



# 4a: Rights & Responsibilities

## Government & Citizenship

This module is about rights and responsibilities. In this module, learners will explore issues related to government and the rights and responsibilities of citizenship in Canada. Through the core and project tasks, learners will increase their understanding of the structure and processes of government, the electoral system, and the rights and responsibilities of Canadian citizens. Alternatively, learners may also explore the status of Quebec and bilingualism in Canada.

*Track 4a is adapted from ELSA 7 Unit 3: Sustaining Canadian Communities and ELSA 7 Unit 9: Governance & Citizenship.*

# Learning Outcomes

## Content Outcomes

### Learners will

- study the structures and processes of governance in Canada.
- increase their knowledge of political or social responsibilities related to citizenship.
- access government information on websites, or write to appropriate individuals or departments about a matter of personal concern.
- attend and possibly participate in a political or community meeting.
- learn email and letter writing conventions.

## Target CLB 8 Outcomes

### 8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

### 8-I Interacting with Others

Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).

### 8-III Getting Things Done

Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.

### 8-III Getting Things Done

Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).

### 8-IV Sharing Information

Write a paragraph to explain information in a table, graph, flow chart or diagram.

## Target CLB 7 Outcomes

### 7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

### 7-I Interacting with Others

Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

### 7-III Getting Things Done

Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).

### 7-III Getting Things Done

Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations, and warnings).

### 7-IV Sharing Information

Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

## At a Glance

Needs  
Assessment



Core Tasks



Project Tasks

### Overview and Outcomes

Learners read and listen to learn about government and the Canadian electoral, legislative, or citizenship process.

#### Core Task 1

Learners read a table, graph, or flow chart outlining a Canadian electoral, legislative, or citizenship process and write a paragraph describing it.

#### Core Task 2

Learners access information from government websites, web directories, agendas, meeting minutes, development proposals and maps and other moderately complex formatted texts.

#### Core Task 3

Learners write business or service correspondence to local or regional government or other organization offices in order to clarify a problem, make a complaint, add input, or request information.

### Overview and Outcomes

Learners watch or attend a local meeting in order to understand their rights and responsibilities and raise their awareness of common participatory opportunities in a democratic society while expanding their networking abilities.

#### Community Project

Learners watch or attend a public meeting in order to understand Canadian cultural values and the expectation to get involved in community matters.

#### Workplace Project

Learners watch or attend a workplace committee or training opportunity such as a conference or webinar or improve their ability to comprehend and participate in workplace meetings.

#### Study Project

Learners watch or attend a student union meeting or student union all-candidates meeting.

## 4a: Government & Citizenship Core Tasks

### Possible Topics for the Core Tasks

#### Government

- the legislative process (federal, provincial, or municipal)
- recall elections in British Columbia
- the referendum process
- the reform of federal, provincial, or municipal electoral systems
- the Official Languages Act and Bilingualism
- levels of government in Canada (jurisdiction, responsibilities, taxation, etc.)

#### Citizenship

- the federal or provincial voting processes
- the citizenship process (e.g., apply for Permanent Resident status, meet residency requirements, pass the citizenship test, prove language proficiency, etc.)
- jury duty
- volunteering or serving on a board
- auxiliary positions (community police, firefighting, search and rescue, etc.)

# Core Task 1

## Overview

Learners read about the structures of Canada society and analyze visuals (tables, graphs, flowcharts, etc.) representing complex systems or processes such as the Canadian electoral system or the legislative process. Learners write a paragraph describing the visuals.

## Target CLB Outcome: ✍ 8-IV Sharing Information

Write a paragraph to explain information in a table, graph, flow chart or diagram.

### Modify to CLB ✍ 7-IV Sharing Information

- Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

## Description

In this core task, learners will read a short text on the topic that includes a table, graph, or flowchart. To introduce the unit, instructors might show statistics about voter turnout rates in Canada, have learners compare the results with those in their countries of origin, and facilitate discussions about the duty to vote in a democratic society and ideas for increasing voter turnout rates. Students could then analyze and summarize a short reading of about two pages that includes a visual representing the electoral system in Canada. Learners could also work in groups to interpret graphs and charts in short readings that explain the legislative system in Canada, the provinces, and municipal districts. Instructors should have students then choose a topic from the subsequent topic list (or another related to a personal interest) and access a reading that contains a table, diagram,, or flowchart.

Learners will interpret the information on the table, diagram, or flowchart and reduce the information and write a paragraph to explain the information therein. The paragraph should do the following:

- provide accurate and detailed descriptions, explanations, and accounts of events or systems in a clear sequence.
- present text as a coherent connected whole with good use of appropriate connective words and phrases.

## Formative Assessment

See the Assessment Grid, *Formative Assessment Toolkit* (CLB ✍ 7-IV), p. 102. Find this on Tutela.ca.

## 4a: Government & Citizenship Core Tasks

### Skill Building Tasks for Core Task 1

#### Transitions

**LINC Vol. 1, 18** contains two activities for improving paragraph-writing skills that are related to the theme of this module (paragraphs about the requirements for becoming a Canadian citizen, and how a bill becomes a law). The lessons are for LINC 5 learners but could be adapted. For instance, omit the list of sequencers provided and have students add appropriate connectors independently. Additionally, have the students draw a flow chart of the two processes to show their comprehension of the reading.

#### Elements of a Paragraph

**LINC Vol. 1, 58** outlines the requirements of a well-written paragraph (topic sentences, transitions, parallelism, and concluding sentences). Pages 59-60 go into more details about major and minor supporting details.

#### Paragraphs to Describe Charts and Tables

**LINC Vol. 1, 66-67** provides an overview of language used for describing tables and charts. The lesson includes a line graph about the changing crime rate from 1963 – 1997. Students should also become familiar with reading flowcharts as these visuals are frequently used to represent the structure of governance in Canada. See the resources at the end of this module for more details and lesson ideas.

#### Paragraphs to Describe a Process

A lesson about writing paragraphs to describe a process is provided in **LINC Vol. 1, 65**. For more resources related to process writing see the resources at the end of Modules 1a and 1b.

#### Parallelism

Have students edit their work or their peers' work for consistent uses of tenses and parallel forms and patterns. Encourage students to use correlative conjunctions and proper punctuation in their paragraphs. A handout and exercises on parallelism can be found at [Owl Purdue Writing Lab](#).

#### Sample Paragraphs: How a Bill Becomes a Law

There is an activity in the CIC produced Citizenship Resource that works well for this Core Task. Learners listen to an audio text about the process of a bill becoming a law and use their notes to produce a flowchart of the process (a template is provided). In a follow-up activity, have learners write a paragraph using their flowchart as a guide. Instructors should provide the transcript from the original for the learners to compare with their own work. See the following [Citizenship Resource, 139](#) for more information.

## Core Task 2

### Overview

Learners scan formatted texts in order to find information related to politics, policies, bylaws or programming.

### Target CLB Outcome: 8-III Getting Things Done

Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts

### Modify to CLB 7-III Getting Things Done

Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).

### Description

In this task, learners will read online or print calendars, directories, tables, charts, or diagrams to locate information for personal use. For instance, read a map of electoral district to find out where to vote, scan a newspaper for the results of an election to find out who was elected in local and neighbouring districts, scan a chart of election campaign platforms to find out where a candidate stands on an issue, or locate the contact information for the local MLA and MP from an online directory to request action on an issue. Learners should be able to do the following:

- identify the layout and organization of the text to find the information needed.
- find and use 3 or 4 pieces of information by scanning the text.

Instructors could prepare a scavenger hunt worksheet or WebQuest activity to help students practice this outcome. The element of competition inherent in this activity will help develop speed-reading and scanning skills. Follow up with an independent task wherein students locate information for personal use related to a government matter, such as reading a city council meeting schedule to determine when the meeting regarding a local re-zoning application is on the agenda, a local building code to determine if you can build a shed in your backyard, or a water restriction bylaw to confirm that your neighbour is in contravention of this before you make a complaint.

### Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB  7-III), p. 98. Find this on Tutela.ca.

## Skill Building Tasks for Core Task 2

### Skimming and Scanning Skills

When reading formatted texts, learners will need to learn to practice a variety of reading skills, such as skimming resource headings in reports and articles to locate the topic of research, then scanning detailed charts and statistics to find specific information. See [BBC Skillwise Entry Level 1](#) for handouts and worksheets.

### Document Use

Reading complex documents is considered one of the 9 Essential Skills (*Document Use*). Many lessons related to understanding these documents can be found through adult literacy and job search programs and publications. See “Deco Tools for the Trade,” <http://en.copian.ca/library/learning/tools/tftt/tftt.pdf>, for a variety of reading samples.

### Numeracy

Formatted texts may contain simple numeracy equations (e.g., calculating percentages for child custody payments). Also, even advanced ESL learners often make errors in pronouncing numbers and dates. See [BBC Skillwise](#) math lessons for a range of lessons from simple math, to reading charts and statistics.



## Core Task 3

### Overview

Learners write an email to an employer, government office or official to request information, clarify regulations, make a complaint, contest a decision, or contribute ideas or advice.

### Target CLB Outcome: ✍ 8-III Getting Things Done

Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).

### Modify to ✍ CLB 7-III Getting Things Done

Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations, and warnings).

### Description

In this core task, learners will do some public writing. Instructors should elicit ideas from learners about circumstances in which they might write a board, an advisory committee, a newspaper, or a government official. Have learners examine a variety of models, such as letters to the editor, petitions to local councilors, MLAs, or MPs. Elicit ideas about tone and register in the various models. Have students compile a list of common openers and closers for a variety of functions (e.g., making a complaint, requesting information, offering advice, clarifying a regulation, contesting a ruling, etc.) Have learners choose a topic of interest and write two letters to different individuals or mediums, such as a complaint in the Letters to the Editor section of the local paper, or a plea to a government representative to raise a local issue in the legislature or parliament. When writing, learners should do the following:

- convey a clear message to the reader.
- demonstrate an understanding of audience in language and format.

Encourage learners to write and send a real email or letter that addresses a matter of personal interest,, or a piece of correspondence that involves the learner in a community board or organization.

### Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB ✍ 7-III), p. 100. Find this on Tutela.ca.

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB ✍ 7-III), p. 63. Find this on Tutela.ca.

## 4a: Government & Citizenship Core Tasks

### Skill Building Tasks for Core Task 3

#### Writing Emails

Review email conventions with learners. Have learners practice these conventions using the worksheets. Encourage learners to use these conventions when writing the email for the task. See [LINC Vol. 1, 208, 209, 211](#) for more information.

#### Making Requests

Practice words and phrases for making polite requests. Use the worksheets as an aid. When writing their request emails, encourage students to use learned structures. See [LINC Vol. 1, 219, LINC Vol. 1, 366 – 367](#) for more information..

#### Editing

Learners need to know that grammar and spelling errors and typos are taken very seriously in professional correspondences, and failing to proofread for these mistakes can have serious consequences. See [LINC Vol. 1, 226-227](#) for a list of common learner errors.

#### Email Etiquette

Examine email etiquette before having learners search the Internet for explanations of formal and informal language. Have learners read sample emails to determine levels of formality. See [LINC Vol. 1, 216, EFW 56](#) for more information..

#### Thanking

Review email conventions for thank-you emails. Practice these conventions using the worksheets. See [EFW 54, and EFW 67](#) for more information..

#### Writing letters

Teach letter writing conventions and have the learners identify how they differ from email writing. Elicit ideas about which format is more suitable for certain situations. See [LINC Vol. 1, 167-172](#) for a series of lessons on letter writing that include standard formatting and conventions, considerations of tone, and being clear and concise.

# Project Overview

## Attend or Observe a Meeting or Host an Information Fair for the Community

### Description

Learners identify an opportunity to attend a meeting of personal interest in their community or organize an Information Fair on an issue related to citizenship and the democratic process in Canada.

In this project, learners will do the following:

**Pre-Task:** Brainstorm, research and identify ongoing or upcoming meetings, open houses, and political events in the community, or experts and professionals on matters related to rights and responsibilities in a democratic society.

- Task 1** Learn expressions for socializing at meetings, open houses, and political events in the community or greeting, welcoming, introducing and thanking guest speakers.
- Task 2** Watch or attend a meeting (individually, as a contact assignment, or as a class fieldtrip) Content Outcomes.

## 4a: Government & Citizenship Project Tasks

### Content Outcomes

Learners will do the following:

- increase their knowledge of a local political or social topic or an issue related to citizenship affecting their community, workplace, or educational institution.
- develop contacts with organizations and individuals with specialist knowledge of rights and responsibilities affecting their community, workplace, or educational institution.

### Target CLB 8 Outcomes

#### 8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

#### 8-I Interacting With Others

Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).

### Target CLB 7 Outcomes

#### 7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

#### 7-I Interacting With Others

Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

### Possible Topics

#### Community

- an issue affecting the community
- political parties' positions on issues of relevance to newcomers or community members
- a problem affecting the community
- the importance of volunteer auxiliary staff in Canadian society

#### Workplace

- current labour issues, labour laws or the role of the union in Canadian society
- a local politician's or candidate's position on labour standards, minimum wage
- the role professional associations play in a democratic society

#### Study

- an issue facing students, such as tuition increases or the role of student unions in a democratic society
- efforts to improve accessibility and affordability to post-secondary education

# Project Task 1

## Overview

Learners practice participating in typical conversations that might occur between individuals attending a public event, such as a meeting or community open house. In addition, learners practice welcoming and introducing a guest speaker.

## Target CLB Outcome 🗣️ 8-I Interacting With Others

Participate in less routine social conversations for an expanded range of purposes (such as expressing and responding to empathy, clarifying conflicts and providing reassurance).

### Modify to 🗣️ CLB 7-I Interacting With Others

Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

## Description

In this task, learners will take part in public conversations. To facilitate this, elicit suggestions from learners for typical topics of conversation individuals might engage in at public events and have learners perform role-plays practicing a variety of functional language used in social interactions, for example, expressions of condolences to a candidate who lost her bid for a public position, expressions of satisfaction or dissatisfaction about the keynote speaker at a conference or town hall meeting, or complaints to a board member about another member who is not pulling his weight. Practice common conversational strategies, such as maintaining a conversation, or closing conversations with three customary steps (pre-closing, closing, and leave-taking). In addition, during the module, invite guest speakers to speak to the class about topics relating to issues of government or citizenship. Before the guest speakers arrive, review and practice structures for opening and maintaining a conversation and introducing and thanking a speaker. Choose one learner to introduce and thank the guest speakers.

While practicing, students should employ language structures to do the following:

- express and respond to welcomes.
- respond to minor conflicts or complaints, or comfort others in distress.
- adjust conversation to appropriate levels of formality.
- ask follow-up questions at the end of the talk to keep the discussion going.
- encourage others to participate.
- use appropriate levels of formality with increased ability.

## Formative Assessment

See the Peer Assessment Checklist, *Formative Assessment Toolkit* (CLB 🗣️ 7-I), p. 8g. Find this on Tutela.ca.

## Skill Building Tasks for Project Task 1

### Conversation Strategies

Although social conversation strategies are covered in **LINC 5** in the LINC 5-7 curriculum, learners who have tested in to ELSA 6 or 7 might need to learn some of these common conversation strategies and formulaic courtesy expressions. See **LINC Vol. 1, Chapter 3** for a review of these strategies (i.e. small talk strategies, keeping conversation going, talking to strangers, etc.)

### Introducing a Guest Speaker

Allow learners to formally introduce any guest speakers that have been arranged to speak to your class this module. Role-play making the introductions in pairs before the guest arrives. Learners will need to do some research about the speaker beforehand. For some audio examples, see [ESL Pod, Introducing a Speaker](#) and **LINC Vol. 2, 283** for more information.

### Making Formal Introductions

Have learners practice introducing one another in a variety of scenarios, such as a professional conference, a town hall meeting, a strata meeting, etc. Brainstorm areas of commonality that could be used to break the ice in each situation. **WikiHow**, [How to Introduce People](#), includes an instructional reading and sample video about introducing others in a formal setting. See also **LINC Vol.2, 258** for some sample audios of individuals giving introductions, and ideas for role-plays related to this unit.

## Project Task 2

### Overview

Students learn about a Canadian political issue, listen to a meeting or debate, and draw conclusions.

### Target CLB Outcome: 8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

### Modify to 7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.


### Description

In this task, learners will develop their listening skills and gain knowledge of how typical meetings in Canadian society are run. To help with this, elicit ideas about the different types of meetings that learners might attend in the community, for example, city council meetings, town hall meetings, public open houses, strata meetings, and Parent Advisory Council meetings. Before students watch or attend a meeting, they will need to practice some scaffolding skills. In addition to the typical structure of meeting, instructors should pre-teach vocabulary related to the type of meeting, and learners should research and read some introductory texts about the topics of discussion. Alternatively, learners could listen to clips of counsel or parliamentary debates, summarizing the main ideas, and analyze typical language used for agreeing, disagreeing, etc. Learners should also listen to do the following:

- identify the main idea (which is not explicitly stated) and detailed information.
- identify phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion.
- identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.
- interpret factual information, explanations, and opinions.
- identify facts, opinions, and attitudes.

As a follow-up task, learners could hold their own mock meeting related to a topical community issue.

### Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB  7-IV), p. 61. Find this on Tutela.ca.

## 4a: Government & Citizenship Project Tasks

### Skill Building Tasks for Project Task 2

#### Logical Connectors

There is an excellent role-play in the LINC 5 unit that requires students to use logical connectors while participating in a mock community meeting about a high-rise apartment building. See **LINC Vol. 2, 220** for more information. This would be a good follow-up to the unit. Use this scenario, or another topical community issue of interest to your learners.

#### The Subjunctive

The subjunctive is used to express urgency or importance, and is often used in formal meetings. **LINC Vol.2, 290** provides some audio samples of individuals using the subjunctive in a formal meeting. Have learners listen to take note of the subjunctive in other audio clips played in class.

#### Giving Opinions

**LINC Vol.2, 259**, includes an audio excerpt from an informal meeting. Learners write down formulaic expressions that they hear for agreeing, disagreeing, offering an opinion, asking for opinions from others, and commenting on those opinions.

#### Interrupting Politely

Conversational styles vary across cultures. Learners should know that it is considered rude in Canada to monopolize conversations though it may be perfectly normal to speak at length in another culture. **LINC Vol.2, 260**, includes an audio excerpt and a practice exercise where learners identify appropriate and inappropriate expressions for interrupting someone.

#### Agendas and Memos

Most organizations prepare agendas or at least memos about the topics of the upcoming meeting. Learners can be encouraged to consult these agendas, if available, before listening to or attending a meeting, using the topics as key word to listen for. For practice, have the class listen to an excerpt from a meeting, and have learners work in pairs to create an agenda for it. See **LINC Vol. 2, 254** for more information.



# Government & Citizenship Resources

## [Discover Canada](#)

Published by CIC, this beautiful handbook is available for download as a PDF or by special order as a hard copy of this text.

## [Citizenship and Immigration Canada Video Centre](#)

The CIC website has a page with many videos about immigrating, settling, citizenship and more. All videos come with transcripts and some are available in other languages.

## [Citizenship Resource: A classroom resource for teaching citizenship topics to adult English language learners](#)

This is a new guide, written by the Toronto Catholic School Board, which is aimed at learners planning to take their citizenship test, or those wanting to know more about Canada. Chapter 4 covers Canada's Government and contains a flow chart and listening that the students can use to demonstrate their comprehension. This resource also includes good tips about studying for exams like the citizenship test.

## [CBC Radio: Being Canadian, Part 1 & 2](#)

Part 1 of this resource is an historic broadcast of the Canadian citizenship ceremony of January 3, 1947. Part 2 is a broadcast of a Korean immigrant's story. Stories of new immigrant families can also be accessed.

## [Department of Justice. \(2011\). Justice Laws Website](#)

This is an online source of the consolidated acts and regulations of Canada. The consolidations are generally updated on a weekly basis.

## ***Workwrite: Policies and Procedures. Geraci, K. Toronto, ON: Preparatory Training Programs. (2005).***

This book includes a broad range of authentic Canadian policy, procedures, regulations, and guidelines documents with accompanying activities.

## ***Canada Works (2nd ed.) Bond, J. and Nicholson, G. (2002).***

This book includes a unit on policies and procedures. It is also available for download at <http://atwork.settlement.org>).

## ESL and Skill Building Resources

***Have Your Say! Communication Activities*; 2<sup>nd</sup> ed. McKay, I. Don Mills: Oxford University Press. (2011).**

There is a good lesson about making complaints in Chapter 7, "Society and Culture." The first part of the lesson involves making direct complaints (with diplomatic language), while the second involves making indirect complaints. Indirect complaints are often made to friends, coworkers, etc. about a situation (e.g., complaining about your local mayor's recent behaviour).

### [Manitoba EAL: Resources and Modules from Teachers](#)

Teachers have contributed lesson plans to this site (some of them multi-day lessons), which are aligned with the Canadian Language Benchmarkss. A lesson about the electoral process in Canada, and the role of all candidate debates is related to this module.

***LEAP (Learning English for Academic Purposes): Listening & Speaking*; 2<sup>nd</sup> ed. Beatty, K. Montreal: Pearson. (2012).**

This academic preparatory textbook has a lesson on reading flow charts. Quite often, complex systems of the courts, and their relations to one another, are represented in this visual form.

***LINC 5-7 Classroom Activities, Volumes 1 & 2.* Toronto Catholic District School Board. (2010).**

This resource is highly recommended for this curriculum. See Volume 2, Chapter 3, and "Meetings" for multiple lesson plans on running an efficient meeting. Every step of the way is covered in this unit, such as sending out an agenda, to taking minutes, to following up after a meeting. Plenty of listening excerpts are also provided as models.

### [Roberts Rules of Order](#)

More details about running a formal meeting according to this popular method can be found at this website.

***Writing for the Real World 2: An Introduction to Business Writing.* Barnard, R. & Meehan, A. London: Oxford University Press. (2005) .**

This resource includes functions commonly used in letter writing: making inquiries, complaining, placing orders, etc. It also includes a unit on writing a short report.

### [CBC News In Review](#)

This is a website that features lessons about important news stories of the day, written collaboratively by a team of journalists and teachers. There are many audiovisual resources, as well as in-depth analysis of the story told from multiple perspectives. Lesson plans and comprehension questions accompany the stories, which are a good level for CLB 7 and 8 learners. Some of the stories that relate to this module include the recent senate scandal, and electoral reform.

***Creating Meaning: Reading and Writing for the Canadian Classroom; Advanced.* Block, K. & Friesen, H. Don Mills, Ontario: Oxford University Press. (2012).**

Chapter 6: "Concerning Community," is about the responsibilities of citizenship. Learners analyze and learn to understand the structure of extended definitions, and practice writing similar structures of their own.