Social Studies
Grade Six

Democracy: Action and Participation
Required Resources

The Grade Six Lesson plans are designed to be used with

Taking Part in Our Democracy (Nelson)

Taking Part in Our Democracy – Student Resource

Taking Part in Our Democracy: Teacher Resource

NOTE: Blackline Masters (BLM) and Rubrics are available in the Teacher’s Resource
General Outcome 6.1: Citizens Participating in Decision Making

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Specific Outcomes

➢ Values and Attitudes

Students will:

6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:

- recognize and respect the democratic rights of all citizens in Canada
- value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms
- recognize the influence of historical events and legislation on democratic decision making in Canada
- value citizens’ participation in a democratic society
- value the contributions of elected representatives in the democratic process

➢ Knowledge and Understanding

Students will:

6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:

- What is democracy (i.e., justice, equity, freedoms, representation)?
- What are the similarities and differences between direct and representative democracy?
- What are the rights and responsibilities of citizens living in a representative democracy?
- How does Canada’s justice system help protect your democratic and constitutional rights?

6.1.3 analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring and reflecting upon the following questions and issues:

- How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians?
- How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)?
• How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights?
• How do the Treaty of La Grande Paix de Montréal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective rights?
• Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution?

6.1.4 analyze the structure and function of local governments in Alberta by exploring and reflecting upon the following questions and issues:

• How are representatives chosen to form a local government (i.e., electoral process)?
• What are the responsibilities of local governments (i.e., bylaws, taxes, services)?
• What role is played by school boards (i.e., public, separate, Francophone) within local communities?

6.1.5 analyze the structure and functions of Alberta’s provincial government by exploring and reflecting upon the following questions and issues:

• How is the provincial government structured?
• What is the role and status of the Lieutenant Governor within the provincial government?
• What are the responsibilities of the provincial government (i.e., laws, taxes, services)?
• How are the representatives chosen at the provincial level of government (i.e., electoral process)?
• What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister?

6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:

• How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?
• How do associations such as the Association canadienne-française de l’Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FMA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights?
• In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)?
General Outcome 6.2: Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

Specific Outcomes

➤ Values and Attitudes

Students will:

6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society

6.2.2 value the role of participation by citizens in diverse democratic societies

➤ Knowledge and Understanding

Students will:

6.2.3 analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:

• How was the government of ancient Athens structured?
• How did the structure of the government of ancient Athens provide opportunities for citizens to participate in decision making?
• How did identity, status and class structure impact citizenship in ancient Athens?
• How did the social structure of ancient Athens impact its political structure?
• To what extent were democratic ideals of equity and fairness part of the structure of Government and society in ancient Athens?

6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:

• How was the Iroquois Confederacy structured?
• What was the role and status of women within the Iroquois Confederacy?
• What are the advantages and disadvantages of consensus as a decision-making model for Government?
• How did the Six Nations use the consensus-building process?
• How did the Wampum Belt address collective identity?
• How did the social structure of the Iroquois Confederacy impact its political structure?
• To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness?
Grade Six
Social Studies

Basic Geography and Map Reading Skills
NOTE: The lessons in this section should be considered optional. Instructors should feel free to use the lessons they feel are appropriate for their students. They can be used in several ways:

- Provide basic geography and map skills to grade four students.
- Provide review to grades five and six students.
- Act as remedial and/or corrective lessons.

The content of these lessons will be well understood by you as instructors. Hopefully, you can use them with little prior preparation. The intention is that it will then give you a bit of a “buffer” so that you can become familiar with the content of the new grade six Social Studies curriculum.
Lesson One

Concept: the continents and oceans

Resources/Materials: wall maps
globe
student atlases
outline map of world (student copies and transparency, if appropriate)
Worksheet #6.I.1 (transparency, optional)

Introduction: Review with students that maps and globes are models and representations of the earth or part of the earth. A globe is a model of the entire earth, while a map represents all or part of the earth. Discuss the advantages as limitations of globes and maps, such as:
- Globes represent the shape of the earth.
- Easier to represent actual shapes of land and water on a globe.
- Difficult to include finer details on a globe.
- With maps you can represent smaller areas and with more detail.
- Difficult to represent true shapes of land and water on a map.
- Et cetera

Procedure:

1. On the wall map of the world and on the globe point out the large land masses and tell students they are referred to as continents. Tell students there are seven continents. Define a continent as “a large land mass, usually surrounded entirely by salt water.”

2. Distribute the atlases and have students turn to a map of the world where the continents are labelled. As you point out each continent on the wall map, students should find them on their atlas maps. Note that Asia and Europe are divided by a large mountain range, the Ural Mountains.

3. Similarly, point out the large bodies of water on the wall map and on the globe. Tell students these are oceans, and that the water in these bodies is salty. Define an ocean as “a large body of salt water.” Explain that there are four oceans and that they are all connected.

4. As you point out the oceans, have students find them on their atlas maps.

5. Tell students to copy the following notes from Worksheet #6.I.1. (Write them on the board or use the overhead.)

6. Distribute the outline map of the world. Direct students to label the continents and the oceans. If you are able to use a transparency, put up the transparency and label a couple of the continents to get the students started.

7. You may also elect to have them outline the continents with different colours to help familiarize them with the shapes of the continents.

Assignments:
- Copy notes from board or transparency (Worksheet #6.I.1)
- Label the continents and oceans on the outline map of the world.
- Outline the continents with coloured crayons. (optional)
The Continents and Oceans

**Continent** – large land mass usually surrounded entirely by salt water

**Ocean** – large body of salt water

**Continents**

North America | Asia
---|---
South America | Europe
Australia | Africa
Antarctica

**Oceans**

Atlantic Ocean | Pacific Ocean
---|---
Indian Ocean | Arctic Ocean

Worksheet #6.1.1
Lesson Two

Concept: North America – major countries, bodies of water

Resources/Materials: wall map of world
- wall map of North America
- globe
- student atlases
- outline map of North America (student copies and transparency, if appropriate)
- Worksheet #6.1.2 (student copies)

Introduction: Using the wall map of the world and the globe, review the names and locations of the continents and oceans. Discuss that our country, Canada, is located on the continent of North America. Point out that North America and South America were once one large land mass. Today a man-made structure, the Panama Canal separates the two continents. The canal goes through the country of Panama.

Procedure:

1. On the wall map of North America point out the three largest countries of Canada, United States, and Mexico. Have students turn to a map of North America in their atlases and find these countries.

2. Point out the smaller countries that comprise the “neck” that joins North and South America. They are referred to as Central America. As you locate these countries on the wall map, have students find them on their atlas maps. (Guatemala, San Salvador, Honduras, Belize, Nicaragua, Costa Rica, Panama). Have student locate some of the Caribbean islands such as Cuba.

3. Point out that North America is bordered by three of the world’s four oceans: Arctic, Atlantic, and Pacific. Point out these on the wall map as students locate them in their atlas maps.

4. Discuss that many of the smaller bodies of water of North America are really parts of the oceans and are made of salt water; other bodies of water are inland and are fresh water. Locate them on the wall map of North America as students locate them on their atlas maps. (Atlantic Ocean, Pacific Ocean, Arctic Ocean, Hudson Bay, James Bay, Beaufort Sea, Bering Sea, Gulf of St. Lawrence, Gulf of Mexico, Caribbean Sea, Great Bear Lake, Great Slave Lake, the Great Lakes: Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, Lake Superior). Note that the first letters of the Great Lakes spell HOMES.

5. Distribute the outline map of North America as well as Worksheet #6.1.2. Have students label the countries and bodies of water outlined on the worksheet on the map. If desired, have them outline the countries in coloured crayon. If appropriate, use the transparency to get the students started.

Assignment:

- Label the countries and bodies of water on the outline map of North America using Worksheet #6.1.2
- Outline the countries with colour crayon (optional).
North America

Directions: On the map of North America label the following:

Countries

Canada  United States of America  Mexico
Guatemala  El Salvador  Belize
Honduras  Nicaragua  Panama
Costa Rica  Cuba

Bodies of Water

Atlantic Ocean  Pacific Ocean  Arctic Ocean
Beaufort Sea  Bering Sea  Hudson Bay
James Bay  Gulf of St. Lawrence  Gulf of Mexico
Caribbean Sea  Lake Superior  Lake Huron
Lake Michigan  Lake Erie  Lake Ontario
Great Bear Lake  Great Slave Lake

Worksheet #6.1.2
Lesson Three

Concept: Cardinal and Intercardinal Directions on a Map

Resources/Materials: globe

- wall maps of world, North America, Canada
- student atlases
- Worksheet #6.1.3a (student copies and transparency, if appropriate)
- Worksheets #6.1.3b and #6.1.3c (student copies)

Introduction: With students sitting in their desks go over some direction words. (Examples, Jake is sitting behind Dora; the table is beside Ben.) Tell students that in Social Studies we use specific terms to tell where something or someplace is compared to another. We use these terms to describe relative location. With students still in their desks instruct them on the use of the cardinal (north, east, south, west) and then intercardinal (northeast, southeast, southwest, northwest) directions.

Procedure:

1. Display the globe. Note that on a globe “up” is always north; “down” is always south; to the “right” is always east; to the “left” is always west.

2. Next display a wall map. Note that mapmakers (called cartographers) have decided that on maps up is always north, down is south, right is east, and left is west. On the map point out the cardinal and intercardinal directions.

3. With students practice describing the relative locations of places on the map(s). (Canada is north of the United States; Mexico is south of Canada and the United States; Montréal is northeast of Toronto, etc.

4. Introduce the idea of a direction star or rose to students by drawing a large “plus” sign on the board. Label the direction star with cardinal directions and then the draw in the additional lines for the intercardinal directions. **Note that most maps do not include a direction star/rose. Some only have an arrow pointing north.** You may want to teach the students to memorize the directions on a direction star by using the sentence **Never Eat Sour Worms.**

5. Practice as a group with maps in the students’ atlases.

6. Have students define relative location in their notebooks (i.e., where a place is compared to another place). Distribute the map of Horizon Colony (Worksheet #6.1.3a) and Worksheet #6.1.3b. Go over the directions, if necessary. Some may want to get the students started by using a transparency of Worksheet #6.1.3a.

7. Distribute Worksheet #6.1.3c and go over those directions.

Assignment:
- Write definition of relative location in notebook.
- Do Worksheets #6.1.3a and #6.1.3b.
- Do Worksheet #6.1.3c.
The Cardinal and Intercardinal Directions

Directions: Use the map of Horizon Colony to answer the questions.

1. In the space below draw and label a direction star.

2. Write north, south, east, or west in the spaces below.

   The mechanic’s shop is ________________ of the blacksmith’s shop.

   The hog barn is ________________ of the chicken barn.

   The school is ________________ of the carpenter’s shop.

   The dugout is ________________ of the garden shed.

   The laundry is ________________ of the turkey barn.

   The lagoon is ________________ of the reservoir.

   The homes are all ________________ of the chicken barn.

3. Write northeast, southeast, southwest, or northwest in the spaces below.

   The school is ________________ of the chicken barn.

   The quonsets are ________________ of the dairy barn.

   The hog barn is ________________ of the garden.

   The dining room is ________________ of the duck barn.

   The church is ________________ of the reservoir.

   The school is ________________ of the dugout.

   The feed tower is ________________ of the school.

   The cemetery is ________________ of the dairy barn.
The Cardinal and Intercardinal Directions

1. Use a map of the world in your atlas to answer these questions.

   In what direction is

   a. South America from North America? _____________________________

   b. Europe from Asia? _____________________________

   c. Africa from Europe? _____________________________

   d. Antarctica from Australia? _____________________________

   e. Australia from Antarctica? _____________________________

   f. Asia from Australia? _____________________________

   g. Asia from Africa? _____________________________

   h. North America from Europe? _____________________________

2. Use a map of North America in your atlas to answer these questions. (Don’t forget to use cardinal and intercardinal directions.)

   In what direction is

   a. Canada from Mexico? _____________________________

   b. Panama from Mexico? _____________________________

   c. Honduras from the United States? _____________________________

   d. Cuba from Mexico? _____________________________

   e. Panama from Cuba? _____________________________

   f. Guatemala from Canada? _____________________________

   g. Costa Rica from Panama? _____________________________

   h. Honduras from Cuba? _____________________________

   i. the United States from Canada? _____________________________

   j. Canada from the United States? _____________________________

   k. Belize from Mexico? _____________________________

Worksheet #6.1.3c
The Cardinal and Intercardinal Directions

Directions: Use the map of Horizon Colony to answer the questions.

1. In the space below draw and label a direction star.

2. Write north, south, east, or west in the spaces below.
   The mechanic's shop is ______ north ________ of the blacksmith's shop.
   The hog barn is ______ south ________ of the chicken barn.
   The school is ______ east ________ of the carpenter's shop.
   The dugout is ______ west ________ of the garden shed.
   The laundry is ______ west ________ of the turkey barn.
   The lagoon is ______ north ________ of the reservoir.
   The homes are all ______ west ________ of the chicken barn.

3. Write northeast, southeast, southwest, or northwest in the spaces below.
   The school is ______ southwest ________ of the chicken barn.
   The quonsets are ______ northwest ________ of the dairy barn.
   The hog barn is ______ northwest ________ of the garden.
   The dining room is ______ southwest ________ of the duck barn.
   The church is ______ northwest ________ of the reservoir.
   The school is ______ northwest ________ of the digout.
   The feed tower is ______ southeast ________ of the school.
   The cemetery is ______ southwest ________ of the dairy barn.
The Cardinal and Intercardinal Directions

1. Use a map of the world in your atlas to answer these questions.

   In what direction is
   a. South America from North America? __south__________
   b. Europe from Asia? __west______________
   c. Africa from Europe? __south______________
   d. Antarctica from Australia? __south__________
   e. Australia from Antarctica? __north___________
   f. Asia from Australia? __north (northwest)
   g. Asia from Africa? __north (northeast)
   h. North America from Europe? __west__ (if across Atlantic Ocean)  
                                __east__ (if across Asia and Pacific Ocean)

2. Use a map of North America in your atlas to answer these questions. (Don’t forget to use cardinal and intercardinal directions.)

   In what direction is
   a. Canada from Mexico? __north______________
   b. Panama from Mexico? __southeast__________
   c. Honduras from the United States? __south______________
   d. Cuba from Mexico? __east______________
   e. Panama from Cuba? __south______________
   f. Guatemala from Canada? __south______________
   g. Costa Rica from Panama? __west______________
   h. Honduras from Cuba? __southwest__________
   i. the United States from Canada? __south______________
   j. Canada from the United States? __north______________
   k. Belize from Mexico? __east______________
Lesson Four

Concept: Canada’s Provinces and Territories

Resources/Materials: wall map of Canada  
student atlases  
outline map of Canada’s Provinces and Territories (student copies, transparency)  
Worksheet #6.1.4a (transparency, if appropriate)  
Workheets #6.1.4b and #6.1.4c (student copies)

Introduction: Explain that Canada is divided up into sections and that each section has its own government. Display the wall map of Canada. Point out some of the sections and explain that these sections are referred to as provinces and territories. Each province/territory has a government that looks after its area. There are ten provinces and three territories.

Procedure:

1. Have students turn to a political map of Canada in their atlases. As you point out the provinces and territories on the wall map, students should try to locate them on their atlas maps.

2. Write on the board the names of the provinces or territories or put up the transparency of Worksheet #6.1.4a. Direct students to copy these down in their notebooks.

3. Distribute copies of the map of the provinces and territories. Tell students to label the map with the names of the provinces and territories. They should also outline and then shade in lightly with coloured crayon each of the provinces and territories. Ensure that adjoining provinces are not coloured the same colour. DO NOT USE blue (reserved for bodies of water) or black.

4. Distribute copies of worksheet #6.1.4b. Tell students to unscramble the letters to spell the names of the provinces and territories.

5. On the wall map of Canada review with students how to describe relative location. With students describe the relative location of Alberta and one other province or territory. Then distribute Worksheet #6.1.4c. Go over the directions.

Assignments:

- Copy into notebook names of provinces and territories.
- Label outline map of Canada with names of provinces and territories.
- Colour map.
- Do Worksheets #6.1.4b and #6.1.4c.
Canada’ Provinces and Territories

British Columbia
Alberta
Saskatchewan
Manitoba
Ontario
Québec
New Brunswick
Nova Scotia
Prince Edward Island
Newfoundland and Labrador
Yukon Territory
Northwest Territories
Nunavut
Canada’s Provinces and Territories

Directions: Unscramble the letters to spell the names of each of Canada’s provinces, territories, and our country. Don’t forget to capitalize!

1. aabelrt
2. ainoort
3. bceequ
4. bhiirst abciimou
5. ceipr adderw adilna
6. anntuuv
7. aacehknsstw
8. addeflnnouw adn aabdlorr
9. anov aclost
10. ehnorsttw eeiorrstt
11. enw bciknrsw
12. aabimnot
13. knouy eiorrrtty
14. aaacdn

Now here are some others. Can you figure out what they are?

1. aais
2. hnort aaceimr
3. aailrstu
4. hostu aaceimr
5. aacfir
6. eeporu
7. aaaccinrtt
Canada’s Provinces and Territories

Directions: Unscramble the letters to spell the names of each of Canada’s provinces, territories, and our country. Don’t forget to capitalize!

1. a a b e l r t Alberta
2. a i n o o r t Ontario
3. b c e e q u Quebec
4. b h i i r s t a b c i i m o u British Columbia
5. c e i n p r a d d e r w a d i l n a Prince Edward Island
6. a n n t u u v Nunavut
7. a a a c e h k n s s t w Saskatchewan
8. a d d e f l n n o u w a d n a a b d l o r r Newfoundland and Labrador
9. a n o v a c l o s t Nova Scotia
10. e h n o r s t t w e e i i o r r s t t Northwest Territories
11. e n w b c i k n r s u w New Brunswick
12. a a b i m n o t Manitoba
13. k n o u y e i o r r r t t y Yukon Territory
14. a a a c d n Canada

Now here are some others. Can you figure out what they are?

1. a a i s Asia
2. h n o r t a a c e i m r North America
3. a a a i l r s t u Australia
4. h o s t u a a c e i m r South America
5. a a c f i r Africa
6. e e o p r u Europe
7. a a a c c i n r t t Antarctica

Worksheet #6.1.4b
The Relative Locations of Provinces and Territories

Directions: For each province or territory in the chart describe the relative location.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Relative Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td></td>
</tr>
<tr>
<td>British Columbia</td>
<td></td>
</tr>
<tr>
<td>Nunavut</td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td></td>
</tr>
<tr>
<td>Ontario</td>
<td></td>
</tr>
<tr>
<td>Manitoba</td>
<td></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td></td>
</tr>
</tbody>
</table>
The Relative Locations of Provinces and Territories

Directions: For each province or territory in the chart describe the relative location.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Relative Location</th>
</tr>
</thead>
</table>
| Alberta              | • east of British Columbia  
                       |   • west of Saskatchewan                                |
| British Columbia     | • west of Alberta  
                       |   • east of Pacific Ocean                              |
| Nunavut              | • east of Northwest Territories  
                       |   • north of Manitoba, Ontario, Québec                 |
| Nova Scotia          | • east of New Brunswick  
                       |   • west of Atlantic Ocean  
                       |   • southwest of Newfoundland                          |
| Ontario              | • east of Manitoba  
                       |   • west of Québec                                     |
| Manitoba             | • east of Saskatchewan  
                       |   • west of Ontario  
                       |   • south of Nunavut                                   |
| Prince Edward Island | • northeast of New Brunswick  
                       |   • northwest (or west) of Nova Scotia                 |
Lesson Five

Concept: Canada’s Capital Cities, Provincial/Territorial Abbreviations

Resources/Materials: wall map of Canada
                         student atlases
                         outline map of Canada’s Provinces and Territories (student copies, transparency)
                         Worksheet #6.1.5a (optional, student copies, transparency)
                         Worksheet #6.1.5b (student copies OR transparency)

Introduction: Display the wall map of Canada and have students turn to a map of Canada in their atlases. Review the names and locations of the provinces and territories. Explain that Canada’s capital city is Ottawa. Point it out on the wall map and have students locate it on their atlas maps. Explain that each province/territory has its own capital city. The capital city is where the laws are made.

Procedure:

1. In some organized fashion go over each province/territory and name its capital city. NOTE that cities and towns are shown with a dot on a map. Locate the province/territory and its capital on the wall map and then have students locate them on their atlas maps. NOTE: The capital city of the Province of Québec is Québec; however, it is often referred to as Québec City to distinguish it from the province.

2. Tell students that each province and territory has an abbreviation or short way of writing its name. There are two types of abbreviations: one is used for daily writing and the other for the post service. The regular abbreviations use periods while the postal abbreviations are all two-lettered and do not use periods.

3. Distribute Worksheet #6.1.5a and put up the transparency, if appropriate. With students fill in the chart. If time does not permit, give them a copy of Worksheet #6.1.5b or put up the transparency. They should fill in their own charts with the information from this chart. Alternately, students can make their own charts in their notebooks and then copy the information from Worksheet #6.1.5b.

4. Distribute the outline map of Canada. Have students label Ottawa, the provinces and territories and their capitals.

Assignment:

- Complete the chart on Canada’s Provinces and Territories.
- Label Ottawa, the Provinces and Territories and their capitals on the outline map of Canada.
Canada’s Provincial and Territorial Capitals and Abbreviations

The name of the capital city of Canada is ____________________.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
<th>Regular Abbreviation</th>
<th>Postal Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
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<tr>
<td>Alberta</td>
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<tr>
<td>Saskatchewan</td>
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<td>Manitoba</td>
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<tr>
<td>Ontario</td>
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<tr>
<td>Québec</td>
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<td>New Brunswick</td>
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<td>Prince Edward Island</td>
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<tr>
<td>Newfoundland and Labrador</td>
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<tr>
<td>Northwest Territories</td>
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<td>Yukon Territory</td>
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<tr>
<td>Nunavut</td>
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</tbody>
</table>
### Canada’s Provincial and Territorial Capitals and Abbreviations

The name of the capital city of Canada is ____________.

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<th>Regular Abbreviation</th>
<th>Postal Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>Victoria</td>
<td>B.C.</td>
<td>BC</td>
</tr>
<tr>
<td>Alberta</td>
<td>Edmonton</td>
<td>Alta.</td>
<td>AB</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Regina</td>
<td>Sask.</td>
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<tr>
<td>Manitoba</td>
<td>Winnipeg</td>
<td>Man.</td>
<td>MB</td>
</tr>
<tr>
<td>Ontario</td>
<td>Toronto</td>
<td>Ont.</td>
<td>ON</td>
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<tr>
<td>Québec</td>
<td>Québec</td>
<td>Qué.</td>
<td>PQ or QC</td>
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<tr>
<td>New Brunswick</td>
<td>Fredericton</td>
<td>N.B.</td>
<td>NB</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Halifax</td>
<td>N.S.</td>
<td>NS</td>
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<tr>
<td>Prince Edward Island</td>
<td>Charlottetown</td>
<td>P.E.I.</td>
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<tr>
<td>Newfoundland and Labrador</td>
<td>St. John’s</td>
<td>Nfld.</td>
<td>NL</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>Yellowknife</td>
<td>N.W.T</td>
<td>NT</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>Whitehorse</td>
<td>Y.T.</td>
<td>YT</td>
</tr>
<tr>
<td>Nunavut</td>
<td>Iqaluit</td>
<td>Nun.</td>
<td>NU</td>
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</table>
Lesson Six

NOTE: Teachers can make this lesson as extensive as they choose, taking anywhere from one to several days.

Concept: Facts about the Provinces and Territories

Resources/Materials: The resources and materials depend on how teachers choose to approach this lesson. Possible resources and materials include:
- Encyclopaedias and other reference books
- Worksheet #6.1.6a (student copies)
- Worksheet #6.1.6b (6 copies for each student)
- Worksheets #6.1.6f - #6.1.6l (students copies)
- Blackline Masters of the provincial/territorial crests
- Blackline Masters of the provincial/territorial flowers
- Worksheets #6.1.6c, #6.1.6d, and #6.1.6e (student copies)

Introduction: Tell students that in this lesson they will be finding out more about each of the provinces and territories. In addition to the capital cities they will be finding more about the population, land area, provincial flag or crest, provincial flower, and the main industries.

Procedure:

Here are some possibilities:

1. Distribute ONE copy of Worksheet #6.1.6a and SIX copies of Worksheet #6.1.6b for each student. These worksheets are to be cut in half and made into a booklet. Use encyclopaedias to find the information to complete the booklet. Reduce the sizes of the crests and flowers so they fit on the pages.

2. Distribute ONE copy of Worksheet #6.1.6a and SIX copies of Worksheet #6.1.6b for each student. These worksheets are to be cut in half and made into a booklet. Use the information on Worksheet #6.1.6c to complete the booklet. Reduce the sizes of the crests and flowers so they fit onto the pages.

3. Make a class display of the Provinces and Territories. Assign various class members to research and make a large (28 cm X 42 cm or larger) display for one or more province/territory. The blackline masters of provincial crests and flower can be enlarged and copied, if necessary. Use the encyclopaedias to determine how to colour them.

4. Distribute Worksheet #6.1.6d. Have students use the information on Worksheet #6.1.6c to complete the sheet.

Assignment:
- Make a booklet about Canada’s Provinces and Territories using Worksheets #6.1.6a and #6.1.6b OR Worksheets #6.1.6f - #6.1.6l.
OR
- Make a class display about Canada’s Provinces and Territories.
OR
- Complete Worksheet #6.1.6d and #6.1.6e, using Worksheet #6.1.6c.
CANADA

Relative Location: ____________________________

__________________________________________

__________________________________________

Capital City: ________________________________

Population: ____________________________ Flag

Area: ________________________________

Major Industries: ____________________________

__________________________________________

__________________________________________

__________________________________________

Floral Emblem

(Province/Territory)

Relative Location: ____________________________

__________________________________________

__________________________________________

Capital City: ________________________________

Population: ____________________________ Flag

Area: ________________________________

Major Industries: ____________________________

__________________________________________

__________________________________________

__________________________________________

Floral Emblem
### FACTS ABOUT CANADA, ITS PROVINCES, AND TERRITORIES

<table>
<thead>
<tr>
<th></th>
<th>CANADA</th>
<th>BRITISH COLUMBIA</th>
</tr>
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<tbody>
<tr>
<td><strong>Capital City</strong></td>
<td>Ottawa</td>
<td>Victoria</td>
</tr>
<tr>
<td><strong>Population</strong></td>
<td>32,777,304</td>
<td>4,338,106</td>
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<tr>
<td><strong>Area</strong></td>
<td>9,984,670 km²</td>
<td>9,447,355 km²</td>
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<tr>
<td><strong>Floral Emblem</strong></td>
<td>Maple Leaf</td>
<td>Pacific Dogwood</td>
</tr>
<tr>
<td><strong>Major Industries</strong></td>
<td>Agriculture, Mining, Forestry, Fishing, Manufacturing, Tourism</td>
<td>Forestry, Mining, Fishing, Tourism,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transportation</td>
</tr>
<tr>
<td><strong>ALBERTA</strong></td>
<td></td>
<td><strong>SASKATCHEWAN</strong></td>
</tr>
<tr>
<td><strong>Capital City</strong></td>
<td>Edmonton</td>
<td>Regina</td>
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<tr>
<td><strong>Population</strong></td>
<td>3,435,511</td>
<td>987,939</td>
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<tr>
<td><strong>Area</strong></td>
<td>661,848 km²</td>
<td>651,036 km²</td>
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<tr>
<td><strong>Floral Emblem</strong></td>
<td>Wild Rose</td>
<td>Western Red Lily</td>
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<td><strong>Major Industries</strong></td>
<td>Oil and Gas, Agriculture, Forestry, Mining, Tourism, Manufacturing</td>
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</tr>
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<td></td>
<td></td>
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<tr>
<td><strong>MANITOBA</strong></td>
<td></td>
<td><strong>ONTARIO</strong></td>
</tr>
<tr>
<td><strong>Capital City</strong></td>
<td>Winnipeg</td>
<td>Toronto</td>
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<tr>
<td><strong>Population</strong></td>
<td>1,180,004</td>
<td>12,726,336</td>
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<tr>
<td><strong>Area</strong></td>
<td>647,797 km²</td>
<td>1,076,395 km²</td>
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<td><strong>Floral Emblem</strong></td>
<td>Prairie Crocus</td>
<td>White Trillium</td>
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<td><strong>Major Industries</strong></td>
<td>Agriculture, Mining, Forestry, Tourism</td>
<td>Manufacturing, Commerce, Mining, Tourism</td>
</tr>
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<td></td>
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<tr>
<td><strong>QUÉBEC</strong></td>
<td></td>
<td><strong>NEW BRUNSWICK</strong></td>
</tr>
<tr>
<td><strong>Capital City</strong></td>
<td>Québec</td>
<td>Fredericton</td>
</tr>
<tr>
<td><strong>Population</strong></td>
<td>7,676,097</td>
<td>748,582</td>
</tr>
<tr>
<td><strong>Area</strong></td>
<td>1,542,056 km²</td>
<td>72,908 km²</td>
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<tr>
<td><strong>Floral Emblem</strong></td>
<td>Blue Flag Iris</td>
<td>Purple Violet</td>
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<tr>
<td><strong>Major Industries</strong></td>
<td>Manufacturing, Mining, Transportation, Commerce, Tourism</td>
<td>Fishing, Forestry, Tourism</td>
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<td></td>
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<tr>
<td><strong>NOVA SCOTIA</strong></td>
<td></td>
<td><strong>PRINCE EDWARD ISLAND</strong></td>
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<tr>
<td><strong>Capital City</strong></td>
<td>Halifax</td>
<td>Charlottetown</td>
</tr>
<tr>
<td><strong>Population</strong></td>
<td>933,793</td>
<td>138,632</td>
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<tr>
<td><strong>Area</strong></td>
<td>55,284 km²</td>
<td>5,660 km²</td>
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<td><strong>Floral Emblem</strong></td>
<td>Mayflower</td>
<td>Lady’s Slipper</td>
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<tr>
<td><strong>Major Industries</strong></td>
<td>Fishing, Tourism, Transportation</td>
<td>Agriculture, Fishing, Tourism</td>
</tr>
<tr>
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<tr>
<td><strong>NEWFOUNDLAND AND LABRADOR</strong></td>
<td></td>
<td><strong>YUKON TERRITORY</strong></td>
</tr>
<tr>
<td><strong>Capital City</strong></td>
<td>St. John’s</td>
<td>Whitehorse</td>
</tr>
<tr>
<td><strong>Population</strong></td>
<td>508,548</td>
<td>31,151</td>
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<tr>
<td><strong>Area</strong></td>
<td>405,212 km²</td>
<td>482,443 km²</td>
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<td><strong>Floral Emblem</strong></td>
<td>Pitcher Plant</td>
<td>Fireweed</td>
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<td><strong>Major Industries</strong></td>
<td>Fishing, Oil, Forestry</td>
<td>Mining,</td>
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<td><strong>NORTHWEST TERRITORIES</strong></td>
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<td><strong>NUNAVUT</strong></td>
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<td><strong>Capital City</strong></td>
<td>Yellowknife</td>
<td>Iqaluit</td>
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<td><strong>Population</strong></td>
<td>41,777</td>
<td>30,947</td>
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<td><strong>Area</strong></td>
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<td>2,093,190 km²</td>
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<td><strong>Floral Emblem</strong></td>
<td>Mountain Avens</td>
<td>Purple Saxifrage</td>
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<td><strong>Major Industries</strong></td>
<td>Mining, Hunting and Trapping, Oil and Gas, Tourism</td>
<td>Hunting and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trapping, Tourism</td>
</tr>
</tbody>
</table>
CANADA’S PROVINCES AND TERRITORIES

Directions: Write the name of the correct Canadian province or territory below each paragraph.

1. I am the province that is smallest in population and in area. I am an island.
   __________________________________________

2. My capital city has three syllables. Agriculture and forestry are two of my most important industries. The prairie crocus is a beloved symbol of my citizens.
   __________________________________________

3. I am Canada’s newest and largest territory, but I have the smallest population.
   __________________________________________

4. My capital city is found on an island. I border the Pacific Ocean.
   __________________________________________

5. My capital city is found on an island. I border the Atlantic Ocean. My floral emblem, the pitcher plant, actually eats insects!
   __________________________________________

6. The wild rose is a symbol of me. I am east of British Columbia, south of the Northwest Territories, and west of Saskatchewan.
   __________________________________________

7. Halifax is my capital city. My name means “New Scotland”.
   __________________________________________

8. I am the province with the largest population. Much of my land borders on the Great Lakes.
   __________________________________________

9. I have the same name as my capital city. Almost all of the people who live within my boundaries can speak French. My floral emblem used to be the fleur-de-lis (or Madonna lily), now it is the blue iris.
   __________________________________________

10. The name of my capital city, Regina, means “queen”. My farmers grow a lot of wheat.
    __________________________________________
11. I border the Arctic Ocean. Mining is one of my most important industries. My capital city is the name of a farm animal.

12. The mighty Mackenzie River flows through me. The mountain avens is my territorial floral emblem. I border the Arctic Ocean.

13. I am west of Nova Scotia and southeast of Québec. Part of me also borders the United States.

14. I am not a province or a territory. I do have ten provinces and three territories. My residents think I am the greatest place in the world.
CANADA'S PROVINCES AND TERRITORIES

Directions: Write the name of the correct Canadian province or territory below each paragraph.

1. I am the province that is smallest in population and in area. I am an island.
   **Prince Edward Island**

2. My capital city has three syllables. Agriculture and forestry are two of my most important industries. The prairie crocus is a beloved symbol of my citizens.
   **Manitoba**

3. I am Canada’s newest and largest territory, but I have the smallest population.
   **Nunavut**

4. My capital city is found on an island. I border the Pacific Ocean.
   **British Columbia**

5. My capital city is found on an island. I border the Atlantic Ocean. My floral emblem, the pitcher plant, actually eats insects!
   **Newfoundland and Labrador**

6. The wild rose is a symbol of me. I am east of British Columbia, south of the Northwest Territories, and west of Saskatchewan.
   **Alberta**

7. Halifax is my capital city. My name means “New Scotland”.
   **Nova Scotia**

8. I am the province with the largest population. Much of my land borders on the Great Lakes.
   **Ontario**

9. I have the same name as my capital city. Almost all of the people who live within my boundaries can speak French. My floral emblem used to be the fleur-de-lis (or Madonna lily), now it is the blue iris.
   **Québec**

10. The name of my capital city, Regina, means “queen”. My farmers grow a lot of wheat.
    **Saskatchewan**
11. I border the Arctic Ocean. Mining is one of my most important industries. My capital city is the name of a farm animal.

Yukon Territory

12. The mighty Mackenzie River flows through me. The mountain avens is my territorial floral emblem. I border the Arctic Ocean.

Northwest Territories

13. I am west of Nova Scotia and southeast of Québec. Part of me also borders the United States.

New Brunswick

14. I am not a province or a territory. I do have ten provinces and three territories. My residents think I am the greatest place in the world.

Canada
CANADA
Provinces and Territories

British Columbia

Capital City ____________________________
Population ___________________________
Area _________________________________
Provincial Flower _______________________

Major Industries ____________________________________________________________

_____________________________________

_____________________________________

Worksheet #6.16f
Alberta

Capital City __________________
Population __________________
Area ________________________
Provincial Flower _____________

Major Industries

________________________________
________________________________
________________________________

Saskatchewan

Capital City __________________
Population __________________
Area ________________________
Provincial Flower _____________

Major Industries

________________________________
________________________________
________________________________
Manitoba

Capital City __________________
Population ________________
Area ______________________
Provincial Flower ____________

Major Industries __________________________

_____________________________________

_____________________________________

_____________________________________

Ontario

Capital City __________________
Population ________________
Area ______________________
Provincial Flower ____________

Major Industries __________________________

_____________________________________

_____________________________________

_____________________________________

Worksheet #6.16h
Quebec

Capital City ______________________
Population ______________________
Area ____________________________
Provincial Flower ________________

Major Industries __________________

______________________________

______________________________

______________________________

New Brunswick

Capital City ______________________
Population ______________________
Area ____________________________
Provincial Flower ________________

Major Industries __________________

______________________________

______________________________

______________________________
Nova Scotia

Capital City ________________
Population __________________
Area _______________________
Provincial Flower ____________

Major Industries ________________________________
______________________________________________
______________________________________________
______________________________________________

Prince Edward Island

Capital City ________________
Population __________________
Area _______________________
Provincial Flower ____________

Major Industries ________________________________
______________________________________________
______________________________________________
______________________________________________

Worksheet #6.1.6j
Newfoundland and Labrador

Capital City ______________________
Population______________________
Area __________________________
Provincial Flower ________________

Major Industries ________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Yukon Territory

Capital City ______________________
Population______________________
Area __________________________
Territorial Flower ______________

Major Industries ________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Worksheet #6.1.6k
Northwest Territories

Capital City
Population
Area
Territorial Flower

Major Industries

---

Nunavut

Capital City
Population
Area
Territorial Flower

Major Industries

---
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<th>Region</th>
<th>Flag Image</th>
<th>Coat of Arms</th>
<th>Floral Emblem</th>
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<td><img src="#" alt="Flag" /></td>
<td><img src="#" alt="Coat of Arms" /></td>
<td><a href="#">Maple leaf</a></td>
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<td><img src="#" alt="Coat of Arms" /></td>
<td><a href="#">Pacific Dogwood</a></td>
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<td><img src="#" alt="Coat of Arms" /></td>
<td><a href="#">Wild Rose</a></td>
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<td>Province</td>
<td>Flag</td>
<td>Coat of Arms</td>
<td>Flower</td>
</tr>
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<tr>
<td>Saskatchewan</td>
<td><img src="image1" alt="flag" /></td>
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<tr>
<td>Manitoba</td>
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<td><img src="image5" alt="coat_of_arms" /></td>
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<tr>
<td>Ontario</td>
<td><img src="image7" alt="flag" /></td>
<td><img src="image8" alt="coat_of_arms" /></td>
<td><img src="image9" alt="flower" /></td>
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</tbody>
</table>
BLUE FLAG IRIS

PITCHER PLANT

TRILLIUM

CROCUS
PURPLE SAXIFRAGE
Lesson Seven

Concept: Canada: Major Bodies of Water

Resources/Materials: wall map of Canada
student atlases
outline map of bodies of water of Canada (student copies, transparency)
Worksheet #6.1.7 (student copies)

Introduction: Display the wall map of Canada. Note that Canada is surrounded by three of the world’s four oceans. In addition, there are many lakes and rivers of varying sizes within Canada. Discuss with students the importance of these bodies of water in our lives (transportation, drinking, washing, irrigation, and so on). Tell students that today’s lesson involves identifying and labelling some of the major bodies of water in Canada.

Procedure:

1. Have students turn to a page in their atlases where the bodies of water are labelled. Distribute Worksheet #6.1.7. With students identify some of the bodies of water listed on the worksheet. Note that the names of the rivers are usually written along the path of the river whereas the names of oceans and lakes are usually written horizontally.

2. Distribute the outline map of the bodies of water. Direct students to find and label each of the bodies of water listed on Worksheet #6.1.7. Put up the transparency, if appropriate, and write in the names of a couple of the bodies of water to get the students started.

Assignment:

- Label the bodies of water on the outline map.
Bodies of Water of Canada

Directions: Label the following bodies of water on the map of Canada.

A. Oceans

    Pacific Ocean  Arctic Ocean  Atlantic Ocean

B. Bays and Gulfs

    Hudson Bay  James Bay  Gulf of St. Lawrence
    Bay of Fundy  Hudson Strait  Beaufort Sea

C. Lakes

    Great Bear Lake  Great Slave Lake  Lake Athabasca
    Lake Winnipeg  Lake Superior  Lake Huron
    Lake Michigan  Lake Erie  Lake Ontario

D. Rivers

    St. Lawrence River  Saguenay River  Mackenzie River
    North Saskatchewan River  Red Deer River  Bow River
    South Saskatchewan River  Peace River  Athabasca River
    Churchill River  Nelson River  Saskatchewan River
    Red River  Fraser River  Columbia River
Lesson Eight

Concept: Scale on a Map

Resources/Materials: wall maps
student atlases
outline map of Canada (student copies, transparency)
outline map of Alberta (student copies, transparency)
Worksheet #6.1.8

Introduction: Discuss with students that maps and globes are just representations of parts or all of the earth. Explain that most maps are drawn “to scale”. This means that, for example, a kilometre on the actual earth may be represented on a map as one centimetre. This means that you can determine the actual distances on maps using a map scale.

Procedure:

1. Display a wall map. Show students the map scale and explain how it works.

2. If appropriate put up the transparency of the map of Canada and point out the map scale.

3. Distribute the outline map of Canada and show students how to use the edge of a piece of paper and the map scale to determine actual distances. With students do a couple of examples.

4. Distribute the outline map of Alberta as well as Worksheet #6.1.8. Go over the directions.
   NOTE: This worksheet requires that students use a map of Canada from their atlases.

Assignment:

- Use the outline maps of Canada and Alberta as well as a map of Canada in your atlas to complete Worksheet #6.1.8.
USING THE SCALE ON A MAP

Directions: Use the map of Canada to find the distances between these cities:

City G and City A: ________________  City F and City G: ________________
City B and City G: ________________  City M and City I: ________________
City L and City J: ________________  City C and City A: ________________

Directions: Use the map of Alberta to find the distances between these cities:

Grande Prairie and Peace River: ________________
Milk River and Medicine Hat: ________________
Red Deer and Lethbridge: ________________
Fort McMurray and Edmonton: ________________
Lethbridge and Peace River: ________________
Calgary and Lethbridge: ________________
Determine how far Alberta is from its northern border to its southern border. ________________
How far it is across Alberta's widest point? ________________

Directions: Find a map of Canada in your atlas that shows some of the major cities. Then use the scale on the map to determine the distances between these cities:

Calgary and Regina: ________________  Victoria and Edmonton: ________________
Toronto and Québec: ________________  Winnipeg and Fredericton: ________________
Whitehorse and Yellowknife: ______  St. John's and Charlottetown: ______
Halifax and Regina: ________________
USING THE SCALE ON A MAP

Directions: Use the map of Canada to find the distances between these cities:

City G and City A: \( 1100 \text{ km} \)  
City F and City G: \( 1000 \text{ km} \)

City B and City G: \( 800 \text{ km} \)  
City M and City I: \( 400 \text{ km} \)

City L and City J: \( 900 \text{ km} \)  
City C and City A: \( 2100 \text{ km} \)

Directions: Use the map of Alberta to find the distances between these cities:

Grande Prairie and Peace River: \( 100 \text{ km} \)

Milk River and Medicine Hat: \( 135 \text{ km} \)

Red Deer and Lethbridge: \( 290 \text{ km} \)

Fort McMurray and Edmonton: \( 425 \text{ km} \)

Lethbridge and Peace River: \( 775 \text{ km} \)

Calgary and Lethbridge: \( 150 \text{ km} \)

Determine how far Alberta is from its northern border to its southern border. \( 1200 \text{ km} \)

How far it is across Alberta’s widest point? \( 450 \text{ km} \)

Directions: Find a map of Canada in your atlas that shows some of the major cities. Then use the scale on the map to determine the distances between these cities:

Calgary and Regina: \( 680 \text{ km} \)  
Victoria and Edmonton: \( 1050 \text{ km} \)

Toronto and Québec: \( 725 \text{ km} \)  
Winnipeg and Fredericton: \( 2300 \text{ km} \)

Whitehorse and Yellowknife: \( 1150 \text{ km} \)  
St. John’s and Charlottetown: \( 850 \text{ km} \)

Halifax and Regina: \( 3200 \text{ km} \)
Lesson Ten

Concept: Absolute Location: Determining Latitude

Resources/Materials: wall maps of World, North America, Canada, and so on
                      globe
                      Worksheets #6.1.9a - #6.1.9c (student copies; transparency of #6.1.9b, if appropriate)
                      student atlases

Introduction: Review the concept of relative location (where a place is compared to another place). Discuss the idea that relative location is useful to determine where a place is in a general sense, but people such as airline and ship pilots, map makers and surveyors need a much more detailed and specific way to identify location. They use absolute location.

Procedure:

1. Explain to students that absolute location describes where a place is in terms of latitude and longitude.

2. On the globe point to the equator. Tell students we divide the world in half with an imaginary line around the middle. This line is called the equator. The top half of the earth is called the northern hemisphere and the bottom half is called the southern hemisphere. (“Sphere” means ball-shaped and “hemi” means half.) Latitude tells how far north or south a place is from the equator. The lines of latitude go “across” a map or globe. The unit we use to measure latitude is the degree and the symbol is °.

3. On the world map point out the equator. Explain that the locations north of the equator are known as the north latitudes and those south of the equator the south latitudes. Point out where on the map the latitudes are numbered. (Note that often the latitudes are not denoted as “north” or “south”, but only by number. Students must be able to infer that a certain location is in the northern or southern hemisphere from how the numbers progress. In the northern hemisphere the numbers increase in size as you go north. In the southern hemisphere the numbers increase in size as you go south. The equator is at 0 degrees.

4. With students make up some notes about absolute location and latitude for students to copy into their notebooks, such as

   Absolute Location
   Absolute location – describes where a place is in terms of latitude and longitude.
   Latitude – tells how far north or south a place is from the equator.

5. Have students turn to a map in their atlases, find where the lines of latitude (or parallels) are numbered. Practice determining the latitude of a few places.

6. Distribute Worksheets #6.1.9a, #6.1.9b, and #6.1.9c. Go over the directions.

Assignments:
- Copy notes.
- Do Worksheets #6.1.9a, #6.1.9b, #6.1.9c.
Using Latitude to Find Position

Latitude lines, or parallels of latitude, are imaginary lines running east-west around the earth. They are like parallel circles drawn around the globe and are measured in degrees north or south of the equator. The equator is 0 degrees. If a globe is unrolled into a map, the lines of latitude might look like the lines on this map. Notice that the distances at the North and South poles seem to be as wide as the equator. On this kind of map, only the north-south distances are correct.

1. These cities are at different latitudes. Put the name of each city in its correct place on the map.
   - Quito, Ecuador - 0°
   - Ottawa, Canada - 45° N
   - Hong Kong, China - 22° N
   - Sydney, Australia - 34° S
   - Los Angeles, U.S.A. - 34° N
   - Johannesburg, South Africa - 26° S
   - Sao Paulo, Brazil - 24° S
   - Moscow, Russia - 56° N
   - Cairo, Egypt - 30° N

2. The city on the equator is ____________________________.

3. The city farthest from the equator is ________________________.

4. Two cities the same distance from the equator are ________________________.

5. The city closest to the South pole is ________________________.
Using Latitude to Find Position

Latitude lines, or parallels of latitude, are imaginary lines running east-west around the earth. They are like parallel circles drawn around the globe and are measured in degrees north or south of the equator. The equator is 0 degrees. If a globe is unrolled into a map, the lines of latitude might look like the lines on this map. Notice that the distances at the North and South poles seem to be as wide as the equator. On this kind of map, only the north-south distances are correct.

1. These cities are at different latitudes. Put the name of each city in its correct place on the map.

Quito, Ecuador - 0°  
Ottawa, Canada - 45° N  
Sao Paulo, Brazil - 24° S  
Hong Kong, China - 22° N  
Sydney, Australia - 34° S  
Moscow, Russia - 56° N  
Los Angeles, U.S.A. - 34° N  
Cairo, Egypt - 30° N  
Johannesburg, South Africa - 26° S

2. The city on the equator is ____________________.

3. The city farthest from the equator is ____________________.

4. Two cities the same distance from the equator are ____________________.

5. The city closest to the South pole is ____________________.

Worksheet #6.19a
GIRLS LAND

- Ruth
- Adinna
- Judy
- Melindatown
- Lake Rebecca
- Martha
- Ida
- Teresa
- Michelle
- Jolene
- Laura
- Frieda River
- Julia
- River
- Rachel
- Susie
- Lindo

Worksheet 66.1.9b
Using Latitude to Find Position

Directions: Use the map of Girls Land to answer these questions.

1. What cities will you find at these latitudes? Be careful there may be more than one answer for some questions.

   - 0° ______________________
   - 10° N ______________________
   - 40° N ______________________
   - 20° N ______________________
   - 15° S ______________________
   - 15° N ______________________
   - 25° S ______________________
   - 5° S ______________________

2. Find the latitudes of these cities.

   - Bertha ________
   - Teresa ________
   - Laura ________
   - Adinna ________
   - Judy ________
   - Linda ________

3. Find a map of Canada in your atlas. Determine the latitude of each of these capital cities.

   - Ottawa ________
   - St. John’s ________
   - Victoria ________
   - Edmonton ________
   - Winnipeg ________
   - Halifax ________

4. On the map of Canada in your atlas, what capital city will you find at each of these latitudes?

   - 51° N ______________________
   - 62° N ______________________
   - 44° N ______________________
   - 47° N ______________________

Worksheet #6.1.9c
Using Latitude to Find Position

Directions: Use the map of Girls Land to answer these questions.

1. What cities will you find at these latitudes? Be careful there may be more than one answer for some questions.

   0° Michelle
   40° N Ruth
   15° S Julia
   25° S Rachel
   10° N Lida
   20° N Melindatown, Annie
   15° N Martha
   5° S Laura, Jolene

2. Find the latitudes of these cities.

   Bertha 30°N  Teresa 5°N  Laura 5°S
   Adinna 35°N  Judy 42°N  Linda 18°S

3. Find a map of Canada in your atlas. Determine the latitude of each of these capital cities.

   Ottawa 45°N  St. John’s 47°N  Victoria 48°N
   Edmonton 53°N  Winnipeg 50°N  Halifax 45°N

4. On the map of Canada in your atlas, what capital city will you find at each of these latitudes?

   5d° N Winnipeg
   62° N Yellowknife, Whitehorse, Iqaluit
   44° N Toronto
   47° N St. John’s
Lesson Ten

Concept: Absolute Location: Determining Longitude

Resources/Materials: wall map of world
globe
student atlases
Worksheets #6.1.10a, #6.1.10b, #6.1.10c (student copies; transparency of #6.1.10b, if appropriate)

Introduction: Review the concepts of absolute location and latitude. Then tell students that today we will be finding out more about longitude. Using the globe point out the Prime Meridian. Tell students that it goes through a suburb of London, England called Greenwich. With your finger follow the Prime Meridian from pole to pole. Explain that on the other side of the earth the line from pole to pole is called the International Dateline. Longitude is the distance east or west of the Prime Meridian.

Procedure:

1. Review that the locations of the northern and southern hemispheres. Likewise, we can divide the earth in two halves using the Prime Meridian and International Dateline. The half of the world east of the Prime Meridian all the way to the International Dateline referred to as the Eastern Hemisphere. The half of the world west of the Prime Meridian all the way to the International Dateline is the Western Hemisphere.

2. With students make notes to copy into notebooks, such as

   Longitude – the distance east or west of the Prime Meridian.

3. The lines of latitude are also called meridians. Note that latitude is measured in degrees. On the globe trace the meridians with your finger. Note that they all begin and end at the poles. Note also that a degree measures the greatest distance at the equator. The farther from the equator the less distance between longitudes. The Prime Meridian is at 0 degrees.

4. On the wall map practice with students determining the longitude of a few cities.

5. In a map of Canada in the atlas show students where the lines of longitude are numbered. Determine also that east or west is not usually delineated. Conclude with students that in the Eastern Hemisphere locations, the longitude numbers get larger as you progress east. With the Western Hemisphere locations, the numbers get larger as you progress west.

6. Distribute Worksheets #6.1.10a, #6.1.10b, and #6.1.10c. Go over the directions.

Assignments:

- Copy notes.
- Do Worksheets #6.1.10a, #6.1.10b, and #6.1.10c.
Using Longitude to Find Position

A globe can be divided into segments or degrees. These segments, or lines of longitude, are used to measure distance east or west of the Prime Meridian. The Prime Meridian is an imaginary line, marked 0 degrees, that passes both geographical poles through Greenwich, England.

1. If a globe is unrolled into a map, the lines of longitude might look like those on this map. In what way are the longitude lines on this map different from those on a globe?

2. On the map trace with a coloured crayon the position of the Prime Meridian.

3. These cities are at various lines of longitude. Put the name of each city in its correct place on the map.

   London, England - 0°
   Tokyo, Japan - 140° E
   Casablanca, Morocco - 8° W
   Mexico City, Mexico - 100° W
   Sydney, Australia - 140° E
   Vancouver, Canada - 123° W
   Santiago, Chile - 70° W
   Beijing, China - 116° E
   Ottawa, Canada - 75° W

4. The city located on the Prime Meridian is ____________________________.

5. The city farthest from the Prime Meridian is ____________________________.

6. The two cities on the same longitude line are ____________________________.

Worksheet #6.10a
Using Longitude to Find Position

A globe can be divided into segments or degrees. These segments, or lines of longitude, are used to measure distance east or west of the Prime Meridian. The Prime Meridian is an imaginary line, marked 0 degrees, that passes both geographical poles through Greenwich, England.

1. If a globe is unrolled into a map, the lines of longitude might look like those on this map. In what way are the longitude lines on this map different from those on a globe? On this map the line of longitude are parallel. On a globe the get closer together as you near the poles.

2. On the map trace with a coloured crayon the position of the Prime Meridian.

3. These cities are at various lines of longitude. Put the name of each city in its correct place on the map.
   
   London, England - 0°  
   Mexico City, Mexico - 100° W  
   Santiago, Chile - 70°W  
   Tokyo, Japan - 140° E  
   Sydney, Australia - 140°E  
   Beijing, China - 116°E  
   Casablanca, Morocco - 8°W  
   Vancouver, Canada - 123°W  
   Ottawa, Canada - 75° W

4. The city located on the Prime Meridian is London.

5. The city farthest from the Prime Meridian is Tokyo, Sydney.

6. The two cities on the same longitude line are Tokyo, Sydney.
BOYS LAND

Benjamin | Jacob
Tobias   | George
Samuel   | Lake John

David | Willie

Edward | George

Matthew | Walter

James | Joseph
Jason River | Fred
Paul | Justin
Using Longitude to Find Position

Directions: Use the map of Boys Land to answer these questions.

1. Find the cities that are at these longitudes. There may be more than one city for each.
   - The Prime Meridian
   - 30° W
   - 20° W
   - 10° E
   - 10° W
   - 24° W
   - 26° W
   - 5° W

2. On what longitude is each of the following?
   - James
   - Fred
   - Matthew
   - David
   - Joseph
   - Willie
   - Tobias
   - Benjamin
   - Walter

Directions: Find a map of Canada in your atlas to answer these questions.

1. Find a capital city that is located at each of these longitudes:
   - 67° W
   - 135° W
   - 97° W
   - 63° W
   - 113° W
   - 76° W

2. At what longitude will you find each of these capital cities?
   - Toronto
   - Regina
   - Iqaluit
   - Halifax
   - Victoria
   - Yellowknife
Using Longitude to Find Position

Directions: Use the map of Boys Land to answer these questions.

1. Find the cities that are at these longitudes. There may be more than one city for each.
   - The Prime Meridian James
   - 30° W Jacob
   - 20° W William, George
   - 10° E Gary
   - 10° W Abraham
   - 24° W Tobias
   - 26° W Samuel
   - 5° W Matthew

2. On what longitude is each of the following?
   - James 0°
   - Fred 15° E
   - Matthew 5° W
   - David 28° W
   - Joseph 6° E
   - Willie 20° W
   - Tobias 24° W
   - Benjamin 35° W
   - Walter 6° E

Directions: Find a map of Canada in your atlas to answer these questions.

1. Find a capital city that is located at each of these longitudes:
   - 67° W Fredericton
   - 135° W Whitehorse
   - 97° W Winnipeg
   - 63° W Charlottetown
   - 113° W Edmonton
   - 76° W Ottawa

2. At what longitude will you find each of these capital cities?
   - Toronto 79° W
   - Regina 105° W
   - Iqaluit 68° W
   - Halifax 64° W
   - Victoria 123° W
   - Yellowknife 114° W
Lesson Eleven

Concept: Absolute Location Using Latitude and Longitude

Resources/Materials: wall map of the world
globe
student atlases
Worksheets #6.1.11a to #6.1.11d (student copies; transparencies of #6.1.11a and #6.1.11c, if appropriate)

Introduction: Review the concepts of latitude and longitude. Explain that in order to pinpoint a specific location, it is necessary to use both latitude and longitude. Discuss why.

Procedure:

1. Display the world map and globe. Note the lines of latitude and longitude. Emphasize that these are imaginary lines, not real. Explain that a locations latitude and longitude are called its coordinates.

2. Review these points:
   - When citing coordinates, the latitude is always given first; then the longitude.
   - The equator (0°), Prime Meridian (0°), and International Dateline (180°) are given without a cardinal direction.
   - If there are no cardinal directions given for the lines of latitude and longitude on a map, examining how the numbers progress will tell you.

3. Distribute Worksheets #6.1.11a, #6.1.11b, #6.1.11c, and #6.1.11d. Go over the directions.

Assignment:

- Do Worksheets #6.1.11a to #6.1.11d.
**Using Latitude and Longitude to Determine Position**

**Directions:** Use the map of Hutterland to answer these questions.

1. Tell what cities you will find at these locations:

   - $0^\circ, 0^\circ$ __________________________
   - $10^\circ N, 20^\circ W$ __________________________
   - $30^\circ N, 10^\circ E$ __________________________
   - $30^\circ N, 20^\circ W$ __________________________
   - $5^\circ S, 20^\circ W$ __________________________
   - $20^\circ N, 15^\circ W$ __________________________
   - $15^\circ N, 15^\circ E$ __________________________
   - $30^\circ S, 25^\circ W$ __________________________

2. Give the coordinates for each of these cities:

   - Sunnysite __________________________
   - Oaklane __________________________
   - Elmspring __________________________
   - Miltow __________________________
   - Delco __________________________
   - Lomond __________________________
   - Neudorf __________________________
   - Enchant __________________________

**Directions:** Use a map of Canada to find the coordinates for each of these capital cities:

   - Ottawa __________________________
   - St. John’s __________________________
   - Edmonton __________________________
   - Victoria __________________________
   - Iqaluit __________________________
   - Regina __________________________
Using a Map Grid to Determine Position

Latitude lines give the position of a place in degrees north or south of the equator. Longitude lines give the position of a place in degrees east or west of the Prime Meridian.

When lines of latitude and lines of longitude are placed together, they form a network of lines or grid. Using such a map grid, it is possible to find the position of any place on the earth’s surface. On some map projections, the grid lines are curved like the earth’s surface, for greater accuracy.

Use the map grid to complete this chart:

<table>
<thead>
<tr>
<th>Place</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>83° N</td>
<td>63° W</td>
</tr>
<tr>
<td>Halifax</td>
<td>_______</td>
<td>63° W</td>
</tr>
<tr>
<td>Ottawa</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Prince Rupert</td>
<td>54° N</td>
<td>_______</td>
</tr>
<tr>
<td>_______</td>
<td>48° N</td>
<td>53° W</td>
</tr>
<tr>
<td>Vancouver</td>
<td>_______</td>
<td>123° W</td>
</tr>
<tr>
<td>_______</td>
<td>62° N</td>
<td>114° W</td>
</tr>
<tr>
<td>_______</td>
<td>61° N</td>
<td>135° W</td>
</tr>
<tr>
<td>Winnipeg</td>
<td>_______</td>
<td>97° W</td>
</tr>
</tbody>
</table>

Worksheet #6.111c
Identifying Position

1. The map shows the position of five prairie towns or cities. Use an atlas to help you find the name of each place. Print the correct name beside each letter.

2. Complete each sentence by writing the direction more accurately.
   a) Place A is north-______________ of place D.
   b) D is south-______________ of E.
   c) C is south-______________ of E.
   d) E is north-______________ of C.

3. You are a pilot. The six Canadian cities on your flight path are summarized below as reference points. Name each city. Use an atlas to help you.

   You leave from a) 49° N; 123° W (______________________).

   Your plane lands at b) 51° N; 114° W (______________________)
to take on mail.

   Then you fly on to c) 50° N; 105° W (______________________)to refuel and take on more mail. You fly over d) 50° N; 97° W
   (______________________) on your way to e) 44° N; 79° W
   (______________________), which is the end of your flight.

4. In which two main directions was the aircraft travelling as it flew from place (a) to place (e)?
   ________________________ and ________________________
Using Latitude and Longitude to Determine Position

Directions: Use the map of Hutterland to answer these questions.

1. Tell what cities you will find at these locations:
   
   0°, 0°  Hillridge  10° N, 20° W  River Road
   30° N, 10° E  Midland  30° N, 20° W  Evergreen
   5° S, 20° W  Cameron Farms  20° N, 15° W  Sunnysite

2. Give the coordinates for each of these cities:
   
   Sunnysite  20° N  15° W  Oaklane  35° S  0°
   Elmspring  16° N  10° W  Miltow  30° S  5° E
   Delco  24° N  6° W  Lomond  15° S  20° E
   Neudorf  14° S  12° E  Enchant  5° N  3° W

Directions: Use a map of Canada to find the coordinates for each of these capital cities:

   Ottawa  45° N  76° W  St. John’s  47° N  53° W
   Edmonton  53° N  113° W  Victoria  48° N  123° W
   Iqaluit  63° N  68° W  Regina  50° N  105° W
Using a Map Grid to Determine Position

Latitude lines give the position of a place in degrees north or south of the equator. Longitude lines give the position of a place in degrees east or west of the Prime Meridian.

When lines of latitude and lines of longitude are placed together, they form a network of lines or grid. Using such a map grid, it is possible to find the position of any place on the earth's surface. On some map projections, the grid lines are curved like the earth's surface, for greater accuracy.

Use the map grid to complete this chart:

<table>
<thead>
<tr>
<th>Place</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alert</td>
<td>83° N</td>
<td>63° W</td>
</tr>
<tr>
<td>Halifax</td>
<td>45° N</td>
<td>63° W</td>
</tr>
<tr>
<td>Ottawa</td>
<td>45° N</td>
<td>76° W</td>
</tr>
<tr>
<td>Prince Rupert</td>
<td>54° N</td>
<td>130° W</td>
</tr>
<tr>
<td>St. John's</td>
<td>48° N</td>
<td>53° W</td>
</tr>
<tr>
<td>Vancouver</td>
<td>49° N</td>
<td>123° W</td>
</tr>
<tr>
<td>Yellowknife</td>
<td>62° N</td>
<td>114° W</td>
</tr>
<tr>
<td>Whitehorse</td>
<td>61° N</td>
<td>135° W</td>
</tr>
<tr>
<td>Windsor</td>
<td>42° N</td>
<td>83° W</td>
</tr>
<tr>
<td>Winnipeg</td>
<td>50° N</td>
<td>97° W</td>
</tr>
</tbody>
</table>
1. The map shows the position of five prairie towns or cities. Use an atlas to help you find the name of each place. Print the correct name beside each letter.

2. Complete each sentence by writing the direction more accurately.
   a) Place A is north-\textit{west} of place D.
   b) D is south-\textit{east} of E.
   c) C is south-\textit{west} of E.
   d) E is north-\textit{east} of C.

3. You are a pilot. The six Canadian cities on your flight path are summarized below as reference points. Name each city. Use an atlas to help you.
   You leave from a) 49° N; 123° W (\textit{Vancouver}).
   Your plane lands at b) 51° N; 114° W (\textit{Calgary}) to take on mail.
   Then you fly on to c) 50° N; 105° W (\textit{Regina}) to refuel and take on more mail. You fly over d) 50° N; 97° W (\textit{Winnipeg}) on your way to e) 44° N; 79° W (\textit{Toronto}), which is the end of your flight.

4. In which two main directions was the aircraft travelling as it flew from place (a) to place (e)?
   \textit{South} and \textit{east}
1. On the map of the world label the seven continents and the four oceans.

2. On the map of North America label:

<table>
<thead>
<tr>
<th>Canada</th>
<th>United States of America</th>
<th>Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Salvador</td>
<td>Belize</td>
<td>Nicaragua</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Guatemala</td>
<td>Panama</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hudson Bay</th>
<th>James Bay</th>
<th>Gulf of St. Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaufort Sea</td>
<td>Bering Sea</td>
<td>Caribbean Sea</td>
</tr>
<tr>
<td>Gulf of Mexico</td>
<td>Lake Superior</td>
<td>Lake Huron</td>
</tr>
<tr>
<td>Lake Michigan</td>
<td>Lake Erie</td>
<td>Lake Ontario</td>
</tr>
</tbody>
</table>

3. On the map of Canada label:

Ottawa

The ten provinces and their capitals

The three territories and their capitals

4. On the map of the Bodies of Water of Canada label:

<table>
<thead>
<tr>
<th>Fraser River</th>
<th>Mackenzie River</th>
<th>Peace River</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athabasca River</td>
<td>Bow River</td>
<td>North Saskatchewan River</td>
</tr>
<tr>
<td>South Saskatchewan River</td>
<td></td>
<td>Churchill River</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>St. Lawrence River</th>
<th>Saguenay River</th>
</tr>
</thead>
</table>

| Great Bear Lake    | Great Slave Lake          | Lake Winnipeg         |

5. Use the map of Canada and the scale on the map to determine the distances between these cities.

Edmonton and Toronto ____________________________

Winnipeg and Yellowknife ________________________

Québec and Fredericton __________________________

St. John’s and Halifax _________________________
6. Fill in the spaces with the cardinal and intercardinal directions. Use the map of Canada to help you.

Yellowknife is _______________ of Edmonton.

Québec is _______________ of Winnipeg.

Fredericton is _______________ of Halifax.

Whitehorse is _______________ of Regina.

St. John’s is _______________ of Iqaluit.

British Columbia is _______________ of the Pacific Ocean.

7. Use a map of Canada in your atlas to determine the coordinates of these cities:

   Edmonton _______________               Winnipeg _______________

   Vancouver _______________               Ottawa _______________

   Calgary _______________                St. John’s _______________

8. Use the information in your notebook to answer these questions about the provinces and territories.

   a. What is the population of Alberta? _______________

   b. Which province has the smallest population? _______________

   c. Which province has the greatest population? _______________

   d. Which province has the greatest area? _______________

   e. An increasing number of people in the world want to see other parts of the world. Which industry or industries are impacted most by this?

   _______________

   f. What do you suppose is the connection between the natural resources a province or territory has and the industries it has?

   _______________

   _______________
1. On the map of the world label the seven continents and the four oceans.

2. On the map of North America label:

   Canada  United States of America  Mexico
   El Salvador  Belize  Nicaragua
   Costa Rica  Guatemala  Panama

   Hudson Bay  James Bay  Gulf of St. Lawrence
   Beaufort Sea  Bering Sea  Caribbean Sea
   Gulf of Mexico  Lake Superior  Lake Huron
   Lake Michigan  Lake Erie  Lake Ontario

3. On the map of Canada label:

   Ottawa
   The ten provinces and their capitals
   The three territories and their capitals

4. On the map of the Bodies of Water of Canada label:

   Fraser River  Mackenzie River  Peace River
   Athabasca River  Bow River  North Saskatchewan River
   South Saskatchewan River  Churchill River
   St. Lawrence River  Saguenay River

   Great Bear Lake  Great Slave Lake  Lake Winnipeg

5. Use the map of Canada and the scale on the map to determine the distances between these cities.

   Edmonton and Toronto  \[2600 \text{ km}\]

   Winnipeg and Yellowknife  \[1100 \text{ km}\]

   Québec and Fredericton  \[400 \text{ km}\]

   St. John's and Halifax  \[900 \text{ km}\]
6. Fill in the spaces with the cardinal and intercardinal directions. Use the map of Canada to help you.

Yellowknife is _____ north _____ of Edmonton.
Québec is _____ east _____ of Winnipeg.
Fredericton is _____ west _____ of Halifax.
Whitehorse is _____ northwest _____ of Regina.
St. John’s is _____ southeast _____ of Iqaluit.
British Columbia is _____ east _____ of the Pacific Ocean.

7. Use a map of Canada in your atlas to determine the coordinates of these cities:

Edmonton  $53^\circ\ N \ 113^\circ\ W$  Winnipeg  $50^\circ\ N \ 97^\circ\ W$
Vancouver  $49^\circ\ N \ 123^\circ\ W$  Ottawa  $45^\circ\ N \ 76^\circ\ W$
Calgary  $51^\circ\ N \ 114^\circ\ W$  St. John’s  $47^\circ\ N \ 53^\circ\ W$

8. Use the information in your notebook to answer these questions about the provinces and territories.

a. What is the population of Alberta?  $3,435,511$

b. Which province has the smallest population?  Prince Edward Island

c. Which province has the greatest population?  Ontario

d. Which province has the greatest area?  Québec

e. An increasing number of people in the world want to see other parts of the world. Which industry or industries are impacted most by this?

   Tourismin, transportation

f. What do you suppose is the connection between the natural resources a province or territory has and the industries it has?

   Industries that are established often use nearby natural resources.
1. On the map of the world label the following:
   - North America
   - South America
   - Europe
   - Africa
   - Asia
   - Antarctica
   - Australia
   - Pacific Ocean
   - Indian Ocean
   - Arctic Ocean
   - Atlantic Ocean

2. On the map of North America label the following:
   - Canada
   - United States of America
   - Mexico
   - Panama
   - Atlantic Ocean
   - Pacific Ocean
   - Arctic Ocean
   - Hudson Bay
   - Beaufort Sea
   - Gulf of St. Lawrence
   - Gulf of Mexico
   - Caribbean Sea
   - Lake Superior
   - Lake Huron
   - Lake Michigan
   - Lake Erie
   - Lake Ontario

3. On the map of Canada label:
   - Ottawa
   - Ten provinces
   - Three territories
   - The capital cities of all the provinces and territories
4. On the map of Canada's Lakes and Rivers label the following:
   - St. Lawrence River
   - Mackenzie River
   - Lake Winnipeg
   - Great Bear Lake
   - Bow River
   - Saguenay River
   - North Saskatchewan River
   - Red River

*Use the map of Alberta to answer questions 5 and 6.*

5. Write the cardinal or intercardinal direction that best fits in the space.
   a. Edmonton is ___________ of Red Deer.
   b. Peace River is ___________ of Fort McMurray.
   c. Red Deer is ___________ of Medicine Hat
   d. Milk River is ___________ of Grande Prairie.

6. Use the scale on the map of Alberta to determine the actual distances between these cities.
   a. Lethbridge and Drumheller ________________
   b. Peace River and Edmonton ____________
   c. Calgary and Edmonton ____________

7. Complete the chart below.

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<td>944 735</td>
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<td>Forestry, Mining, Transportation, Fishing, Tourism</td>
</tr>
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<td>Alberta</td>
<td>Edmonton</td>
<td>3 435 511</td>
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<td>Wild Rose</td>
<td>Oil and Gas, Agriculture, Forestry, Mining, Tourism</td>
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<td>Quebec</td>
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<td>7 676 097</td>
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8. Which of the provinces has the smallest population? ________________________________

9. The province that is largest in area is ________________________________.

10. From the information in the table which of the following would not be true?

   a. Every province and territory has a floral emblem.
   b. Tourism is an important industry in Canada.
   c. The larger the area of the province or territory, the larger its population.
   d. Compared to the other provinces and territories, the area of Nunavut is large, but its population is small.

11. The most likely reason that fishing is an important industry in British Columbia, Prince Edward Island, Nova Scotia, and New Brunswick is

   a. they need hot weather all year round to catch fish.
   b. people in those provinces do not like to eat fish.
   c. all of these provinces border on an ocean.
   d. fish cannot survive in fresh water.
Use the map below to answer questions 12 – 14.

Find the cities that have these coordinates:

12. $83^\circ$ N, $63^\circ$ W

13. $61^\circ$ N, $135^\circ$ W

14. $42^\circ$ N, $83^\circ$ W
Grade Six
Social Studies
Basic Map Skills
Test

1. On the map of the world label the following:
   - North America
   - South America
   - Europe
   - Africa
   - Asia
   - Antarctica
   - Australia
   - Pacific Ocean
   - Indian Ocean
   - Arctic Ocean
   - Atlantic Ocean

2. On the map of North America label the following:
   - Canada
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   - Beaufort Sea
   - Gulf of St. Lawrence
   - Gulf of Mexico
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   - Lake Huron
   - Lake Michigan
   - Lake Erie
   - Lake Ontario

3. On the map of Canada label:
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   - North Saskatchewan River
   - Red River River

*Use the map of Alberta to answer questions 5 and 6.*

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   a. Lethbridge and Drumheller __________ km
   b. Peace River and Edmonton __________ km
   c. Calgary and Edmonton __________

7. Complete the chart below.

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8. Which of the provinces has the smallest population? \( \text{Prince Edward Island} \)

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Find the cities that have these coordinates:

1. 12.83° N, 63° W  Alert
2. 13.61° N, 135° W Whitehorse
3. 14.42° N, 83° W Windsor
Introducing the Textbook

Introduce textbook by using either Option 1 or Option 2. Option 1 requires more guidance and monitoring than Option 2.

Option 1

1. Distribute the textbooks and allow students to flip through the pages.

2. Guide the reading of page 2.

3. Direct them to look at pages 3 – 7. Go over the directions for the “Textbook Feature Chapter Challenge”.

4. Point out that the characters used to present the information are shown on pages 8 – 13.

5. Assign students to do the “Textbook Feature Chapter Challenge” individually or in groups.

Option 2

1. Distribute the textbook to students and allow them to flip through the pages.

2. To help students familiarize themselves with Taking Part in Our Democracy, have the students do Worksheets #A.1, #A.2, and #A.3
Taking Part in Our Democracy

Directions: Use your textbook to find the answers to these questions:

1. On what pages will you find the following:
   a. Table of Contents ________
   b. Skills Centre ________
   c. Glossary ________
   d. Index ________

2. Write the letter that tells in which section you would look to find each of the following:
   a. Table of Contents  
   b. Skills Centre  
   c. Glossary  
   d. Index  

   _______ the meaning of the word “constitution”
   _______ the information that will be covered in Chapter 6
   _______ the page that begins the chapter on information about the Iroquois Confederacy
   _______ how you become a good critical thinker
   _______ the page on which you would find out about someone named Hiawatha
   _______ how to do research
   _______ what is an MLA

3. Use the Table of Contents (pages IV and V) to answer the questions.
   a. Which chapter deals with Canada’s rights and freedoms? ________
   b. Which chapter deals with democracy in ancient Athens? ________
   c. What do you notice about each of the chapter titles?

   ____________________________________________________________
   d. How many chapter focus questions are there for Chapter 8? ________
   e. In which chapter will you find out about the functions of government? ________

Worksheet #A.1
4. Using pages 8 – 13 write the names of each of these textbook characters next to their photographs.
Examine the Chapter 1 Inquiry Task. Which particular section of the Skills Centre will you need to use to help you with the task?

5. On page 186 the phrase "public meeting" is highlighted in red. What does it mean?

6. Use the index to help you find out the three main responsibilities of Members of the Legislative Assembly.
Taking Part in Our Democracy

Directions: Use your textbook to find the answers to these questions:

1. On what pages will you find the following:
   a. Table of Contents iv - v
   b. Skills Centre 284 - 324
   c. Glossary 325 - 329
   d. Index 330 - 338

2. Write the letter that tells in which section you would look to find each of the following:
   a. Table of Contents  b. Skills Centre  c. Glossary  d. Index
   
   C. the meaning of the word “constitution”
   Q. the information that will be covered in Chapter 6
   Q. the page that begins the chapter on information about the Iroquois Confederacy
   B. how you become a good critical thinker
   D. the page on which you would find out about someone named Hiawatha
   B. how to do research
   C. what is an MLA

3. Use the Table of Contents (pages IV and V) to answer the questions.
   a. Which chapter deals with Canada’s rights and freedoms? 5
   b. Which chapter deals with democracy in ancient Athens? 3
   c. What do you notice about each of the chapter titles?
      ____________________________
   d. How many chapter focus questions are there for Chapter 8? 4
   e. In which chapter will you find out about the functions of government? 2 or 6
4. Using pages 8 – 13 write the names of each of these textbook characters next to their photographs.

- Alexandre
- Sofia
- Mr. Grundy
- Alex
- Sharn
- Brittany
- Emaletth
- Ivan
- Eric
- Toba
Examine the Chapter 1 Inquiry Task. Which particular section of the Skills Centre will you need to use to help you with the task?

Communicate

5. On page 186 the phrase “public meeting” is highlighted in red. What does it mean?

A meeting to discuss a topic of concern that everyone may attend

6. Use the index to help you find out the three main responsibilities of Members of the Legislative Assembly.

Attending session of the Legislative Assembly
Communicating with constituents
Supporting the needs of constituents

Worksheet #A.3
Chapter One

What Guides Your Decision Making?

Chapter Focus Questions
What influences your personal decisions?
What are different ways to make decisions with groups?
How can decision making be fair and equitable?
Lesson One

Concept: Personal Decisions

Resources/Materials: Taking Part in Our Democracy, pages 14 and 15
Worksheet #6.1.1 (student copies OR have students do the work in their notebooks.)

Introduction: Present the students with this scenario:

You notice your best friend cheating on a test. What do you do?

Discuss the various factors that would go into the decision:
- Is cheating right or wrong?
- Is it fair to the other students who did their work and studied for the test?
- Should you be loyal to your friend?
- Will your friend get the idea that cheating is okay as long as you can get away with it?
- Etc.

Conclude that most decisions we make in our daily lives are simple ones, but others are not. We have to take many things into consideration before making decisions.

Procedure:

1. Have student turn to textbook pages 14 and 15. Go over and clarify the “Chapter Focus Questions”.

2. Guide the reading of pages 14 and 15. Be sure to emphasize that government decisions are influenced by a variety of factors.

3. Conclude that every individual and group must make decisions continually.


NOTE: This exercise can easily be done in students’ notebooks instead of on the sheet.

Assignment:

- Do Worksheet #6.1.1. OR do the work in your notebook.
Decisions in Our Lives

Directions: Tell about two decisions that each of the following would have to make.

1. A Grade Six Student

2. Teacher

3. Parent

4. Carpenter

5. Head Cook

6. Hog Boss

7. Preacher

Worksheet #6.1.1
Lesson Two

Concept: Chapter 1 Inquiry Task

Resources/Materials: Taking Part in Our Democracy, pages 16 and 17
BLM 1.1 (student copies)
BLMs A1.1 and A.1.2 (student copies)

Introduction: Ask students to think back to the last lesson. In that instance, students had to make an individual decision. Today they will begin a series of lessons on making group decisions.

Procedure:

1. Discuss the advantages and disadvantages of individual compared to group decisions.

   Examples:
   Individual: Advantages – can make decisions quickly
   - a person can do what he/she wants without having to consider others
   Disadvantages - the individual is solely responsible for the outcome
   - individual has to come up with the decision by him/herself

   Group: Advantages – get ideas from others
   - the group takes responsibility for the outcome
   Disadvantages – group decisions often take a long time to make
   - involves having to compromise – cannot have your own way

2. Tell students to turn to textbook pages 16 and 17. Go over the Inquiry Task.

3. Distribute BLM1.1. Tell students that this sheet is for them to organize their ideas. As the chapter progresses, they may decide to add to or modify their ideas.

4. Distribute also BLMs A.1.1 and A.1.2. Tell students that they will help students to evaluate how they did on the Inquiry Task. They will fill these out at the end of Chapter 1 once the Inquiry Task is completed.

5. If students need additional independent work, they can make a title page for the chapter or the entire year.

Assignment:

- Use BLM 1.1 to do write down some preliminary ideas for the Inquiry Task.
- Optionally, make a title page for the chapter or for the year’s work.
Lesson Three

Concept: Factors that influence decisions

Resources/Materials: Taking Part in Our Democracy, pages 18 – 21
Worksheets #6.1.3a and #6.1.3b (student copies, optional)

Introduction: Review with students that this chapter deals with making group decisions. The first step is to think about how we go about making personal decisions; that is, those that we can make individually.

Procedure:

1. Have students turn to textbook page 18. Read the inquiry question “What influences your personal decisions?” Discuss what the question means.

2. Elicit responses from students. Then tell them that influences usually fit into two categories:
   - Internal factors: values, past experiences, sense of right and wrong
   - External factors: peer pressure, established rules, fear of punishment, anticipating a reward

3. If you have time, guide the reading of pages 18 – 21. However, if you do not, have students read the pages independently.

4. Following the reading have students work in individually or in pairs to come up with a list of things that influence personal decisions. If you like, they can list them under Internal Factors and External Factors. They can do this in their notebooks.

5. Alternately, students can do Worksheets #6.1.3a and #6.1.3b.

Assignment:

- In your notebook make a list of things that influence your personal decisions.

For example:

How Decisions Are Influenced

Internal Factors
- Values
- Sense of what is right and wrong
- Past experiences
- How it affect me
- Personal connections with the issue
- Attitude

External Factors
- What the rules are
- How will it affect others
- What will be the consequences
- What will others think and say
- Information you have
How Decisions are Influenced

Directions: Use pages 18 – 21 of Taking Part in Our Democracy to help you with these questions.

1. On page 18 read the part entitled “Clean Up Your Act”. What decision does Alisa have to make?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If you were Alisa, what would you do? Tell why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Read about Brittany at the top of page 19. Why did she decide to participate in the Multiple Scherosis Walk, even though she had a broken foot?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Read about Alex on page 19. Tell did Alex have to decide?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What did he decide to do? Tell why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Read about Natasha on page 20. What did she decide to do?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(continued on the next page)
What influenced Natasha’s decision?

5. Read about Liam on page 20. What did he have to decide?

What did Liam decide to do? Tell why.

Directions: Put a check in the box if the sentence tells about something that influences personal decisions.

- You think about how important the issue is to you.
- You wonder if your mother will be happy with your decision.
- The rules are very clear on what to do.
- You know that your pencils need sharpening.
- You think about how it might help someone else.
- You know first hand how it affected a friend of yours.
- You know that it would be wrong.
- Everyone else might suffer.
- Last year your favourite food was spaghetti, but now you prefer tacos.
- You know that it will help you.
- You are wondering what you will get for Christmas.
- All the other kids are doing it.
- Attitude
- Do you have the knowledge, equipment, and/or materials that you need?
How Decisions are Influenced

Directions: Use pages 18 – 21 of Taking Part in Our Democracy to help you with these questions.

1. On page 18 read the part entitled “Clean Up Your Act”. What decision does Alisa have to make?
   - whether she should help clean up the campground with the __________ other 4-H members __________

   If you were Alisa, what would you do? Tell why.

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Read about Brittany at the top of page 19. Why did she decide to participate in the Multiple Scherosis Walk, even though she had a broken foot?
   - wanted to help raise money for MS
   - had made a commitment
   - the difficulties of having MS are much more pronounced than having a __________ broken foot __________

3. Read about Alex on page 19. Tell did Alex have to decide? __________ broken foot __________
   - what to do about homelessness

   What did he decide to do? Tell why.
   - organized clothing drive
   - felt sorry for homeless people; wanted to help

   __________________________________________________________________________
   __________________________________________________________________________

4. Read about Natasha on page 20. What did she decide to do?
   - raised money to purchase bullet proof vest for police dog

   (continued on the next page)
What influenced Natasha’s decision?

- knew police dog got shot
- saw TV show about woman who made bullet proof vests for dogs

5. Read about Liam on page 20. What did he have to decide?

- what he could do to help cancer patients
- in what way could help

What did Liam decide to do? Tell why.
- grew hair for two years & had it shaved off
- donated hair because he wanted to help cancer patients

Directions: Put a check in the box if the sentence tells about something that influences personal decisions.

✓ You think about how important the issue is to you.
✓ You wonder if your mother will be happy with your decision.
✓ The rules are very clear on what to do.
☐ You know that your pencils need sharpening.
✓ You think about how it might help someone else.
✓ You know first hand how it affected a friend of yours.
✓ You know that it would be wrong.
✓ Everyone else might suffer.
☐ Last year your favourite food was spaghetti, but now you prefer tacos.
✓ You know that it will help you.
☐ You are wondering what you will get for Christmas.
✓ All the other kids are doing it.
✓ Attitude
✓ Do you have the knowledge, equipment, and/or materials that you need?
Lesson Four

Concept: Communicating Effectively in Oral Form

Resources/Materials: Worksheet #6.1.4 (student copies, optional)

Introduction: Model these forms to poor communication:
- Speaking too quickly
- Mumbling
- Not looking at the audience
- Disorganized
- Distracted
- Giggling (due to nervousness)

Have students critique each as you present them. Conclude that effective oral communication is important and requires certain skills and attributes.

Procedure:

1. As a class make a list of how to communicate effectively in oral form. Have students copy the list into their notebooks.

   **Effective Oral Communication**
   - Speak clearly.
   - Use appropriate volume.
   - Do not speak too quickly.
   - Look at the audience.
   - Use the right amount of expression.
   - Be organized.
   - Etc.

2. Depending on the class and the class make up, have them do one or more of the following:
   - Assign each student one of the points to write about and illustrate. Display them as a class project.
   - Have students write and illustrate each point on Worksheet #6.1.4.
   - In their notebooks have students illustrate each point.
   - Have individuals or pairs of students model effective and ineffective oral communication.

Assignment:

See #2 above.
**Effective Oral Communication**

**Directions:** In the first column write a rule for effective oral communication. In the second column illustrate that rule.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Worksheet #6.1.4
### Effective Oral Communication

**Directions:** In the first column write a rule for effective oral communication. In the second column illustrate that rule.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak clearly</td>
<td></td>
</tr>
<tr>
<td>Use appropriate volume</td>
<td></td>
</tr>
<tr>
<td>Do not speak too quickly</td>
<td></td>
</tr>
<tr>
<td>Look at the audience</td>
<td></td>
</tr>
<tr>
<td>Use right amount of expression</td>
<td></td>
</tr>
<tr>
<td>Be organized</td>
<td></td>
</tr>
</tbody>
</table>

Answers will vary

Worksheet #6.1.4
Lesson Five

Concept: Group Decisions

Resources/Materials:  Taking Part in Our Democracy, page 22
BLM 1.3 (student copies)

Introduction: Ask how a soccer team would function if: no player passes the ball; if a player from the
same team interrupts and steals the ball away; a player uses disrespectful language.

Ask students what a coach could say to the players about working together as a team.

Conclude that working together with any group is quite similar.

Procedure:

1. Have students turn to textbook page 22. Read to, or have students read silently. Ask the students
what the three problems the students have are.

2. Ask students what decision the class has to make. (What can the students do so they can play
soccer?)

3. Distribute BLM 1.3. On the soccer ball students are to write or illustrate behaviours that would
contribute to good cooperative group behaviour. (Note: Students will not necessarily be able to
fill all the spaces.

Assignment:

On BLM 1.3 write or illustrate behaviours that would contribute to good cooperative group behaviour.
Groups function well because of the behaviours of the people in the group. What behaviors could be seen and heard in groups that are working effectively and efficiently? Use the hexagons in this soccer ball to specify behaviours that make for great groups. You can use descriptive language or simple drawings.
Lesson Six

Concept: How Groups Can Make Decisions

Resources/Materials: Taking Part in Our Democracy, pages 22 – 24

Introduction: Have students think about a decision they will have to make as a group. For example, what should we do to celebrate Christmas? Present the question to the students, and then have students come up with ideas on how the decision could be made. (Note: the emphasis here is not on what the decision is, but the different processes that could be used to make the decision.)

Tell students that today’s lesson deals with the different ways that groups can make decisions.

Procedure:

1. Recall the “soccer” problem from last day and refer to the ideas students put on their soccer balls.

2. Have students turn to pages 23 and 24. Guide the reading of these pages. Have students make notes about the three ways that groups can make decisions. Tell them that their glossaries might be of use.

Ways Groups Can Make Decisions

Consensus –

Everyone Voting -

Representatives –

3. Note that consensus and everyone voting are referred to as Direct Democracy. When representatives makes decisions on behalf of the citizens it is referred to as Representative Democracy.

4. Finally have students work in pairs or individually to come up with a list of effective behaviours for making good group decisions.

Rules for Great Groups

- Listen to others with respect.
- Everyone is equal
- Take turns.
- Everyone gets a chance to share his/her ideas
- Look at the person talking.

Assignments:

- Make notes on “Ways Groups Can Make Decisions”.

- Make a list of effective behaviours for making good group decisions.
Lesson Seven

Concept: Pros and Cons of Group Decision Making Methods

Resources/Materials: Worksheet #6.1.7a (student copies) OR have students make a similar chart in their Notebooks

Worksheet #6.1.7b (student copies, optional)

Introduction: Recall with students the three main methods for group decision making: consensus, everyone voting, representatives. Tell students that each of these three methods have their advantages and disadvantages. Each method is more suitable to some situations more than to others.

Procedure:

NOTE: This lesson can be quite time-consuming the way it is laid out. If time is a consideration, you could do a short introduction, then have students work in pairs to do Worksheet #6.1.7a.

1. Go back to the Christmas celebration decision. Try using consensus to come up with a decision. With students think of the rules to follow:
   - Everyone has chance to speak.
   - Do not interrupt
   - Everyone’s ideas are considered with respect.
   - You can pass.
   - In the end the group must come up with a decision.

   Once the discussion is well under way, stop the group to discuss advantages and disadvantages: (everyone has chance to have ideas considered; likely that most people will have most of their needs met; takes a long time)

2. Next, have representatives chosen to discuss the idea. (a person from each grade; a boy and a girl; etc.)

   Discuss the advantages and disadvantages. (takes less time; representatives are often more informed on the issue; representatives don’t always take the views of those they represent into consideration.)

3. Have people vote by show of hands. Discuss the advantages and disadvantages.

4. Have people vote by secret ballot. Discuss the advantages and disadvantages.

5. Distribute Worksheet #6.1.7a OR have students make their own chart in their notebooks. Go over the directions.

6. If you like, have students complete worksheet #6.1.7b. Here they decide which decision methods are appropriate for particular situations.

Assignment:

- Do Worksheet #6.1.7a or make a similar chart in notebook.
- Optionally, students can do Worksheet #6.1.7b.
# Methods for Making Group Decisions

**Directions:** For each group decision making methods outline the advantages and disadvantages.

<table>
<thead>
<tr>
<th>Method</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consensus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Voting by Show of Hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Voting by Secret Ballot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Methods for Making Group Decisions

Directions: Read about each situation. Then write the letter of the group decision making method you think would be most appropriate.

A. Consensus  
B. Representatives  
C. Voting by Show of Hands  
D. Voting by Secret Ballot

Situation One

There are one hundred thirty people at the Gatineau Colony. Their ages range from one month to ninety-one years. The present colony boss is planning to retire in a few days. Now the colony needs to choose a new boss.

Situation Two

Shelley is eleven years old. She has two sisters aged ten and twelve. Together the three sisters have five dollars to spend when they go to Lethbridge. How will they spend the money?

Situation Three

There are twenty-one children at Starwood Colony School. For the end-of-the-year party their teacher said they could either have pizza, hamburgers, or KFC. The teacher will buy only one of them. How should they decide?

Situation Four

It's time for the sixteen students in grades four to nine at Winterburn Colony School to go out for physical education. The teacher says the students can either play baseball or soccer. How could they decide which game to play?

Situation Five

It's time for Broxburn Colony to split. There are now one hundred fifty-one people at the colony. They now need to divide into two groups. How should they decide which families should be in each group?

Situation Six

The City of Lethbridge is considering whether it should have a program where they will pick up recyclable wastes from each household. What group decision making method should the city use to decide whether to go ahead with the program or not?
# Methods for Making Group Decisions

**Directions:** For each group decision-making method, outline the advantages and disadvantages.

<table>
<thead>
<tr>
<th>Method</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consensus</td>
<td>- everyone agrees</td>
<td>- takes time</td>
</tr>
<tr>
<td></td>
<td>- all ideas are listened to and considered</td>
<td></td>
</tr>
<tr>
<td>Representatives</td>
<td>- best qualified speaks for the group</td>
<td>- have to trust that the representative is making the right decisions or the decision you would have made</td>
</tr>
<tr>
<td></td>
<td>- makes decision making more efficient</td>
<td></td>
</tr>
<tr>
<td>Individual Voting by</td>
<td>- quick</td>
<td>- may feel pressure to vote in a particular way</td>
</tr>
<tr>
<td>Show of Hands</td>
<td>- can see how everyone voted</td>
<td></td>
</tr>
<tr>
<td>Individual Voting by</td>
<td>- feel free to vote the way you want</td>
<td>- don’t know how others voted</td>
</tr>
<tr>
<td>Secret Ballot</td>
<td>- takes time to count votes</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6.1.7a
Methods for Making Group Decisions

Directions: Read about each situation. Then write the letter of the group decision making method you think would be most appropriate.

A. Consensus  B. Representatives  C. Voting by Show of Hands  D. Voting by Secret Ballot

Situation One  B

There are one hundred thirty people at the Gatineau Colony. Their ages range from one month to ninety-one years. The present colony boss is planning to retire in a few days. Now the colony needs to choose a new boss.

Situation Two  A

Shelley is eleven years old. She has two sisters aged ten and twelve. Together the three sisters have five dollars to spend when they go to Lethbridge. How will they spend the money?

Situation Three  C or D

There are twenty-one children at Starwood Colony School. For the end-of-the-year party their teacher said they could either have pizza, hamburgers, or KFC. The teacher will buy only one of them. How should they decide?

Situation Four  C or D (probably C because it’s faster)

It’s time for the sixteen students in grades four to nine at Winterburn Colony School to go out for physical education. The teacher says the students can either play baseball or soccer. How could they decide which game to play?

Situation Five  A

It’s time for Broxburn Colony to split. There are now one hundred fifty-one people at the colony. They now need to divide into two groups. How should they decide which families should be in each group?

Situation Six  B

The City of Lethbridge is considering whether it should have a program where they will pick up recyclable wastes from each household. What group decision making method should the city use to decide whether to go ahead with the program or not?
Lesson Eight

Concept: Fairness and equity vs. equality

Resources/Materials: Taking Part in Our Democracy, pages 25 and 26. Worksheet #6.1.8a and #6.1.8b (student copies)

Introduction: On the board write the statement “Fair isn’t always equal.” Discuss with students the meaning of this statement and then whether they agree with it or not.

Procedure:

1. Have students turn to textbook pages 25 and 26. Read the heading. Tell students they may not know the word “equitable”. Challenge them to be able to explain the word by the end of the page.


3. Have students write the meanings of “fairness and equity” and “equality” in their notebooks.

4. Tell students that in some instances, equality is important; in others, fairness and equity are best. Guide page 26. Be sure you are discussing how each picture demonstrates fairness and equity or equality.

5. Distribute Worksheets #6.1.8a and #6.1.8b. Go over the directions.

Assignment:

Do Worksheets #6.1.8a and #6.1.8b.
Fairness and Equity and Equality

Directions: For each situation decide whether a decision should be made because of fairness and equity or equality.

Situation 1: ________________________________________________________________

How much homework should school children be expected to do each evening?

Situation 2: ________________________________________________________________

How many pencils and erasers should grade six students receive each year?

Situation 3: ________________________________________________________________

On a test there are short and easy questions and then long and more difficult questions. How many marks should each question be worth?

Situation 4: ________________________________________________________________

How much food should each person receive at each meal?

Situation 5: ________________________________________________________________

How much should each man at Delburne Colony be paid for doing his job?

Situation 6: ________________________________________________________________

How many library books should students in grades four to six be allowed to take out each library period?

Situation 7: ________________________________________________________________

What size shoes should the boss buy for each person?

Situation 8: ________________________________________________________________

Who should have to obey the school rules?
**Fairness and Equity and Equality**

**Directions:** Read each situation. Then answer the question in a sentence or two.

1. Your teacher is sick in the hospital. You and your classmates have decided to each bring something from home to give to your teacher. The items will then be combined into one large gift basket. How should you and your classmates decide what each person should bring? Give reasons for your answer.

2. The four grade six students have decided to form a book-reading club. After talking with their teacher the students found out that they will six dollars to operate the club for the year. The students will have to put in the money themselves. Should each student pay the same amount, or should students who read more pay more? Tell why.

3. Some people are constantly on the telephone. Others hardly ever use the telephone. How should the costs of operating the telephone system be covered? How much should each family pay? Give reasons for your answer.

4. Should young children have to pay as much for shoes as adults? Tell why.

5. Should police officers have to obey the same speed limits at regular citizens? Tell why.
Fairness and Equity and Equality

Directions: For each situation decide whether a decision should be made because of fairness and equity or equality.

Situation 1: fairness and equity
How much homework should school children be expected to do each evening?

Situation 2: equality
How many pencils and erasers should grade six students receive each year?

Situation 3: fairness and equity
On a test there are short and easy questions and then long and more difficult questions. How many marks should each question be worth?

Situation 4: fairness and equity
How much food should each person receive at each meal?

Situation 5: equality
How much should each man at Delburne Colony be paid for doing his job?

Situation 6: equality
How many library books should students in grades four to six be allowed to take out each library period?

Situation 7: fairness and equity
What size shoes should the boss buy for each person?

Situation 8: equality
Who should have to obey the school rules?
Fairness and Equity and Equality

Directions: Read each situation. Then answer the question in a sentence or two.

1. Your teacher is sick in the hospital. You and your classmates have decided to each bring something from home to give to your teacher. The items will then be combined into one large gift basket. How should you and your classmates decide what each person should bring? Give reasons for your answer.

2. The four grade six students have decided to form a book-reading club. After talking with their teacher the students found out that they will six dollars to operate the club for the year. The students will have to put in the money themselves. Should each student pay the same amount, or should students who read more pay more? Tell why.

3. Some people are constantly on the telephone. Others hardly ever use the telephone. How should the costs of operating the telephone system be covered? How much should each family pay? Give reasons for your answer.

4. Should young children have to pay as much for shoes as adults? Tell why.

5. Should police officers have to obey the same speed limits at regular citizens? Tell why.

Worksheet #6.1.8b
Lesson Nine

Concept: Fairness and Equity and Equality

Resources/Materials: BLM 1.4 (student copies)

Introduction: Recall the pizza story from last class and also the “Fair does not always mean equal.” statement. Tell students that today you will give them more practice to help them understand these ideas.

Procedure:

1. With students discuss scenarios like the following:

   Let’s say that your parents have $100 to spend on winter clothing. You have outgrown your boots, but your older sister’s still fits her. How do your parents divide the $100 equally? (e.g., you get $50 new boots, and she gets $50 to spend on other clothing.) How would they divide it equitably? (e.g., they buy you new boots this year and promise your sister that she will get new boots when she outgrows hers.)

2. Distribute BLM 1.4. Ask the students to label one pizza fairness and equity and the other equality. In each pizza segment ask students to write or draw an example of the concept, using ones not given in the text.

3. If you like, have students make a large poster on which they show the difference between fairness and equity and equality.

Assignments:

- Do BLM 1.4.

- Make a large poster distinguishing fairness and equity and equality. (optional)
Lesson Ten

Concept: The Four Principles of Democracy: Freedoms, Representation, Equity, Justice

Resources/Materials: Taking Part in Our Democracy, pages 27 and 28
BLM 1.5 (student copies)
Worksheet #6.1.10 (student copies)

Introduction: Write the word democracy on the board. Discuss with students that democracy refers to a system of government where citizens have a voice or say in decision making. A Hutterite colony works on a democratic system because you vote for those who are in certain positions.

Contrast democracy with system where the leader makes all the decisions and does not necessarily take into consideration the needs of the citizens.

Procedure:

1. Tell students that democracy is based on four principles. A principle is a basic assumption and foundation.

2. Distribute BLM 1.5. Tell students that the principles of democracy as shown on BLM 1.5 are explained in the textbook.

3. Have students turn to textbook pages 27 and 28. They are to read the pages to find out what the principles of democracy are. Guide the reading, if you have time.

4. In their notebooks have students make notes using the following outline:

   Democratic System –

   Four Principles of Democracy
   • Freedoms –
   • Representation –
   • Equity –
   • Justice –

5. Distribute Worksheet #6.1.10a. Go over the directions.

6. If you like, tell students you would like to find out what they already know about some of the principles of democracy. Have them label the top of a sheet “Principles of Democracy”. Then have them divide the sheet into quadrants. Label each with one of the principles. They are to explain each and give examples, draw pictures, etc.

Assignments:

- Do Worksheet #6.1.10

- Optionally, divide a sheet of paper into quadrants. In each quadrant tell what you know about each of the principles of democracy.
Principles of Democracy

Directions: Read each scenario. Then decide which principle of democracy applies to that situation.

<table>
<thead>
<tr>
<th>freedoms</th>
<th>representation</th>
<th>equity</th>
<th>justice</th>
</tr>
</thead>
</table>

1. My uncle was caught speeding yesterday. He was going twenty kilometres per hour over the speed limit. Too bad! He had to pay a fine of a hundred fifty dollars.

2. In Canada if you are rich you have to pay a lot more tax than if you are very poor.

3. I can’t vote in an election, but when my dad votes, he thinks about what is good for his family including me.

4. You have to obey the law. For example, you cannot go into a store and take something you haven’t paid for. If you do, the store will call the police and you will have to pay a fine. Worse, you might even have to go to jail.

5. Unlike some countries in the world, in Canada you are allowed to express your own opinions on issues.

6. One thing great about Canada is that you are free to go to any church you want to.

7. Balmoral Middle School has 360 students. Each class chooses a person to represent them on the student council. The student council makes decisions about the activities in which the students will participate.

8. In our colony after harvest, my parents get money for each of us. The older we are, the more they get. They get to spend it on whatever they want.
9. If our colony ever wants to split, we can build another colony in another province. We are free to travel from one province to another.

10. In the province of Alberta you are allowed to vote for someone to represent you in the provincial government. You have to be at least eighteen years old to vote though.

11. Our colony gets to have its own school, even though there are only twenty-one students. There are one hundred thirty students in the village of Grassy Lake and they have only one school for all those students.

12. In Alberta whether you’re rich or poor, you can still get pretty well the same level of health care.

13. In Lethbridge the citizens vote for people who will serve on the city council. The job of the councillors is to make decisions that will be good for the citizens of Lethbridge.

14. At the Milk River Ridge Colony the boss’s wife buy all the cloth. Then she divides it up according to how many men, how many women, how many boys, and how many girls there are in a family. It’s quite a job.

15. In Canada you have the freedom to leave the country and get back in as long as you haven’t broken the law too many times.

16. We are so lucky. Unlike many countries we are free join clubs and get together with others who have similar ideas and interests.
Principles of Democracy

Directions: Read each scenario. Then decide which principle of democracy applies to that situation.

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<thead>
<tr>
<th>freedoms</th>
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   **justice**

2. In Canada if you are rich you have to pay a lot more tax than if you are very poor.

   **equity**

3. I can't vote in an election, but when my dad votes, he thinks about what is good for his family including me.

   **representation**

4. You have to obey the law. For example, you cannot go into a store and take something you haven’t paid for. If you do, the store will call the police and you will have to pay a fine. Worse, you might even have to go to jail.

   **justice**

5. Unlike some countries in the world, in Canada you are allowed to express your own opinions on issues.

   **freedoms**

6. One thing great about Canada is that you are free to go to any church you want to.

   **freedoms**

7. Balmoral Middle School has 360 students. Each class chooses a person to represent them on the student council. The student council makes decisions about the activities in which the students will participate.

   **representation**

8. In our colony after harvest, my parents get money for each of us. The older we are, the more they get. They get to spend it on whatever they want.

   **equity**
9. If our colony ever wants to split, we can build another colony in another province. We are free to travel from one province to another.

f

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representation

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equi

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rep

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representation

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equity

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freed

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freed

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freedoms
Lesson Eleven

Concept: Chapter Review

Resources/Materials: Taking Part in Our Democracy, page 29
BLM 1.6 (student copies)
Chapter One Review (student copies, optional)
BLM 1.2 (one copy cut up, optional)

Introduction: Tell students they have come to the end of Chapter 1.

Procedure:

1. Briefly summarize the main concepts covered in the chapter:
   - What influences your personal decisions?
   - What are different ways to make decisions with groups?
   - How can decision making be fair and equitable?
   - What are the principles of democracy?

2. Distribute BLM 1.6. Tell students that this sheet summarizes the main ideas of the chapter.

3. Have students turn to textbook page 29. You can have the students answer these questions in their notebooks.

   OR

   Distribute the Chapter One Review. Go over the directions.

4. If you have time in class place the cut up squares from BLM 1.2 into a container. Have students draw them out of the container. They (or you) are to read them to the class and then discuss.

5. If you chose to have the students do the chapter task. Refer back to textbook pages 16 and 17. Give them a class period to do the task. Remind them to use the criteria from BLMs A1.1 and A1.2. (Students have these already.)

6. Once the chapter task has been completed have students complete BLMs A1.1 and A1.2.

Assignments:

- Do the questions from textbook page 29 OR do Chapter One Review

- Complete the Chapter Task and BLMs A1.1 and A1.2.
Chapter One
What Guides Your Decision Making

Review

1. Put an X in front of the sentences that tell what influences your personal decisions.
   ______ How the decision will affect others
   ______ The name of your best friend’s cousin
   ______ Your sense of what is right and what is wrong
   ______ Your values
   ______ Your past experiences with a similar situation
   ______ How it will help you
   ______ How it will make others feel
   ______ The climate in Brazil
   ______ The consequences for you
   ______ The consequences for others

2. The following are ways to make decision with groups. Match them to their meanings.

   consensus: everyone votes by writing their decision on a piece of paper that no one else can see

   voting by secret ballot: people are chosen to make decisions on behalf of the group

   representatives: everyone votes by put up their hands when their preference is called out

   voting by show of hands: everyone takes turns giving their ideas until a decision is agreed upon
3. What are four rules you can think of that groups should follow when making decisions?


4. Briefly explain the difference between equity and equality. Use examples to help.


5. What are the four principles of democracy?


Chapter One
What Guides Your Decision Making
Review

1. Put an X in front of the sentences that tell what influences your personal decisions.
   - How the decision will affect others
   - The name of your best friend’s cousin
   - Your sense of what is right and what is wrong
   - Your values
   - Your past experiences with a similar situation
   - How it will help you
   - How it will make others feel
   - The climate in Brazil
   - The consequences for you
   - The consequences for others

2. The following are ways to make decision with groups. Match them to their meanings.
   - consensus: everyone votes by writing their decision on a piece of paper that no one else can see
   - voting by secret ballot: people are chosen to make decisions on behalf of the group
   - representatives: everyone votes by put up their hands when their preference is called out
   - voting by show of hands: everyone takes turns giving their ideas until a decision is agreed upon
3. What are four rules you can think of that groups should follow when making decisions?
   
   - Listen to what others say
   - Support the final decision
   - Be respectful
   - Be willing to compromise
   - Accept other's ideas

4. Briefly explain the difference between equity and equality. Use examples to help.
   
   - Equity - based on need or circumstance
   - Equality - everyone gets exactly same

5. What are the four principles of democracy?
   
   - Freedoms
   - Representation
   - Equity
   - Justice
Chapter Two

What Do Governments Do For Us?

Chapter Focus Questions
How does government affect you?
What services do governments provide?
How do governments pay for services?
Who are the people of the government?
**Lesson One**

**Concept:** Government Programs and Services

**Resources/Materials:** *Taking Part in Our Democracy*, pages 30 – 31
  - Wall Map of Canada
  - Worksheet #6.2.1a (student copies; transparency, if appropriate)
  - Worksheet #6.2.1b (student copies)
  - BLM 2.2 (student copies)

**Introduction:** Write the word **government** on the board. Note the root word is **govern**. Explain that to govern means “to rule or control”. Have students discuss what they think government means.

Eventually come to a definition something like this and have students copy it into their notebooks.

**Government** – is a system that makes and enforces laws and provides services and public programs.

Explain that today students will learn more about what governments do for them.

Distribute BLM 2.2. Have students complete the survey.

**Procedure:**

1. With the aid of the wall map of Canada, point out that there are actually three levels of government, each with different responsibilities: federal, provincial/territorial, and local. Local governments are in charge of areas like cities, towns, municipal districts, counties, school districts, and colonies.

2. Distribute Worksheet #6.2.1a and put up the transparency, if appropriate. Go over and discuss the various responsibilities.

3. Have students turn to textbook pages 30 and 31. Read and discuss the Chapter Focus Questions. Guide the reading, if you have the time.

4. Distribute Worksheet #6.2.1b. Go over the directions.

5. **For a Chapter Task,** if you feel it would work, have students find out more about how the colony government works. You may need to help them organize their ideas. Basically, they need to research the responsibilities of the colony government, how the government is organized, how the government is elected, how it makes the laws, and how it enforces the rules and laws.

**Assignments:**

- Do Worksheet #6.2.1b using Worksheet #6.2.1a.
## The Levels of Government

<table>
<thead>
<tr>
<th>Federal Government Responsibilities</th>
<th>Provincial/Territorial Government Responsibilities</th>
<th>Local Government Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military</td>
<td>Property rights</td>
<td>Water</td>
</tr>
<tr>
<td>Postal service</td>
<td>Natural resources</td>
<td>Sewer</td>
</tr>
<tr>
<td>Trade with other countries</td>
<td>Environment</td>
<td>Landfills</td>
</tr>
<tr>
<td>Banks</td>
<td>Education</td>
<td>Public transportation</td>
</tr>
<tr>
<td>Airlines, railways, and the TransCanada Highway</td>
<td>Health</td>
<td>Land use</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Welfare</td>
<td>Libraries</td>
</tr>
<tr>
<td>Passports</td>
<td>Provincial highways and secondary highways</td>
<td>Emergency services</td>
</tr>
<tr>
<td>First Nations affairs</td>
<td>Provincial parks</td>
<td>Fire Fighting</td>
</tr>
<tr>
<td>National parks</td>
<td></td>
<td>Sidewalks</td>
</tr>
<tr>
<td>Employment insurance</td>
<td></td>
<td>Street lights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Local roads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Municipal parks</td>
</tr>
</tbody>
</table>

Local governments can include the governments of cities, towns, villages, municipal districts, counties, colonies, and school jurisdictions.
The Three Levels of Government

Directions: For each of the following, tell which level of government would be responsible: federal, provincial, or local.

1. __________________________ You want to apply for a passport.
2. __________________________ The road that goes past the colony needs grading.
3. __________________________ You have a complaint about how much time it takes for a letter to get from here to Saskatchewan.
4. __________________________ You want to complain that you had to wait four hours in emergency.
5. __________________________ You want to let the mayor of Lethbridge know how beautiful the parks in the city are.
6. __________________________ There needs to be more security at airports.
7. __________________________ You would like the hours at the library extended.
8. __________________________ The landfill needs to be cleaned up.
9. __________________________ Keeping Highway that goes past your colony in good winter driving condition
10. __________________________ What students have to learn in grade six
11. __________________________ The amount it costs to get into Banff National Park
12. __________________________ Making sure that factories cut down on air pollution
13. __________________________ Getting young men and women to join the military
14. __________________________ One of the yard lights at the colony is broken.
15. __________________________ Banks
16. __________________________ The sidewalk in front of your house needs fixing.
17. __________________________ The colony just bought a new fire engine.
18. __________________________ A train derailed a few kilometres from your home.
19. __________________________ A new hospital is being built in Calgary.
20. __________________________ Your friend’s grandfather suddenly became very ill and they had to call an ambulance.

Worksheet #6.2.1b
The Three Levels of Government

Directions: For each of the following, tell which level of government would be responsible: federal, provincial, or local.

1. federal You want to apply for a passport.
2. local The road that goes past the colony needs grading.
3. federal You have a complaint about how much time it take for a letter to get from here to Saskatchewan.
4. provincial You want to complain that you had to wait four hours in emergency.
5. local You want to let the mayor of Lethbridge know how beautiful the parks in the city are.
6. federal There needs to be more security at airports.
7. local You would like the hours at the library extended.
8. local The landfill needs to be cleaned up.
9. provincial Keeping Highway that goes past your colony in good winter driving condition
10. provincial What students have to learn in grade six
11. federal The amount it costs to get into Banff National Park
12. provincial Making sure that factories cut down on air pollution
13. federal Getting young men and women to join the military
14. local One of the yard lights at the colony is broken.
15. federal Banks
16. local The sidewalk in front of your house need fixing.
17. local The colony just bought a new fire engine.
18. federal A train derailed a few kilometres from your home.
19. provincial A new hospital is being built in Calgary.
20. provincial/local Your friend’s grandfather suddenly became very ill and they had to call an ambulance.
Lesson Two (Optional)

Concept: Researching local government

Resources/Materials: Taking Part in Our Democracy, pages 32 and 33

Introduction: Ask students to come up with some things they think the colony government does for them. Tell students that they will be finding out for sure by doing some research.

Procedure:

1. Tell students that Mr. Grundy’s class has been assigned to find out more about what Alberta’s government does for kids. Have students turn to textbook pages 32 and 33. Guide the reading.

2. Point out that Mr. Grundy has provided his students with a way to do their research. Tell students they can follow a similar plan. Instead researching the Alberta government, they will research the colony government. Instead of using the internet, they can ask people.

3. With students come up with a list of things they feel would be important to include in their research. Example:
   - Responsibilities of the colony government
   - How the government is organized
   - How the government is selected
   - How the government makes laws
   - How the government enforces the laws

   If you like, make this a class project with various students being responsible for researching or reporting on a different aspect of government. The reporting can be oral or written.

   Because interviewing will be the predominant means of gathering information, students may want to decide they will each ask their parents and close relatives for information. However, if there are questions that will be asked of one of the elders, perhaps students can choose one or two interviewers.

Assignment:

- Research and report about your local government.
Lesson Three

Concept: How government affects individuals: Rules and Regulations

Resources/Materials: BLM 2.3 (student copies, or can be done in notebooks)
OR several 10 cm X 10 cm squares of paper.

Introduction: Ask students to name some rules and laws we have in school, in the community, etc. Discuss the purpose of laws. Lead the discussion to these conclusions:
- Laws enable us to get along in a respectful way.
- Laws protect people.

Procedure:

1. With students think of some examples where laws are put in place to protect people. (e.g., speeding, not allowing stealing, proper labelling of goods, water quality, licensing of hospitals, daycares, etc.)

2. Discuss also whom the government hires to make sure these laws are being obeyed, (e.g., police officers, inspectors, fire departments, etc.)

3. Give students a definition of the word “law” and have them copy it into their notebooks.

A law is a rule in a community that insists on, or alternatively stops certain actions, and is enforced by penalties.

4. Regulations are rules that apply to particular products or services. Ask students what kinds of things might have regulations. (buildings, public swimming pools, food, transportation, etc.)

5. Distribute BLM 2.3. Alternately, students can do this in their notebooks. Students are to think of what might have rules and regulations. (e.g., Labels need to specify what is in the product and its weight and size. Airlines have laws and regulations about routes, planes, and pilots. Water must be free from harmful germs.)

NOTE: Some students may benefit from working with a partner.

ALTERNATELY, challenge groups of students to come up with as many things that have rules and regulations. They are to write them on small squares of paper (10 cm X 10 cm) and affix them onto a wall or bulletin board in a tower fashion. See how tall a tower you can make.

Assignment:

- Do BLM 2.3 (or do the exercise in notebook)
  OR
- Write about things that have rules and regulations on square of paper.
Lesson Four

Concept: How government affects individuals: Rules and Regulations

Resources/Materials: Taking Part in Our Democracy, pages 38 and 39
   Per Group: bag or other container with about five lunchbox items
   OR
   Squares of paper with names of lunchbox items on them

Introduction: Recall that rules and regulations are put in place to protect citizens. A person who uses a particular product, service, or facility is referred to as a consumer. Tell students that today they will look further into rules and regulations and how they protect the consumer.

Procedure:

1. Have students turn to textbook pages 38 and 39. Guide the reading. If time, be sure to discuss the “Pause” questions.

2. Divide the students into groups of two or three. Give them each a lunch bag or container. Have them examine the contents. If you were not able to make up the “lunchboxes” just write the names of typical lunchbox items on squares of paper.

3. Tell students they are to examine each item and then follow the example on textbook page 38 to complete Worksheet #6.2.4 the best they can. Point out that it is easier to determine regulations on some products more than on others. (e.g., there are regulations about apples, but they are not written on the apple itself)

4. Distribute Worksheet #6.2.4

Assignment:

Using the lunchbox items complete Worksheet #6.2.4.
Rules and Regulations Protect Consumers

Directions: Name each lunchbox item. Then write about any rules and regulations that you know or suspect are in place for that item.

<table>
<thead>
<tr>
<th>Item</th>
<th>Rules and Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1:</td>
<td></td>
</tr>
<tr>
<td>Item 2:</td>
<td></td>
</tr>
<tr>
<td>Item 3:</td>
<td></td>
</tr>
<tr>
<td>Item 4:</td>
<td></td>
</tr>
<tr>
<td>Item 5:</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6.2.4
Lesson Five

Concept: Services Governments Provide

Resources/Materials: Taking Part in Our Democracy, pages 40 – 43
Worksheet #6.2.5a, #6.2.5b, #6.2.5c (student copies)
Post-it notes (one per student)

Introduction: Recall with students that governments make rules and regulations to protect its citizens. Tell students that governments do more than that. They provide services. Have students use their dictionaries to determine the meaning of service. Instructors will have to guide this process as there will be more than one meaning for the word “service”. With students make up a definition of service as it pertains to government. Have students write the meaning of “service” in their notebooks.

Example: Service - assistance or benefit given to someone; the provision or system of supplying a public need such as transport, water, gas

Tell students that today they will be finding out more about what services governments provide.

Procedure:

1. Have students turn to textbook page 40 and guide the reading of the page. If you like, use Post-it notes to do the same activity that is described in the text. Otherwise, have students brainstorm for ideas that tell about what services governments provide. Remind students that their colony has its own government. Write them on the board as they are suggested.

2. Then have students turn to pages 41 – 43. Guide the reading.

3. Finally, explain that there is sometimes a difference of opinion about what services government should provide. For example, some people feel that individuals should be responsible for shovelling their own sidewalks while others feel that government should do this. Discuss the advantages and disadvantages.

4. Distribute Worksheets #6.2.5a, #6.2.5b, and #6.2.5c. Go over the directions.

5. If you like, have groups of students make lists of services provided by:
   - Their colony
   - Other local governments
   - Provincial government
   - Federal government
   (Worksheet #6.2.1a might help here.)

Assignments:

- Do Worksheets #6.2.5a, #6.2.5b, and #6.2.5c.
- If desired, have groups of students make lists of services provided by the various levels of government on chart paper.
### Services Governments Provide

**Directions:** For each service listed below, tell how you and/or other community members benefit.

<table>
<thead>
<tr>
<th>Service</th>
<th>How You Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td></td>
</tr>
<tr>
<td>road maintenance</td>
<td></td>
</tr>
<tr>
<td>police</td>
<td></td>
</tr>
<tr>
<td>food inspectors</td>
<td></td>
</tr>
<tr>
<td>vehicle safety inspectors</td>
<td></td>
</tr>
<tr>
<td>water quality inspectors</td>
<td></td>
</tr>
<tr>
<td>district agriculturalist</td>
<td></td>
</tr>
<tr>
<td>highway construction and maintenance</td>
<td></td>
</tr>
<tr>
<td>building inspectors</td>
<td></td>
</tr>
<tr>
<td>your colony electrician</td>
<td></td>
</tr>
<tr>
<td>your colony plumber</td>
<td></td>
</tr>
<tr>
<td>your colony carpenter</td>
<td></td>
</tr>
<tr>
<td>yard maintenance</td>
<td></td>
</tr>
</tbody>
</table>

*Worksheet #6.2.5a*
## Services Governments Provide

**Directions:** For each service listed below, tell how you and/or other community members benefit.

<table>
<thead>
<tr>
<th>Service</th>
<th>How You Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>- get education</td>
</tr>
<tr>
<td>road maintenance</td>
<td>- can get safely to other places</td>
</tr>
<tr>
<td>police</td>
<td>- enforce laws</td>
</tr>
<tr>
<td></td>
<td>- help when in need</td>
</tr>
<tr>
<td>food inspectors</td>
<td>- make food safer</td>
</tr>
<tr>
<td>vehicle safety inspectors</td>
<td>- make vehicles safe</td>
</tr>
<tr>
<td>water quality inspectors</td>
<td>- make water safe</td>
</tr>
<tr>
<td>district agriculturalist</td>
<td>- advice on what to grow, how to grow, etc.</td>
</tr>
<tr>
<td>highway construction and maintenance</td>
<td>- keep roads in good order</td>
</tr>
<tr>
<td>building inspectors</td>
<td>- keep building safe</td>
</tr>
<tr>
<td>your colony electrician</td>
<td>- can use electricity in house</td>
</tr>
<tr>
<td>your colony plumber</td>
<td>- running water</td>
</tr>
<tr>
<td></td>
<td>- sewer</td>
</tr>
<tr>
<td>your colony carpenter</td>
<td>- house</td>
</tr>
<tr>
<td></td>
<td>- furniture</td>
</tr>
<tr>
<td>yard maintenance</td>
<td>- keep yard looking nice and safe</td>
</tr>
</tbody>
</table>
Which Services Should Governments Provide?

Directions: Many people think that individuals, not governments should provide many services. For each of the following who feels that individuals, not governments should provide a service? Circle that person's name.

1. Mr. Black: Our neighbourhood park is a mess. I think the city should send over some workers to clean up the litter right away.

Mrs. Green: I hate going to the part. There are pop cans, papers, and all kinds of junk everywhere. The government should set up cameras to catch the litterers.

Miss Brown: You should see our park. It doesn't look very nice because of all the left everywhere. I think the people in our neighbourhood should get together one Saturday and clean it up.

Mr. White: I don't take my family to the park any more. It's just too messy. If you ask me, the police should patrol the park more often and fine the litterers.

2. Speaker I: I want to teach my children at home. I know what they need to know. If I teach them at home, I can teach them the way I want to.

Speaker II: Our schools prepare our children to live in today's and tomorrow's world. The teachers are experts at what they do.

Speaker III: When my kids bring home their homework, I can't do so much of the stuff. The kids are expected to know so much more than we had to. I wouldn't know where to begin teaching the curriculum.

Speaker IV: The best the of the year is when the kids go back to school after the summer holidays. I have to give to those teachers for putting up with them for ten months of the year.

3. Bill: I just lost my job. It's a good thing that the government will give me some money to pay expenses until I can find another job.

Rick: One of the reasons Canada is a great country is because if anyone is down on their luck, they won't starve. There are all kinds of government to help those that really need it.

Sam: Last winter my grandpa broke his leg. He needed a wheelchair. Luckily, the hospital provided one for him.

Joe: People should look after themselves. They should put money aside just in case something happens. To many people just spend and don't plan for emergencies.
4. **Ruth:** When you buy something, it is your responsibility to examine it carefully before you pay for it. If something is wrong with it, it's your fault.

**Betty:** I'm so glad that the federal government requires that car manufacturers build in certain safety features in their vehicles. At least I can feel safe when I'm riding in the car.

**Annie:** I bought a crib for my baby and guess what? The bars were too far apart! The baby could have got his head caught between the bars. My neighbour told me there is a regulation about how far apart the bars can be.

**Clara:** I read in the newspaper that some lamps that were made in an Asian country did not meet Canada's safety standards. I'm sure glad they found out before they were placed in stores.

5. **Plumber:** The building inspector was just here. He told me I had to move a couple of pipes because they wouldn't drain properly. I'm relieved that he spotted it. It's better to find out now than later.

**Carpenter:** That building inspector is so picky. I guess the regulations are there for a reason, and it's his job to make sure every building on the colony is safe.

**Electrician:** The building inspector said I have one too many outlets on this circuit. Really now, I know from experience that one extra outlet isn't going to hurt anyone. I don't need anyone from the county to tell me how to do my job.

**Roof:** The building inspector told us we have to remove the shingles from one side of the house. We had completely forgot to put down the tar paper. So we put down the tar paper. Now for sure the roof won't leak.

6. **Citizen 1:** Rats! I got a speeding ticket for going just ten kilometres per hour over the limit. I should have known better.

**Citizen 2:** There are all kinds of speeders on the highway to Lethbridge. The sheriff's department should do something about it before someone gets killed.

**Citizen 3:** Rats! I got a speeding ticket for going just ten kilometres per hour over the limit. The police should spend their time catching real criminals instead of giving out speeding tickets.

**Citizen 4:** I just got another speeding ticket. That's the third one this month. I had better slow down. Besides, I'd hate to be responsible for an accident.
### Which Services Should Governments Provide?

**Directions:** Many people think that individuals, not governments should provide many services. For each of the following who feels that individuals, not governments should provide a service? Circle that person’s name.

| 1. Mr. Black: | Our neighbourhood park is a mess. I think the city should send over some workers to clean up the litter right away. |
| Mrs. Green: | I hate going to the part. There are pop cans, papers, and all kinds of junk everywhere. The government should set up cameras to catch the litterers. |
| **Miss Brown:** | You should see our park. It doesn’t look very nice because of all the left everywhere. I think the people in our neighbourhood should get together one Saturday and clean it up. |
| Mr. White: | I don’t take my family to the park any more. It’s just too messy. If you ask me, the police should patrol the park more often and fine the litterers. |

| 2. **Speaker I:** | I want to teach my children at home. I know what they need to know. If I teach them at home, I can teach them the way I want to. |
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| **Speaker IV:** | The best the of the year is when the kids go back to school after the summer holidays. I have to give to those teachers for putting up with them for ten months of the year. |

| 3. Bill: | I just lost my job. It’s a good thing that the government will give me some money to pay expenses until I can find another job. |
| Rick: | One of the reasons Canada is a great country is because if anyone is down on their luck, they won’t starve. There are all kinds of government to help those that really need it. |
| Sam: | Last winter my grandpa broke his leg. He needed a wheelchair. Luckily, the hospital provided one for him. |
| **Joe:** | People should look after themselves. They should put money aside just in case something happens. To many people just spend and don’t plan for emergencies. |
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**Carpenter:** That building inspector is so picky. I guess the regulations are there for a reason, and it’s his job to make sure every building on the colony is safe.

**Electrician:** The building inspector said I have one too many outlets on this circuit. Really now, I know from experience that one extra outlet isn’t going to hurt anyone. I don’t need anyone from the county to tell me how to do my job.

**Roofer:** The building inspector told us we have to remove the shingles from one side of the house. We had completely forgot to put down the tar paper. So we put down the tar paper. Now for sure the roof won’t leak.

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**Citizen 3:** Rats! I got a speeding ticket for going just ten kilometres per hour over the limit. The police should spend their time catching real criminals instead of giving out speeding tickets.

**Citizen 4:** I just got another speeding ticket. That’s the third one this month. I had better slow down. Besides, I’d hate to be responsible for an accident.
Lesson Six

Concept: How governments pay for services

Resources/Materials: Taking Part in Our Democracy, pages 44 and 45
Worksheets #6.2.6a, #6.2.6b, #6.2.6c (student copies)

Introduction: Review that in many ways governments try to take care of the needs of its citizens and provide services. In order to do this, it has to pay people, build and operate buildings, pay for materials, and so on. Where does a government get the money to do all these things? TAXES.

Procedure:

1. Explain that every government collects taxes to pay for the services they provide. There are three main types of taxes: income taxes, property taxes, business taxes, and the goods and services tax. (Discuss as necessary.)

2. Have students turn to textbook pages 44 and 45. Guide the reading.

3. Explain that when government wants to provide a new service or the cost of providing an existing service goes up, the government has to find the money to do so. Usually, it raises the amount of taxes people pay. Explain that there is a connection to the number of services a government provides and the amount people have to pay for taxes.

4. Distribute Worksheets #6.2.6a, #6.2.6b, and #6.2.6c. Tell students that the pie charts show how money is spent in the City of Lethbridge and in the Province of Alberta. Go over the directions.

5. As a follow up you may want to set up a formal debate centred around a question such as “Should governments provide more or fewer services?”

Assignment:

- Do Worksheets #6.2.6a, #6.2.6b, and #6.2.6c.

- Optionally, set up a formal debate centred around the question “Should governments provide more or fewer services?”
Chapter Two
What Do Governments Do for Us?
Review

1. Construct a simple flow chart to show how governments provide services for people. Choose an example of a service provided by a government. Show what the government does and explain why it collects taxes to pay for the services. (Hint: There is an example of such a flow chart on textbook page 39.)
2. Following are the steps that are used for making an inquiry and presenting the information. Number them in the order you would usually do them.

- Make a plan.
- Find information.
- Decide on what you want to know.
- Share your information with others.
- Organize your information.
- Describe what you already know.
- Draw conclusions.
- Make decisions.

3. For each level of government list five services it provides.

a. Local Government

b. Provincial Government
Taxes Pay For Services

Directions: Use the following information to answer the questions about how taxes raised are used in the City of Lethbridge.

The City of Lethbridge
How Taxes Are Spent
2008

Community Services includes:
- Transit, Handi-bus & School Bus
- Facility Services
- Parkland Management
- Public Library
- Recreation & Culture
- Aquatics
- Ice Centres
- Development Services
- Galt Museum
- ENMAX Centre
- Community and Social Development
- Fritz Sick Memorial Centre
- Helen Schuler Coulee Centre
- Cemeteries
- Yates Memorial Centre
- Environmental Services
- Regulatory Services
- Building Safety & Inspection Services

Infrastructure Services includes:
- Transportation (Streets & Roads) / Parking
- Parks Maintenance / Community Lighting
- Storm Sewer Maintenance

Corporate Services includes:
- Financial Services / Information Technology
- Human Resources / Risk Management
- Assessment & Taxation

Choose the best answer.

1. The largest portion of taxes in the City of Lethbridge goes to
   a. Fire and Emergency Services.
   b. Education.
   c. Infrastructure.
   d. Corporate Services.

2. Together Fire and Emergency Services and Police Services make up about the same as
   a. Community Services.
   b. Education.
   c. Corporate Services.
   d. Infrastructure Services.

3. If the citizens of Lethbridge want to build a new library, in which section might the taxes rise?
   a. Education
   b. Governance and Community Development
   c. Corporate Services
   d. Community Services

Worksheet #6.2.6a
4. From what you read on page 45 of *Taking Part in Our Democracy*, the City of Lethbridge collects taxes for the Province of Alberta for what section?
   a. Police  
   b. Fire and Emergency Services  
   c. Community Services  
   d. Education

5. From the pie chart you can infer that
   a. the City of Lethbridge does not provide any services that people need.  
   b. the City of Lethbridge provides more services than most people want.  
   c. the City of Lethbridge needs to raise taxes.  
   d. the City of Lethbridge provides a variety of services.

6. Which of the following is based on an opinion and not a fact?
   a. The City of Lethbridge should spend more money on police services.  
   b. The City of Lethbridge spends money to build and maintain roads.  
   c. The City of Lethbridge spends more that 20% of our tax money on Community Services.  
   d. The City of Lethbridge spends money on recreational services.
Taxes Pay For Services

Directions: Use the following information to answer the questions about how taxes raised are used in the City of Lethbridge.

The City of Lethbridge
How Taxes Are Spent
2008

Community Services includes:
- Transit, Handi-bus & School Bus
- Facility Services
- Parkland Management
- Public Library
- Recreation & Culture
- Aquatics
- Ice Centres
- Development Services
- Galt Museum
- ENMAX Centre
- Community and Social Development
- Fritz Sick Memorial Centre
- Helen Schuler Coulee Centre
- Cemeteries
- Yates Memorial Centre
- Environmental Services
- Regulatory Services
- Building Safety & Inspection Services

Infrastructure Services includes:
- Transportation (Streets & Roads) / Parking
- Parks Maintenance / Community Lighting
- Storm Sewer Maintenance

Corporate Services includes:
- Financial Services / Information Technology
- Human Resources / Risk Management
- Assessment & Taxation

Choose the best answer.

1. The largest portion of taxes in the City of Lethbridge goes to
   a. Fire and Emergency Services.
   b. Education.
   c. Infrastructure.
   d. Corporate Services.

2. Together Fire and Emergency Services and Police Services make up about the same as
   a. Community Services.
   b. Education.
   c. Corporate Services.
   d. Infrastructure Services.

3. If the citizens of Lethbridge want to build a new library, in which section might the taxes rise?
   a. Education
   b. Governance and Community Development
   c. Corporate Services
   d. Community Services
4. From what you read on page 45 of *Taking Part in Our Democracy*, the City of Lethbridge collects taxes for the Province of Alberta for what section?
   
a. Police  
b. Fire and Emergency Services  
c. Community Services  
d. Education

5. From the pie chart you can infer that
   
a. the City of Lethbridge does not provide any services that people need.  
b. the City of Lethbridge provides more services than most people want.  
c. the City of Lethbridge needs to raise taxes.  
d. the City of Lethbridge provides a variety of services.

6. Which of the following is based on an opinion and not a fact?
   
a. The City of Lethbridge should spend more money on police services.  
b. The City of Lethbridge spends money to build and maintain roads.  
c. The City of Lethbridge spends more that 20% of our tax money on Community Services.  
d. The City of Lethbridge spends money on recreational services.

---

**The Province of Alberta**  
**How Taxes Are Used**  
**2008**

---

-WP-6.2.6b-1
Directions: Use the pie chart on the page before to answer questions about how the Province of Alberta uses the money it raises from taxation.

1. The biggest portion of the taxes collected by the Province of Alberta goes to
   a. Education.
   b. Social Services.
   c. Health.
   d. Agriculture.

2. Look back to the City of Lethbridge pie chart. The most probable reason why the graphs for both the City of Lethbridge and the Province Alberta show the same amount is spent on Education is
   a. The Province of Alberta collects taxes for the City of Lethbridge.
   b. The City of Lethbridge collects Education taxes for the Province of Alberta.
   c. The Province of Alberta forgot to collect taxes for Education.
   d. The City of Alberta and the Province of Alberta both want to pay for Education.

3. The reason that Postal Services are not included on this pie chart is
   a. the creators of the chart forgot to include expenses for the postal service.
   b. the postal service is included in one of the other sections of the pie chart.
   c. it does not cost anything for the postal service to operate.
   d. the postal service is the responsibility of the federal government.

4. Together Education and what other section make up about the same amount as Health?
   a. Debt Servicing costs
   b. Social Services
   c. Regional Planning and Development
   d. Protection of Persons and Property

5. Money spent on building and repairing provincial highways would come under
   a. Social Services.
   b. Health.
   c. Transportation, Communications and Utilities.
   d. Other.

6. Which of the following is based on an observation from the pie chart?
   a. More money should be spent on Social Services.
   b. We spend too much money on Agriculture, Resource Management and Economic Development.
   c. Tax payers who don’t have children in school shouldn’t have to pay the Education Tax.
   d. Money going to Health care is the biggest user of tax payers money.
Directions: Use the pie chart on the page before to answer questions about how the Province of Alberta uses the money it raises from taxation.

1. The biggest portion of the taxes collected by the Province of Alberta goes to
   a. Education.
   b. Social Services.
   c. Health.
   d. Agriculture.

2. Look back to the City of Lethbridge pie chart. The most probable reason why the graphs for both the City of Lethbridge and the Province Alberta show the same amount is spent on Education is
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   c. Transportation, Communications and Utilities.
   d. Other.

6. Which of the following is based on an observation from the pie chart?
   a. More money should be spent on Social Services.
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   c. Tax payers who don’t have children in school shouldn’t have to pay the Education Tax.
   d. Money going to Health care is the biggest user of tax payers money.
Lesson Seven

Concept: People of the Government

Resources/Materials: Taking Part in Our Democracy, pages 46 and 47
Worksheet #6.2.7 (student copies)

Introduction: On the board write the question “Who are the people of the government?” Elicit ideas from students. Tell students that today they find out.

Procedure:

1. Have students turn to textbook pages 46 and 47. Tell them these pages tell us about some of the people that are part of the government. Guide the reading. **Discuss if a colony government would be part of the groups mentioned on these pages.** Conclude that the following are part of government:

   - groups that represent citizens are part of government; that is, elected officials
   - government workers
   - the people who elected representatives

2. Have students make notes in their notebooks with the heading

   **Who Are the People of Government?**

   For each group have them include examples.

3. Distribute Worksheet #6.2.7. Go over the directions.

4. If you like, have students make a diagram that shows the structure of the colony government.

   **Example:**

   ![Diagram of colony government structure]

   **Board of Directors**
   - First Minister
   - Second Minister
   - Field Boss
   - Colony Boss
   - 3 Other Elected Directors
   - Teacher/Gardener
   - Field Boss
   - Dairy Boss
   - Department Heads
     - Hog Boss
     - Chicken Boss
   - Mechanic
   - Cook
   - Kindergarten
   - Qualified Voters

Assignments:

- Do Worksheet #6.2.7.

- If you like, have students make a diagram showing the structure of a colony government.
People of the Government

Directions: Write the correct letter beside each description.

<table>
<thead>
<tr>
<th>a. government worker</th>
<th>b. eligible voters</th>
<th>c. school board</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. city, town, village council</td>
<td>e. colony council</td>
<td>f. provincial government</td>
</tr>
<tr>
<td>g. First Nations government</td>
<td>h. county or municipal district council</td>
<td>i. association</td>
</tr>
</tbody>
</table>

1. _____ They are a group of 83 people elected from all parts of Alberta.
2. _____ Each First Nations group elects a chief and councillors to make decisions.
3. _____ These men and women are elected to make decisions about how schools in their area will be run.
4. _____ This person is hired to carry out and deliver the services and enforce the regulations decided upon by elected officials.
5. _____ This group is lead by a mayor. The mayor and the councillors make decisions that will affect a village, town, or city.
6. _____ This group represents people who have a special interest. The group tries to make sure that the needs of that group are looked after.
7. _____ This group of elected people always live on farms. The council looks after the needs of its citizens.
8. _____ This is the largest group. The members of this group elect representatives to serve on different government groups.
9. _____ This group is elected to serve rural areas around the province.

Directions: Name the three groups that are the “people of the government”.

________________________________________
________________________________________
________________________________________
# People of the Government

**Directions:** Write the correct letter beside each description.

<table>
<thead>
<tr>
<th>a. government worker</th>
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<td>g. First Nations government</td>
<td>h. county or municipal district council</td>
<td>i. association</td>
</tr>
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</table>

1. **f**  They are a group of 83 people elected from all parts of Alberta.
2. **g**  Each First Nations group elects a chief and councillors to make decisions.
3. **c**  These men and women are elected to make decisions about how schools in their area will be run.
4. **a**  This person is hired to carry out and deliver the services and enforce the regulations decided upon by elected officials.
5. **d**  This group is lead by a mayor. The mayor and the councillors make decisions that will affect a village, town, or city.
6. **i**  This group represents people who have a special interest. The group tries to make sure that the needs of that group are looked after.
7. **e**  This group of elected people always live on farms. The council looks after the needs of its citizens.
8. **b**  This is the largest group. The members of this group elect representatives to serve on different government groups.
9. **h**  This group is elected to serve rural areas around the province.

**Directions:** Name the three groups that are the “people of the government”.

- elected officials
- government workers
- the people who elected representatives
Lesson Eight

Concept: Participating in Government

Resources/Materials: Taking Part in Our Democracy, pages 48 and 49
   Worksheet #6.2.8a (student copies OR transparency, if appropriate)
   Worksheet #6.2.8b (student copies)

Introduction: Present the situation: You think there should be more playground equipment for the students at your school. What could you do about it?

Entertain all ideas; then conclude that you would most likely go to someone you think could influence the government of the colony.

Tell students that today’s lesson is about the different ways people can influence government.

Procedure:

1. Have students turn to textbook pages 48 and 49. Guide the reading and then with students make some notes for them to copy. (If you do not have the time to make notes, students can copy them from Worksheet #6.2.8a)

   Influencing Government

   a. Advisory Groups – let the government know what the needs of the group members are
   b. Voters – elect those people they think will represent their needs
   c. Public Meeting – a meeting to discuss a topic of concern that everyone may attend
   d. Contact Government – write a letter or telephone
   e. Rally – a meeting or assembly of many people for a common purpose or action

2. Distribute Worksheet #6.2.8b. Go over the directions.

3. If you like, have students compose a letter to an elected official about an issue or to invite that official to speak at your school.

Assignments:

- Copy notes from Worksheet #6.2.8a.

- Do Worksheet #6.2.8b.

- If you like, as a class, compose a letter to an elected official about an issue or to invite that person to speak at your school.
Influencing Government

Advisory Groups – let the government know what the needs of the group members are

Voters – elect those people they think will represent their needs

Public Meeting – a meeting to discuss a topic of concern that everyone may attend

Contact Government – write a letter or telephone

Rally – a meeting or assembly of many people for a common purpose or action
Influencing Government

Directions: Think about the ways you have learned about participating in government. Read each scenario below and decide how the person could best participate in government.

1. Ben’s neighbour is always leaving trash all over Ben’s yard. He has tried to ask him nicely several times to be more careful, but the neighbour continues to litter on Ben’s property. Ben is tired of picking up the garbage that his neighbour has left out. What should Ben do?

__________________________________________________________________________

__________________________________________________________________________

2. The principal of Greenwood Middle School wants to know how the students feel about cutting down on the number of art classes they have so that they can have more time for physical education.

__________________________________________________________________________

__________________________________________________________________________

3. Bob’s father wants to make sure that the people elected to the county council are honest and hardworking.

__________________________________________________________________________

__________________________________________________________________________

4. The municipal district is planning to build a new landfill. Mrs. Rachel and many other voters want to know more about how it will be built and where. She phoned the municipal district office. They told her that the councillors were having a meeting to inform people about the new landfill.

__________________________________________________________________________

__________________________________________________________________________

5. The farmers in the district are sick and tired of how poorly the roads are maintained. They are so bad that they have been the cause of several accidents. They have tried telephoning the reeve, sending him letters, and have even tried attending a county council meeting. So far they haven’t got very far. They need to do something so that all the voters will know about the situation and so that the county councillors will take their concerns more seriously.

__________________________________________________________________________
Influencing Government

Directions: Think about the ways you have learned about participating in government. Read each scenario below and decide how the person could best participate in government.

1. Ben’s neighbour is always leaving trash all over Ben’s yard. He has tried to ask him nicely several times to be more careful, but the neighbour continues to litter on Ben’s property. Ben is tired of picking up the garbage that his neighbour has left out. What should Ben do?

   _contact councillor or the town_

2. The principal of Greenwood Middle School wants to know how the students feel about cutting down on the number of art classes they have so that they can have more time for physical education.

   _survey students_

3. Bob’s father wants to make sure that the people elected to the county council are honest and hardworking.

   _attend council meeting_

4. The municipal district is planning to build a new landfill. Mrs. Rachel and many other voters want to know more about how it will be built and where. She phoned the municipal district office. They told her that the councillors were having a meeting to inform people about the new landfill.

   _attend council meeting_

5. The farmers in the district are sick and tired of how poorly the roads are maintained. They are so bad that they have been the cause of several accidents. They have tried telephoning the reeve, sending him letters, and have even tried attending a county council meeting. So far they haven’t got very far. They need to do something so that all the voters will know about the situation and so that the county councillors will take their concerns more seriously.

   _public meeting_

   _demonstration_
Lesson Nine

Concept: Chapter 2 Review

Resources/Materials: Taking Part in Our Democracy, pages 50 and 51
Chapter Two Review (student copies, optional)
BLM 2.2 (students have this)
BLM 2.4
BLM 2.5 (student copies)

Introduction: Tell students that they have now come to end of Chapter 2, and it is time for review.

Procedure:

1. Have students turn to textbook page 50. Do the Pause activity as a class.
2. If you assigned a Chapter Task, students should now complete it.
3. Have students take out BLM 2.2 and complete it again to see if their views on government have changed.
4. With students review the ideas on BLM 2.5
5. Students should review the ideas in this chapter by doing the “Review! Review!” some or all exercises on textbook, page 51
   OR
   As a class discuss some of the ideas on BLM 2.4
   AND/OR
   Do the Chapter Two Review.

Assignments:

- Complete Chapter Task, if assigned.
- Do some or all the exercises on textbook page 51
  OR
  Do the Chapter Two Review
Chapter Two
What Do Governments Do for Us?
Review

1. Construct a simple flow chart to show how governments provide services for people. Choose an example of a service provided by a government. Show what the government does and explain why it collects taxes to pay for the services. (Hint: There is an example of such a flow chart on textbook page 39.)
2. Following are the steps that are used for making an inquiry and presenting the information. Number them in the order you would usually do them.

   ___ Make a plan.
   ___ Find the information.
   ___ Decide on what you want to know.
   ___ Share your information with others.
   ___ Organize your information.
   ___ Describe what you already know.
   ___ Draw conclusions.
   ___ Make decisions.

3. For each level of government list five services it provides.
   a. Local Government

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

   b. Provincial Government

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
c. Federal Government

4. Tell about five services that governments provide that individuals would have difficulty providing for themselves. (page 42 and 43)

4. What are taxes? (Hint: Reread textbook page 45)

5. Which three of the following are considered to be people of the government? (Circle)
   Voters                  Elected Representatives       Newborn Babies
   Government Workers      Your Ancestors               United States Citizens
6. Name six groups made up of representatives. (page 46)

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

7. What are five ways that people can participate in government? (page 48)

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
2. Following are the steps that are used for making an inquiry and presenting the information. Number them in the order you would usually do them.

3. Make a plan.
4. Find information.
1. Decide on what you want to know.
7. Share your information with others.
5. Organize your information.
2. Describe what you already know.
6. Draw conclusions.
8. Make decisions.

3. For each level of government list five services it provides.

a. Local Government

   see Worksheet #6.2.1a

b. Provincial Government

   see Worksheet #6.2.1c
c. Federal Government

See Worksheet #6.2.1a


4. Tell about five services that governments provide that individuals would have difficulty providing for themselves. (page 42 and 43)

Examples: food regulations
roads

police

librariess

airline safety

4. What are taxes? (Hint: Reread textbook page 45)

Fees people pay so that governments can provide services

5. Which three of the following are considered to be people of the government? (Circle)

Voters

Elected Representatives

Newborn Babies

Government Workers

Your Ancestors

United States Citizens
6. Name six groups made up of representatives. (page 46)

   county council  student council
   colony council  association
   provincial government
   federal government
   city council
   town council

7. What are five ways that people can participate in government? (page 48)

   attend public meeting
   contact government
   attend rally or support group
   vote
   serve on a council
Social Studies
Grade Six
Chapters One and Two
Test

Directions: Write the letters of your answers on the answer sheet. **DO NOT WRITE ON THIS TEST PAPER.**

Match the words and phrases from the box to their meanings.

<table>
<thead>
<tr>
<th>a. rationale</th>
<th>b. opinion</th>
<th>c. services</th>
<th>d. democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. consensus</td>
<td>f. representative</td>
<td>g. equality</td>
<td>h. equity</td>
</tr>
<tr>
<td>i. justice</td>
<td>j. perspective</td>
<td>k. taxes</td>
<td>l. rally</td>
</tr>
<tr>
<td>m. public meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. _____ a logical reason for something
2. _____ a political system in which citizens have a voice in decision making
3. _____ being fair and just
4. _____ agreement by everyone involved in a decision, achieved through the process of discussion in which everyone has a voice and works for the good of the whole group
5. _____ what a person thinks
6. _____ being equal
7. _____ a meeting to discuss a topic of concern that everyone may attend
8. _____ values and ideas shared by people with a common language, culture, and history
9. _____ a meeting or assembly of many people for a common purpose or action
10. _____ equity and fairness
11. _____ a person chosen to speak for a group
12. _____ money collected by governments to pay for services
13. _____ assistance or benefit given to citizens by governments
Use the following information to answer question 14.

Sam wants to find out more about how the government at his colony works. So far he has done the following:

- made up an inquiry question
- wrote down what he already knows
- wrote down what kinds of things he needs to know

14. What should Sam do next?

a. draw conclusions.
b. find information
c. write his report
d. share with others

Use the following information to answer question 15.

Ben was at the dollar store. He spotted a bright blue and white ball that he wanted. He didn’t have any money so he could not pay for it. He picked it up and started to put it in his pocket. Then something in his mind told him that it was not right to take something he could not pay for. He put the ball back on the shelf.

15. Which of the following most likely influenced Ben’s decision to put the ball back?

a. his sense of right and wrong
b. the consequences if he took the ball
c. time
d. how it would help him

16. An advantage of using consensus to make group decisions is

a. it takes less time.
b. a person can get exactly what he or she wants.
c. everyone agrees on the final decision.
d. it works well for large groups.

17. Which of the following is an example of direct democracy?

a. students in a class putting up their hands to show which flavour ice cream they should have at the year-end party
b. the teacher telling students how many spelling questions they should do
c. the directors of a colony decided to buy a new combine
d. the city council deciding to open another swimming pool
Mrs. Stone was elected to the county council last May. The council is deciding whether or not to spend more money on repairing and maintaining the roads. The people who elected Mrs. Stone have complained to her about the condition of the roads in their area. At the same time, Mrs. Stone knows that the people in another part of the county really need a new landfill. She doesn’t know if she should vote to spend the money on roads or the landfill.

18. Which of the following best tells what question Mrs. Stone must ask herself?
   a. Do I like rough roads?
   b. Can garbage be smelly or is there some other way to deal with it?
   c. Should a representative do exactly what the voters want or should a representative do what he or she thinks is right?
   d. How big an area is needed for a landfill?

19. Which of the following is an example of fairness and equity?
   a. Library cards for students are cheaper than library cards for adults.
   b. Everyone has to stop at a stop sign.
   c. Everyone gets a new pair of shoes once a year.
   d. The class has been told that they have no more that a half hour to finish the test.

20. Which of the following correctly lists the four principles of democracy?

   a. representation  
   justice  
   freedoms  
   courtesy  

   b. freedoms  
   justice  
   kindess  
   representation  

   c. freedoms  
   representation  
   courtesy  
   justice  

   d. equity  
   freedoms  
   representation  
   justice
Use the information in the box is actually copied from a package of gum. Use the information to answer question 21.

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
<th>Valeur nutritive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per 1 piece (2.2 g) / pour 1 morceau (2.2 g)</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>% Daily Value</td>
</tr>
<tr>
<td>Calories/Calories: 4</td>
<td></td>
</tr>
<tr>
<td>Fat/Lipides: 0 g</td>
<td></td>
</tr>
<tr>
<td>Carbohydrates/Glucides: 1 g</td>
<td></td>
</tr>
<tr>
<td>Sugars/Sucre: 0 g</td>
<td></td>
</tr>
<tr>
<td>Sugar Alcohols/Polyalcools: 1 g</td>
<td></td>
</tr>
<tr>
<td>Protein/Protéines: 0 g</td>
<td></td>
</tr>
</tbody>
</table>

Not a significant source of other nutrients
Source négligeable d'autre éléments nutritifs

21. This information is an example of

a. how important French and English are to school children.

b. how government rules and regulations protect the citizens of the country.

c. how gum makers make their packages more colourful.

d. how gum manufacturers show how they make their gum.

22. Governments like to provide services that

a. most individuals cannot provide for themselves.

b. are easy for most individuals to provide for themselves.

c. do not cost a lot of money.

d. help only rich people.

Use the following information to answer question 23.

Mr. and Mrs. Gross are building a new house. In the basement the Grosses decided to use the smallest windows they could find in order to save money. A building inspector from the municipal district told the Mr. Gross that he had to use larger windows so that people in the basement can escape in case of an emergency. Mr. Gross feels that he should be able to use any size window he chooses.

23. Which question best tells the issue in the situation above?

a. Why doesn’t Mr. Gross want to buy bigger windows?

b. How much should government be involved in deciding how a house is built?

c. Can people escape from smaller windows in case of an emergency?

d. Should people building a house be allowed to save money?
24. What is the main reason people must pay taxes?
   a. Taxes help to pay for the services that governments provide.
   b. No one really knows.
   c. It helps to make the people working for the government rich.
   d. It helps to keep the people from having too much spending money.

25. Which of the following would not be considered as people of the government?
   a. elected representatives
   b. voters
   c. government workers
   d. our ancestors

*Use the following information to answer question 26.*

The pavement on the street in front of Levi's house is all broken up. He is tired of driving into potholes. He just wants his street to be safer.

26. What is the best thing Levi can do to try to get his street repaired?
   a. wait until the next election and then vote for a different councillor
   b. telephone a city councillor
   c. complain to all his relatives
   d. hold a rally at the city hall

*Use the following information to answer question 27.*

Paul: I'm happy that we have a government that gives us a good education system.

Martha: Providing a good health care system is important to me. The government has all kinds of experts that know how to set up good hospitals and clinics.

Judy: I don't care what anyone says. I think people should obey the speed limits.

Walter: I don't like paying taxes; but in the end I like the services governments provide.

27. The person who says we need governments to help make decisions is
   a. Paul.
   b. Martha.
   c. Judy.
   d. Walter.
Name: 

Social Studies  
Grade Six  
Chapters One and Two  
Test  

Answer Sheet  

1. ________  
2. ________  
3. ________  
4. ________  
5. ________  
6. ________  
7. ________  
8. ________  
9. ________  
10. ________  
11. ________  
12. ________  
13. ________  
14. ________  
15. ________  
16. ________  
17. ________  
18. ________  
19. ________  
20. ________  
21. ________  
22. ________  
23. ________  
24. ________  
25. ________  
26. ________  
27. ________
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | a |   | 10 | i |   | 19 | a |   | 20 | d |   | 21 | b |   | 22 | a |   | 23 | b |   | 24 | a |   |
| 2 | d |   | 11 | f |   | 20 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 | h |   | 12 | k |   | 21 | b |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 | e |   | 13 | c |   | 22 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 | b |   | 14 | b |   | 23 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 | g |   | 15 | a |   | 24 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7 | m |   | 16 | c |   | 25 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 | j |   | 17 | a |   | 26 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 | l |   | 18 | c |   | 27 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Social Studies
Grade Six
Chapters One and Two

Short Answer Questions

1. In what types of situations would you say consensus is the best method of decision making?

2. In what types of situations would you say “everyone can vote” is the best method of decision making?

3. In what types of situations would you say having representatives is the best method of decision making?

4. Why is it not always fair to treat everyone equally?

5. Should governments provide more services, fewer services, or the same number of services than they do now? Be sure to tell why.
Unit Three

What Was Democracy in Ancient Athens?

Chapter Focus Questions
What was the social structure of ancient Athens?
What opportunities did ancient Athenians have to participate in decision making?
What were the ideas behind democracy in ancient Athens?
Lesson One

Concept: Introduction

Resources/Materials: Taking Part in Our Democracy, pages 52 and 53
Wall Map of the World

Introduction: Say these words or put them on the board:

democracy       myths and legends       science and medicine
art and sculpture Olympic Games       education

Ask what these have in common. (We can thank the ancient Greeks for these and many more things.)

Tell students that for the next few weeks they will be studying about one very important city in ancient Greece – Athens.

Procedure:

1. On the wall map point out the location of Greece and where it is relative to Canada.

2. Point out that the city of Athens in Greece is very old. Modern day Greece and ancient Greece are in about the same location.

3. Have students turn to textbook pages 52 and 53. Read and explain the inquiry questions.


5. Have students write meanings for the words “social structure” and “class” in their notebooks.

6. Have student flip through the chapter to get an idea of the chapter’s contents.

7. Tell students to make a title page for the chapter.

Assignment:

Make a title page for the chapter. Use the heading “Ancient Athens”.
Lesson Two

Concept: Chapter Task

Resources/Materials: Taking Part in Our Democracy, pages 54 and 55
BLMs 3.1 and 3.2 (student copies)
Worksheet #6.3.2 (student copies)
Small prize (optional)

Introduction: Tell students that their chapter task involves making a map of ancient Athens. However, it involves more than just labelling a map.

Procedure:

1. Have students turn to textbook pages 54 and 55. Guide the reading. Answer any questions the students might have about the chapter task.

2. Distribute BLMs 3.1 and 3.2. Have students look these worksheets over. They will give students an idea of what to keep their eyes open for as the unit progresses.

3. To help students get acquainted with this chapter, have them search for the answers to the questions on Worksheet #6.3.2.

   NOTE: The way this sheet is set up is that there are points for each correct answer. You may want to consider giving the student who gets the most points a little reward.

Assignment:

Do Worksheet #6.3.2.
CHALLENGE

Getting to Know Ancient Athens

Directions: Use Chapter 3 of Taking Part in Our Democracy to find the answers to these questions. You may find the index and the glossary helpful too. The number of points for a correct answer is written in parentheses after each question. You must work independently.

1. If you were Athens, in what direction would you have to travel to go to Corinth? (1)

2. Use the timeline on textbook page 59 to figure out about how many years ago did ancient Greece exist? (4)

3. In ancient Athens who were the slaves? (2)

4. In ancient Athens who were the metics? (1)

5. What was a kylix? (1)

6. What could Athenian women do that Metics could not do? (3)

7. What was the agora? (1)

8. How many members were there in the Boule? (1)

9. What was the Bouleterion? (2)

10. Why was the Pnyx Hill important in ancient Athens? (3)

Worksheet #6.3.2
CHALLENGE

Getting to Know Ancient Athens

Directions: Use Chapter 3 of Taking Part in Our Democracy to find the answers to these questions. You may find the index and the glossary helpful too. The number of points for a correct answer is written in parentheses after each question. You must work independently.

1. If you were Athens, in what direction would you have to travel to go to Corinth? (1)
   
   **west**

2. Use the timeline on textbook page 59 to figure out about how many years ago did ancient Greece exist? (4)
   
   **2300 - 2400**

3. In ancient Athens who were the slaves? (2)
   
   - usually captured in war; no rights; owned by others

4. In ancient Athens who were the metics? (1)
   
   - reside in Athens, but born outside Athens

5. What was a klylix? (1)
   
   - cup men drank from at feasts

6. What could Athenian women do that Metics could not do? (3)
   
   - own property

7. What was the agora? (1)
   
   - market

8. How many members were there in the Boule? (1)
   
   - 500

9. What was the Bouleterion? (2)
   
   - place where Boule met

10. Why was the Pnyx Hill important in ancient Athens? (3)
    
    - place where Assembly met to vote

Worksheet #6.3.2
Lesson Three

Concept: Learning About the Past

Resources/Materials: *Taking Part in Our Democracy*, pages 52 and 53
Worksheet #6.3.3a (transparency, optional)
Worksheet #6.2.3b (student copies)
Coins of different denominations

Introduction: Hold the coins for the students to see. Ask them what they can tell from examining the coins. Lead the discussion to conclude that coins can tell you
- the value.
- who was an important person.
- what might be important.
- the language of the people.
- what metal or metals the people had.
- the technology used.
Tell students that today we will take a look at how we learn about the past.

Procedure:

1. Tell students that we learn about the past by examining evidence from the past. There are two main types of people that help us to do this: historians and archaeologists.

2. Historians look at what has been written: stories, myths and legends, journals, poems, and so on.

3. Archaeologists look at artifacts. Artifacts are objects that were used by people long ago. They usually have to be dug up or excavated. The objects they excavate are most often broken or in several pieces. They have to try to put them back together the best they can.

4. Both historians and archaeologists make observations with the materials they have. Then they try to make inferences about lifestyle. For example, a lot of ancient Greek pottery has pictures of olive trees. Archaeologists then infer that the olive tree and fruit were important to the Greeks. Have students examine the coins and building on textbook pages 52 and 53. Have them first make observations and then inferences about Greek life.

5. With students make notes about how we learn about the past for them to copy into their notebooks, such as

*Learning About the Past*

We can learn about the in two main ways:
*Historians* – who study what has been written
*Archaeologists* – who excavate and study artifacts

6. Distribute Worksheet #6.3.3b. Go over the directions.

Assignments:
- Copy notes. (If using transparency, use Worksheet #6.3.3a)
- Do Worksheet #6.3.3b.
Learning About the Past

We learn about the past in two main ways:

Historians – who study what has been written

Archaeologists – who excavate and study artifacts

Worksheet #6.3.3a
**Learning About the Past**

**Directions:** Examine these photographs of artifacts from Ancient Athen. Tell what you see; then try to make inferences about Athenian lifestyle. You may be able infer ideas about values, daily life, technology, the military, and so on.

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
</table>

**Directions:** There are many photographs of artifacts from ancient Athens in Chapter 3. Select one of them, write down observations, and then write inferences about it.

The artifact I chose is on page ________.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
</table>

Worksheet #6.3.3b
Learning About the Past

Directions: Examine these photographs of artifacts from Ancient Athen. Tell what you see; then try to make inferences about Athenian lifestyle. You may be able infer ideas about values, daily life, technology, the military, and so on.

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
</table>
| ![Coin Image](image1) | - some detail on picture  
- no perfectly round  
- chariot | - craftsmanship quite good  
- chariot racing part of entertainment |
| ![Vase Image](image2) | - container  
- loose clothing on people | - used clay to make pot?  
- warm climate |

Directions: There are many photographs of artifacts from ancient Athens in Chapter 3. Select one of them, write down observations, and then write inferences about it.

The artifact I chose is on page ________.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6.3.3b
Lesson Four

Concept: Location

Resources/Materials: Wall Map of the World
                   Student Atlases
                   Taking Part in Our Democracy, pages 55 - 58
                   Outline Map of Greece and area (student copies)
                   Worksheet #6.3.4 (student copies)
                   BLM 3.3 (teacher copy)

Introduction: Review with students that in a democracy citizens participate in decision making. However, there are many different forms of democracy throughout the world. This chapter is not about democracy in a modern day country, but in a civilization that was thriving more than 1700 years ago. That civilization is the ancient Greek civilization.

Procedure:

1. Explain that ancient Athens was part of a country called Greece. Athens was a city in Greece. Because Greece is a very mountainous country, people had difficulty travelling from city to city. The result was that each city developed its own style of government. It is believed that democracy was first used in ancient Athens.

2. Display the map of the world. Establish that modern day Greece is in the southern part of Europe bordering on seas on three sides.

3. Have students locate Greece in their atlases. Have them find bodies of water and neighbouring countries as you call them out:

   Mediterranean Sea          Adriatic Sea          Ionian Sea          Aegean Sea
   Turkey                       Bulgaria               Macedonia           Serbia
   Egypt                        Italy                  Albania

4. Have students turn to textbook pages 56 - 58. Note that the Ionian Sea, just to the west of Greece is not labelled on the map on page 57. Guide the reading of these pages; otherwise, have students read them independently.

5. Distribute Worksheet #6.3.4. Have students label the bodies of water and neighbouring countries.

6. Today or on another day try the exercises on BLM 3.3. This is a guided sheet.

Assignment:

- Label the map of Greece using an atlas and/or textbook page 57.
- Do BLM 3.3 with students.
Modern Day Greece

1. Label the following bodies of water on the map of Greece.
   Mediterranean Sea   Ionian Sea   Aegean Sea
   Adriatic Sea        Black Sea

2. Label these countries.
   Greece            Italy            Turkey
   Egypt             Bulgaria         Macedonia
   Albania           Serbia           Libya

3. Label Athens.

4. Lightly colour Greece.

5. Describe the relative location of Greece.

6. Determine the absolute location of Athens. (latitude and longitude)

7. Using the scale on map on textbook page 58, determine how far it is in kilometres from
   Athens to Sparta. __________
   Delphi to Argos. __________
   Thebes to Corinth. __________
   Argos to Athens. __________
Modern Day Greece

1. Label the following bodies of water on the map of Greece.

   Mediterranean Sea  Ionian Sea  Aegean Sea
   Adriatic Sea       Black Sea

2. Label these countries.

   Greece           Italy            Turkey
   Egypt            Bulgaria         Macedonia
   Albania          Serbia           Libya

3. Label Athens.

4. Lightly colour Greece.

5. Describe the relative location of Greece.

   Answers may vary
   - north of Mediterranean Sea
   - between Ionian and Aegean Seas
   - east of Italy

6. Determine the absolute location of Athens. (latitude and longitude)

   \[ 37°N \; 23°E \]

7. Using the scale on map on textbook page 58, determine how far it is in kilometres from

   Athens to Sparta. \[ 150 \text{ km} \]
   Delphi to Argos. \[ 100 \text{ km} \]
   Thebes to Corinth. \[ 50 \text{ km} \]
   Argos to Athens. \[ 100 \text{ km} \]
Lesson Five

Concept: Geography and Climate of Ancient Greece

Resources/Materials: Worksheets #6.3.5a, #6.3.5b and #6.3.5c (student copies)
Wall Map of Europe or World

Introduction: Discuss with students why Hutterites have chosen to live in their own communities and not in towns and cities. (easier to preserve their culture)
Ask if it is easy to get to town to access services and buy goods. Why? (yes, good roads can be built because it is quite flat). Tell students that today we will be examining how the land, bodies of water, climate affected the lifestyle of the Ancient Greeks.

Procedure

1. Tell students that Greece long ago and today is very mountainous country. Tell them that cities developed along the sea coast in the mountain valleys. Because of the mountains communication between cities was difficult.

2. Using the wall map remind students that Greece is surrounded by water. All these factors affected the lifestyle of the Greeks.

3. Tell students they will read a short article on the geography and climate of Ancient Greece. Then they will do some questions.

4. Briefly using Worksheet #6.3.5b, show students how a relief map works and how to use it to make a cross section cut.

5. Distribute Worksheets #6.3.5a, #67.3.5b and #6.3.5c.

6. Alternately, have students look in library reference books for information on the geography and climate of Greece. You may also want to provide internet articles for students. Have them prepare a report on what they found.

Assignments:

- Do Worksheets #6.3.5a, #6.3.5b and #6.3.5c.

  OR

- Write a report on the geography and climate of Greece using library and any internet sources the teacher can provide.
The Geography and Climate of Greece

How big is Greece?
Greece is not a large country. The total land area is 131,957 square kilometres. In fact, the province of Alberta is about five times as large.

How did their closeness to the sea affect their lifestyle?
No part of Greece is more than 100 kilometres from the coastline. Much of Greece is a peninsula. It is surrounded by water on three sides. As a result, ancient Greeks depended heavily on sea travel to communicate and for trade. They were expert seamen.

What is the land like?
Greece has many mountains. In fact, most of mainland Greece is mountainous. On the coastline of the Mediterranean and Aegean Seas, there are small areas of lowland. Inland there are very few fertile plains. Greece also includes hundreds of small islands. These islands are scattered across the Ionian, Aegean, and Mediterranean Seas.

How did the land affect the Greek’s lifestyle?
In any country, the geography affects how people live. Ancient Greece was no different. The geography of Greece made it hard for the Greeks to work together. Early Greek villages grew in the valleys between the mountains. The valleys and mountain ranges separated these villages.

Because they could not work together, the people in these early Greek cities developed their own systems of government. They also developed their own cultures. They became individual Greek city-states, like Athens. These city-states were often at war with each other.

Around the mountains of Greece are many small valleys. The soil in these valleys is not always fertile. Because of this, it has been difficult for the Greeks to grow crops. On some coastal plains the land is much better for growing crops.

Athens is located on a coastal plain. There are mountains on three sides and the Mediterranean Sea on the fourth. There are several hills. The Ilissus River flows through Athens, but it is dry most of the year. The Athenians depended on fish and other seafood caught in the sea for food. They could also grow fruits and vegetables.

The Athenians had slaves to do much of their work. How did they get these slaves? Slaves were most often soldiers captured in wars against other city-states.

What kind of climate does Athens have?
Athens has what is called a Mediterranean climate. It has hot dry summers and mild winters. The rainfall is slight. Because it is close to the sea, it is often windy.

How did climate affect lifestyle?
The Athenians ate foods that could be grown or fished in their climate – olive oil, fish, goat cheese, cabbage, beans, peas, onions, lettuce, grapes, wine, and bread.

Because of the hot climate, Athenians wore clothing that was loose fitting and usually light in colour.

Their homes were made from mud bricks and painted white with blue trim. They could get hot inside so they usually had an outdoor courtyard in the middle.

Adapted from Greece: Discovering the Past
By Parsons, Ewing, & Newhart (Reidmore)
1. Use the relief map above to make a cross-section cut of the land and water between Athens and Sparta.
2. Greece is a peninsula. Look up the word "peninsula" in the dictionary and write its meaning.

________________________________________________________________________________

________________________________________________________________________________

3. From what you read, why is it that the Greeks became expert seamen?

________________________________________________________________________________

________________________________________________________________________________

4. Tell how the climate affected the Athenians' lifestyle with respect to their
   a. food
      ________________________________________________________________________
      ________________________________________________________________________
   b. clothing
      ________________________________________________________________________
      ________________________________________________________________________
   c. homes
      ________________________________________________________________________
      ________________________________________________________________________

5. Which of the following could you infer from the article?
   a. The ancient Athenians did not have a religion.
   b. City-states often went to war so they could capture more slaves.
   c. Athenians did not eat fish.
   d. Athenian women did not go to war.

6. From what you read in the article you can conclude that
   a. the ancient Athenians did not have a good life.
   b. the ancient Athenians communicated only with other Greek city-states.
   c. most people in ancient Athens were slaves.
   d. lifestyle of the ancient Athenians was influenced by geography and climate.

7. From the article you can infer that
   a. places close to the sea are usually windy.
   b. it is unusual for places close to the sea to be windy.
   c. ancient Athenians were poor swimmers.
   d. the Illissus River is a good place to catch fish.
1. Use the relief map above to make a cross-section cut of the land and water between Athens and Sparta.
2. Greece is a peninsula. Look up the word “peninsula” in the dictionary and write its meaning.
   - Land with water on three sides

3. From what you read, why is it that the Greeks became expert seamen?
   - No place was far from sea
   - Mountainous terrain made land travel difficult

4. Tell how the climate affected the Athenians’ lifestyle with respect to their
   a. food - grow food that could be grown in their climate
   b. clothing - loose fitting
   c. homes - had courtyard as houses could get very hot

5. Which of the following could you infer from the article?
   a. The ancient Athenians did not have a religion?
   b. City-states often went to war so they could capture more slaves.
   c. Athenians did not eat fish.
   d. Athenian women did not go to war.

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   d. the Illissus River is a good place to catch fish.
Lesson Six

Concept: Using Historical Maps and Timelines

Resources/Materials: Taking Part in Our Democracy, pages 58 and 59
Worksheet #6.3.6 (student copies)
Encyclopaedias
Metre stick or a number line

Introduction: Hold up the metre stick or display the number line and review that as the numbers on the stick go to the right, they get larger. Tell students that we use a number line to show dates as well. Tell students we are going to examine more about when some events occurred in history.

Procedure:

1. Have students turn to textbook page 58. Guide the reading if you did not do it on another day. Examine with students the “Skills at Work” section. Have students make up five or six questions about relative location and scale on a map. Later, have them exchange questions.

2. Guide the reading of textbook page 59. Point out that the year 0 is given to the date Christ was born. Note also how the year numbers get larger as you go away from 0.

3. Distribute copies of Worksheet 6.3.6. Students will need to have access to a set of encyclopaedias to complete the assignment.

Assignments:

- Make up five or six questions about relative location and scale on a map. Exchange with a partner.

- Do Worksheet #6.3.6. Use encyclopaedias to help you.
4. Divide each section into five equal parts. Each little section will stand for a hundred years.

5. On the time line show the following dates. You will have to find some of the information you need in an encyclopaedia.

   a. ancient Athens
   b. Giovanni Caboto landed in North America
   c. Canada became a country
   d. Hutterites began (1528)
   e. Hutterites moved to United States (1874)
   f. Hutterites moved to Canada (1918)
   g. you were born
   h. this year
4. Divide each section into five equal parts. Each little section will stand for a hundred years.

5. On the time line show the following dates. You will have to find some of the information you need in an encyclopaedia.

a. ancient Athens
b. Giovanni Caboto landed in North America
c. Canada became a country
d. Hutterites began (1528)
e. Hutterites moved to United States (1874)
f. Hutterites moved to Canada (1918)
g. you were born
h. this year
Lesson Seven

Concept: Social Structure

Resources/Materials: Taking Part in Our Democracy, pages 60 – 67
Worksheet #6.3.7 (student copies)

Introduction: Deliberately treat some students much more favourably than others; make a few students do some “dirty” work, such as sweeping up someone else’s mess, getting another student’s supplies, etc. Discuss their feelings. Tell students that in ancient Athens, there were three classes of people. The rights and responsibilities for each of the classes was clearly understood by all.

Procedure:

1. Discuss the meaning of the word “citizen” (a person who lives in a particular place). Tell students that today in our culture that is the meaning of citizen. However, in ancient Athens the word had a different meaning.

2. Write the three words: slave, metic, and citizen on the board. Tell students that residents of ancient Athens belonged to three distinct social classes – slaves, metics, and citizens.

3. Read the first half (pages 60 – 67) of “Two Days to Decide” to students. Ask students to be listening for the rights and responsibilities of the three social classes.

4. Discuss what was learned in the story, so far.

5. Distribute Worksheet #6.3.7. Tell students to write as much as they now know about the rights and responsibilities of people in each of the three classes. They will add to the chart as the chapter progresses.

6. If you like, students can make an illustrated story board of the story. They illustrate each scene and write a caption. They will finish the story board when you complete the story in a few days.

Assignments:

- Do Worksheet #6.3.7.

- Optionally, have students begin an illustrated story board.
### The Social Structure of Ancient Athens

<table>
<thead>
<tr>
<th>Slaves</th>
<th>Metics</th>
<th>Citizens</th>
</tr>
</thead>
<tbody>
<tr>
<td>- property of other Athenians</td>
<td>- performed military service</td>
<td>- could participate in government</td>
</tr>
<tr>
<td>- no rights</td>
<td>- good send sons to school</td>
<td>- could vote</td>
</tr>
<tr>
<td>- did as masters ordered</td>
<td>- could not own property without permission</td>
<td></td>
</tr>
<tr>
<td>- often has much education and many skills</td>
<td>- could not vote or hold government positions</td>
<td></td>
</tr>
<tr>
<td>- could not vote, own land, or make decisions about their owners, their work or location</td>
<td>- could influence citizens</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Eight

Concept: Social Classes: Slaves and Children

Resources/Materials: Taking Part in Our Democracy, pages 60 and 61
Worksheet #6.3.7 (students have this)
Worksheet #6.3.8 (student copies)

Introduction: Recall the story made last day. Have students tell what they remember about the two characters as it relates to social class. Tell students they will be learning about slaves and children in today’s class.

Procedure:

1. Have students turn to textbook pages 60 and 61. Guide the reading of the sections having to do with slaves and children. Don’t forget the captions!

2. Tell students to add any new information they learned about slaves on Worksheet #6.3.7.

3. Distribute Worksheet #6.3.8 to students. It tells more about the life of children in ancient Athens. Then tell students to write a paragraph about the roles and responsibilities of children in their notebooks.

Assignments:

- Add to the section on slaves on Worksheet #6.3.7.

- Write a paragraph about the roles and responsibilities of children, using the information in their textbook page 62 and Worksheet #6.3.8.
How Did Children in Ancient Athens Live?

Children in ancient Athens were taught to be obedient always. Sons of wealthy men went to school at age six or seven. The purpose of school was to train both the mind and the body.

Girls were taught at home. Here they learned the skills they would need to manage a household.

In ancient Athens, children were treated well. Most children had many toys to play with. Children also had many pets. They played with dogs, ducks, mice, and even grasshoppers.

Remember that societies are different. What seems right in one society often seems wrong in another. We owe a great debt to the people of ancient Athens.

Still, many of the things that the people of ancient Athens did seem strange, and even cruel, to us.

One of the hardest things to understand about ancient Greece was how people treated babies. In Athens, the baby’s father could decide whether it lived or died. Babies were often left on the steps of a temple or on the street where someone passing by could take it. Sometimes the baby was given away and became a slave in another household.

Why did the people of ancient Athens do this? Perhaps the baby was weak or sickly. Perhaps the family might not have been able to feed one more child. Sometimes babies were not wanted.

From: Greece: Discovering the Past,
page 45
By Parsons, Ewing, and Newhart (Reidmore)
Lesson Nine

Concept: Social Classes: Men

Resources/Materials: Taking Part in Our Democracy, pages 62 and 63
Worksheet #6.3.7 (students have this)
BLM: General 1
BLM 3.5 (student copies, optional)

Introduction: Recall the meaning of the word citizen (someone who lives in a particular place). Tell students that today they will find out more about what a citizen was in ancient Athens.

Procedure:

1. When we think of citizens, we think of all citizens as being equal and deserving of fair and equitable treatment. In ancient Athens things were different.

2. Have students turn to textbook pages 62 and 63. Guide the reading.

3. Discuss the fact that for OUR principles of democracy (freedoms, representation, equity and justice), they only applied to citizens in ancient Athens.

4. Tell students to take out Worksheet #6.3.7 and add information to any of the sections they can.

5. Distribute BLM: General 1. Tell students to complete the Venn diagram comparing and contrasting our view of citizens and those of ancient Athens.

6. If desired, distribute BLM 3.5. Remind students that men drank from a kylix. Students can try to copy the kylix on textbook page 63 or better yet, put on their own illustrations that some part of a citizens (male) life in ancient Athens.

Assignments:

- Add to Worksheet #6.3.7.

- Compare and contrast our view of citizens and those of ancient Athens on BLM General 1.

- If desired have students copy the kylix on textbook page 63 or design their own.
Lesson Ten

Concept: Social Classes: Women

Resources/Materials: Taking Part in Our Democracy, page 64
Worksheet #6.3.7 (students have this)
BLM: General 1
BLM 3.6 (student copies, optional)

Introduction: Review the roles of slaves, children, and men. Discuss the role of women in a colony. Tell students they will find out more about the roles, rights, and responsibilities of women in ancient Athens.

Procedure:

1. Have students turn to textbook, page 64. Guide the reading.

2. Discuss how the roles, rights, and responsibilities of Hutterite women are similar and different to those of women in ancient Athens.

3. Have students add to Worksheet #6.3.7.

4. Distribute BLM: General 1. Have students create a Venn diagram comparing and contrasting the roles, rights, and responsibilities of Hutterite and ancient Athenian women.

5. If you like, distribute BLM 3.6. Tell students that jugs or urns were used to hold water and other goods. Students can decorate the jug with scenes depicting women going about their daily business.

Assignments:

- Add to Worksheet #6.3.7.

- Use BLM: General 1 to compare and contrast Hutterite and ancient Athenian women.

- If desired, have students decorate the jug on BLM 3.6, depicting the daily lives of women.
**Venn Diagram**

- **Athens**
  - Did not go to school
  - Cannot vote
  - Could influence men
- **Colony**
  - Go to school
- **Women**
Lesson Eleven

Concept: Citizen responsibilities and the connection to democracy

Worksheet #6.3.11 (student copies)

Introduction: Review the social classes. Remind students that all women basically had the same roles and responsibilities and more or less took on the social class of their husbands.

Tell students that ancient Athens is often referred to as the birthplace of democracy. Today we’ll find out more about it.

Procedure:

1. Have students turn to textbook page 65. Read to find out the importance of the Agora

2. Find out what the Bouleterion was and what it did. Discuss that only citizens could be members of the Bouleterion. In fact, it was expected that every citizen over the age of 30 would take a turn at being a member.

3. Discuss what activities of the Bouleterion related to democracy.

4. Page 68. Guide the reading. Conclude that the members of the Boule represented the other people in ancient Athenian society.

5. Distribute Worksheet #6.3.11. Go over the directions.

6. If desired, distribute BLM 3.4. Students are to cut out the squares. Then from what students read on pages 60 – 58, they are to place the squares vertically to show a hierarchy. Those with the most power would be at the top.

Assignments:

- Do Worksheet #6.3.11.

- Use the squares on BLM 3.4 illustrate a hierarchy of power in ancient Athens.
The Social Structure of Ancient Athens

Directions: What were the roles, rights, and responsibilities of the residents of ancient Athens? Write S for slaves, B for boys, G for girls, M for metics, W for women, and C for citizens. There may be more than one correct answer for each.

1. ________ went to school
2. ________ could not participate in government
3. ________ could not own property
4. ________ often captured in wars
5. ________ could not vote
6. ________ could influence citizens
7. ________ had respect as caregivers and home managers
8. ________ had no influence
9. ________ both parents had to have been born in Athens
10. ________ if poor, they would help in the family business
11. ________ jobs and value depended on their education, skills, age, and strength
12. ________ were expected to stay home and learn household skills
13. ________ were expected to serve in the Boule if over 30 years of age
14. ________ expected to vote
15. ________ expected to have military training
16. ________ were foreigners living in Athens
17. ________ could send their sons to school, but could not own property without permission
18. ________ expected to perform military service
19. ________ drank from a klylix
20. ________ could not go out unless accompanied by a male relative

Worksheet #6.3.11
The Social Structure of Ancient Athens

Directions: What were the roles, rights, and responsibilities of the residents of ancient Athens? Write S for slaves, B for boys, G for girls, M formetics, W for women, and C for citizens. There may be more than one correct answer for each.

1. _____B_____ went to school
2. _____S_____ could not participate in government
3. _____SM_____ could not own property
4. _____S_____ often captured in wars
5. _____BGSMW_____ could not vote
6. _____BGMW_____ could influence citizens
7. _____W_____ had respect as caregivers and home managers
8. _____S_____ had no influence
9. _____C_____ both parents had to have been born in Athens
10. _____B_____ if poor, they would help in the family business
11. _____S_____ jobs and value depended on their education, skills, age, and strength
12. _____G_____ were expected to stay home and learn household skills
13. _____C_____ were expected to serve in the Boule if over 30 years of age
14. _____C_____ expected to vote
15. _____BM_____ expected to have military training
16. _____M_____ were foreigners living in Athens
17. _____M_____ could send their sons to school, but could not own property without permission
18. _____CM_____ expected to perform military service
19. _____C_____ drank from a kylix
20. _____W_____ could not go out unless accompanied by a male relative

Worksheet #6.3.11
Lesson Twelve

Concept: Opportunities to Participate in Government

Resources/Materials: Taking Part in Our Democracy, pages 69 – 73
Worksheet #6.3.12 (student copies)

Introduction: Recall with students the story of Jason and Perseus and their caper to the Agora. Recall that the citizens of Athens will be voting on whether or not to go to war.

Procedure:

1. Recall that the 500 members of the Boule decide which decisions are to be voted upon by all citizens. Whether to go to war against Sparta is one of those votes.

2. Have students turn to textbook page 69. Tell students you will finish reading the story to them (unless you want them to read it independently). Let them know also that in the next couple of days you will be taking a closer look at some of the sidebar and captions.

3. Read the “What’s important” section on page 69 first, then the subsequent pages of the story to the end of page 73.

4. Distribute Worksheet #6.3.12. Tell students they will need to get information from the story to do the questions.

5. If you like, have students role play some of the speakers who spoke at Pnyx Hill. They could try to think of others who might have spoken at Pnyx Hill that day. Groups of students could collaborate to write a playlet; then rehearse and perform for the class.

Assignments:

- Do Worksheet #6.3.12.
- If you like, have students role play various speakers.
Two Days to Decide

Directions: Think about the story “Two Days to Decide”, pages 60 – 73 of Taking Part in Our Democracy. Answer these questions about the characters.

1. To which social class did each of these people belong?
   Perseus ____________________________
   Menander ____________________________
   Jason ____________________________
   Perseus’s father ____________________________
   Perseus’s mother ____________________________

2. How many members are there in the Boule? ____________________________

3. How many citizens were there in Athens? ____________________________

4. Why couldn’t Lydia go with Jason to the Agora? ____________________________

5. What decision is the Assembly considering? ____________________________

6. What is the important of Pnyx Hill? ____________________________

7. What were those who spoke at Pnyx Hill trying to do? ____________________________

8. Was the final vote an example of representative democracy or direct democracy? Tell how you know.

9. In ancient Athens all citizens were required to vote or they could be punished. Do you think this is a good idea? Tell why.

Worksheet #6.3.12
Two Days to Decide

Directions: Think about the story “Two Days to Decide”, pages 60 – 73 of Taking Part in Our Democracy. Answer these questions about the characters.

1. To which social class did each of these people belong?
   Perseus ________
   Menander ________
   Jason ________
   Perseus’s father ________
   Perseus’s mother ________

2. How many members are there in the Boule? ________

3. How many citizens were there in Athens? ________

4. Why couldn’t Lydia go with Jason to the Agora? ________

5. What decision is the Assembly considering? ________

6. What is the important of Pnyx Hill? ________

7. What were those who spoke at Pnyx Hill trying to do? ________

8. Was the final vote an example of representative democracy or direct democracy? Tell how you know.

9. In ancient Athens all citizens were required to vote or they could be punished. Do you think this is a good idea? Tell why.
Lesson Thirteen

Concept: Making Inferences by Viewing

Resources/Materials: Taking Part in Our Democracy, pages 69 – 73
Worksheet #6.3.13 (student copies)
BLM 3.7 (student copies, optional)

Introduction: Recall with students the story that was read last class. Tell students they are now going to go back to textbook pages 69 – 73 to find out more details of how democracy in ancient Athens worked.

Procedure:

1. Guide the reading of each caption and side bar on pages 69 – 73. With the students discuss the questions that are included in the captions

2. Distribute Worksheet #6.3.13. This worksheet requires that students make inferences about what they read.

3. If you like, divide the class into groups, if necessary. Tell students they are going to write a third part to the story. Distribute BLM 3.7. Carefully go over the directions with students.

Assignments:

- Do Worksheet #6.3.13.

- Write a play with a group that acts as a third part to the story.
Making Inferences

Directions: You will need to refer to pages 69 – 73 of Taking Part in Our Democracy to help you answer these questions.

1. Page 69. Why do you suppose there are guards at the top of the hill?

2. Page 70. Read the information on Skill Centre 2 in Skills Centre section of your textbook. Why is it that we cannot always rely on primary sources?

3. Page 70. The objects pictured at the bottom of the page may have been offered as part of a dowry. Do you think the bride’s family was wealthy or poor? Tell why you think so.

4. Page 71. At the Assembly why do you suppose men over fifty were allowed to speak first?

5. Page 71. Why do you suppose speakers were timed?

6. Page 72. Occupation did not determine if a person could vote. What did?

7. Why do you suppose Athenian boys were expected to have military training?
Making Inferences

Directions: You will need to refer to pages 69 – 73 of Taking Part in Our Democracy to help you answer these questions.

1. Page 69. Why do you suppose there are guards at the top of the hill?
   - protect speakers

2. Page 70. Read the information on Skill Centre 2 in Skills Centre section of your textbook. Why is it that we cannot always rely on primary sources?
   - can be inaccurate and have a point of view or a bias

3. Page 70. The objects pictured at the bottom of the page may have been offered as part of a dowry. Do you think the bride’s family was wealthy or poor? Tell why you think so.
   - probably wealthy → very detailed craftsmanship

4. Page 71. At the Assembly why do you suppose men over fifty were allowed to speak first?
   - experienced

5. Page 71. Why do you suppose speakers were timed?
   - give everyone who wanted a chance to speak

6. Page 72. Occupation did not determine if a person could vote. What did?
   - if person was a citizen

7. Why do you suppose Athenian boys were expected to have military training?
   - expected to serve in military as an adult
   - ancient Athens often at war

Worksheet #6.3.13
Lesson Fourteen

Concept: Fairness and Equity in Ancient Athens

Resources/Materials: Taking Part in Our Democracy, page 74 and 75

Introduction: Just like we think our system democracy is good, so did Athenian citizens? Ask students if there might be residents of ancient Athens that might not feel the system is fair and equitable. Why?

Procedure:

1. Have students turn to textbook page 74. Go over the statements the philosophers made and then ask students if they feel Thucydides and Aristotle were citizens, metics, or slaves. Why? What does this have to do with fairness and equity.

2. Page 75. Go over the chart. Ensure that students know how to interpret it.

3. If you like, have students make a similar chart in their notebooks. Be sure to colour.

4. Tell students to use the chart on page 75 to classify the various groups of people under “Decision Makers”, “People of Influence”, and “People with No Influence or Power”.

Assignments:

- If you like, have students copy the chart from page 75 into their notebooks.

- Use the chart on page 75 to classify the various groups of people under “Decision Makers”, “People of Influence”, and “People with No Influence or Power”.
Lesson Fifteen

Concept: Shortcomings of Democracy in Ancient Athens

Resources/Materials: Taking Part in Our Democracy, page 76 and 77
BLM 3.8 (student copies)

Introduction: Review with students the differences between ancient Athenian democracy and our form of democracy. Tell students they will be reading a “news article” that points out some of the differences too.

Procedure:

1. Have students turn to textbook pages 76 and 77. Tell students to be thinking about if the ancient Athenian system of democracy was fair and just.

2. Read and discuss one section at a time, if possible.

3. Distribute BLM 3.8. Go over the assignment.

Assignment:

- Write a news article or letter to the editor as suggested by BLM 3.8.
Lesson Sixteen

Concept: Ancient Athens and the Four Principles of Democracy

Resources/Materials: Taking Part in Our Democracy, pages 78 and 79
Worksheet #6.3.16 (student copies)

Introduction: Tell students we are getting close to the end of the study of democracy in ancient Athens. Remind them of the four principles of democracy: freedoms, representation, equity, and justice. Tell students we want to examine ancient Athens with regard to the four principles.

Procedure:

1. Have students turn to textbook pages 78 and 79. Go over the way the pages are organized.

2. Distribute Worksheet #6.3.16. Students are to decide if the ancient Athenian system of democracy recognized the four principles of democracy.

3. If you feel ambitious, you might organize a debate or have students write an essay on the question “Was the government of ancient Athens really a democracy?”

Assignment:

- Do Worksheet #6.3.16.

- Optionally, have students take part in a formal debate or write an essay around the question “Was the government of ancient Athens really a democracy?”
**Ancient Athens and the Four Principles of Democracy**

**Directions:** Use pages 78 and 79 of *Taking Part in Our Democracy* to decide if ancient Athens did well or fell short on each of the four principles of democracy. Be sure to include information about all the different groups of people.

<table>
<thead>
<tr>
<th>Principle</th>
<th>How Did the Ancient Athenians Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedoms</td>
<td></td>
</tr>
<tr>
<td>Representation</td>
<td></td>
</tr>
<tr>
<td>Equity</td>
<td></td>
</tr>
<tr>
<td>Justice</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6.3.16
**Ancient Athens and the Four Principles of Democracy**

**Directions:** Use pages 78 and 79 of *Taking Part in Our Democracy* to decide if ancient Athens did well or fell short on each of the four principles of democracy. Be sure to include information about all the different groups of people.

<table>
<thead>
<tr>
<th>Principle</th>
<th>How Did the Ancient Athenians Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedoms</td>
<td>- slaves had no freedoms</td>
</tr>
<tr>
<td></td>
<td>- citizens enjoyed many freedoms</td>
</tr>
<tr>
<td>Representation</td>
<td>- Boule made up of representatives</td>
</tr>
<tr>
<td></td>
<td>- slaves not represented in any way</td>
</tr>
<tr>
<td></td>
<td>- others could influence decisions</td>
</tr>
<tr>
<td>Equity</td>
<td></td>
</tr>
<tr>
<td>Justice</td>
<td>- citizens who did not vote could be punished</td>
</tr>
</tbody>
</table>
Lesson Seventeen

Concept: Chapter Three Review

Resources/Materials: Taking Part in Our Democracy, pages 80 and 81
BLM 3.9 (copy for teacher)
BLM 3.10 (student copies)
Review Sheets (includes “Multiple Choice Review Questions”)(student copies, optional)

Introduction: Tell students we have now almost concluded our study of ancient Athens.

Procedure:

1. If you assigned the Chapter Task, have students complete it.

2. Review the chapter with a combination some or all of the following:
   - Review! Review! Textbook page 81
   - Jaw Jar: BLM 3.9
   - Review Sheets (includes “Multiple Choice Review Questions”)

Use the map below to answer questions 1 and 2.

1. On the map label:
   - Athens
   - Mediterranean Sea
   - Aegean Sea
   - Ionian Sea

2. In what direction is Greece from the Mediterranean Sea?  

3. If you wanted to fly from your home to Greece, in what direction would you need to fly?  

4. Compared to Canada
   
   a. Greece is larger in area.
   b. Greece is half the area.
   c. Greece is much smaller in area.
   d. Greece has about the same area.
Use the picture below to answer the question 5.

5. The person who would most likely use this ancient Greek coin to make inferences about life in ancient Athens is

a. an historian.
b. a metal collector.
c. the president of Greece.
d. an archaeologist.

Use the information below to answer question 6.

Physides could feel the cool wind coming down the mountain slopes. Soon he would have to wear his heavier toga and chiton. Winter was on its way. He had often thought of going from Athens to Corinth by climbing over the mountain range, but that could be dangerous, especially now that winter coming. His common sense told him that it was better to travel by sea. It would be easier and the sea routes were well travelled.

6. From the information about you can tell that

a. geography and climate influenced lifestyle.
b. Physides was not very brave.
c. Athens has colder winters than Corinth.
d. Physides was not used to travelling by ship.

7. Look at the timeline below. About how many years ago did ancient Greece exist?

<table>
<thead>
<tr>
<th>500</th>
<th>0</th>
<th>500</th>
<th>1000</th>
<th>1500</th>
<th>2000</th>
</tr>
</thead>
</table>

400-300 B.C.E
Ancient Athens
Use the following maps to answer questions 8 and 9.

Map I

Map II
8. The shortest distance between Pylos and Corinth is approximately
   a. 100 km.
   b. 150 km.
   c. 200 km.
   d. 250 km.

9. The elevation of Corinth is
   a. over 2 500 metres.
   b. between 550 and 2 500 metres.
   c. under 550 metres.
   d. at sea level.

10. Compared to ancient Athens, women in Canada have
    a. about the same opportunities to participate in democracy.
    b. have few opportunities to participate in democracy.
    c. have more opportunities to participate in democracy.
    d. care less about participating in democracy.

11. What are the four principles of democracy?
    
    ____________________________________________________________
    ____________________________________________________________
    ____________________________________________________________
    ____________________________________________________________

12. In ancient Athens which of the following was true?
    a. All people were treated equitably.
    b. Citizens had the most rights and no responsibilities.
    c. Women and metics could influence the way citizens voted, but could not vote themselves.
    d. Slaves could vote at Pnyx Hill once they had lived in Athens for twenty years.
Use the map below to answer questions 1 and 2.

1. On the map label:
   - Athens
   - Mediterranean Sea
   - Aegean Sea
   - Ionian Sea

2. In what direction is Greece from the Mediterranean Sea? __north__

3. If you wanted to fly from your home to Greece, in what direction would you need to fly?
   __southeast__

4. Compared to Canada
   
   a. Greece is larger in area.
   b. Greece is half the area.
   c. Greece is much smaller in area.
   d. Greece has about the same area.
Use the picture below to answer the question 5.

5. The person who would most likely use this ancient Greek coin to make inferences about life in ancient Athens is
   a. an historian.
   b. a metal collector.
   c. the president of Greece.
   d. an archaeologist.

Use the information below to answer question 6.

Physides could feel the cool wind coming down the mountain slopes. Soon he would have to wear his heavier toga and chiton. Winter was on its way. He had often thought of going from Athens to Corinth by climbing over the mountain range, but that could be dangerous, especially now that winter coming. His common sense told him that it was better to travel by sea. It would be easier and the sea routes were well travelled.

6. From the information about you can tell that
   a) geography and climate influenced lifestyle.
   b. Physides was not very brave.
   c. Athens has colder winters than Corinth.
   d. Physides was not used to travelling by ship.

7. Look at the timeline below. About how many years ago did ancient Greece exist?

   2300 - 2400

   500    0    500    1000    1500    2000

400-300 B.C.E
Ancient Athens
Use the following maps to answer questions 8 and 9.

Map I

Map II

Legend:
- Over 2,500 metres
- 550 to 2,500 metres
- Under 550 metres
8. The shortest distance between Pylos and Corinth is approximately
   a. 100 km.
   b. 150 km.
   c. 200 km.
   d. 250 km.

9. The elevation of Corinth is
   a. over 2 500 metres.
   b. between 550 and 2 500 metres.
   c. under 550 metres.
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    a. about the same opportunities to participate in democracy.
    b. have few opportunities to participate in democracy.
    c. have more opportunities to participate in democracy.
    d. care less about participating in democracy.

11. What are the four principles of democracy?
    freedoms
    representation
    equity
    justice

12. In ancient Athens which of the following was true?
    a. All people were treated equitably.
    b. Citizens had the most rights and no responsibilities.
   c. Women and metics could influence the way citizens voted, but could not vote themselves.
    d. Slaves could vote at Pnyx Hill once they had lived in Athens for twenty years.
Directions: Write the letter of the best answer to each question on the answer sheet. Do not write in this booklet.

Match the letter of the word or phrase to the correct meaning.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Boule</td>
<td>b. citizen</td>
<td>c. metic</td>
<td>d. slave</td>
<td>e. Pnyx Hill</td>
</tr>
<tr>
<td>f. agora</td>
<td>g. minority</td>
<td>h. peninsula</td>
<td>i. Bouleterion</td>
<td>j. artifact</td>
</tr>
</tbody>
</table>

1. ______ a piece of land surrounded by water on three sides
2. ______ a resident of Athens who had no rights
3. ______ market place in ancient Athens
4. ______ male over eighteen whose parents were both born in Athens
5. ______ place where the 500 representatives of the citizens of Athens met
6. ______ a resident of Athens who was born or whose parents were born outside the city
7. ______ place where the Assembly met
8. ______ group that represented the citizens of Athens
9. ______ object excavated by an archaeologist
10. ______ less than half

11. The **main** reason that ancient Greece consisted of many small city-states is that ancient Greece

   a. was separated into small areas by rivers.
   b. was separated into small areas by mountains.
   c. consisted of small areas of people who spoke different languages.
   d. consisted of small areas of people who worshipped different gods.
Use the map below to answer questions 12, 13, and 14.

12. A cross section cut along a line from Sparta (S) to Athens (A) would look like

a. ![Diagram a](image)

b. ![Diagram b](image)

c. ![Diagram c](image)

d. ![Diagram d](image)

13. From Olympia, Eretria is

a. directly north.
b. southwest.
c. east.
d. northeast.

14. The absolute location of Athens is approximately

a. 38°N 23°E
b. 42°N 23°E
c. 38°S 23°W
d. 38°N 23°W
15. The main reasons why the ancient Greeks became expert seamen is
   a. all places in Greece are close to the sea, and Greece is a mountainous country.
   b. the ancient Greeks loved to fish and catch seafood.
   c. none of their enemies were seamen.
   d. they preferred to hike over the mountains rather than go by sea.

Use the information below to answer question 16.

16. The shortest distance from Pylos to Thebes is approximately
   a. 100 kilometres.
   b. 150 kilometres.
   c. 200 kilometres.
   d. 300 kilometres.

17. A person is studying the writings of an ancient Athenian philosopher named Aristotle. The person is most likely
   a. an historian.
   b. a merchant.
   c. an archaeologist.
   d. a slave.
Use the information below to answer question 18.

18. According to the time line, approximately how many years after ancient Athens did Caboto first set foot on Newfoundland?

   a. 1000 years
   b. 3000 years
   c. 1800 years
   d. 2200 years

19. Which of the following is true about the social structure of ancient Athens?

   a. There were four main classes: slaves, women, children, and men.
   b. There were three main classes: metics, citizens, and women.
   c. There were two main classes: men and women.
   d. There were three main classes: slaves, citizens, and metics.

Use the following information to answer question 20.

“I am a resident of ancient Athens. Yesterday my father, Dionysus, spoke at the Assembly. My mother was born in Corinth. She has a great deal of influence over how my father will vote.”

20. You can conclude that the speaker of the above passage is most likely a

   a. slave
   b. citizen
   c. metic
   d. woman

21. Which of the following is true about the government of ancient Athens?

   a. Citizens were required to take a turn serving in the Boule. All citizens were required to vote on every issue.
   b. All citizens were required to take a turn serving in the Boule. If the Boule decided the Assembly should vote on an issue, then all citizens were required to vote.
   c. Only the members of the Boule could make decisions.
   d. The members of the Boule could only recommend what they thought should be done.
22. The people of ancient Athens practised direct democracy when
   a. members of the Assembly voted on issues.
   b. members of the Boule voted on issues.
   c. both men and women voted on issues.
   d. all classes of people voted on issues.

Use the information below to answer question 23.

In ancient Athens names of citizens were drawn at random to serve on the Boule. The Boule made decisions about Athens' day-to-day affairs, such as collecting taxes. It also decided what questions required a vote of all Athenian citizens.

23. When the members of the Boule made decisions they were practising
   a. direct democracy.
   b. representative democracy.
   c. for the Olympic Games.
   d. partial democracy.

Use the following information to answer question 24.

- Citizens debated and voted.
- All other members, except slaves, could try to persuade citizens to take their point of view into account.

24. Which statement best explains what the above tells?
   a. How members of ancient Athenian society influenced government decisions.
   b. How citizens of ancient Athens influenced government decisions.
   c. How slaves in ancient Athens influenced government decisions.
   d. How the members of ancient Athenian society were treated equally.
Use the information below to answer question 25.

Members of the Assembly could speak to those gathered at Pnyx Hill. Only men over thirty could serve on Council. Those over fifty years of age were allowed to speak first. Speeches were timed and citizens voted by raising their hands.

25. A conclusion you can draw from the above information is

a. there was no direct democracy in ancient Athens.
b. Pnyx Hill could be very crowded.
c. age was not a big factor in ancient Athens.
d. it was important that everyone had a chance to speak before the vote, if they wanted to.

Use the following information to answer question 26.

**POPULATION OF ANCIENT ATHENS**

- **Citizens**
  - Adult males
    - 50,000
  - Adult females & children
    - 100,000

- **Metics**
  - Adult males
    - 25,000
  - Adult females & children
    - 40,000

- **Slaves**
  - 40,000

**ATHENS, 433 B.C.**

- Citizens with the right to vote
  - (adult males) 50,000
- Citizens without the right to vote
  - (adult females & children) 100,000
- Metics
  - (foreign-born residents) 50,000
- Slaves
  - 100,000
- Total Population
  - 300,000

26. Which of the following statements can be supported by the information in the graph and the chart?

a. More than half of the population of ancient Athens was male.
b. More than half of the population of ancient Athens was female.
c. Slaves made up the smallest population group in ancient Athens.
d. Citizens made up the largest population group in ancient Athens.
### Ancient Athens

Only citizens could vote. Metics and women could influence citizens, however, but they could not vote. Slaves could not vote, nor could they try to influence citizens.

Voting in the Assembly was done by show of hands.

### Canada

Every person over 18 years of age and who is Canadian is allowed to vote.

In government elections, voting is always done by secret ballot.

27. A conclusion you can make from the information above is

a. all residents of ancient Athens were treated equally.
b. all residents of Canada are treated equally.
c. there was less fairness and equity in ancient Athens than in Canada.
d. there is more fairness and equity in ancient Athens than in Canada.

28. Why is ancient Athens referred to as the birthplace of democracy?

a. Before that time the leader of a country never asked anyone else for advice.
b. Ancient Athens was the first place where those eligible could vote on matters.
c. Ancient Athens was the first place in which all residents could vote.
d. No one knows.
Social Studies
Grade Six
Chapter Three: Democracy in Ancient Athens
Test

Answer Sheet

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Social Studies  
Grade Six  
Chapter Three: Democracy in Ancient Athens  
Test

Answer Sheet

1. h  
2. d  
3. f  
4. b  
5. i  
6. c  
7. e  
8. a  
9. j  
10. g  
11. b  
12. d  
13. d  
14. q  
15. a  
16. c  
17. a  
18. c  
19. d  
20. c  
21. b  
22. a  
23. b  
24. a  
25. d  
26. d  
27. c  
28. b
Social Studies
Grade Six
Chapter Three
Test

Short Answer Questions

1. How did the land and the bodies of water influence the development of Greek city-states?

2. Is it good for a society to have social classes like ancient Athens? Tell why you think so.

3. Should women have been allowed to vote in ancient Athens? Tell why you think so.

4. In what ways was decision making in ancient Athens similar to decision making on a Hutterite colony?
Chapter Four

What Was the Iroquois Confederacy?

Chapter Focus Questions
What was the social structure of Iroquois society?
What opportunities did people have to participate in decision making?
What were the ideas behind the government of the Iroquois Confederacy?
Lesson One

Concept: Introduction and Chapter Task

Resources/Materials: Taking Part in Our Democracy, pages 82 – 84
  BLM 4.1 (student copies)
  Chapter 4 Rubric (student copies)

Introduction: Recall that ancient Athens was considered to be the birthplace of democracy. Recall also that its system of democracy had some similarities, but also differences from the Canadian system of democracy. Tell students that Chapter Four deals with yet another system of democracy practiced by a group of First Nations - the Iroquois Confederacy.

Procedure:

1. Allow students to flip through Chapter 4 briefly.

2. Have students turn to textbook pages 82 and 83. Go over the “Chapter Focus Questions”. Then guide the rest of pages 82 and 83.

3. Have students turn to textbook pages 83 and 84. Tell them they will be doing a project similar to the one described; however, instead of using a computer to produce a multi-media presentation, they will make a display.

   NOTE: Displays may be done on large squares of corrugated cardboard covered with coloured paper. Better still, three-panel display boards can be used. These are usually made of corrugated cardboard and fold up for storage.

4. With students go over the chapter task. Tell students that they will complete the task closer to the end of the chapter, but that they should start thinking about it as the chapter progresses.

5. Meanwhile pass out BLM 4.1 and the Chapter 4 Rubric for students to keep for their reference.

6. Tell students to make a title page for the chapter.

Assignment:

- Make a title page for the chapter.
Lesson Two

Concept: The Iroquois Confederacy: Beginnings and Location

Resources/Materials: Taking Part in Our Democracy, pages 86 and 87
Wall Map of North America or of Canada
Outline Map of Canada (student copies)
Worksheet #6.4.2a (transparency, if appropriate)
Worksheet #6.4.2b (student copies)

Introduction: Begin by reviewing the meaning of the word “confederacy” and the advantages of such an organization. Tell students that today’s lesson will deal with the establishment of the Iroquois Confederacy and where it was located.

Procedure:

1. Have students turn to textbook page 86. Guide the reading and with students make some notes, such as

   The Iroquois Confederacy
   Seneca
   Cayuga
   Onandaga
   Oneida
   Mohawk

   These First Nations were bound by the “Great Law of Peace”. The Great Law of Peace established a government – the Iroquois Confederacy – that allowed the nations to work together and respect each other.

   Students should copy these notes into their notebooks.

2. Next have students turn to textbook page 87. Guide the reading.
   Note: The map on page 87 shows the Iroquois Confederacy as being entirely in what is today the United States. In actuality, the Iroquois Confederacy lies in both countries.

3. Distribute the outline map of Canada and Worksheet #6.4.2b. Go over the directions.

Assignment:

- Copy notes from board or from transparency (Worksheet #6.4.2a)
- Do questions on Worksheet #6.4.2b using the outline map of Canada
The Iroquois Confederacy

Seneca
Cayuga
Onandaga
Oneida
Mohawk

These First Nations were bound by the “Great Law of Peace”. The Great Law of Peace established a government – the Iroquois Confederacy – that allowed the nations to work together and respect each other.
The Iroquois Confederacy

1. Examine the map on page 87 of Taking Part in Our Democracy. On the outline map of Canada colour in the area where the nations of the Iroquois Confederacy lived. Also shade in the territories of each of the five nations. Label them.

2. Along what lines of latitude did the nations of the Iroquois Confederacy lie?

3. What was life like for the nations before the formation of the confederacy?

4. How is it that the Iroquois Confederacy came to be formed?

5. What was the name of the agreement that established the government of the Iroquois Confederacy?

6. What advantages did the formation of this alliance have for the nations?

7. Each of the five members of the Confederacy had a role. Name each member nation and its role.

Worksheet #6.4.2b
The Iroquois Confederacy

1. Examine the map on page 87 of Taking Part in Our Democracy. On the outline map of Canada colour in the area where the nations of the Iroquois Confederacy lived. Also shade in the territories of each of the five nations. Label them.

2. Along what lines of latitude did the nations of the Iroquois Confederacy lie?

   \[42^\circ N - 44^\circ N\]

3. What was life like for the nations before the formation of the confederacy?

   fought wars against each other

4. How is it that the Iroquois Confederacy came to be formed?

   a leader, Dekanawidah, persuaded each nation to accept, the Great Law of Peace

5. What was the name of the agreement that established the government of the Iroquois Confederacy?

   The Great Law of Peace

6. What advantages did the formation of this alliance have for the nations?

   - lived in peace
   - united against other enemies

7. Each of the five members of the Confederacy had a role. Name each member nation and its role.

   Mohawk - Keepers of the Eastern Door [Older brother]
   Seneca - Keepers of the Western Door
   Onondaga - Keepers of the Council Fire
   Cayuga [Younger brother]
   Oneida

Worksheet #6.4.2b
Lesson Three

Concept: When was the Iroquois Confederacy?

Resources/Materials: Taking Part in Our Democracy, pages 88 and 89.
One metre strip of paper about 5 cm wide (like cash register tape) per student
Worksheet #6.4.3 (student copies)

Introduction: Ask students to think about why the Iroquois Confederacy was formed in the first place. (It was agreement to live in peace with each other, and the five nations were united against common enemies.) Tell students that the Iroquois Confederacy still exists today. Have them speculate as to why.

Procedure:

1. Explain that the term “historical context” means “what else was happening when particular events were occurring”.

2. Have students turn to textbook pages 88 and 89. Tell them to think about the historical context of the time when the Iroquois Confederacy was being formed. With students examine the time line and then guide the reading of page 88. Discuss that the Confederacy became quite strong during the time of the fur trade because the Confederacy competed with other First Nations for fur trapping territory. The nations of the confederacy also united against the French.

3. Tell students that the history of the Confederacy was not actually written down in English until 1880. Up until that time, the history was kept in people’s minds and was passed on orally from one generation to the next.

4. Guide the reading of page 89 to learn about another account of when the confederacy began.

5. Distribute the strips of paper and Worksheet #6.4.3. Have students look over the directions.

6. If you like, have students use reference books such as encyclopaedia to research and write a report about solar eclipses.

Assignment:

• Make a time line using the paper strip and using the information on Worksheet #6.4.3.

• Optionally, research and write a report on solar eclipses.
**Time Line**

1. You are going to make a time line out of your one metre strip of paper.

2. Draw a line going across the middles of the strip like this:

   

3. Next use a metre stick to divide your strip of paper into ten equal sections.

4. Label each line of your strip as follows: 1100, 1200, 1300, 1400, 1500, 1600, 1700, 1800, 1900, 2000, 2100

5. Put the dates below on your time line. You will have to write using very small letters.
   
   - 1142 – Iroquois Confederacy formed
   - 1490s – Europeans begin exploring N. America
   - 1534 – Cartier trades knives for furs with First Nations
   - 1603 – Champlain begins to set up fur trade
   - 1609 – 90 year war between Iroquois and French begins
   - 1670 – Hudson’s Bay Company formed
   - 1702 – Tuscarora join Iroquois Confederacy
   - 1784 – North West Company formed
   - 1821 – HBC and NW Company unite
   - 1867 – Canada become country
   - 1870 – end of fur trade
   - This year
Lesson Four

Concept: The Role of Clans in the Iroquois Confederacy

Resources/Materials: Taking Part in Our Democracy, pages 89 – 90
Worksheets #6.4.4a, #6.4.4b, and #6.4.4c (student copies)

Introduction: Discuss with students how a Hutterite child gets his or her last name. (takes father’s last name) What happens when a girl and boy marry? (girl takes boy’s last name). Tell students this is called a “patrilineal” system. “Patri means father and “lineal” means line.

Tell students that the nations of the Iroquois Confederacy did not follow a patrilineal system.

Procedure:

1. Have students turn to textbook pages 90 and 91. Explain that is clan is an extended family where all the members are from the same ancestor.

2. Guide the reading of pages 90 and 91. Come to these conclusions:
   - The nations of the Iroquois Confederacy had a matrilineal system.
   - Within each nation there were several clans.
   - Every person belonged to a clan.
   - A particular clan from one nation felt a closeness to the same clan in other nations.

3. Have students make point form notes on clans.

4. Distribute Worksheets #6.4.4a, #6.4.4b, and #6.4.4c. Worksheets #6.4.4a and #6.4.4b provide information about the Iroquois Confederacy clans. Worksheet #6.4.4c is a crossword puzzle using information from the other worksheets.

Assignments:

- Make point form notes on clans.
- Do Worksheet #6.4.4c, using the information from Worksheets #6.4.4a and #6.4.4b.
The Clans of the Iroquois Confederacy

Each nation of the Iroquois Confederacy were organized into clans. In all there were nine clans. They were from the three earth elements: land, air, and water.

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<thead>
<tr>
<th>Land</th>
<th>Air</th>
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<tbody>
<tr>
<td>Deer Clan</td>
<td>Hawk Clan</td>
<td>Turtle Clan</td>
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<td>Wolf Clan</td>
<td>Heron Clan</td>
<td>Beaver Clan</td>
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<tr>
<td>Bear Clan</td>
<td>Snipe Clan</td>
<td>Eel Clan</td>
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The wolf, bear, and turtle clans existed in all five nations.

About Some of the Clans

The members of each clan thought of themselves in a certain way; that is, they had a particular identity. Here is some information about how various clan members thought of themselves.

Snipe Clan

Members of the snipe clan are always busy, like a bird. They are definitely not lazy. They can be moody, but are usually happy. Snipes are full of energy and are alert. They love new projects to do. They are positive thinkers and know a little about a lot of things, making them interesting as friends and co-workers.

Turtle Clan

Turtle clan members teach us to be patient with each other and to never give up on an issue worth fighting for. They are strong and well-respected. Turtles do best in calm ordinary and normal day-to-day activities. They do not like surprises. They are shy and often difficult to get to know. On the other hand, they can adapt to new situations.

Bear Clan

Bear clan members are generally leaders within their communities. They fight for their families’ best interests. There are two sides to their personalities. On one hand, they are curious, cheerful and good-natured. On the other hand, they are quick to anger because they are sure of their own power and will defend their family to their death.
Wolf Clan

People think of wolf clan members as intelligent – great thinkers. They have a strong sense of family values. They keep an eye and ear to the happenings within a tribe. Wolves are loyal, honest, and straightforward. They are aggressive and respond instantly to things in their lives. Wolves love a good argument.

Deer Clan

Members of the deer clan are shy, kind-hearted, and sensitive to their surroundings. They are quick to form opinions. They know a lot about medicines. They are clever and creative. They have good eyes and ears.
CLANS OF THE IROQUOIS CONFEDERACY

Directions: Use the information from Taking Part in Our Democracy, pages 90 and 91 and Worksheets #6.4.4a and #6.4.4b to help you with the crossword puzzle below. Good luck!

ACROSS
1 Clan named after a bird that hunts
4 These clan members are often leaders within the community
5 This clan teaches us to be patient with each other
6 Clan whose members are full of energy and alert
8 Clan whose members are shy and kind-hearted and know a lot about medicines
10 Clan named after a wading bird
11 Clan whose members are great thinkers

DOWN
2 One of the earth elements
3 The number of nations in the Iroquois Confederacy
4 Clan that has the same name as one of Canada's symbols
7 The number of clans
9 Clan named after a long slippery fish
CLANS OF THE IROQUOIS CONFEDERACY

HAWK
ABEAR
TURTLE
EASNIPE
DEEREVI
EHERON
WOLFRE
Lesson Five

Concept: Decisions Made in the Longhouse

Resources/Materials: Taking Part in Our Democracy, pages 92 and 93
Worksheets #6.4.5a and #6.4.5b (student copies, optional)

Introduction: Review that the nations of the Iroquois Confederacy were matrilineal societies. Tell students that many families of the same clan lived in a longhouse. Important discussions took place in a longhouse.

Procedure:

1. Have students turn to textbook pages 92 and 93. Guide the reading, with special emphasis on the idea that discussions about issues could be lengthy because their goal was to reach consensus. Also note that children learned the notions of cooperation and compromise when they listened to adults in their discussions.

2. Distribute Worksheets#6.4.5a and #6.4.5b. They provide more information and some independent work on the longhouse. If you prefer, however, have the students do their own longhouse research and write a report.

3. Optionally, it would be great if students could try to construct their own longhouses.

Assignments:

- Do Worksheets #6.4.5a and #6.4.5b

  OR

  Do research and write a report on the longhouse.

- Make a model of a longhouse (optional)
The Longhouse

Longhouses are long and narrow bark covered houses that the Haudensaunee (People of the Longhouse), also known as the Iroquois, lived in until the latter part of the 1800s. These homes contained one large extended family. All the women and children living in a longhouse were of the same clan. Longhouses had two doors and no windows. One door was located on each end of the longhouse. Numerous longhouses in an area created a village. The village was sometimes protected from intruders by a palisade (a six metre tall wooden fence). The Haudensaunee planted gardens around their homes. They planted food like corn, beans, and squash.

A longhouse is approximately five or six metres in height, six metres wide, including the door opening, and could be anywhere from 12 metres to 60 metres long. The length of each longhouse depended on how many daughters the elder mother of the clan who lived in the longhouse had. A longhouse might start out short, but could easily be made longer to accommodate her married daughter’s husband and their children.

The Haudensaunee are matrilineal, which means that the clan that one belongs to is passed on from mothers to their children. One is not allowed to marry a person in the same clan. When a daughter married her husband, who had a different clan than his wife, he could come to live in the longhouse of her mother. When this couple had children, the children would have the clan of the mother. A husband did not lose his clan and become the clan of the wife; rather he lived with his wife in the house of her mother, but kept his own mother’s clan.

The inside dimensions of the longhouse were very interesting. The elder mother and her husband and each of the daughter’s families had their own living area within the longhouse. The living area consisted of: storage spaces (marked on the above diagram with an S). A platform that was about 30 centimetres off the ground and approximately four metres long and 2 metres wide formed the bed and sitting area, and an upper common platform that ran the length of the longhouse could be used to sleep on or for storage.

Above the door of each longhouse was carved or painted the symbol that represented the clan of the people who lived inside. When visitors came to the village, they would know right away what clan lived in the longhouse. For example, if there was a turtle painted above the door way, it would mean people of the Turtle Clan lived in that particular longhouse. This was and is important because all people of the same clan are considered to be “related”, to be “family”. If a traveller from another village came to this village, he would be welcomed by the people of the clan he shares. He would be offered food, and a place to rest. The clan system is very important because it helps to keep people unified and maintains peace.

Worksheet #6.4.5a
The Longhouse

Directions: Use the information from Taking Part in Our Democracy, pages 92 and 93 and the article on Worksheet #6.4.5a to answer the questions.

1. Fill the spaces with words that you think make sense.

The longhouse was an important place in the government of the Iroquois. It was where men and women met in _________________ groups to discuss issues and events, and to advise their _________________. People were _________________ to attend these discussions, because the _________________ - or agreement – of this group was _________________. By discussing issues, people came to understand how different choices would affect the group, and came to one mind about the best way _________________.

2. What was the purpose of the palisade?

________________________________________________________

________________________________________________________

3. People of the same clan could not marry one another. How do you think this helps to unify the people?

________________________________________________________

________________________________________________________

4. Do you think that an extended family living in one large longhouse is a good idea? Tell why.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
The Longhouse

Directions: Use the information from Taking Part in Our Democracy, pages 92 and 93 and the article on Worksheet #6.4.5a to answer the questions.

1. Fill the spaces with words that you think make sense.

The longhouse was an important place in the government of the Iroquois. It was where men and women met in separate groups to discuss issues and events, and to advise their Clan Mothers. People were expected to attend these discussions, because the consensus - or agreement - of this group was crucial. By discussing issues, people came to understand how different choices would affect the group, and came to one mind about the best way forward.

2. What was the purpose of the palisade?

- protect village.

3. People of the same clan could not marry one another. How do you think this helps to unify the people?

- by marriage outside clan, the two clans are now united

4. Do you think that an extended family living in one large longhouse is a good idea? Tell why.

__________________________________________________________________________________________________________________________________________
Lesson Six

Concept: Social Structure of Iroquois Society

Resources/Materials: Taking Part in Our Democracy, pages 94 and 95
Worksheet #6.4.6 (student copies)

Introduction: Review what the students know about the Iroquois using a “One Minute Challenge”. Students are to take turns stating a fact they have learned. First person says “Iroquois Fact One: _____” Second person says “Iroquois Fact Two: _____” and so on. See how many facts students can come up with within the one-minute time limit.

Remind students that they learned that the adults in each longhouse often had discussions around certain issues until they reached a consensus. Today’s lesson deals more with decision making and how the roles of children, men, and women influenced decision making.

Procedure:

1. Have students turn to textbook page 94. Recall that the Iroquois and the French were enemies. Tell students they will read a story from a young girl’s point of view. It is in two parts and gives a lot of information about Iroquois society. The story is what is referred to as “historical fiction”. Stories that are historical fiction have characters that are made up, but the events and setting could have been real.

2. Read to students the story (or have students read it independently). If there is time, discuss what students learned about the various roles of different people.

3. Have students read the non-story parts of pages 94 and 95 independently.

4. Distribute Worksheet #6.4.6 and have them do it independently.

Assignment:

- Do Worksheet #6.4.6.
A Decision for the Iroquois Grand Council: Part I

Directions: Use pages 94 and 95 of Taking Part in Our Democracy to answer the questions.

1. What was the purpose for the meeting that was being held in the longhouse?

2. How could you tell the tribe that each Hoyaneh represented?

3. What was the role of the
   a. clan mothers?
   b. Onondaga Hoyaneh?
   c. the Hoyaneh?

4. Examine the drawing at the bottom of page 95. Which parts of the drawing do you think are accurate?

Which parts do you think might be inaccurate? Tell why.
A Decision for the Iroquois Grand Council: Part I

Directions: Use pages 94 and 95 of Taking Part in Our Democracy to answer the questions.

1. What was the purpose for the meeting that was being held in the longhouse?
   - decide whether to enter into a treaty with the British

2. How could you tell the tribe that each Hoyaneh represented?
   - look of his headdress

3. What was the role of the
   a. clan mothers?
      - advise Hoyaneh
      - make sure the Hoyaneh represented needs and interests of the clan
   b. Onondaga Hoyaneh?
      - responsible for opening meetings and lighting the sacred fire
   c. the Hoyaneh?
      - represent their people in decision making

4. Examine the drawing at the bottom of page 95. Which parts of the drawing do you think are accurate?
   - palisade
   - long houses
   
   Which parts do you think might be inaccurate? Tell why.
   - structure is built too close to palisade

Worksheet #6.4.6
Lesson Seven

Concept: Social Structure of Iroquois Society

Resources/Materials: Taking Part in Our Democracy, pages 96 – 99
BLM 4.2 (student copies)
BLMs 4.3 and 4.4 (student copies, optional)
Teacher Resource Manual pages 115 and 116 (optional)

Introduction: Recall that the role of children in Iroquois society was to sit in the background and learn from their elders things such as decision making through consensus. Today’s lesson will be about the roles of men and women, and their parts in decision making.

Procedure:

1. Have students turn to textbook pages 96 and 97.

2. If possible, guide the reading of first page 96 and then 97.

3. With students read “Part 2: Preparing a Future Leader” to the end of page 97. Discuss further the role of the girl and the clan mother.

4. Have students copy the diagrams illustrating the roles of men and women into their notebooks.

5. Distribute BLM 4.2. Tell students to complete the sheet from what they know already. They should leave room at the bottom of each column in case they want to add something at a later time.

6. If you like, have students make jot notes about the roles of women and men on BLM 4.3 (women) and BLM 4.4 (men). The idea is for the notes to be written outside the outlines. The inside is reserved to write a summary paragraph later on in the chapter.

Assignment:

- Do BLM 4.2

- Write jot notes about the roles of women and men on BLMs 4.3 and 4.4. Write the notes on the outside of the outline. (The inside will be used to write a summary paragraph later on.)
### Chapter 4: Making Predictions, Verifying Predictions About the Iroquois Society

<table>
<thead>
<tr>
<th>Roles in Society</th>
<th>Children</th>
<th>Women</th>
<th>Men</th>
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</thead>
<tbody>
<tr>
<td>- observe and listen to adults in decision making</td>
<td>- household duties</td>
<td>- hunting</td>
<td></td>
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<tr>
<td></td>
<td>- serve on Women’s Council who advise Clan mother</td>
<td>- serve on Men’s Council who advise Clan mother</td>
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<tr>
<td></td>
<td>- Clan Mother chose and advised Hóyaneh</td>
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<table>
<thead>
<tr>
<th>Social Status</th>
<th>Children</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>- were valued, but not as adult</td>
<td>- respected equally to men</td>
<td>- respected equally to women</td>
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<thead>
<tr>
<th>Decision-Making Powers</th>
<th>Children</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>- none, but perhaps could influence</td>
<td>- Women’s Council advised Clan Mother</td>
<td>- Hóyaneh made decisions for their nation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- used consensus</td>
<td>- used consensus</td>
<td></td>
</tr>
</tbody>
</table>

### Reflections on My Learning

- Hóyaneh made decisions for their nation
- used consensus
- represented nation on Grand Council
- participated in Men’s Council
- used consensus
Lesson Eight

Concept: Opportunities to Participate in Decision Making

Resources/Materials: Taking Part in Our Democracy, pages 100 and 101.
BLM 4.6 (student copies)
BLM 4.7 (student copies)

Introduction: Recall that the Grand Council was made up of Hoyaneh from all the Iroquois nations. When they assembled to make decisions, not only was a consensus necessary, there was a set way in which the consensus was to be reached.

Procedure:

1. Have students turn to textbook pages 100 and 101. First, finish reading the narrative. Discuss with students how the procedure for making decisions is simplified using the graph on the bottoms of pages 100 and 101.

2. Guide the reading of page 100. Conclude that:

   • there was a “balance of power”. Men and women had equal power.
   • all adults had some say, either as a member of the men’s council, the women’s council, a clan mother, or a Hoyaneh of the Grand Council.
   • advantages of the system is that all individuals and groups had a say, and that in the end everyone agreed.
   • disadvantages include that it takes a long time to reach a consensus, and people do have to be prepared to compromise.

3. Distribute BLMs 4.6 and 4.7. Go over the directions.


Assignments:

   • Do BLMs 4.6 and 4.7
Lesson Nine

Concept: Structure of Government

Resources/Materials: Taking Part in Our Democracy, pages 102 – 103

Introduction: Remind students of the four principles of democracy: freedoms, representation, equity, and justice. If necessary, briefly go over their meanings.

Procedure:

1. Have students turn to textbook page 102. Read the introduction to the page. With students discuss which of the four principles of democracy are included (be sure they can justify their claims).
   Example: freedom: within councils men and women were free to express their opinions
   representation: Hoyaneh represented view of clan mothers; clan mothers represented
   views of men’s and women’s councils
   equity: all three clans represented fairly
   justice: clan mothers could remove unsuitable Hoyaneh

2. Repeat the procedure for textbook page 103, if necessary.

3. If you like, have students copy the graphics from each of pages 102 and 103.

4. If students copied the graphic, below the graphic have them make a chart showing how the particular government demonstrated some or all the principles of democracy.

   Example:
   Mohawk Council

<table>
<thead>
<tr>
<th>Principle</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignments:

- Copy the graphics from pages 102 and 103.

- Make chart for the Mohawk Council and the Grand Council showing evidence they were including some or all of the principles of democracy.
Lesson Ten

Concept: Wampum

Resources/Materials: Taking Part in Our Democracy, pages 104 – 107

Graph paper strips, approximately 7 cm X 28 cm

Introduction: Recall the story of Kantiosh. Tell students that the Grand Council has made a decision. This decision has been symbolized in a special way.

Procedure:

1. Have students turn to textbook page 104. Read the Part 3 of the story. Discuss what has happened. (Iroquois have made a treaty or agreement with the British.)

2. Discuss the symbolism on the wampum belt.

3. Guide the reading of pages 105 to 107, if possible. If not have students read the pages independently.

4. Collective identity. Be sure to guide the reading of the sidebar on page 106 regarding collective identity. (Collective identity is the sense of belonging to a community or group that is established and strengthened through a common characteristic(s). Discuss how the making of a wampum belt can help a group develop a collective identity.

5. Asks students to think of a group to which they belong (school, gardeners, babysitters, Hutterites). Tell them they are to think of symbols that might represent that group. They are to design their own wampum belt on the graph paper strip.

Assignment:

- Design a wampum belt symbolizes a group to which you belong.
Lesson Eleven

Concept: The Ideas Behind the Iroquois Confederacy

Resources/Materials: Taking Part in Our Democracy, pages 108 – 111
BLM 4.8 (student copies, optional)
BLMs 4.3 and 4.4 (students have this, optional)

Introduction: Review with students some of the characteristics of Iroquois Society:

- Matrilineal
- Organized into clans
- Some clans were common to all five nations

Then review the structure of the Iroquois Government:

- Men’s and Women’s Council advised clan mothers
- Clan mothers chose Hoyaneh
- Hoyaneh made decisions through consensus in Grand Council

Tell students that the structure of a society is connected directly to the structure of it government.

Procedure:

1. Have students turn to textbook pages 108 – 110.

2. Guide the reading of pages 108 and 109. Conclude that the tree of peace represents the government of the Iroquois Confederacy and how this structure can allow people to live in harmony.

3. Go over the rights and responsibilities of Iroquoian people on page 110. Discuss why clan mothers and Hoyaneh have special responsibilities and why men and women might have different responsibilities.

4. If desired, have students prepare and perform the Readers’ Theatre from BLM 4.8. (It has six characters.)

5. Distribute BLM 4.9. Go over the directions.
   NOTE: Some students may have difficulty coming up with ideas to put in “The Iroquois Social Structure: column. If they do, here are some ideas:
   - Residents of a long house were from the same clan.
   - Iroquois society was matrilineal.
   - There five and later six different nations.
   - The Iroquois believed that everyone should be treated with respect.

6. If you had students write jot notes about the roles of women and men on BLMS 4.3 and 4.4, they should not be directed to write a summary paragraph inside the outline.

Assignments:

- Optional. Prepare a Readers’ Theatre with the play on BLM 4.8
- Do BLM 4.9.
- Write summary paragraph on BLMS 4.3 and 4.4 if you had students use these sheets to write jot notes about the roles of women and men.
Lesson Twelve

Concept: Comparing Ancient Athens and the Iroquois

Resources/Materials: Taking Part in Our Democracy, pages 111 – 114
BLM 4.10 (cut into squares, optional)
Coin
Worksheet #6.4.12 (student copies)

Introduction: Tell students they are nearing the end of the chapter on the Iroquois Confederacy. It’s time to sum up. One way to do this is to compare the way things were in ancient Athens with those in the Iroquois Confederacy.

Procedure:

1. First, remind students that in the Iroquois Confederacy decisions were made through consensus. In ancient Athens, women and metics could influence citizens who voted. Have students turn to textbook page 111 and guide the reading.

2. Guide the reading of textbook pages 112 – 114 which summarize the characteristics of Iroquois society and government.

3. If you like and if you have the time, cut up a copy of BLM 4.10 and fold the individual squares in half. Put them in a container. Students take turns doing the following:
   - Flip a coin. If it comes up heads, you must tell something about the society. If it comes up tails, tell something about the structure of government.
   - Draw a folded square from the container. The square tells if you should comment on ancient Athens, the Iroquois or both.

4. If you do not have the time to do the BLM 4.10 activity, assign Worksheet #6.4.12.

Assignment:

- Do Worksheet #6.4.12 if you did not do BLM 4.11.
### Comparing Ancient Athens and the Iroquois Confederacy

**Directions:** In the spaces describe the societies and governments of ancient Athens and the Iroquois Confederacy.

<table>
<thead>
<tr>
<th></th>
<th>Ancient Athens</th>
<th>Iroquois Confederacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>How decisions were made</td>
<td>voting</td>
<td>Consensus</td>
</tr>
<tr>
<td>How residents were organized</td>
<td></td>
<td>clans</td>
</tr>
<tr>
<td>Role of children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patrilineal or matrilineal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of the government</td>
<td></td>
<td>Hoyanehs from each nation formed Grand Council</td>
</tr>
<tr>
<td>Freedoms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who could influence representatives</td>
<td>Women and metics could influence citizens</td>
<td></td>
</tr>
<tr>
<td>Equity</td>
<td>Some citizens had more rights and privileges than others.</td>
<td></td>
</tr>
<tr>
<td>Justice</td>
<td></td>
<td>Hoyaneh could be removed by clan mother if he did not adequately represent his people.</td>
</tr>
</tbody>
</table>

Worksheet #6 4.12
## Comparing Ancient Athens and the Iroquois Confederacy

**Directions:** In the spaces describe the societies and governments of ancient Athens and the Iroquois Confederacy.

<table>
<thead>
<tr>
<th></th>
<th>Ancient Athens</th>
<th>Iroquois Confederacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>How decisions were</td>
<td>voting</td>
<td></td>
</tr>
<tr>
<td>made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How residents were</td>
<td>social classes</td>
<td>clans</td>
</tr>
<tr>
<td>organized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of children</td>
<td>Boys → go to school</td>
<td>listen and observe to see how decisions</td>
</tr>
<tr>
<td></td>
<td>Girls → Prepare for motherhood and for</td>
<td>are made</td>
</tr>
<tr>
<td></td>
<td>housekeeping</td>
<td></td>
</tr>
<tr>
<td>Patrilineal or</td>
<td>patrilineal</td>
<td>matrilineal</td>
</tr>
<tr>
<td>matrilineal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of the</td>
<td>citizens → Assembly</td>
<td>Hoyanehs from each nation formed</td>
</tr>
<tr>
<td>government</td>
<td></td>
<td>Grand Council</td>
</tr>
<tr>
<td>Freedoms</td>
<td>citizens had most freedoms</td>
<td>adults have most</td>
</tr>
<tr>
<td></td>
<td>metics had some</td>
<td></td>
</tr>
<tr>
<td></td>
<td>slaves had none</td>
<td></td>
</tr>
<tr>
<td>Representatives</td>
<td>Boule</td>
<td>Hoyaneh on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grand Council</td>
</tr>
<tr>
<td>Who could influence</td>
<td>Women and metics could influence citizens</td>
<td>Mont Councils</td>
</tr>
<tr>
<td>representatives</td>
<td></td>
<td>Women's Councils</td>
</tr>
<tr>
<td>Equity</td>
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<td>equality</td>
</tr>
<tr>
<td></td>
<td>privileges than others.</td>
<td></td>
</tr>
<tr>
<td>Justice</td>
<td>Citizens could be punished for not</td>
<td>Hoyaneh could be removed by</td>
</tr>
<tr>
<td></td>
<td>voting</td>
<td>clan mother if he did not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>adequately represent his people.</td>
</tr>
</tbody>
</table>
Lesson Thirteen

Concept: Chapter Four Review

Resources/Materials: Taking Part in Our Democracy, page 115
BLM 4.11 (teacher copy, optional)
BLM 4.12 (student copies)
Review sheets (including Chapter 4 Multiple Choice Review Questions) (student copies)

Introduction: Tell students it is time to wrap up the chapter.

Procedure:

1. Allow students in groups or individually, to plan and prepare their displays (Chapter Task). Remind them that BLM 4.1 will help them know what kinds of information to include.

2. Distribute BLM 4.12. This gives students an outline of things they should know.

3. Do one or more of the following:
   - Cut BLM 4.11 into squares. Fold the squares and put them into a container. Have students draw out a square and answer the questions on the squares.
   - Do some or all the activities on textbook page 115, “Review! Review!”.
   - Do the review sheets which include the Chapter 4 Multiple Choice Review Questions.

Assignments:

- Plan and do the Chapter Task.
- Other activities as assigned by the teacher.
Social Studies
Grade Six
Chapter Four: Democracy in the Iroquois Confederacy
Review

1. Name the six nations that made up the Iroquois Confederacy. Circle the name of the nation that joined later.


2. What are two advantages of a confederacy?


3. Tell which nations filled each of these roles:
   a. Keepers of the Eastern Door ____________________________
   b. Keepers of the Western Door ____________________________
   c. Keepers of the Council Fire _____________________________
   d. Younger Brothers of the Confederacy _____________________

4. Approximately how many years ago was the Iroquois Confederacy established?


5. What natural event occurred at the same time as the Confederacy was established?


6. What is the best definition for a clan?
   a. a group of very close friends
   b. a club formed by people with similar interests
   c. a relative
   d. a group of related families descended from a common ancestor

7. The Iroquois society was matrilineal. This means that
   a. people traced their family histories and ancestors through their mothers.
   b. people traced their family histories and ancestors through their fathers.
   c. people had to obey their mothers.
   d. people had to obey their fathers.

8. Which sentence best tells why clans were important to Iroquois society?
   a. The clans ensured that everyone had enough to eat.
   b. The clans from one nation had nothing to do with clans from another nation.
   c. The clan system united the nations and ensured peace among them.
   d. The clans prevented a man from marrying someone from a different clan.

9. An important activity that occurred inside a longhouse was clan members
   a. planned how they could destroy members of another clan.
   b. discussed how they felt about particular events and issues.
   c. discussed important issues where children could not hear.
   d. planted the three sisters: beans, squash, and corn.

10. Which of the following BEST tells about the role of children in Iroquois society?
    a. Children learned how to stay out of the way and not repeat what they heard.
    b. Children learned to make their beds and wash clothes.
    c. Children were required to sweep the floor in front of a walking elder.
    d. Children grew up hearing about issues and learned how decisions were made.

11. The title of clan mother was hereditary. This means that
    a. the person who became clan mother had to come first in a competition.
    b. the person who became clan mother received the greatest number of votes.
    c. the title was passed on to the woman relative that was thought to be best suited for
        the position.
    d. the position switched from one family to the next.
12. Today the Hoyaneh are called
   a. chiefs.
   b. brothers.
   c. uncles.
   d. fathers.

13. Which of the following is NOT a way that women participated in decision making?
   a. Clan Mothers chose and advised the Hoyaneh.
   b. Women participated in Women's Councils which advised the Clan Mothers.
   c. Clan Mothers listened to Men's Councils.
   d. Clan Mothers were members of the Grand Council.

14. In the Iroquois Confederacy the main way that decisions were made was
   a. through consensus.
   b. by voting.
   c. through competition.
   d. by reading the sun and stars.

15. Which of the following explains how the Grand Council was fair and equitable?
   a. All nations had representatives on the Grand Council. The Grand Council discussed
      issues in a set order. Council decisions had to be unanimous.
   b. All nations had representatives on the Grand Council. Some Clan Mothers had more
      power than others.
   c. The Hoyaneh of the Onondaga always had the final say.
   d. The Tuscarora were allowed to listen to what was being discussed, but could not
      actually participate in the discussions.

16. If a Hoyaneh did not adequately represent his clan at the Grand Council, the Clan Mother
    could remove him from the position. This is an example of
   a. freedom.
   b. representation.
   c. equity.
   d. justice.

17. What was the main purpose of the wampum belt?
   a. to keep young girls busy doing something important.
   b. to show others how good an artist you were.
   c. to symbolize an important decision or agreement.
   d. to act as a present to an important guest.
1. Name the six nations that made up the Iroquois Confederacy. Circle the name of the nation that joined later.

   Seneca

   Cayuga

   Onondaga

   Oneida

   Tuscarora

   Mohawk

2. What are two advantages of a confederacy?

   - peace among member nations
   - united against enemies

3. Tell which nations filled each of these roles:
   a. Keepers of the Eastern Door  Mohawk
   b. Keepers of the Western Door  Seneca
   c. Keepers of the Council Fire  Onondaga
   d. Younger Brothers of the Confederacy  Cayuga, Oneida

4. Approximately how many years ago was the Iroquois Confederacy established?

   900 years

5. What natural event occurred at the same time as the Confederacy was established?

   Eclipse of sun
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   a. The clans ensured that everyone had enough to eat.
   b. The clans from one nation had nothing to do with clans from another nation.
   c. The clan system united the nations and ensured peace among them.
   d. The clans prevented a man from marrying someone from a different clan.

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   c. discussed important issues where children could not hear.
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   a. to keep young girls busy doing something important.
   b. to show others how good an artist you were.
   c. to symbolize an important decision or agreement.
   d. to act as a present to an important guest.
Directions: For each question write the letter of the BEST answer on the answer sheet. Do not write in this test booklet.

Match the words in the box to the meanings below. Write the letter of the word.

| a. confederacy | b. Great Law of Peace | c. Grand Council | d. oral history |
| e. clan | f. matrilineal | g. longhouse | h. consensus |
| i. Hoyaneh | k. three sisters | l. wampum belt | m. Younger Brothers |

1. _______ Cayuga and Oneida
2. _______ group of related families that claim to be descended from the same ancestor
3. _______ beans, squash, and corn
4. _______ past events told from one person to another
5. _______ a league or alliance of a group of people
6. _______ item created to represent an important event, idea, contract, or agreement
7. _______ place where members of a clan lived
8. _______ agreement by everyone involved in a decision, achieved through a process of discussion in which everyone has a voice and works for the good of the whole group
9. _______ chief
10. _______ established an alliance among the nations of the Iroquois Confederacy
11. _______ tracing descent through mothers
12. _______ group made up of Hoyaneh from all nations of the Iroquois Confederacy
13. Which of the following is not a reason why the Iroquois Confederacy was formed in the early 1100s?

a. The member nations wanted to live peacefully with each other.
b. The member nations wanted to be united with each other.
c. The member nations wanted to support each other against enemies.
d. The member nations wanted to fight the Europeans.

14. Which of the following was not a member of the five nations of the Iroquois Confederacy?

a. Tuscarora
b. Oneida
c. Seneca
d. Cayuga

Use the information below to answer question 15.

15. A conclusion you can draw from examining the maps is

a. between 1650 and 1720 Lake Ontario dried up.
b. the boundaries between the nations changed when a new nation joined the Confederacy.
c. there was war among the nations of the Confederacy.
d. the Mohawk generously allowed other nations to take some of their land.
16. A conclusion you can make from examining the timeline is that

a. the coming of the Europeans to North America did not break up the Iroquois Confederacy.
b. the Iroquois Confederacy is now more than a thousand years old.
c. the Iroquois Confederacy existed at the same time as ancient Athens.
d. one reason why the Iroquois Confederacy was established was to fight the Europeans.

17. Which statement is true about the clans of the Iroquois Confederacy?

a. All nations had the same clans.
b. The clans represented creatures of the land, sea, and air.
c. People from one clan were not allowed to marry someone from a different clan.
d. All members of a clan met once every ten years.

18. Clans were important in the Iroquois society because

a. they united the nations and ensured peace among them.
b. people who were trouble makers in one clan always had another clan to join.
c. everyone agreed on which clans were more important than others.
d. they could be divided up into groups of equal number.
Snipe Clan
Members of the snipe clan are always busy, like a bird. They are definitely not lazy. They can be moody, but are usually happy. Snipes are full of energy and are alert. They love new projects to do. They are positive thinkers and know a little about a lot of things, making them interesting as friends and co-workers.

Turtle Clan
Turtle clan members teach us to be patient with each other and to never give up on an issue worth fighting for. They are strong and well-respected. Turtles do best in calm ordinary and normal day-to-day activities. They do not like surprises. They are shy and often difficult to get to know. On the other hand, they can adapt to new situations.

Bear Clan
Bear clan members are generally leaders within their communities. They fight for their families’ best interests. There are two sides to their personalities. On one hand, they are curious, cheerful and good-natured. On the other hand, they are quick to anger because they are sure of their own power and will defend their family to their death.

19. A conclusion you can draw from reading the above is that

a. the nations of the Iroquois Confederacy did not have a real religion.
b. the members of each clan were encouraged to be alike.
c. some clans were smarter than others.
d. belonging to a clan gave a person a sense of identity.

20. Iroquois Confederacy clans were

a. patrilineal.
b. reorganized every seven years.
c. matrilineal
 d. organized according a mother’s uncle.

21. A longhouse

a. was home to many families from the same clan.
b. was made up of several small rooms.
c. had rooms for children to play and sleep in.
d. were covered with animal hides
22. You can tell from examining this picture that

   a. hundreds of people lived in one village.  
   b. pictures drawn of Iroquois villages by Europeans were not always entirely correct.  
   c. all longhouses were the same size.  
   d. chickens were not allowed inside the fences.

23. The longhouse was an important place in the government of the Iroquois because

   a. it is where men and women met in separate groups to discuss issues and events, and to advise their leaders.  
   b. it was one place where a consensus did not have to be reached.  
   c. it was the place where the Grand Council voted.  
   d. no women were allowed to be present when the Grand Council met.

24. The title of Clan Mother was hereditary. This means that

   a. a woman was voted in as Clan Mother.  
   b. a woman had to get the highest mark on a test to be Clan Mother.  
   c. a woman was appointed as Clan Mother by the Grand Council.  
   d. the title was passed on to the woman relative that was thought to be best suited for the position.
25. The most important role of the Women's Council and Men's Council was
   a. to advise the Clan Mothers.
   b. to advise the Hoyaneh.
   c. to vote on issues.
   d. do as the Clan Mothers told them.

26. Which of the following is not true about the Grand Council?
   a. The Hoyaneh are selected by the Clan Mothers.
   b. The member nations hold discussions in a set order.
   c. It makes decisions that only affect one nation.
   d. Decisions are agreed on only after there is consensus from the entire Council.

Use the information below to answer question 27.

All Iroquois people – men and women – had ways to make their voices heard in the decision making of the Grand Council. Through the Women's Councils and Men's Councils of their clans, they advised the Clan Mothers of their positions on issues. The Clan Mothers, in turn, chose and advised the Hoyaneh. If a Hoyaneh didn't carefully consider the advice of his Clan Mother, the Clan Mother warned him. After the third warning, she removed him and chose someone else.

27. A conclusion you can make from the above passage is that
   a. men and women were equally respected.
   b. men were more respected than women.
   c. women were more respected than men.
   d. neither men nor women respected each other.

28. The Iroquois Confederacy used representative democracy when
   a. they used consensus to reach decisions.
   b. they selected Hoyaneh to serve on the Grand Council.
   c. they held discussions in the clan's longhouse.
   d. they allowed children to listen in on discussions.

29. A primary source of information is something written or made by somebody who lived at the time. Which of the following would be considered a primary source of information?
   a. a wampum belt
   b. a story passed down from one person to another
   c. a book written by an historian about what he or she has read about an event
   d. a drawing made by an artist from what he or she has been told by experts
Use the following information to answer question 30.

30. The above diagram shows

a. there was fairness and equity on the Grand Council.
b. there was no justice in the Iroquois Confederacy.
c. there was freedom on the Grand Council.
d. there was no representation on the Grand Council.
Name: ________________________________

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Answer Sheet

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Short Answer Questions

1. Compare the matrilineal system of the Iroquois to that of the Hutterites.

2. Should men and women have equal say in decision making? Tell why you think so.

3. How did the Grand Council reflect representative democracy?

4. Should the five nations of the Iroquois Confederacy have had the same number of representatives on the council?