

TEACHER'S GUIDE

Grades 5-12



CANADA'S CONSTITUTIONAL MONARCHY

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Teacher Resource Guide developed by
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Canada's Constitutional Monarchy (Dundurn Press, 2011)

The Provincial Crown Teacher's Guide using *Canada's Constitutional Monarchy*

Grades 5-12

Includes Chapters Two (The Canadian Constitution and Authority) and Five (The Lieutenant Governors and the Provincial Crown)

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This Teacher’s Guide has been designed for use by the Vice-regal offices across Canada, and meets the various provincial curriculum expectations set out by their respective ministries of education. Teachers are free to adapt these lessons to the needs of their students – the main goal of each activity is to enhance the understanding and appreciation of the Crown as a unique Canadian institution.

I INTRODUCTION

Canada is a blended family made up of very different provinces, territories, regions, and peoples. These differences can range from language to environment, and just as in any blended family, they can be sources of conflict and misunderstanding. There is always the danger that Ontario's concerns could overshadow those of Nova Scotia, that the rights of one group of people could seem more important than those of another, or that the preservation of one region's culture could be threatened by another's larger population. Every part of Canada brings something different to our national and provincial tables, creating the very complex country in which we live.

So how do we keep it all together?

Institutions have grown within our country that unite us as Canadians (as well as Albertans, Quebecers, Nova Scotians, etc). The most important of these institutions — the very foundation of the entire country — is the Crown.

In the Ontario curriculum there is no mention of the words Sovereign/monarch/Queen, governor general, prime minister, cabinet, or responsible government within the Grade 10 Civics document (the only time government is discussed in high school). The definition — wholly incorrect — of Parliament is given as: "An elected assembly responsible for passing legislation and granting the right to levy taxes. In Canada, the federal legislature consists of the Sovereign's representative, the Senate, and the House of Commons." The elected House of Commons only constitutes one third of Parliament, and all three parts (including the Senate and Queen) are involved in passing legislation and levying taxes. A correct definition would be:

The supreme legislature of Canada consisting of the Queen (represented by the governor general), the Senate and the House of Commons. (Kevin MacLeod, A Crown of Maples)

While the definition is given in the document's glossary, there is no mandate that it must be learned by the students. The absence of such key fundamentals of Canada's political structure holds true in the curricula of Saskatchewan, Alberta, and Quebec, while Newfoundland and Labrador, Manitoba, British Columbia (although the Sovereign is not mentioned), and Prince Edward Island do deal with them to varying degrees.

II WEBSITE

Canada's Constitutional Monarchy has an online resource at www.canadiancrown.com that is filled with images, sources and links related to the Canadian Crown. This resource is continually updated, and includes a twitter feed that posts the most recent news items related to the monarchy in Canada.

Educational links concerning the Canadian Crown can also be found at this site.

Waterdown District High School (Hamilton-Wentworth District School Board, Ontario) has developed an online textbook that provides many different resources for teaching Canadian Civics (www.waterdowncivics.org).

Many of Canada's vice-regal offices have developed education resources and teachers are encouraged to consult their websites. Links are available at www.canadiancrown.com (click on Links).

III CHAPTER SUMMARIES

Chapter One - History of the Canadian Crown

The roots of the monarchy in Canada stretch back into the fifteenth and sixteenth centuries. Major events in the development of the Canadian Crown are explored. Beginning with the courts of King Henry VII and King Francois I, the Canadian Monarchy is presented as a rich and ancient institution that has often been at the heart of Canada's development as a modern state. Hardly a leftover from the British Empire, the Crown in Canada has been the framework for building a country.

Chapter Two - The Canadian Constitution and Authority

Most Canadians are unaware of the complex nature of their country's constitution. Due to Canada's proximity to the United States, many Canadians believe their constitution is a single document that spells out the rules and boundaries of the government. Instead, the Canadian Constitution is a series of both written documents and unwritten traditions, conventions and practices. The idea of royal authority and the vital role of the Crown in our parliamentary democracy help us understand the nature of the Canadian Constitution.

Chapter Three - The Queen of Canada

Canada was the first country to proclaim Elizabeth II as Queen in 1952. The Royal Styles and Titles Act of 1953 gave Elizabeth II the unique title of "Queen of Canada." As the personification of the state the Queen is far more than simply a Head of State, rather she is the Sovereign.

Chapter Four - The Governor General and the National Crown

The personal representative of the Sovereign in Canada, the governor general, holds the oldest office in the country (stretching back over 400 years). The many important duties of the Queen's federal representative are explored, as well as the connections of past governors general with Canada's development (political, social and cultural).

Chapter Five - The Lieutenant Governors and the Provincial Crowns

Each province has a personal representative of the Sovereign, in effect making Canada a "compound monarchy." In a complex confederation such as Canada's, provincial sovereignty is very important. The role of the provincial Crown is explored here with references from across the country.

Chapter Six - The Crown in the day-to-day life of the Country

The Crown is everywhere in Canada. It is so much a part of the country's identity and culture that few actually notice that it is there! From national, provincial and local events to sporting events to important symbols the Crown is explored in Ontario highway signs, the Chemin de Roy, Royal Regattas, sporting trophies (Stanley Cup et al), RCMP, the Royal Manitoba Winter Fair and even the Queen dropping the puck at a Vancouver Canucks game (and much more).

Chapter Seven - First Nations and the Crown

The relationship between the Crown and Canada's First Nations is ancient and remains relevant to this day. Few Canadians realize that treaties are made between First Nations and the Crown and are protected by the honour of the Sovereign. Understanding this rich and complicated bond is essential to understanding the relationship between Canada and its Aboriginal Peoples.

Chapter Eight - The Military and the Crown

Members of the Canadian Royal Family are intimately involved with the Canadian Forces. It was King George VI and Queen Elizabeth who dedicated Canada's National War Memorial in 1939. Before that, King Edward VIII (in his first and only overseas visit in 1936) dedicated the Vimy National Monument in France - Queen Elizabeth II would rededicate the monument in 2007. The Queen, her family and representatives keep close connections with regiments across the country as colonels in chief. Canadian regiments are discussed, as well as royal symbolism used throughout the Canadian Forces and the important relationships that stretch back (in some cases) centuries.

Chapter Nine - The Canadian Honours System

A unique and indigenous honours system has developed in this country over the past century. A brief history is given, with examples of both the Canadian and the provincial honours systems. Examples include the Order of Canada, the Canadian Victoria Cross and such provincial orders as Alberta's Order of Excellence.

Chapter Ten - The Canadian Heraldic Authority

Heraldry – the granting of coats of arms and flags – is an ancient practice that has developed from the 12th century. The Canadian Heraldic Authority was established in 1988 when this prerogative was delegated to the governor general by Queen Elizabeth II. A brief history and explanation of the granting and design process is given, including the responsibilities of Canada's heralds.

Chapter Eleven - Royal and Vice-Regal Tours

The significance of Royal Tours is explored as a way to highlight Canadian business, culture and history. This exploration includes the historic 1939 Royal Tour of King George VI and Queen Elizabeth, as well as the 2011 tour of the Duke and Duchess of Cambridge.

Chapter Twelve - The Heir to the Throne

A lot of attention is focussed on the Canadian Sovereign, but what about the heir to the throne? The Prince of Wales has found many active ways of being a part of the Canadian state. Prince Charles, the current heir to the throne, is shown as a progressive individual reflecting mainstream Canadian attitudes on such issues as the environment, youth and business. The Duke and Duchess of Cambridge and their increased involvement in Canadian society are also discussed in this chapter.

Chapter Thirteen - The Commonwealth and the Queen's Other Realms

The successor of the British Empire, the modern Commonwealth is a dynamic organization that now admits states with no historic connection to the United Kingdom. Within this vast world body are sixteen Commonwealth Realms that acknowledge Elizabeth II as their Sovereign. This does not mean that Commonwealth Realms are subservient to the British Crown. Rather their respective Crowns are now sixteen separate monarchical institutions. Put simply, Elizabeth II's role as Queen of New Zealand is independent from that of Queen of Canada.

Did You Know?

The strength of the institution is in its details - listed here are dozens of interesting stories and anecdotes from across the country that illustrate the depth of the Canadian Crown in our society.

Appendices

English, French, British, and Canadian sovereigns are listed here as well as governors, governors general, and Canadian officers of the Crown. A glossary is also included in this section.

Sources

A bibliography of all available sources is included – www.canadiancrown.com also includes a list of sources that have become available since the publication of *Canada's Constitutional Monarchy*.

IV CURRICULUM LINKS

The activities in this package can be used to meet the following provincial curricula:

PROVINCE	CONNECTIONS
Alberta	<p>Grade Nine: Canada: Opportunities and Challenges</p> <p>General Outcome 9.1: Issues for Canadians: Governance and Rights</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding and appreciation of how Canada’s political processes impact citizenship and identity in an attempt to meet the needs of all Canadians. <p><u>Knowledge and Understanding</u></p> <p>Students will:</p> <p>9.1.4 examine the structure of Canada’s federal political system by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How are laws passed in the federal political system? (PADM) • What is the relationship between the executive, legislative and judicial branches of Canada’s federal political system? (PADM) • What processes are used to determine Members of Parliament (MPs) and Senators? (PADM) • To whom are Members of Parliament and Senators accountable? (PADM, C) • What is the role of political parties within Canada’s federal political system? (PADM, C) • To what extent do political and legislative processes meet the needs of all Canadians? (PADM, C)
British Columbia	<p>Grade 11 Civics</p> <p><u>Informed Citizenship:</u></p> <p>It is expected that students will:</p> <ul style="list-style-type: none"> • demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including <ul style="list-style-type: none"> – roles of individuals in society – governance – rights and responsibilities – culture, language, heritage, and community – environment and geography – international relations • identify historical roots of the Canadian political and legal systems, including <ul style="list-style-type: none"> – British parliamentary system – political philosophies and parties – British common law – le droit civil (French civil code) – British North America Act

	<ul style="list-style-type: none"> describe the division of powers in Canada among federal, provincial, territorial, First Nations, and municipal governments <p><u>Civic Deliberation:</u></p> <p>It is expected that students will:</p> <ul style="list-style-type: none"> evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as <ul style="list-style-type: none"> power and influence circumstances methods of decision making and action public opinion
Manitoba	<p>Canada in the Contemporary World: Democracy and Governance in Canada</p> <p><u>9.2.1 Law, Order, and Good Government</u></p> <p>KC-005 Give examples of ways in which government affects their daily lives. Examples: rights and freedoms, security, laws, education, health care, services...</p> <p>KC-006 Describe Canadian parliamentary democracy. Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.</p> <p>KC-007 Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.</p> <p>KP-044 Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.</p> <p>History of Canada – Grade 11</p> <p>How has Canada’s history shaped the Canada of today?</p> <p><u>Governance and Economics</u></p> <p>2. Canada’s parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.</p> <p>3. The role of government and the division of powers and responsibilities in Canada’s federal system are subjects of ongoing negotiation.</p> <p>SENIOR 3: Canada – A Social and Political History (1988)</p> <p><u>Unit III – Government, Federalism, and Politics</u></p> <p>2. Federalism</p> <ul style="list-style-type: none"> What features of British parliamentary government and the American federal system were written in to the British North America Act? Which features were not written into the B.N.A. Act? What concerns has federalism created? (Examples: federal-provincial concerns and conferences; French-English interaction; Western alienation.) What constitutional changes took place in 1982? What have been the implications? What is the changing nature of federalism?

New Brunswick	<p>Social Studies 9 (Canadian Identity), Unit 4: Citizenship</p> <p>9.4.3 Demonstrate an understanding of the structure and operation of government in Canada under a federal system</p> <ul style="list-style-type: none"> • describe the operation and responsibilities of government at the • municipal, provincial and federal levels • demonstrate an understanding of the relationship between the • provincial and federal governments and account for provincial and • regional variations in this relationship • examine the roles and responsibilities of the executive, legislative, and judicial branches of government • examine the processes leading to the formation and dissolution of governments <p>Canadian History 122</p> <p>Unit One: 1867-1890</p> <p><u>The Macdonald Era: Expansion and Consolidation</u></p> <p>Section One: Nation Building</p> <p>Outcome #1: Students will demonstrate an understanding of and the reasons for the workings of the Canadian federal system of government.</p> <p>Outcome #4: Students will demonstrate a knowledge of the tension between federal and provincial Governments and their rights and powers which developed during this era.</p>
Newfoundland and Labrador	<p>Social Studies – Grade 7</p> <p><u>Unit Three: Political Empowerment</u></p> <p>7.3.4 Explain the political structure of Canada as a result of Confederation</p> <ul style="list-style-type: none"> - examine the concept of Federalism - chart the structure of the Canadian government after Confederation - compare and contrast the power given to the different levels of government by the BNA Act - explain the democratic process in Canada (the role of the individual) <p>7.3.2 Analyse how the struggle for responsible government was an issue of political empowerment and disempowerment</p> <p>7.3.4 Explain the political structure of Canada as a result of Confederation</p> <ul style="list-style-type: none"> - examine the concept of Federalism - chart the structure of the Canadian government after Confederation - compare and contrast the power given to the different levels of government by the BNA Act - explain the democratic process in Canada (the role of the individual) <p>Social Studies – Grade 9</p> <p><u>Unit Five: Citizenship and Identity: What it Means to be Canadian</u></p> <p>SCO 14 - The student will be expected to demonstrate an understanding of the structure and operation of government in Canada under a federal system</p>

	<p>14.1 describe the organization of government in Canada at the federal, provincial and municipal levels</p> <p>14.2 explain the purpose and responsibilities of the executive, legislative, and judicial</p>
Northwest Territories	The Northwest Territories does use a Grade Five textbook, <i>Canada A Country of Change: 1867 to present</i> (Portage & Main Press, 2008) that includes a chapter on the Canadian government, although the section on the Crown is not correct.
Nova Scotia	<p>Social Studies 7</p> <p><u>Unit 3: Political Empowerment</u></p> <ul style="list-style-type: none"> • 7.3.2. Analyse how the struggle for responsible government was an issue of political empowerment and disempowerment. • 7.3.4. Examine the political structure of Canada as a result of Confederation. <p>Social Studies 8</p> <p><u>General Curriculum Outcomes</u></p> <p>Citizenship (Unit 4):</p> <ul style="list-style-type: none"> • 8.4.3. Demonstrate an understanding of the structure and operation of government in Canada under the federal system. <p>Social Studies 9</p> <p><u>Unit 4: Citizenship</u></p> <p>9.4.3 Demonstrate an understanding of the structure and operation of government in Canada under a federal system.</p> <p>Canadian History 11</p> <p>Citizenship, Power, and Governance:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance. (G4 - evaluate the evolution of federalism in Canada from Confederation to Patriation; G6 - demonstrate an understanding of the purpose of the Canadian constitution).
Nunavut	The Alberta program of studies forms the basis of the Nunavut curriculum.
Ontario	<p>Grade 5: Canada and World Connections – Aspects of Citizenship</p> <p><u>Overall Expectations</u></p> <p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> • summarize the structures, functions, and interactions of Canada’s federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures. • identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.

Ontario (continued)	<p>Grade 10: Canadian and World Studies – Civics (CHV20)</p> <p><u>Overall Expectations – Informed Citizenship</u></p> <p>By the end of this course, students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the need for democratic decision making; • describe the main structures and functions of municipal, provincial, and federal governments in Canada.
Prince Edward Island	<p>Social Studies – Grade 8</p> <p><u>Unit Four: Citizenship</u></p> <p>8.4.3 demonstrate an understanding of the structure and operation of government in Canada under a federal system</p>
Quebec	<p>History of Quebec and Canada: Secondary IV</p> <p><u>Module 5: Quebec and Confederation</u></p> <p>Unit 5.1 To explain the origin of the Canadian federation and the main terms of the British North America Act.</p> <p>5.1.1 To describe the main causes of the federation of the British North American colonies.</p> <p>5.1.2 To describe the major steps leading up to Confederation and the principal debates generated by it.</p> <p>5.1.3 To describe the main characteristics of the Canadian political system.</p>
Saskatchewan	<p>Grade 8 Unit 2 - Citizenship</p> <p><u>Topic Six: The History of Canadian Government Structure</u></p> <p>Learning Objectives: Values/Attitudes</p> <ul style="list-style-type: none"> • Understand that Canada’s constitution has evolved over a long period of time. (CCT) <p><u>Topic Seven: Levels of Decision Making in Government</u></p> <ul style="list-style-type: none"> • Know the three levels of government in Canada and the general areas of responsibility of each level. (COM)
Yukon	<p>The British Columbia program of studies forms the basis of the Yukon curriculum.</p>

V SUGGESTED LESSONS AND ACTIVITIES

A. Lesson and Activity – Understanding Canada’s Constitution

Grade level:

Can be adapted for both elementary and secondary students

Curriculum links: This activity meets all of the provincial curriculum expectations as detailed in the last section.

Resources needed:

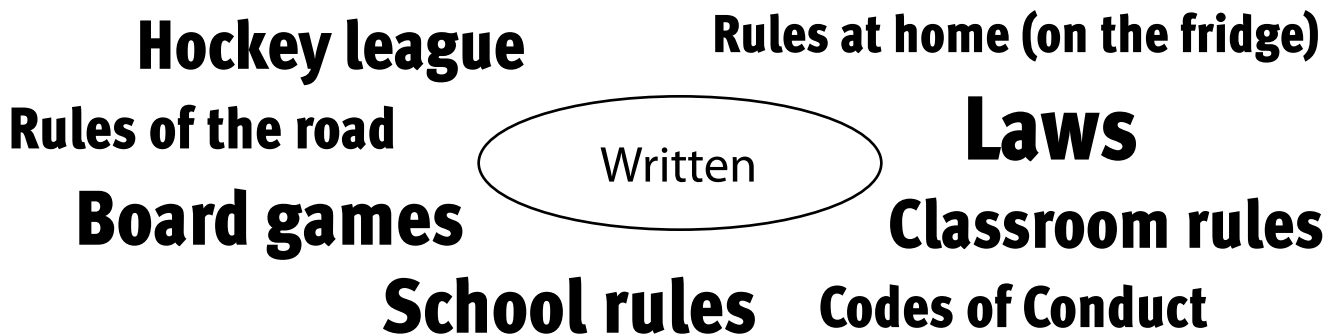
- *Canada’s Constitutional Monarchy*, Chapter Two (The Canadian Constitution and Authority)
- Handout “Canada’s Constitution” found in Appendix 1

Information for Teacher:

Most Canadians of all ages have little to no understanding of the Canadian Constitution. Perhaps because the country is inundated by American media and entertainment, Canadians think that their constitution closely resembles that of the United States, but this is simply not so. While the American Constitution is a written document, the Canadian version is a complex series of written and unwritten traditions, conventions and practices. This activity is a simple way to convey how our constitution works to both elementary and secondary students - its complexity can be adjusted for either group, and can be done as a whole-class activity or in small groups.

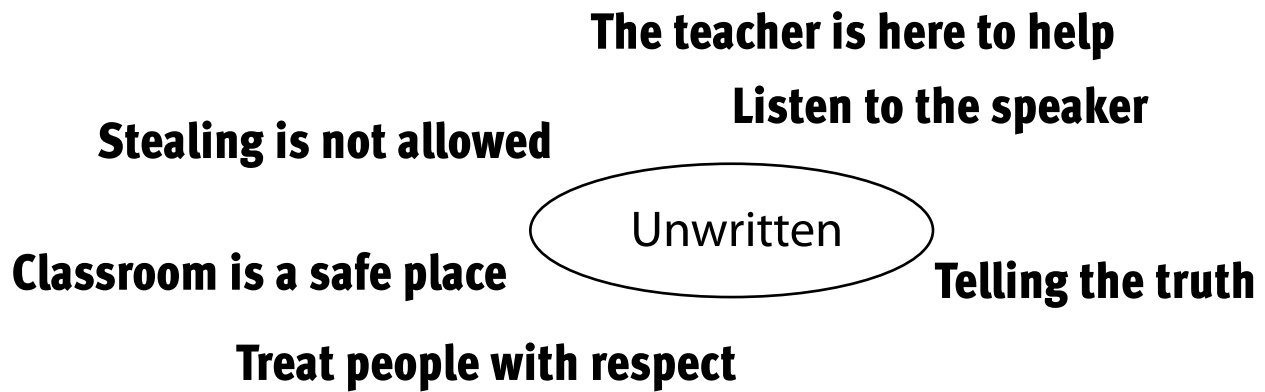
First Activity: Creating a Classroom Constitution

- The teacher asks students to brainstorm areas in their lives where they must follow written rules (examples: school, sports teams, home, board games, etc). Students’ ideas can be written on the board around the word “written.”



Next Step:

- The teacher then asks the class to brainstorm rules that exist in their homes and school that are not written down anywhere, but are still expected to be followed out of common sense (examples: Tell the truth, no stealing, no physical harm, listen to the speaker, etc). *Remember that some of these rules might actually be written down in homes and schools.



- The teacher discusses that, like a classroom, Canada has both written and unwritten rules that come together to make our country (all together, these rules are called a “Constitution”). A chart can be created outlining these parts (or the handout “Canada’s Constitution” can be distributed):

Written	Unwritten
<ul style="list-style-type: none">• Canadian Charter of Rights and Freedoms• Constitutional Act 1867• Statute of Westminster 1931	<ul style="list-style-type: none">• The Queen can exercise her power only if her minister advises her to do so.• No one is above the law.

Second Activity: Classroom Constitution

* This would be a great activity to do at the beginning of the school year.

- With what students have learned about a written and unwritten constitution, the class could then be asked to collaboratively come up a classroom constitution (together or within small groups). Specific rules (written) could be developed, as well as overall expectations or ideas (unwritten) that guide them. Teachers can assess students' understanding by their participation in this activity.

B. Optional Lessons and Activities – The relationship of Authority: The Crown and the Constitution.

Grade level:

Can be adapted for both elementary and secondary students

Curriculum links:

This activity meets all of the provincial curriculum expectations as detailed in the last section.

Resources needed:

- *Canada's Constitutional Monarchy*, Chapter One (The History of the Crown in Canada), Chapter Two (The Canadian Constitution and Authority) Chapter Three (The Queen of Canada) and Chapter Ten (Heraldry)

Information for Teacher:

Where does the Crown fit into our constitution? In order to understand this relationship, students must understand how authority is given to their provincial governments.

First Activity: Choosing the premier

Resources needed:

- A ball or other object
- Hats with the words "Queen," "Lieutenant Governor" and "Premier" written on them.

Using various hats and a ball (to represent authority), a teacher can have students demonstrate this relationship to their students:

- The following students will volunteer to fill the following positions:
Queen
Lieutenant Governor
- The student wearing the "Queen" hat is given the ball to represent "authority." The volunteers will need to stand off to the side until needed.
- The rest of the class are given paper Canadian flags to represent themselves as Members of a Provincial Legislature (or Assembly, depending on your home province). The teacher explains that they have just won an election and represent all the members from the political party that won the most

seats in the provincial legislature.

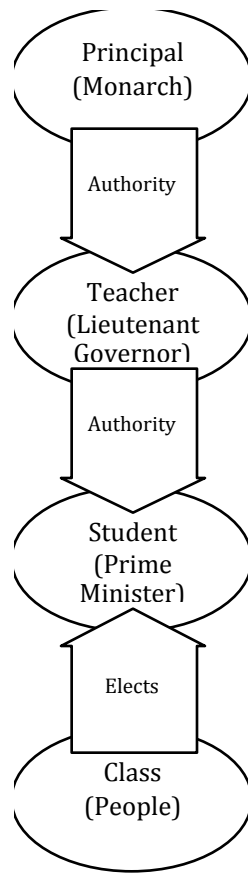
- All the MPPs (or MLAs or MNAs, depending on your home province) are asked to elect one of their own to be their leader.
- Since the student wearing the “Lieutenant Governor” hat represents the Queen in their province, he is given the ball by the “Queen.”
- The “Lieutenant Governor” then goes to the MPPs and asks them “Which one of you is the leader of the party?”
- The leader chosen by the MPPs steps forward. It is then that the “Lieutenant Governor” gives him the ball. At this point the leader is also given the “Premier” hat. The teacher explains that this how the premier gets his authority to run the government – the lieutenant governor selects the leader of the party that can command the confidence of the legislature.
- The teacher then explains that this is how a premier gets their power in a province – and that if that premier starts to break the rules of the Constitution, it is the lieutenant governor (as the Queen’s representative) that can step in and take “the ball away.” That is how the Crown protects Canadians from people who might abuse power.

*Note: Normally the courts deal with any “rule-breaking” by a first minister, but in rare emergency situations the governor can intervene to dismiss the first minister or dissolve the legislature.

Instructional Lesson: Relating the relationship of authority to a school

Another way to explain this relationship to students is to use the school as your model:

- In a school the highest official is the principal – she is the one who ultimately enforce the rules (both written and unwritten) and issue grades (it is the principal, or her delegate, who signs students’ report cards). In the classroom, students can see the teacher as the principal’s representative in the room.
- If the students have a class election to select a class prime minister, it is the teacher that may step in if their decisions violate the school rules (i.e. Constitution). By the teacher calling the election (and overseeing it) the process is given authority (the prime minister is the prime minister because the teacher recognizes the result of the election and says that it follows the rules) – the teacher (by representing the principal) gives authority to the whole process.
- A diagram of the relationship would be as follows:



Instructional Lesson: Majority and minority governments, confidence, and how a lieutenant governor chooses a premier

Information for Teacher:

One of the most important constitutional duties of the lieutenant governor is to ensure that the province has a premier and a functioning government. The most important thing to convey to students is that the premier is the leader of the party that commands the confidence of the legislature. What does this mean?

Essentially, confidence means that the premier is the leader of the political party that has majority support in the legislature to pass major bills.

- The idea of confidence can be illustrated to a class by breaking them up into three groups, with one student set aside as the lieutenant governor.

If the class is made up of 20 students, divide it as follows:

Political Party A: 12 students
 Political Party B: 6 students
 Political Party C: 5 students

- Explain to the class that this is the result of a provincial election, and that each student has been elected from ridings across the province.
- Each group (political party) is asked to elect a leader to speak for them.

- The student appointed as lieutenant governor is now asked by the teacher to select a premier for the classroom. You instruct the lieutenant governor that they must select the leader of the political party that has the best chance of commanding the confidence (ability to pass their bills) of the legislature. In this activity Party A's leader is the correct choice.
- This activity reproduces a **majority government**, meaning the government has at least 50% + 1 of the seats in the legislature.

What about a **minority government**?

- A minority government is when a government does not have 50% + 1 of the seats in the legislature. Despite this, a minority government can still hold the confidence of the legislature. To illustrate this to students, divided them into three different groups (assuming the class-size is 20):

Political Party A: 9 students
 Political Party B: 8 students
 Political Party C: 3 students

- Explain to the class that this is the result of a provincial election, and that each student has been elected from ridings across the province.
- Each group (political party) is asked to select a leader to speak for them.
- The student appointed as lieutenant governor is now asked by the teacher to select a premier for the classroom. You instruct the lieutenant governor that they must select the leader of the political party that has the best chance of commanding the confidence (ability to pass their bills) of the legislature.
- In this activity Party A's leader is still the correct choice, unless Party B and C join together (forming a coalition government). If Party B and C add all of their seats together they can outvote Party A – meaning they can command the confidence of the legislature.
- If Party B and C do not combine their seats, then the lieutenant governor selects Party A. Party A is able to form the government until one of their major bills is defeated in the legislature by a combined vote of Party B and C – this is called a vote of non-confidence. If the government loses a **vote of non-confidence** the lieutenant governor must try to find another leader that can command the confidence of the legislature. If a leader cannot be found, the lieutenant governor dissolves the legislature and calls a fresh election.

Visually Explaining Authority: Canadian Heraldry

Resources Needed:

- Handout of Canadian arms and badges.
- Access to computers

Instruction:

- Symbols of this relationship of authority can be found throughout Canadian society in the art of heraldry. In institutions of the state (Queen), or those that exercise the authority of the state (Queen), the Royal Crown is usually depicted:

The Canadian Coat of Arms
 The Provincial Arms

Military Crests
Police Badges

Images of these crests, badges and coats of arms are found in Appendix 2-5 respectively.

Online resources:

Canadian Heraldic Authority: www.gg.ca (look under the “Heraldry Today” heading)

Royal Heraldic Society of Canada: www.heraldry.ca

First Activity: Symbol of Authority

Information for Teacher:

Students, using the Internet, are to find ten examples of the Crown being used visually to highlight authority in Canada. Students are to copy and paste these examples (along with a textbook explanation of what they are) onto a sheet to be submitted to the teacher for assessment purposes:

- This assignment can be done individually or as a group activity
- Helpful hints that the teacher can give to help students search in the right places: police forces, military regiments, provincial coats of arms, customs, federal institutions (RCMP, CSIS), institutions with the “Royal” prefix (Royal Canadian Legion), and the various provincial and federal maces (a mace is a symbol of royal authority in a legislature). Students may also want to consult the links section of www.canadiancrown.com or The Public Register of Arms, Flags and Badges of Canada at www.gg.ca (click on “Heraldry Today” tab).

C. Optional Activity and Instructional Lessons – Understanding *Canada’s Constitutional Monarchy*

Grade level:

Can be adapted for both elementary and secondary students

Curriculum links:

This activity meets all of the provincial curriculum expectations as detailed in the last section.

Resources needed:

- *Canada’s Constitutional Monarchy*, Chapter Three (The Queen of Canada)
- Picture/drawing of a car

Information for Teacher:

The institution of the monarchy can be abstract, and therefore difficult to explain to students. The following is a basic activity to help students understand the role of the Crown in Canada’s system of government:

First Activity: Passing the ball

- Students gather in a circle around one of their classmates. The classmate wears a crown.
- The classmate wearing the crown represents the constitutional monarch in our system of government.

- The teacher gives the crowned student a ball which represents power – the ability to make laws.
- The rules of the game are simple – the crowned student is not allowed to hold the ball for a long period of time. All they can do is quickly pass the ball to a student standing next to them, saying something unique to them (example “I like hockey” or “I like dance lessons”). Every time the ball is passed from one student to the next, everything said by the previous holders must be repeated (example “Christine likes drama,” “Gupret likes reading,” “Eddie likes swimming,” etc.)
- If a student holding the ball forgets something, the ball must immediately be returned to the centre of the circle and the crowned classmate. The person in the centre then must immediately pass the ball to someone else of their choosing to keep the game going.
- The game ends when everyone has had at least one turn with the ball.

What this activity illustrates:

- The Crown is there to choose where power goes in our system
- The Crown can hold power, but rarely uses it (only elected representatives can)
- The Crown acts as a way to “keep government moving” even after it fails
- Ideally, to better illustrate the Crown and government’s relationship the students should vote on who the person in the middle passes the ball to. However, voting would disrupt the flow of the game and has been omitted.

Instructional Lesson: Explaining our system as a car on a road trip

Instructions for Teacher:

A more detailed explanation that can be used to convey how the monarchy works in Canada uses the analogy of a car on a road trip:

- The car is in the name of the Queen. It is her name that is on the ownership. Since the Queen does not live in Canada, the governor general represents her federally and the lieutenant governor provincially.
- The Queen is not able to drive the car herself, and must select a driver (the prime minister) who is able to maintain the confidence of everyone else travelling in the vehicle. It is the prime minister who ultimately decides which trip to take (which policies and laws he/she wants the government to pursue).

Why is it important to have the car (or state) in the name of the Queen?

Having the Queen as the state insures that the prime minister does not own the vehicle (or country) – there is always someone higher than the head of government. Such a relationship reinforces that the country is separate from its government – that society moves forward regardless of the government of the day.

- Helping the driver are the passengers (the cabinet and other members of provincial parliament, including the opposition) who help decide which directions, and which roads, the car will take to reach its final destination (which bills will they introduce into law, and how will they be constructed and/ or critiqued). If the driver and passengers take the car down a dangerous or unconstitutional road, the Queen embodies the institution that can remove them.

Instructional Lesson: What is Responsible Government?

Information for Teacher:

A classroom does not exercise responsible government. In a classroom the teacher exercises the power of a lieutenant governor before responsible government, meaning they actively use their power. Responsible government was first practiced in Canada by the Nova Scotian legislature in 1848, and is part of our unwritten constitution.

- There are two simple elements that students need to know in order to understand responsible government:
 1. The Crown must only use its power when advised to by the prime minister and his/her Cabinet (called the executive)
 2. The political executive must come from the elected legislature – i.e. must be made up of people who are elected to represent the population.
- This means that if teachers were to truly observe responsible government in the classroom, they could only use their authority to make a rule if advised to do so by the elected prime minister.
- Responsible government ensures that the prime minister does not have the authority to do anything that he/she wants – they actually get their authority from a higher institution (the Crown). However, we have evolved to the point in our democracy that the Crown can only exercise most of its tremendous power if advised to do so by its elected prime minister.

D. Lesson and Activity – The Role of the Lieutenant Governor

Grade level:

Can be adapted for both elementary and secondary students

Curriculum links:

This activity meets all of the provincial curriculum expectations as detailed in this package.

Lesson:

The Role of the Lieutenant Governor

Resources needed:

- *Canada's Constitutional Monarchy*, Chapter Five (The Lieutenant Governors and the Provincial Crowns)
- Image found in Appendix 6
- www.canadiancrown.com

Information for Teacher:

Perhaps the best description of a lieutenant governor is offered by Dr. Michael Jackson and Dr. Lynda Haverstock:

... the lieutenant governor is at the constitutional apex of the province ... The lieutenant governor is, so to speak, the legal incarnation of provincial autonomy in Confederation.

The lieutenant governor represents the Queen of Canada in their respective province.

In essence, the lieutenant governor protects the independence of the province within Canada's Confederation. In this role, the lieutenant governor can exercise certain constitutional rights with respect to the government:

1. The right to be consulted
2. The right to encourage
3. The right to warn

This can be explained to students in terms of the relationship of a teacher to a student (or student government):

1. The right to be told what students are doing
2. The right to encourage students to reach their full potential
3. The right to warn students if they are getting off track

As the personal representative of the Queen in their province, the lieutenant governor embodies the province – meaning they personally represent the province in the name of the Queen.

First Activity: Exploring the various provincial Crowns

Important note: The territorial commissioners ARE NOT representatives of a “territorial Crown.” The territories are possessions of the federal Crown and not provinces in their own right.

Resources needed:

- *Canada's Constitutional Monarchy*, Chapter Five (The Lieutenant Governors and the Provincial Crowns)
- Computer Lab

Information for Teacher:

The various provincial Crowns are distinct. Students are to consult the ten vice-regal websites to learn about the work of the various lieutenant governors in representing the Queen in their provinces.

- Divide students up into 10 groups and assign one computer to each group.
- Teacher directs students to the “links” page of www.canadiancrown.com and assigns each group to a particular vice-regal office.
- Using the various websites, students are asked to look for specific information about the work of that province's lieutenant governor. A simple chart could be used for the students to fill out:
- Teach a dance (e.g. chaconne, gavotte, gigue) of the early 1700s. Show a film or demonstrate the dance.

The Lieutenant Governor of _____

List all of the events that the lieutenant governor attended in the past month	
What sort of awards are available from the lieutenant governor?	
Does the lieutenant governor have any special interests?	
List all the organizations that the lieutenant governor promotes in their province.	
What are some of the symbols of the lieutenant governor?	
What is the constitutional role of the lieutenant governor?	

- NOTE: It is recommended that the teacher preview the websites – some are easier to navigate and the strengths and needs of the students should be taken into account when assigning them their vice-regal website.
- Once the information has been gathered the class can be brought together to orally present their findings – both similarities and differences.
- This activity will reinforce that the various lieutenant governors promote their various provincial identities.

E. School-wide Application: The Lieutenant Governor within Student Government

Grade level:

Can be adapted for both elementary and secondary students

Curriculum links:

This activity meets all of the provincial curriculum expectations as detailed in the last section.

Resources needed:

- *Canada's Constitutional Monarchy*, Chapter Five (The Lieutenant Governor and the Provincial Government)

Forming a Student Parliament

The best way for a school to teach students about their provincial (and federal) government is to have their student government reflect our constitutional monarchy. As close as possible, teachers are encouraged to support a structure of government that mirrors Canada's written and unwritten constitution (using the lessons and ideas presented in this package).

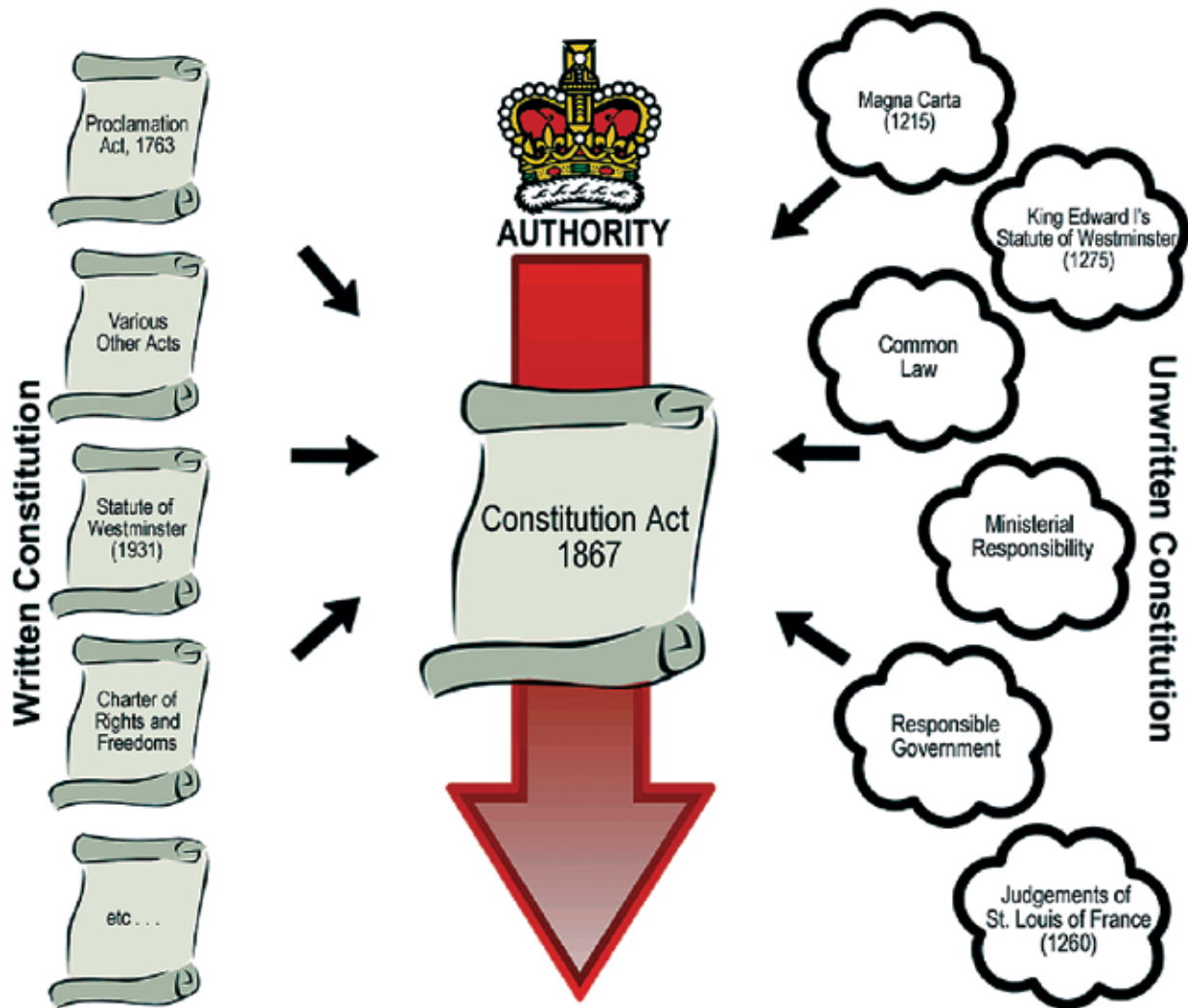
Positions within a Student Parliament

Sovereign	Principal
Lieutenant Governor (or Governor General)	Teacher (as the representative of the principal/ monarch) exercise his/her constitutional rights to be consulted, warn and encourage. When possible, responsible government (as outlined in this package) should be exercised by the teacher.
Prime Minister	Elected by the student body (If this position is directly elected please remind students that such a model does not follow the Canadian system)
Cabinet	Either elected by student body or appointed by the prime minister from candidates (grade representatives?) elected by the school.

Online Resources:

Waterdown District High School (Hamilton-Wentworth District School Board) has adopted a system of student government that reflects Canada's Constitutional Monarchy. The school's Student Parliament Constitution can be viewed at www.waterdowncivics.org.

VI APPENDIX 1



Canada's constitution. The complexity of the constitution is depicted in this chart. The Crown gives the constitution authority as the supreme law of the country. Created by Nathan Tidridge.

VII APPENDIX 2



*The Queen's Arms
in Right of Canada.
Reproduced with the permission
of the Government of Canada.*

VIII APPENDIX 3

Top Left: Royal Newfoundland Constabulary Badge. The RNC claims to have the oldest policing roots in Canada (and possibly North America) tracing its origins to a 1729 proclamation Captain Henry Osborn. The Newfoundland Constabulary was formally established in 1871, and granted permission to add the "Royal" prefix by Queen Elizabeth II in 1979. Royal Newfoundland Constabulary Headquarters.



Top Right: Lethbridge (Alberta) Regional Police badge. This badge is a rare example of one not designed by an official heraldic authority, but still being granted permission (by Queen Elizabeth II in 1966) to use the Royal Crown in its design. Lethbridge Regional Police.



Bottom: Cape Breton Regional Police Service badge. The use of the Royal Crown in this badge was the first in Atlantic Canada to receive the Sovereign's permission. Cape Breton Regional Police Service.



IX APPENDIX 4



A great example of the Crown's use as a symbol of Canada's sovereignty can be seen along the New York State–Ontario border. The coat of arms used in New York depict the figure of Liberty (in blue) standing with a crown discarded by her left foot.

However, cross the border into Ontario and crowns are found over every highway sign in the province. In fact, the main route from Niagara Falls into Toronto is the Queen Elizabeth Way (named after the mother of the Queen). This is a strong visual reminder of what

Left: The badge of the Brandon Police Force.

Brandon Police Force.

Middle: The badge of the Halton Regional Police Force.

The Halton Police

are one of the few forces

that have been presented

with "Queen's Colours,"

representing their loyalty

to the Sovereign. Halton

Regional Police.

Right: The badge of the

Royal Canadian Mounted

Police. The use of the

bison as the central image

reminds Canadians that

the RCMP was originally

(and temporarily)

established in 1873 by

John A. Macdonald as

the North West Mounted

Police to bring order

to the newly acquired

western territories. Royal

Canadian Mounted Police.

X APPENDIX 5



Top Left: Badge of Lord Strathcona's Horse — Royal Canadians. National Defence. Reproduced with the permission of the Minister of Public Works and Government Services, 2010.

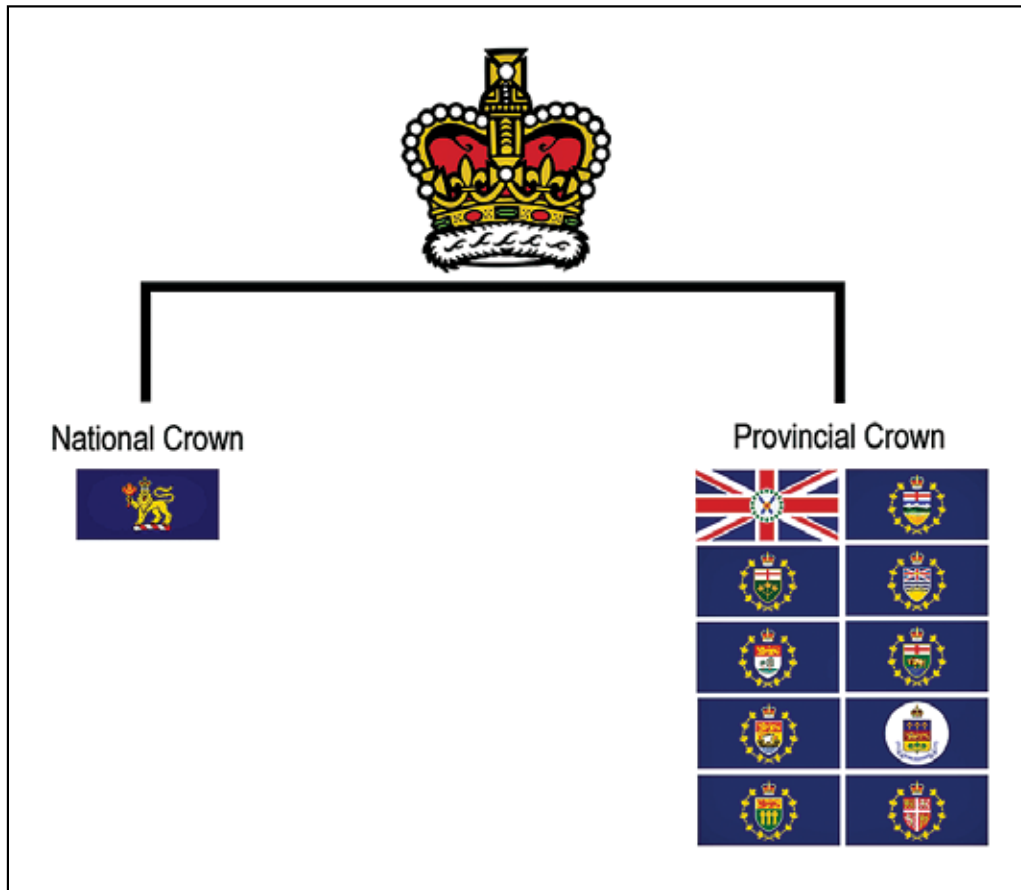


Top Right: Badge of the Grey and Simcoe Foresters. National Defence. Reproduced with the permission of the Minister of Public Works and Government Services, 2010.



Bottom: Badge of the Prince Edward Island Regiment. National Defence. Reproduced with the permission of the Minister of Public Works and Government Services, 2010.

XI APPENDIX 6



Canada's Compound Monarchy. Image by Nathan Tidridge.

XII NOTES

Social Media: Many vice-regal offices have embraced social media (At the time of publication the Office of the Lieutenant Governor of Nova Scotia has a Facebook page and the Governor General of Canada has a Twitter account). Social media is an excellent way to engage our youth in the day-to-day life of the Canadian Crown and its representatives.

Note: The Office of the Lieutenant Governor of Nova Scotia has come up with a great resource for elementary students wanting to learn more about their provincial Crown. While specific to Nova Scotia, this resource could be adapted by other vice-regal offices:

Molgaard, Shelly. *Angel and the Lieutenant Governor of Nova Scotia*. Halifax: Province of Nova Scotia, 2011.

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