: How does a bill become Law? <p>Teacher Note: Before the video, consider identifying and providing definitions of some key terms: chamber, amendment, bill, reading</p> <ol style="list-style-type: none"> In their same groups or partners, provide devices to students. The teacher will instruct students to load the interactive "Choose your chamber" from the Library of Parliament and allow students to direct this activity by providing input at each stage. Alternatively, show this video: How a Law is Made TVO Today. <p>Teacher Note: The teacher can circulate throughout the class to ensure students are on task and understand the prompts.</p> <ol style="list-style-type: none"> Distribute the handout, How a Bill Becomes a Law, to each student. Invite the students to examine the diagrams and look for differences in the legislative branches (e.g., no senate at provincial level, GG at federal level instead of LtG). Have students share their responses. 	<p>Assessment: Assessment <i>for</i> learning:</p> <ul style="list-style-type: none"> Anecdotal feedback and teacher observation: How are students responding to the teaching strategies in this lesson? <p>Differentiated Instruction:</p> <p>Differentiation of:</p> <ul style="list-style-type: none"> Process through modeling/guided practice and grouping. Also the teacher can utilize verbatim reading. Content by supporting ELL students with new vocabulary <p>Based on:</p> <ul style="list-style-type: none"> readiness <p>Quick Tips: For more detailed information on this process at the provincial level, see this document from the Legislative Assembly of Ontario: Education Kit for Teachers Bill to Law.pdf</p>
<p>Consolidation</p> <ul style="list-style-type: none"> Providing opportunities for consolidation and reflection Helping students demonstrate what they have learned 	<p>Connections</p>



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Individual Exit card based on thinking routine from Project Zero: Parts, Purposes, Complexities

Students can access their [Exit Card tracker](#) to keep track of their exit cards or use the following [Exit Card: Parts, Purposes and Complexities of Making Laws](#).

(5-10 minutes)

- What are the parts/components of law making?
- What are the purposes of each of these components?
- What are its complexities of law making in achieving what is best for all people (the common good)?

Students should be able to respond to these questions based on the different laws they have examined and how this might impact how laws change for the next lesson.

Assessment:

Assessment *as/of* learning:

- Students will complete the reflective activity in the exit card

Differentiated Instruction:

Differentiation of:

- Content by providing students pre-printed copies of the Exit card
- Teacher may also use verbatim reading

Based on:

- Learning

By-laws in Canada

A by-law is a law that applies to an organization and only applies to members of that organization. This is also the same for laws in a municipality or local community in Canada. The following laws only apply to these communities.

Task: read through each of the following bylaws and then brainstorm WHY this law might have been introduced. What was the reason why this was made into law?

[The Bagpipe bylaw in Victoria, BC](#)

Bagpipers

If a street entertainer's performance includes bagpipes, then the street entertainer shall not perform:

- (1) within the area commonly known as the Upper Causeway except at the northwest corner of Belleville Street and Government Street;
- (2) at the same time as another street entertainer whose performance includes bagpipes;
- (3) at the same time as carillon concerts or special events which include music and have been approved by the City of Victoria; and
- (4) except between the hours of 11:00 a.m. and 1:00 p.m. and 5:00 p.m. and 10:00 p.m. Monday to Friday or between the hours of 10:00 a.m. and 10:00 p.m. Saturday, Sunday and statutory holidays.

Reasons?

[The Bathtub bylaw in Etobicoke, ON](#)

Water Level

Lawmakers in Etobicoke, Ontario, are big believers in bathtub safety, so much so that a local bylaw states that a bathtub should not be filled with more than three-and-a-half inches of water. Note to Etobicoke lawmakers: next time you take a bath, fill it with three-and-a-half inches of water and see how that works out for you...

Reasons?

[The Whistling bylaw in Petrolia, ON](#)

An update to Petrolia's noise bylaws in 2009 means the veil of silence no longer hangs over the town, yet an archive of the municipality's website from as recently as 2007 issues the ultimatum.

"Yelling, shouting, hooting, whistling or singing is prohibited at all times," it said.

Reasons?

[The Paint bylaw in Perth, ON](#)

When Angie Gilchrist painted her storefront in Perth, Ont., she was hoping to attract more customers. Instead, the business owner has attracted the attention of city officials who say the purple, orange, and lime-green façade breaks a heritage bylaw.

Gilchrist chose to repaint Shadowfax, her jewelry and clothing store located on Perth's popular Foster Street, because it needed a new look.

But the colours she chose are against Perth's heritage bylaws, which require business owners to conform to a palette chosen by the city.

Reasons?

[Prohibited animals bylaw in Toronto, ON](#)

MAMMALS

Artiodactyla (such as cattle, goats, sheep, pigs)
Canidae (such as coyotes, wolves, foxes, hybrid wolf dogs) except dogs
Chiroptera (bats such as fruit bats, myotis, flying foxes)
Edentates (such as anteaters, sloths, armadillos)
Felidae (such as tigers, leopards, cougars) except cats
Hyaenidae (such as hyenas)
Lagomorpha (such as hares, pikas) except rabbits
Marsupials (such as kangaroos, opossums, wallabies) except sugar gliders derived from self-sustaining captive populations
Mustelidae (such as mink, skunks, weasels, otters, badgers) except ferrets
Non-human primates (such as chimpanzees, gorillas, monkeys, lemurs)
Perissodactyla (such as horses, donkeys, jackasses, mules)
Proboscidae (elephants)
Procyonidae (such as coati mundi, cacomistles)
Rodentia (such as porcupines and prairie dogs) except rodents which do not exceed 1,500 grams and are derived from self-sustaining captive populations
Ursidae (bears)
Viverridae (such as mongooses, civets, genets)

Reasons?

[The 8-inch grass bylaw in London, ON](#)

Yard and Lot Maintenance By-law

We would all like to live in a place where things are kept clean and where we feel safe. The City of London PW-9 By-law is in place to make certain that refuse is not being hoarded, dumped, or poorly contained on properties.

This by-law is primarily enforced through community complaints; however there are certain areas in the City which are enforced proactively on a regular basis due to a history and high volume of complaints.

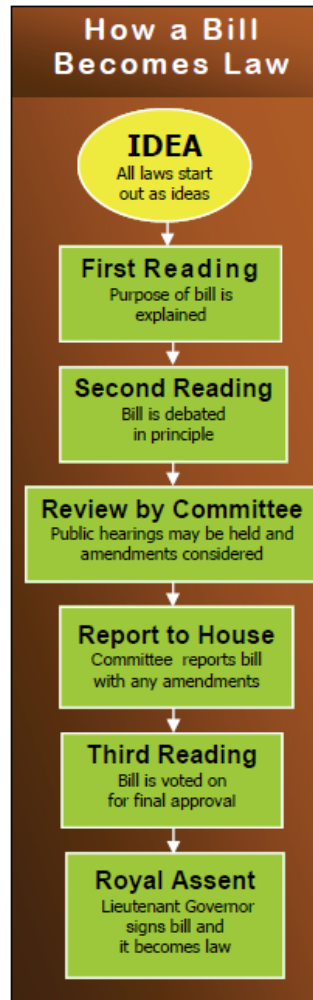
Some common violations we see include:

- grass and weeds over 20 centimetres (8 inches) in height

Reasons?

The Legislative Branch: How laws are made

Which is which? Examine the two diagrams below. Each one of them illustrates how laws are made at the provincial and the federal level.



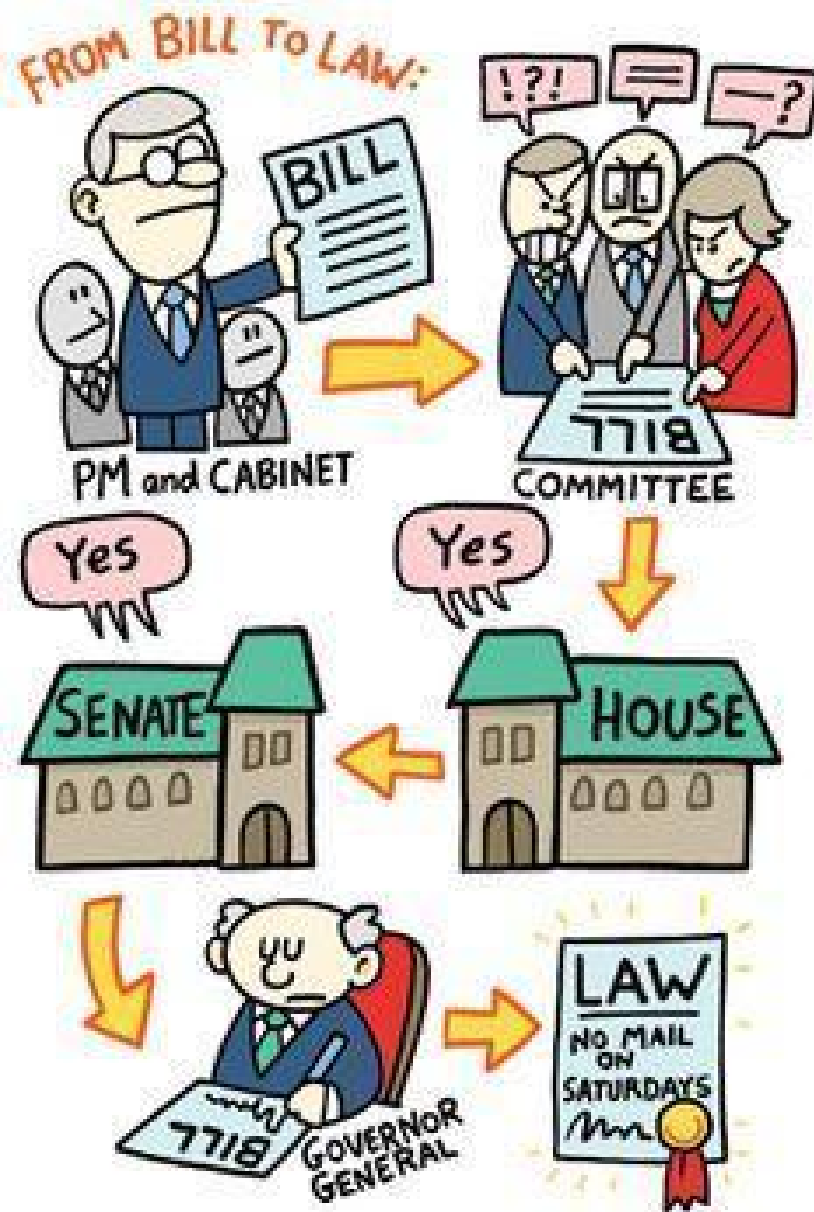
 How Laws are Made



Federal or Provincial?

Chart on the left represents the _____ legislative branch, while right represents the _____ legislative branch.

Use one **key term** from the diagram(s) to explain the difference between the two in a sentence on the next line.



Does the diagram on the left show the **PROVINCIAL** or the **FEDERAL** parliamentary process? Circle one.

PROVINCIAL

FEDERAL

What are **TWO** differences between the passing of a law at the Federal (country) vs. Provincial (province)?

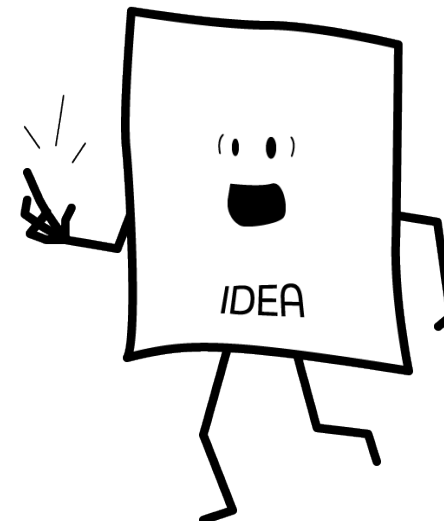
HOW DOES A BILL BECOME A LAW?



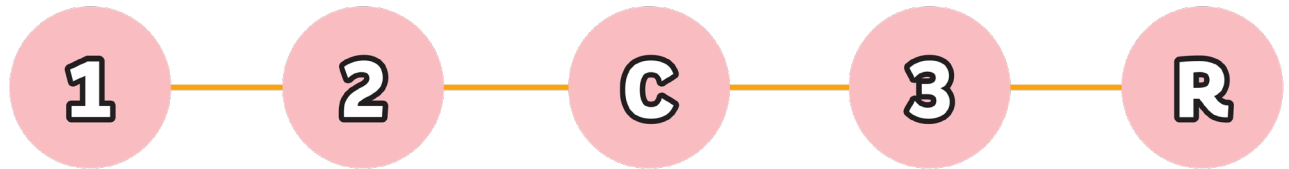
The process of passing bills into law is one of the main tasks of a Legislative Assembly and it takes up a major portion of the Assembly's time. All bills must pass through several stages of the legislative process before a bill can become a law - the stages are based on the British (Westminster) model.

While the process is similar in all unicameral Canadian legislatures, over time, it has been modified in each jurisdiction as circumstances and political events have dictated. During this process, the MPPs have an opportunity to study the bill, listen to experts and citizens, and propose suggestions on how to improve the bill before it becomes law.

In Ontario, there are three kinds of public bills, which pertain to matters of public policy: Government Bills – introduced by Cabinet Ministers; Private Members' Public Bills – introduced by MPPs who are not Ministers; and Committee Bills – introduced by the Chair of certain standing committees.



STAGES OF A BILL



FIRST READING

Bills are introduced during Routine Proceedings, when the House is in session. When a bill is introduced it is called First Reading. At this time, the objectives of the bill are explained and the MPPs decide whether to accept the bill for future debate. Each member receives a copy of the bill and the debate is usually scheduled for several days later, giving the MPPs time to study the bill.

SECOND READING

Second Reading, gives the MPPs an opportunity to debate on the principles of the bill. After the debate, the MPPs vote on whether to move the bill through to the next step. In some cases, the bill may move directly to Third Reading, but often, it is first sent to a Standing or Select Committee.

COMMITTEES

A committee is made up of a small group of MPPs from all political parties. They meet to consider bills or other specific issues that the House has asked them to review. Standing Committees exist for the duration of a Parliament, and Select Committees are set up for a limited time to study a particular issue.

The Committee stage is an opportunity to call witnesses, examine the bill in detail, and make amendments. Members of the public can share their thoughts and ideas about a bill by making a presentation to a committee, submitting material or attending hearings. If you present to a committee, your presentation will become part of the official public record of the committee. After the witnesses have been heard, the bill is examined clause-by-clause, during which time any amendments are voted on. Finally, the committee votes on the bill as a whole, and whether to report it back to the House.

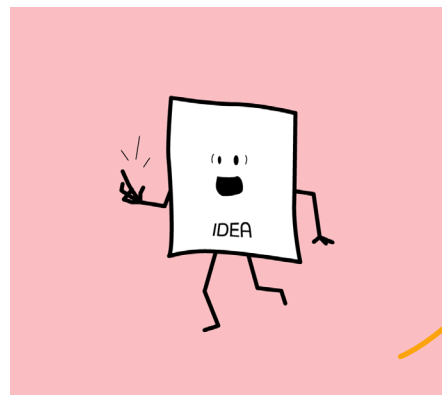
THIRD READING

Third Reading is the final stage of a bill, when the MPPs decide whether the bill will pass. MPPs have an opportunity to debate the bill for the last time. At the end of the debate, the Speaker calls for a final vote.

ROYAL ASSENT

By convention, the passage of a bill by the Legislative Assembly requires the assent of the Sovereign or her representative, the Lieutenant Governor. Royal Assent takes place in the House or the Lieutenant Governor's chambers. Once the bill receives Royal Assent it becomes an Act. An Act becomes law when it comes into force, which may happen immediately or at a later date if specified in the Act.

HOW A BILL BECOMES A LAW

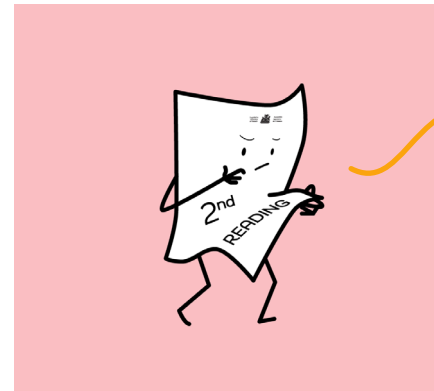
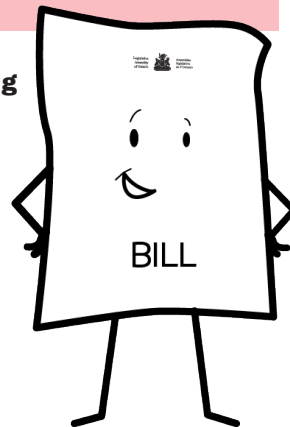


Idea

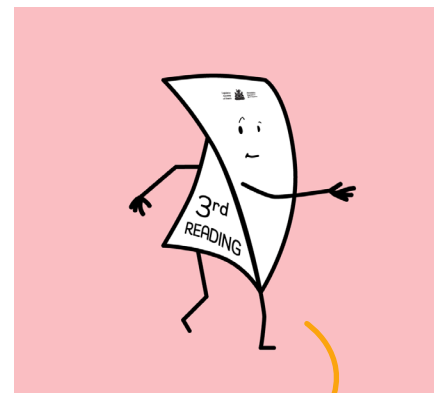
All bills start with an idea written in legal language and presented to the Legislative Assembly by an MPP.



First Reading



Second Reading



Third Reading

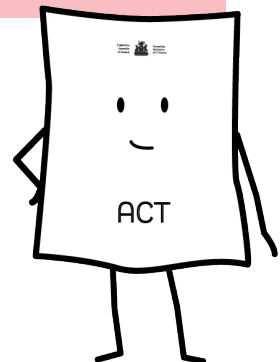


Committees

A bill can be sent to a committee after Second Reading or it can proceed directly to Third Reading. There are three types of committees: Standing Committee, Select Committee and Committee of the Whole House.

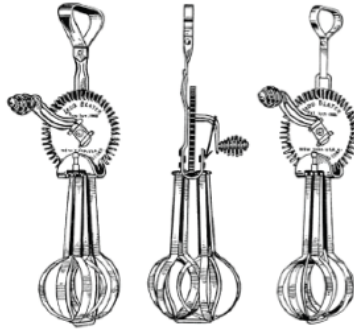


Royal Assent



Parts, Purposes, Complexities

Looking Closely.



Choose an object or system and ask:

What are its **parts**?

What are its various pieces or components

What are its **purposes**?

What are the purposes of each of these parts?

What are its **complexities**?

How is it complicated in its parts and purposes, the relationship between the two, or in other ways?

For more information about the Agency by Design project, as well as additional resources, please visit agencybydesign.org.

For more information about the Artful Thinking project, as well as additional resources, please visit pzartfulthinking.org.

Share your experience with this thinking routine on social media using the hashtags **#PZThinkingRoutines** and **#PartsPurposesComplexities**.

Parts, Purposes, Complexities, cont'd

Purpose: What kind of thinking does this routine encourage?

This thinking routine helps students slow down and make careful, detailed observations by encouraging them to look beyond the obvious features of an object or system. This thinking routine helps stimulate curiosity, raises questions, and surfaces areas for further inquiry.

Application: When and where can I use it?

This thinking routine can be used to explore any object or system. This routine can be used on its own, or in combination with another routine. Here are some ideas and considerations for putting this thinking routine into practice:

The routine provides an opportunity to make students' thinking visible through creating lists, maps, and drawings of the parts, purposes, and complexities of various objects and systems. You may introduce the three elements of this routine all at once, or you may want to introduce the three elements of the routine one at a time.

If an object students are working with is present and/or physically visible, students might not need a lot of background knowledge. However, if students are working with a system—like democracy—it may be helpful for students to have background knowledge or to give them an opportunity to reflect on their experiences interacting with that particular system.

To take this routine to the next level, after students have considered the parts, purposes, and complexities of an object as it is, you may consider having students take apart the objects they are working with—and then continue to identify the parts, purposes, and complexities they notice using different colored markers. You may consider swapping out the word “complexities” for more accessible terms, such as puzzles or questions.

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For more information about the Artful Thinking project, as well as additional resources, please visit pzartfulthinking.org.

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This thinking routine was originally developed by the Artful Thinking project, and adapted by the Agency by Design project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

EXIT CARD: ONGOING JOURNAL

This is your exit card ongoing journal for the duration of the course. Throughout the course, you will be asked to write an exit card - this journal is where you will keep track of all your entries.

Fill in the chart below each time your teacher asks you to write an exit card:

EXIT CARD #:	DATE and NAME/TOPIC OF LESSON	QUESTION TO BE ANSWERED	YOUR ANSWER (make course and life connections, too)

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Using the **RUBRIC BELOW THIS CHART**, give yourself a mark out of 10 for **EACH** of the categories: Knowledge, Thinking, Communication, and Application and a one-sentence explanation (for each category) as to why you gave yourself that mark. Write your answer below:

CATEGORY	MARK OUT OF 10	ONE SENTENCE EXPLANATION
Knowledge		
Thinking		

Communication		
Application		

EXIT CARD RUBRIC: Ongoing Journal

Name: _____

Categories	Below Level 1: 0-49%	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge: (e.g., facts, terms, definitions) <i>Did you fill in ALL the exit cards from the course?</i>	Did not meet requirement OR No evidence	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Thinking: Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) <i>Did I answer the questions in a robust way? Did you give yourself a mark?</i>	Did not meet requirement OR No evidence	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Communication: Clear expression and logical organization in oral, visual, and written forms <i>Are my responses clear and easy to understand?</i>	Did not meet requirement OR No evidence	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Application: Making connections within and between	Did not meet requirement OR	makes connections within and between	makes connections within and between	makes connections within and between various contexts with	makes connections within and

various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts) <i>Am I making connections to my life and/or the course?</i>	No evidence	various contexts with limited effectiveness	various contexts with some effectiveness	considerable effectiveness	between various contexts with a high degree of effectiveness
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Exit Card: Purposes, Parts and Complexities of Making Laws

1. What are the **parts/components** of law making? Think about who is involved, what institutions are involved and the different steps in making a law. For this question, you can DRAW, DOODLE, or WRITE your answers.
2. What are the **purposes** of each of these components? For each of these different parts or components, think about WHY they are important in making laws in a democracy. For this question, you can add notes under each of the parts/components you identified in question 1 in point form or complete the chart below.

Part/component	Purpose

3. What are its **complexities** of law making in achieving what is best for all people (the common good)? For this question, consider the different perspectives of stakeholders who are impacted by the law or who advocated for or against the law and what the competing rights and responsibilities are for a law. Use *specific examples* of laws we have studied in this course.