Things to Know and Understand

Chapter 2 Social

Definitions:

p. 56 fair and equitable, justice, justice system

p. 58 legislation

p. 59 validity

p. 64 community service, criminal record, sentence

p. 70 rehabilitate, reintegrate

p. 72 colonialism

p. 81 sequester, unanimous

Focus questions/critical thinking challenges:

pp. 56, 57, 62, 63, 66, 67, 68, 69, 70, 72, 73, 79, 80, 82, 83, 84, 86, 87

--ask yourself these questions, can you answer them with at least four (4) points to back up/support you answer?

1. Canada’s Justice System, two parts
   1. Youth Criminal Justice Act and the Criminal Code of Canada
   2. What are the actual parts to each, compare and contrast
   3. pp. 64, 69
2. Consequences for breaking the law for a youth
   1. Pp. 66, 67 chart
   2. Understand process involved and the potential avenues (direction) a youth within the system could go
3. Factors that determine the consequences
   1. P. 68
4. Objectives of YCJA
   1. P. 79
5. Look at chart on p. 71, what information is it providing?
6. Political cartoon
   1. P. 74
   2. Understand steps for reading political cartoons on the above page
   3. What is the event or issue that inspired the cartoon?

• Are there any real people or places in the cartoon? If not, what images are portrayed in the cartoon?

• Identify the specific artistic techniques used in the cartoon (i.e., symbolism, analogy, exaggeration, labeling, and irony). What is the artist trying to show the reader by using these techniques?

• What is the cartoonist's point of view about the topic portrayed in the cartoon? Give examples to support your interpretation.

1. Jury’s, responsibilities
   1. pp. 79, 80, 81
2. Advocacy groups—John Howard, Elizabeth Fry, Elder’s role
   1. Understand similarities and differences