Social Studies
Grade Six

Voices in Democracy

Part A
Grade Six
Social Studies

Voices in Democracy

Action and Participation
Required Resources

These social studies lesson plans are designed to be used with the following resources:

Voices in Democracy: Action and Participation, Student Resource (Pearson Education)
Voices in Democracy: Action and Participation, Teacher Resource (Pearson Education)

Line Masters and rubrics are available in the Teacher Resource.
Important

To accompany the grades six and nine social studies lesson plans, you may want your students to have their own copy of the *Canadian Charter of Rights and Freedoms*. If a copy of the Charter was not included in the lesson plans package, you can get copies from your local Member of Parliament or by telephone from Heritage Canada at (819) 953-6112.
Democracy: Action and Participation

6.1 Citizens Participating in Decision Making

**General Outcome:** 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 of 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 citizen’s participation in a democratic society
  - value the contribution 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 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?
  - 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 identity and collective rights?
  - Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution?
6.1.4 analyze the structure and functions 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)?
- How are local governments structured differently in rural and urban settings?
- 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’s 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 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 (MLS) 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 (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights?
- In what ways do elected official 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)?
6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

General Outcome: 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 government in 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 function 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?
SKILL AND PROCESSES FOR GRADE 6

➤ DIMENSIONS OF THINKING

Students will:

6.S.1 develop skills of critical thinking and creative thinking:
- assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
- critically evaluate ideas, information and positions
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas and strategies in individual and group activities

6.S.2 develop skills of historical thinking:
- use primary sources to interpret historical events and issues
- use historical and community resources to understand and organize the sequence of historical events
- explain the historical contexts of key events of a given time period
- use examples of events to describe cause and effect and change over time

6.S.3 develop skills of geographic thinking:
- construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
- use geographic tools that assist in preparing graphs and maps
- use cardinal and intermediate directions to locate places on maps and globes
- use scales to determine the distance between places on maps and globes
- identify geographic problems and issues and pose geographic questions

6.S.4 demonstrate skills of decision making and problem solving:
- propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
- consider multiple perspectives when dealing with issues, decision making and problem solving
- collaborate with others to devise strategies for dealing with problems and issues
- use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment

➤ SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
- demonstrate the skills of compromise to teach group consensus
- work collaboratively with others to achieve a common goal

6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as
- demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed
RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

6.8.7 apply the research process
- determine reliability of information filtering for point of view and bias
- formulate questions to be answered through the research process
- use graphs, tables, charts and Venn diagrams to interpret information
- draw and support conclusions based on information gathered to answer a research question
- include references in an organized manner as part of research
- formulate new questions as research progresses
- design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
- reflect on and describe the processes involved in completing a project

COMMUNICATION

Students will:

6.8.8 demonstrate skills of oral, written and visual literacy
- express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
- express reasons for their ideas and opinions, in oral or written form
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others to understand their perspectives

6.8.9 develop skills of media literacy
- detect bias present in the media
- examine and assess diverse perspectives regarding an issue presented in the media
- analyze significant current affairs
Glossary of Terms and Concepts – Grade 6

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social students concepts presented.

ACFA

Association canadienne-française de l’Alberta (French-Canadian Association of Alberta); a provincial association founded in 1926 to represent the needs of Franco-Albertans relating to education, health, politics, media, culture and communities.

Canadian Charter of Rights and Freedoms

Document entrenched in the Constitutional Act, 1982 that lists and describes the fundamental rights and freedoms guaranteed to Canadians.

collective identity

Sense of belonging to a community or group, established and strengthened through common characteristics and interests. Culture and language are determining factors in the formation of collective identity.

consensus

The achievement of agreement through a process of consultation, in which all parties affected by a decision have equal power and equal voice.

democracy

Political system in which citizens have a voice in decision making (government of the people, for the people, by the people).

electorate

Group of qualified voters.

equity

The state of quality of being just and impartial, respecting individual and collective rights.

fairness

Justice; equity; state of being just and impartial, respecting individual and collective rights.

FNA

First Nations Authorities; local governing authorities for all First Nations in Alberta, made up of First Nations Chiefs and Councils. All First Nations in Alberta are a member of one of three treaty organizations: Treaty 9 First Nations of Alberta, the Confederacy of Treaty 6 First Nations or the Treaty 7 First Nations.

justice

Upholding just, fair and equitable treatment, and providing due reward in accordance with honour, standards or law.

local government

The level of government empowered by the provincial or territorial government, whose mandate is to make decisions and bylaws relating to local issues and services.

MLA

Elected member of the legislative assembly, representing a specific constituency within the province.
MNA
Métis Nation of Alberta Association; consists of an elected provincial president and vice-president, six elected zone presidents and six vice-presidents from each of six zones across Alberta. There are approximately 65 MNAA locals across Alberta.

official languages minorities
Groups for whom one official language of Canada is their first language and who live within a larger group for whom the other official language of Canada is the first language. Section 23 of the Charter helps ensure the protection of Canada’s two official language by providing minority groups of both official languages with education in their mother tongue, thereby contributing to the vitality of their communities.

provincial government
The level of government whose constitutional mandate is to make decisions and pass legislation relating to provincial issues and services.

representative democracy
Political system whereby citizens elect their representatives to govern and make decisions on their behalf.

Treaty of La Grande Paix de Montréal
Treaty signed in Montréal in 1701 by the representatives of the government of France and representatives of 39 North American Aboriginal nations, including five Iroquois nations. The Aboriginal representatives were from the Great Lakes region, New York State, the shores of the Mississippi, Acadia and the Saint-Lawrence region.

Wampum Treaty
Treating representing a peaceful, parallel co-existence between the Iroquois Confederacy and Europeans. This treaty, symbolized by the Two Row Wampum Belt, is a relationship of mutuality in which neither side can act unilaterally without Consultation.

The Two Row Wampum Belt symbolizes the relationship between the Aboriginal peoples of North America and the Europeans. One purple row of beads represents the path of the Aboriginal’s canoe, which contains their customs and laws. The other represents the path of the Europeans’ vessel, the sailing ship, which contains their customs and laws. The two-row wampum captures the original values that governed the relationship between the Aboriginal peoples and the Europeans – equality, respect, dignity and a sharing of the river that both groups travel on.
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 #6.1.1 (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 #6.1.1. (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 #6.1.1)
- 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
- South America
- Australia
- Antarctica
- Asia
- Europe
- Africa

**Oceans**
- Atlantic Ocean
- Indian Ocean
- Pacific Ocean
- Arctic Ocean
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.I.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.I.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.I.2
- Outline the countries with colour crayon (optional).
### North America

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

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

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

```
N
NW

NE

W

S

S

NW

SE

SW

E
```

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? _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)
Worksheets #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's 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. ceinpr adderw adilna _________________________
6. annruuv _________________________
7. aaacehknssstw _________________________
8. addeflnnow adn aabdlorr _________________________
9. anov aclost _________________________
10. ehnorsttw eeiiorrstt _________________________
11. enw bcknrsuw _________________________
12. aabimnot _________________________
13. knouy eiorrnty _________________________
14. aaacdn _________________________

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

1. aais _________________________
2. hnot araceimr _________________________
3. aaairstu _________________________
4. hostuaaceimr _________________________
5. aacfiir _________________________
6. eeooprul _________________________
7. aaacccinrtt _________________________
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  Alberta
2. ainnoort  Ontario
3. bceequ  Québec
4. bhiirst abciimou  British Columbia
5. ceinpr adderw adilna  Prince Edward Island
6. anntuuv  Nunavut
7. aaacehknstw  Saskatchewan
8. addeflnnouw adn aabdlorr  Newfoundland and Labrador
9. anov aclost  Nova Scotia
10. ehnorsttw eeiiorrstt  Northwest Territories
11. enw bcknrswu  New Brunswick
12. aabimnot  Manitoba
13. knouy eiiorrrtty  Yukon Territory
14. aaacdn  Canada

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

1. aais  Asia
2. hnot raaiceimr  North America
3. aaailrsttu  Australia
4. hostu aaceimr  South America
5. aacfiir  Africa
6. eeopru  Europe
7. aaaccinrtt  Antarctica
### 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>

Worksheet #6.1.4c
## 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.I.5a (optional, student copies, transparency)
Worksheet #6.I.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 postal service. The regular abbreviations use periods while the postal abbreviations are all two-lettered and do not use periods.

3. Distribute Worksheet #6.I.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.I.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.I.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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alberta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saskatchewan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manitoba</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ontario</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Québec</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Brunswick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest Territories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yukon Territory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nunavut</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Canada’s Provincial and Territorial Capitals and Abbreviations

The name of the capital city of Canada is **Ottawa**.

<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>
<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>
<td>SK</td>
</tr>
<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>
</tr>
<tr>
<td>Québec</td>
<td>Québec</td>
<td>Qué.</td>
<td>PQ or QC</td>
</tr>
<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>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>Charlottetown</td>
<td>P.E.I.</td>
<td>PE</td>
</tr>
<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>
</tr>
</tbody>
</table>

Worksheet #6.1.5b
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**

<table>
<thead>
<tr>
<th>Relative Location:</th>
<th>Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital City:</td>
<td>Floral Emblem</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Area:</td>
<td></td>
</tr>
<tr>
<td>Major Industries:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Province/Territory)*

<table>
<thead>
<tr>
<th>Relative Location:</th>
<th>Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital City:</td>
<td>Floral Emblem</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Population:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Area:</td>
<td></td>
</tr>
<tr>
<td>Major Industries:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## FACTS ABOUT CANADA, ITS PROVINCES, AND TERRITORIES

<table>
<thead>
<tr>
<th>Province</th>
<th>Capital City</th>
<th>Population</th>
<th>Area</th>
<th>Floral Emblem</th>
<th>Major Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CANADA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ottawa</td>
<td>32,777,304</td>
<td>9,984,670 km²</td>
<td>Maple Leaf</td>
<td>Agriculture, Mining, Forestry, Fishing, Manufacturing, Tourism</td>
</tr>
<tr>
<td><strong>BRITISH COLUMBIA</strong></td>
<td>Victoria</td>
<td>4,338,106</td>
<td>9,447,355 km²</td>
<td>Pacific Dogwood</td>
<td>Forestry, Mining, Fishing, Tourism, Transportation</td>
</tr>
<tr>
<td><strong>ALBERTA</strong></td>
<td>Edmonton</td>
<td>3,435,511</td>
<td>661,848 km²</td>
<td>Wild Rose</td>
<td>Oil and Gas, Agriculture, Forestry, Mining, Tourism, Manufacturing</td>
</tr>
<tr>
<td><strong>SASKATCHEWAN</strong></td>
<td>Regina</td>
<td>987,939</td>
<td>651,036 km²</td>
<td>Western Red Lily</td>
<td>Agriculture, Oil, Mining, Forestry</td>
</tr>
<tr>
<td><strong>MANITOBA</strong></td>
<td>Winnipeg</td>
<td>1,180,004</td>
<td>647,797 km²</td>
<td>Prairie Crocus</td>
<td>Agriculture, Mining, Forestry, Tourism</td>
</tr>
<tr>
<td><strong>ONTARIO</strong></td>
<td>Toronto</td>
<td>12,726,336</td>
<td>1,076,395 km²</td>
<td>White Trillium</td>
<td>Manufacturing, Commerce, Mining, Transportation</td>
</tr>
<tr>
<td><strong>QUÉBEC</strong></td>
<td>Québec</td>
<td>7,676,097</td>
<td>1,542,056 km²</td>
<td>Blue Flag Iris</td>
<td>Manufacturing, Mining, Transportation, Commerce, Tourism</td>
</tr>
<tr>
<td><strong>NEW BRUNSWICK</strong></td>
<td>Fredericton</td>
<td>748,582</td>
<td>72,908 km²</td>
<td>Purple Violet</td>
<td>Fishing, Forestry, Tourism</td>
</tr>
<tr>
<td><strong>NOVA SCOTIA</strong></td>
<td>Halifax</td>
<td>933,793</td>
<td>55,284 km²</td>
<td>Mayflower</td>
<td>Fishing, Tourism, Transportation</td>
</tr>
<tr>
<td><strong>PRINCE EDWARD ISLAND</strong></td>
<td>Charlottetown</td>
<td>138,632</td>
<td>5,660 km²</td>
<td>Lady's Slipper</td>
<td>Agriculture, Fishing, Tourism</td>
</tr>
<tr>
<td><strong>NEWFOUNDLAND AND LABRADOR</strong></td>
<td>St. John's</td>
<td>508,548</td>
<td>405,212 km²</td>
<td>Pitcher Plant</td>
<td>Fishing, Oil, Forestry</td>
</tr>
<tr>
<td><strong>YUKON TERRITORY</strong></td>
<td>Whitehorse</td>
<td>31,151</td>
<td>482,443 km²</td>
<td>Fireweed</td>
<td>Mining,</td>
</tr>
<tr>
<td><strong>NORTHWEST TERRITORIES</strong></td>
<td>Yellowknife</td>
<td>41,777</td>
<td>1,346,106 km²</td>
<td>Mountain Avens</td>
<td>Mining, Hunting and Trapping, Oil and Gas, Tourism</td>
</tr>
<tr>
<td><strong>NUNAVUT</strong></td>
<td>Iqaluit</td>
<td>30,947</td>
<td>2,093,190 km²</td>
<td>Purple Saxifrage</td>
<td>Hunting and 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.

Worksheet #6.1.6d
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 ____________________________
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
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 #6.16j
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 ______________________

______________

______________
<table>
<thead>
<tr>
<th>Country</th>
<th>Flag Image</th>
<th>Coat of Arms Image</th>
<th>Floral Emblem Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td></td>
<td></td>
<td>Maple leaf</td>
</tr>
<tr>
<td>British Columbia</td>
<td></td>
<td></td>
<td>Pacific Dogwood</td>
</tr>
<tr>
<td>Alberta</td>
<td></td>
<td></td>
<td>Wild Rose</td>
</tr>
</tbody>
</table>
Saskatchewan

- Flag
- Coat of Arms
- Western Red Lily

Manitoba

- Flag
- Coat of Arms
- Prairie Crocus

Ontario

- Flag
- Coat of Arms
- White Trillium
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
- Bay of Fundy
- Hudson Strait
- Gulf of St. Lawrence
- Beaufort Sea

**C. Lakes**
- Great Bear Lake
- Great Slave Lake
- Lake Winnipeg
- Lake Superior
- Lake Michigan
- Lake Erie
- Lake Athabasca
- Lake Huron
- 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 km
City F and City G: 1000 km
City B and City G: 800 km
City M and City I: 400 km
City L and City J: 900 km
City C and City A: 2100 km

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

Grande Prairie and Peace River: 100 km
Milk River and Medicine Hat: 135 km
Red Deer and Lethbridge: 290 km
Fort McMurray and Edmonton: 425 km
Lethbridge and Peace River: 775 km
Calgary and Lethbridge: 150 km

Determine how far Alberta is from its northern border to its southern border. 1200 km
How far it is across Alberta’s widest point? 450 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 km
Victoria and Edmonton: 1050 km
Toronto and Québec: 725 km
Winnipeg and Fredericton: 2300 km
Whitehorse and Yellowknife: 1150 km
St. John’s and Charlottetown: 850 km
Halifax and Regina: 3200 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  Johannesburg, South Africa - 26° S  Cairo, Egypt - 30° N

2. The city on the equator is Quito.

3. The city farthest from the equator is Moscow.

4. Two cities the same distance from the equator are Sydney, Los Angeles.

5. The city closest to the South pole is Sydney.
GIRLS LAND

- Ruth
- Melindatown
- Ida
- Michelle
- Jolene
- Laura
- Julia
- Rachel
- Susie
- Linda
- Bertha
- Annie
- Martha
- Judy
- Adinna

Worksheet #6.19b
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 ___________________________
   15° S ___________________________
   25° S ___________________________
   20° N ___________________________
   15° N ___________________________
   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 _______
   Edmonton _______    Winnipeg _______
   Victoria _______
   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 ___________________________
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.

   \begin{align*}
   0^\circ & \quad \text{Michelle} \\
   10^\circ N & \quad \text{Ida} \\
   40^\circ N & \quad \text{Ruth} \\
   20^\circ N & \quad \text{Melindatown, Annie} \\
   15^\circ S & \quad \text{Julia} \\
   15^\circ N & \quad \text{Martha} \\
   25^\circ S & \quad \text{Rachel} \\
   5^\circ S & \quad \text{Laura, Jolene} \\
   \end{align*}

2. Find the latitudes of these cities.

   \begin{align*}
   \text{Bertha} & \quad 30^\circ N \\
   \text{Teresa} & \quad 5^\circ N \\
   \text{Laura} & \quad 5^\circ S \\
   \text{Adinna} & \quad 35^\circ N \\
   \text{Judy} & \quad 42^\circ N \\
   \text{Linda} & \quad 18^\circ S \\
   \end{align*}

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

   \begin{align*}
   \text{Ottawa} & \quad 45^\circ N \\
   \text{St. John’s} & \quad 47^\circ N \\
   \text{Victoria} & \quad 48^\circ N \\
   \text{Edmonton} & \quad 53^\circ N \\
   \text{Winnipeg} & \quad 50^\circ N \\
   \text{Halifax} & \quad 45^\circ N \\
   \end{align*}

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

   \begin{align*}
   50^\circ N & \quad \text{Winnipeg} \\
   62^\circ N & \quad \text{Yellowknife, Whitehorse, Iqaluit} \\
   44^\circ N & \quad \text{Toronto} \\
   47^\circ N & \quad \text{St. John’s} \\
   \end{align*}
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 ________________________________
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 lines 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.
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° 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

Worksheet #6.1.10c
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  Willie, George
   10° W  Abraham
   26° W  Samuel

   10° E  Gary
   24° W  Tobias
   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.I.11a to #6.I.11d (student copies; transparencies of #6.I.11a and #6.I.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.


Assignment:

- Do Worksheets #6.I.11a to #6.I.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 ____________________________
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>1</td>
<td>83° N</td>
</tr>
<tr>
<td>Halifax</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Ottawa</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Prince Rupert</td>
<td>4</td>
<td>54° N</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>48° N</td>
</tr>
<tr>
<td>Vancouver</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>62° N</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>61° N</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>42° N</td>
</tr>
<tr>
<td>Winnipeg</td>
<td>10</td>
<td></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____________ 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  
   30° N, 10° E  Midland  
   5° S, 20° W  Cameron Farms  
   15° N, 15° E  Pyne Farms  
   10° N, 20° W  River Road  
   30° N, 20° W  Evergreen  
   20° N, 15° W  Sunnysite  
   30° S, 25° W  New York

2. Give the coordinates for each of these cities:
   
   Sunnysite  20° N  15° W  
   Elmspring  16° N  10° W  
   Delco  24° N  6° W  
   Neudorf  14° S  12° E  
   Oaklane  35° S  0°  
   Miltow  30° S  5° E  
   Lomond  15° S  20° 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  
   Edmonton  53° N  113° W  
   Iqaluit  63° N  68° W  
   St. John’s  47° N  53° W  
   Victoria  48° N  123° W  
   Regina  50° N  105° W
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-\underline{west} of place D.
   b) D is south-\underline{east} of E.
   c) C is south-\underline{west} of E.
   d) E is north-\underline{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 (\underline{Vancouver}).
   Your plane lands at b) 51° N; 114° W (\underline{Calgary}) to take on mail.
   Then you fly on to c) 50° N; 105° W (\underline{Regina}) to refuel and take on more mail. You fly over d) 50° N; 97° W (\underline{Winnipeg}) on your way to e) 44° N; 79° W (\underline{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)?
   \underline{south} and \underline{east}
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 ____________________________

   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:

<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>
<tr>
<td>Hudson Bay</td>
<td>James Bay</td>
<td>Gulf of St. Lawrence</td>
</tr>
<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:

   Fraser River       Mackenzie River       Peace River
   Athabasca River    Bow River              North Saskatchewan River
   South Saskatchewan River  | Saguenay River
   St. Lawrence 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: $53^\circ\text{N} \ 113^\circ\text{W}$
- Winnipeg: $50^\circ\text{N} \ 97^\circ\text{W}$
- Vancouver: $49^\circ\text{N} \ 123^\circ\text{W}$
- Ottawa: $45^\circ\text{N} \ 76^\circ\text{W}$
- Calgary: $51^\circ\text{N} \ 114^\circ\text{W}$
- St. John's: $47^\circ\text{N} \ 53^\circ\text{W}$

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?

- **Tourism**, **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.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Postal Abbreviation</th>
<th>Province/Territory</th>
<th>Postal Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td></td>
<td>NL</td>
<td></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td></td>
<td>New Brunswick</td>
<td></td>
</tr>
<tr>
<td>Ontario</td>
<td></td>
<td>Manitoba</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PQ</td>
<td></td>
<td>BC</td>
</tr>
</tbody>
</table>
### Use the information in the table below to answer questions 8 – 11.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
<th>Population</th>
<th>Area (km²)</th>
<th>Floral Emblem</th>
<th>Major Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>Victoria</td>
<td>4 338 106</td>
<td>944 735</td>
<td>Pacific Dogwood</td>
<td>Forestry, Mining, Transportation, Fishing, Tourism</td>
</tr>
<tr>
<td>Alberta</td>
<td>Edmonton</td>
<td>3 435 511</td>
<td>661 848</td>
<td>Wild Rose</td>
<td>Oil and Gas, Agriculture, Forestry, Mining, Tourism</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>St. John's</td>
<td>508 548</td>
<td>405 212</td>
<td>Pitcher Plant</td>
<td>Fishing, Oil, Forestry</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>Charlottetown</td>
<td>138 632</td>
<td>72 908</td>
<td>Purple Violet</td>
<td>Agriculture, Tourism, Fishing</td>
</tr>
<tr>
<td>Québec</td>
<td>Québec</td>
<td>7 676 097</td>
<td>1 542 056</td>
<td>Blue Flag Iris</td>
<td>Manufacturing, Mining, Tourism, Transportation, Commerce</td>
</tr>
<tr>
<td>Ontario</td>
<td>Toronto</td>
<td>12 726 336</td>
<td>1 076 395</td>
<td>White Trillium</td>
<td>Manufacturing, Mining, Commerce, Tourism, Transportation</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Halifax</td>
<td>933 793</td>
<td>55 284</td>
<td>Mayflower</td>
<td>Fishing, Tourism, Transportation</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>Fredericton</td>
<td>748 582</td>
<td>72 908</td>
<td>Purple Violet</td>
<td>Fishing, Tourism, Forestry</td>
</tr>
<tr>
<td>Nunavut</td>
<td>Iqaluit</td>
<td>30 947</td>
<td>1 093 190</td>
<td>Purple Saxifrage</td>
<td>Hunting, and Trapping, Tourism</td>
</tr>
</tbody>
</table>

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.
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  ________________________________
Canada
Lakes and Rivers
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
   - 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 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 **north** of Red Deer.

b. Peace River is **west** of Fort McMurray.

c. Red Deer is **northwest** of Medicine Hat

d. Milk River is **southeast** of Grande Prairie.

6. Use the scale on the map of Alberta to determine the actual distances between these cities.

a. Lethbridge and Drumheller **180 km**

b. Peace River and Edmonton **400 km**

c. Calgary and Edmonton **275 km**

7. Complete the chart below.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Postal Abbreviation</th>
<th>Province/Territory</th>
<th>Postal Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>AB</td>
<td>Newfoundland and Labrador</td>
<td>NL</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>PE</td>
<td>New Brunswick</td>
<td>NB</td>
</tr>
<tr>
<td>Ontario</td>
<td>ON</td>
<td>Manitoba</td>
<td>MB</td>
</tr>
<tr>
<td>Québec</td>
<td>PQ</td>
<td>British Columbia</td>
<td>BC</td>
</tr>
</tbody>
</table>
Use the information in the table below to answer questions 8 – 11.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
<th>Population</th>
<th>Area (km²)</th>
<th>Floral Emblem</th>
<th>Major Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>Victoria</td>
<td>4 338 106</td>
<td>944 735</td>
<td>Pacific Dogwood</td>
<td>Forestry, Mining, Transportation, Fishing, Tourism</td>
</tr>
<tr>
<td>Alberta</td>
<td>Edmonton</td>
<td>3 435 511</td>
<td>661 848</td>
<td>Wild Rose</td>
<td>Oil and Gas, Agriculture, Forestry, Mining, Tourism</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>St. John’s</td>
<td>508 548</td>
<td>405 212</td>
<td>Pitcher Plant</td>
<td>Fishing, Oil, Forestry</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>Charlottetown</td>
<td>138 632</td>
<td>72 908</td>
<td>Purple Violet</td>
<td>Agriculture, Tourism, Fishing</td>
</tr>
<tr>
<td>Québec</td>
<td>Québec</td>
<td>7 676 097</td>
<td>1 542 056</td>
<td>Blue Flag Iris</td>
<td>Manufacturing, Mining, Tourism, Transportation, Commerce</td>
</tr>
<tr>
<td>Ontario</td>
<td>Toronto</td>
<td>12 726 336</td>
<td>1 076 395</td>
<td>White Trillium</td>
<td>Manufacturing, Mining, Commerce, Tourism, Transportation</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Halifax</td>
<td>933 793</td>
<td>55 284</td>
<td>Mayflower</td>
<td>Fishing, Tourism, Transportation</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>Fredericton</td>
<td>748 582</td>
<td>72 908</td>
<td>Purple Violet</td>
<td>Fishing, Tourism, Forestry</td>
</tr>
<tr>
<td>Nunavut</td>
<td>Iqaluit</td>
<td>30 947</td>
<td>1 093 190</td>
<td>Purple Saxifrage</td>
<td>Hunting, and Trapping, Tourism</td>
</tr>
</tbody>
</table>

8. Which of the provinces has the smallest population? **Prince Edward Island**

9. The province that is largest in area is **Québec**.

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° N, 63° W  __________ Alert
13.61° N, 135° W  __________ Whitehorse
14.42° N, 83° W  __________ Windsor
Getting Started

Introduction to Democracy and Participation
Lesson One

Concept: Introduction

Resources/Materials: Voices in Democracy, pages 2 and 3
Worksheets #6.GS.1a and #6.GS.1b (student copies)
Two colours (red and black) of licorice (or something equivalent)

Introduction: Tell students they have the choice of having the red licorice or the black licorice. Tell them you conduct a vote. If most students vote for red, then everyone gets red licorice. If most students vote for black, then everyone gets black.

Conduct the vote and distribute the licorice as the class voted. Explain to the class that it has just taken part in the democratic process. When people make decisions by voting, that’s democracy.

Procedure:

1. Discuss the democratic procedures that take place on the colony.

2. Distribute the student textbooks. Give students a minute or two to flip through the book.


4. Explain that in the grade six program, they will learn how democracy works in Alberta and in towns, cities, and counties. They will also learn about other forms of democracy.

5. Explain that today they will have a chance to get to know their textbook. Briefly explain that the Table of Contents (page 1) lists all the major topics covered. The index is at the back of the book and lists the various ideas and the page numbers on which they are found. The glossary is a little dictionary that tells the meanings of important words found in the textbook.

6. Distribute Worksheets #4.GS.1a and #4.GS.1b. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 2 and 3.
2. Do Worksheets #4.GS.1a and #4.GS.1b.
Directions: Use your textbook, Voices in Democracy: Action and Participation, to answer the questions.

A. Table of Contents

1. On what page is the Table of Contents? ________________________________
2. How many pages long is Chapter 5? ________________________________
3. Which chapter gives information about how the Alberta government works? ________________________________
4. Which chapter gives information about how government worked in a place called Ancient Athens? ________________________________
5. In which chapter is there a discussion about curfew bylaws? ________________________________

B. Glossary

1. On what pages of your textbook will you find the Glossary? ________________________________
2. How are the entry words in the glossary arranged? ________________________________
3. What is the meaning of the word discriminate? ________________________________
4. What is the difference between individual rights and collective rights? ________________________________
C. **Index**

1. On what pages do you find the Index?

2. On what page will you find out who Eryn Fitzgerald is?

3. On what pages can you find out about the *Agora*?

4. On what page can you find out more about the rights of women?

5. Where would you find out more about men in Ancient Athens?

D. **Graphic Organizers**

1. On page 91 there is a flow chart. What does a flow chart show?

2. In the middle of page 130 there is a concept map or web. What does a concept map show?

3. At the bottom of pages 56 and 57 there is a timeline. What does a timeline show?

4. At the top of page 138 there is a table showing information about voter turnout. In the middle of pages 159 there is a chart showing information about *Charter Rights and Freedoms*. What is the difference between the types of information tables and charts show?

E. **Other**

1. On what pages is there a map entitled “Canada’s Provinces and Territories”?

2. On what pages is there a map of the world?
**Social Studies Grade 6 Getting Started Worksheets**

**Getting to Know the Textbook**

**Directions:** Use your textbook, *Voices in Democracy: Action and Participation*, to answer the questions.

**A. Table of Contents**

1. On what page is the Table of Contents?  
   _________________________________  
   **page 1**

2. How many pages long is Chapter 5?  28  

3. Which chapter gives information about how the Alberta government works?  
   _________________________________  
   **Chapter 6**

4. Which chapter gives information about how government worked in a place called Ancient Athens?  
   _________________________________  
   **Chapter 3**

5. Which chapter will you get practice in telling the difference between fact and opinion?  
   _________________________________  
   **Chapter 1**

6. In which chapter is there a discussion about curfew bylaws?  
   _________________________________  
   **Chapter 5**

**B. Glossary**

1. On what pages of your textbook will you find the Glossary?  
   _________________________________  
   **pages 222-225**

2. How are the entry words in the glossary arranged?  
   _________________________________  
   **alphabetical order**

3. What is the meaning of the word *discriminate*?  
   _________________________________  
   **to treat people in a certain way because of their race, gender, age, or other factor**

4. What is the difference between *individual rights and collective rights*?  
   _________________________________  
   **Individual rights are those you are entitled to as a person.**
   **Collective rights are rights that an individual has because he/she is part of a particular group.**
C. Index

1. On what pages do you find the Index? __pages 226-230__

2. On what page will you find out who Eryn Fitzgerald is? __page 39__

3. On what pages can you find out about the Agora? __pages 55 and 67__

4. On what page can you find out more about the rights of women? __page 45__

5. Where would you find out more about men in Ancient Athens? __page 59 - 60__

D. Graphic Organizers

1. On page 91 there is a flow chart. What does a flow chart show?

   - the steps in a process

2. In the middle of page 130 there is a concept map or web. What does a concept map show?

   - a main heading/idea and parts of the heading/idea

3. At the bottom of pages 56 and 57 there is a timeline. What does a timeline show?

   - dates and/or times place in order along with important events.

4. At the top of page 138 there is a table showing information about voter turnout. In the middle of pages 159 there is a chart showing information about Charter Rights and Freedoms. What is the difference between the types of information tables and charts show?

   - table shows data, usually numerical
   - chart shows information, usually words/name

E. Other

1. On what pages is there a map entitled “Canada’s Provinces and Territories”?

   __pages 218 and 219__

2. On what pages is there a map of the world? __pages 220 and 221__
Lesson Two

Concept: Democratic Values and Principles

Resources/Materials: Voices in Democracy, pages 4 and 5
Worksheets #6.GS.2a, #6.GS.2b, and #6.GS.2c (student copies)

Introduction: Review that when everyday citizens have a say in making decisions, you have democracy in action.

Explain that people who believe in a democratic system of government have certain values. Values are things we think are important.

Procedure:

1. Have students turn to textbook, pages 4 and 5. Guide the reading of the pages. Explain that principles are like the basic ideas or rules on which the way we do things are based.

2. Distribute Worksheets #6.GS.2a, #6.GS.2b, and #6.GS.2c. Go over the directions, if necessary.

3. If possible, copy the democratic values and principle of democracy onto chart paper and display them in the classroom.

Assignments:

1. Read Voices in Democracy, pages 4 and 5.

2. Do Worksheets #6.GS.2a, #6.GS.2b, and #6.GS.2c.
**Democratic Values**

**Directions:** Use *Voices in Democracy*, page 4 to help you with the questions.

1. **Democratic Values.** Decide whether the statements below are consistent with the democratic values outlined in the middle of page 4. Put a check under yes or no.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Everyone in the class got to vote on whether to have a Christmas concert or not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. In many countries people who do not agree with what the government is doing are put in jail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Even though more than half the students voted not to have a Christmas concert, the teacher decided they would have one anyway.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Only the grade eight boys got to vote on whether to have a longer recess or not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. All the kids from grades one and up got to vote. All the younger kids votes for Sharon, and all the older kids voted for Glenn. In the end Sharon ended up winning the election.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. The teacher told us to vote how we really felt and not to vote a certain way just because our friends did.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. I knew it was a mistake to elect Abram, but most people voted for him anyway. Abram has now been in the position for a year and everyone thinks that he is doing a poor job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. We didn’t allow Jonathan to vote because we knew he would vote for Betty instead of Luke.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. We knew that if we wanted the playground built, we would have to get at least half the colony to vote for it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Look at the values that Canadians describe themselves as having at the bottom of page 4. Decide if the following are consistent with those values. Put a check under yes or no.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. It is always better to talk things out rather than having a fight about things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. It doesn’t matter who you are, rich or poor, male or female, young or old, you should be treated in a respectful, fair, and equal manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. You can’t always have your own way. Sometimes you get only some of what you want so that others can get some of what they want.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. It is a big mistake to listen to what others want.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The great thing about Canada is that there are all kinds of different people living here. We can learn from people who have different backgrounds and different experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. The people who speak out about pollution all the time make me ill. They are just out to ruin things for everyone else. I think we should ship them off to some other country.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Only people who were born in Canada should be allowed to vote. People who immigrated to Canada aren’t real Canadians.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. There are very few disagreements that cannot be solved if we are just willing to listen to each other’s viewpoints.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. It is a respectful thing to know and expect that your point of view is not the only one that is worthwhile.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Principles That Support Democracy

Directions: Look at the principles of democracy on page 5. Write appropriate principle beside each sentence.

1. ________________ We are all considered equal.
2. ________________ It is good to express how you feel about what is going on in the country.
3. ________________ Just because you are rich, it does not mean you will not be given a speeding ticket if you get caught speeding.
4. ________________ The colony elects people they want to be the colony boss.
5. ________________ We believe that we should all be treated fairly.
6. ________________ It does not matter what religion you are, you are still considered to be equal to everyone else.
7. ________________ We are allowed to have an opinion and tell others how we feel.
8. ________________ Every adult, eighteen and over can vote for one of the county or municipal district councillors.
9. ________________ Someone cannot refuse to sell a car to you just because you are female.
10. ________________ Even if you live on the streets, where the law is concerned you get the same treatment as someone who lives in a palace.
11. ________________ We are free to walk down any street in any town or city.
12. ________________ The mayor is elected by the citizens of a village, town, or city.
13. ________________ It does not matter how much money you have or don’t have, you have the right to a good education.
14. ________________ In some countries people who disagree with the government are put in jail or even killed. This would not happen in Canada.
15. ________________ One thing good about Canada is that if you are willing to work really hard, you have a good chance of being successful.
**Democratic Values**

**Directions:** Use *Voices in Democracy*, page 4 to help you with the questions.

1. **Democratic Values.** Decide whether the statements below are consistent with the democratic values outlined in the middle of page 4. Put a check under yes or no.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>h.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>i.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Worksheet #6.GS.2a
2. Look at the values that Canadians describe themselves as having at the bottom of page 4. Decide if the following are consistent with those values. Put a check under yes or no.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. It is always better to talk things out rather than having a fight about things.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>b. It doesn’t matter who you are, rich or poor, male or female, young or old, you should be treated in a respectful, fair, and equal manner.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>c. You can’t always have your own way. Sometimes you get only some of what you want so that others can get some of what they want.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>d. It is a big mistake to listen to what others want.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>e. The great thing about Canada is that there are all kinds of different people living here. We can learn from people who have different backgrounds and different experiences.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>f. The people who speak out about pollution all the time make me ill. They are just out to ruin things for everyone else. I think we should ship them off to some other country.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>g. Only people who were born in Canada should be allowed to vote. People who immigrated to Canada aren’t real Canadians.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>h. There are very few disagreements that cannot be solved if we are just willing to listen to each other’s viewpoints.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>i. It is a respectful thing to know and expect that your point of view is not the only one that is worthwhile.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Look at the principles of democracy on page 5. Write appropriate principle beside each sentence.

1. equity We are all considered equal.
2. freedoms It is good to express how you feel about what is going on in the country.
3. justice/equity Just because you are rich, it does not mean you will not be given a speeding ticket if you get caught speeding.
4. representation The colony elects people they want to be the colony boss.
5. justice We believe that we should all be treated fairly.
6. equity It does not matter what religion you are, you are still considered to be equal to everyone else.
7. freedoms We are allowed to have an opinion and tell others how we feel.
8. representation Every adult, eighteen and over can vote for one of the county or municipal district councillors.
9. equity Someone cannot refuse to sell a car to you just because you are female.
10. equity/justice Even if you live on the streets, where the law is concerned you get the same treatment as someone who lives in a palace.
11. freedoms We are free to walk down any street in any town or city.
12. representation The mayor is elected by the citizens of a village, town, or city.
13. equity It does not matter how much money you have or don’t have, you have the right to a good education.
14. freedoms In some countries people who disagree with the government are put in jail or even killed. This would not happen in Canada.
15. equity One thing good about Canada is that if you are willing to work really hard, you have a good chance of being successful.
Lesson Three

Concept: How Citizens Participate in Democracy

Resources/Materials: Voices in Democracy, pages 6 – 9
Worksheets #6.GS.3a and #6.GS.3b (student copies)

Introduction: Briefly review some of the values on which democracy is based and the principles that support democracy. Explain that Canada is considered to be a democratic country. However, not all democratic countries structure their governments the way we do.

Procedure:

1. Have students turn to textbook, page 6. Explain that this page tells about some different forms of democracy found in the past. Guide the reading.

2. Have students turn to textbook, page 7. Explain that this page tells a little more about democracy in Canada. Guide the reading.

3. Distribute Worksheets #6.GS.3a and #6.GS.3b. Go over the directions, if necessary.

4. ALTERNATELY. Have the class make a display of the graphics showing the levels of government in Canada, basically copying the graphics found on textbook, page 7.

Assignments:

1. Read Voices in Democracy, page 7.
2. Do Worksheets #6.GS.3a and #6.GS.3b.
3. ALTERNATELY. Make a display of the graphics explaining the levels of government in Canada.
Directions: Use Voices in Democracy, page 7 to help you with the questions.

1. Label the circles below to show the levels of government in Canada.

2. What are two ways that you can make a difference in your community, your province, your country, and even the world?
3. In the circles tell about each of the levels of government.
Directions: Use Voices in Democracy, page 7 to help you with the questions.

1. Label the circles below to show the levels of government in Canada.

2. What are two ways that you can make a difference in your community, your province, your country, and even the world?

   - help care for other people and the environment
   - speak out about situations you think are unfair

Worksheet #6.GS.3a
3. In the circles tell about each of the levels of government.

**Federal Government**
- Responsible for matters that concern the whole country. It is located in Ottawa.

**Provincial Government**
- Elected by people of Alberta (or province).
- Located in capital of province.

**Local Government**
- Elected in cities, towns, villages, reserves, and settlements, and other local areas across Canada.
Lesson Four

Concept: The features of the textbook

Resources/Materials: Voices in Democracy, pages 8 and 9
Worksheets #6.GS.4a and #6.GS.4b (student copies)

Introduction: Explain that today’s lesson involved becoming familiar with the various types of activities found in the textbook.

Procedure:


2. Distribute Worksheets #6.GS.4a and #6.GS.4b. Fill in the first row on the chart with students so they get the idea.

<table>
<thead>
<tr>
<th>Name of the Type of Activity</th>
<th>Description of Activity</th>
<th>Page on Which an Example Is Found</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Inquiring Minds</em></td>
<td>Questions found at beginning of each chapter</td>
<td>Page 101</td>
</tr>
<tr>
<td><em>Getting Involved</em></td>
<td>Shows the seven steps to follow when taking action on an issue</td>
<td>Pages 24 and 25</td>
</tr>
<tr>
<td><em>More About...</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignments:

1. Read Voices in Democracy, pages 8 and 9.
2. Do Worksheets #6.GS.4a and #6.GS.4b.
**Activities in Voices in Democracy**

**Directions:** Use pages 8 and 9 of *Voices in Democracy* to fill in the chart showing the different kinds of activities found in the textbook.

<table>
<thead>
<tr>
<th>Name of Type of Activity</th>
<th>Description of Activity</th>
<th>Page on Which Example of the Activity Is Found</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6.GS.4a
<table>
<thead>
<tr>
<th>Name of Type of Activity</th>
<th>Description of Activity</th>
<th>Page on Which Example of the Activity Is Found</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Activities in Voices in Democracy**

**Directions:** Use pages 8 and 9 of *Voices in Democracy* to fill in the chart showing the different kinds of activities found in the textbook.  

<table>
<thead>
<tr>
<th>Name of Type of Activity</th>
<th>Description of Activity</th>
<th>Page on Which Example of the Activity Is Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Minds</td>
<td>Questions found at beginning of each chapter</td>
<td>p. 101</td>
</tr>
<tr>
<td>Getting Involved</td>
<td>Shows the seven steps to follow when taking action on an issue</td>
<td>pp. 24, 25</td>
</tr>
<tr>
<td>More About...</td>
<td>Gives more information about topic mentioned in the main text</td>
<td>p. 13</td>
</tr>
<tr>
<td>Speaking Out</td>
<td>Points of view on topic in the text</td>
<td>p. 15</td>
</tr>
<tr>
<td>Words Matter</td>
<td>Definitions of words in boldface type</td>
<td>p. 12</td>
</tr>
<tr>
<td>Making a Difference</td>
<td>People who have contributed to democracy or change in Canada</td>
<td>p. 93</td>
</tr>
<tr>
<td>Viewpoints</td>
<td>Different points of view about an important subject</td>
<td>pp. 20, 21</td>
</tr>
</tbody>
</table>

Answers will vary
<table>
<thead>
<tr>
<th>Name of Type of Activity</th>
<th>Description of Activity</th>
<th>Page on Which Example of the Activity Is Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisions in Democracy</td>
<td>how laws made by Canadian government connect to democracy</td>
<td>pp. 44, 45</td>
</tr>
<tr>
<td>Contributing to Community</td>
<td>students taking action in their community or exploring an issue related to democracy</td>
<td>pp. 22, 23</td>
</tr>
<tr>
<td></td>
<td>levels of government diagram shows which level of government is in charge of what you are reading about</td>
<td>p. 30</td>
</tr>
<tr>
<td>Skill Power</td>
<td>help develop social studies skills</td>
<td>p. 16</td>
</tr>
<tr>
<td>Skill Smart</td>
<td>short skill-based task</td>
<td>p. 13</td>
</tr>
<tr>
<td>Thinking It Through</td>
<td>help to focus attention on the main topic of the chapter, chance to reflect and think critically about ideas</td>
<td>p. 12</td>
</tr>
<tr>
<td>Explore More Your Turn</td>
<td>activities and questions that give you a chance to pull together key ideas, apply the skills you have learned, and explore ideas further</td>
<td>pp. 26, 27</td>
</tr>
</tbody>
</table>
Chapter One

Shaping Society Together

Inquiry Question

• Why is it important for people and government to work together in a democracy?
Social Studies
Grade Six

Chapter One
Shaping Society Together

Contents

Lesson One Introduction 3
Lesson Two Why We Need Government 4
Lesson Three Skill Power: Telling Fact from Opinion 5
Lesson Four Contributing to Society 6
Lesson Five Viewpoints: Should Cellphones be Allowed in Class? 7
Lesson Six Getting Involved 8
Lesson Seven Explore More! And Your Turn 9
Lesson Eight Chapter One Review 10
Lesson Nine Chapter One Test 11
Lesson One

Concept: Introduction

Resources/Materials: Voices in Democracy, pages 10 – 13
Line Master 1-1 (student copies)
Worksheet #6.1.1a (easier) OR Worksheet #6.1.1b (harder), (student copies)

Introduction: Briefly discuss some of the rules you have in the school/classroom. Discuss the reasons why rules are important (help us get along, help us learn right from wrong, help us to learn to respect each other, etc.).

Explain that in any community, province, or country there have to be rules for the same reasons.

Procedure:

1. Have students turn to textbook, pages 10 and 11. Guide the reading. Be sure that students understand the inquiry question.

2. Then have the students turn to textbook, pages 12 and 13. **Guide the reading of the pages as the reading is relatively difficult and some of the concepts may be new to students.**

3. Distribute Line Master 1-1. Tell students that many rules do not seem to be quite fair. Sometimes they were made up a long time ago and do not work quite as well in today’s world. Explain that on Line Master 1-1 they have a chance to try to improve an existing rule. Go over the directions. (Depending on your class, you may want students to work on this individually or in small groups.)

4. Distribute Worksheet #6.1.1a (easier) OR Worksheet #6.1.1b (harder). Go over the directions, if necessary.

5. **OPTIONAL.** As a class or in groups of two or three have students make a chart listing the characteristics of a good citizen, as per the *third definition of citizen* on textbook, page 13.

Assignments:

2. Do Line Master 1-1, individually or in small groups.
3. Do Worksheet #6.1.1 OR Worksheet #6.1.1b.
4. **OPTIONAL.** Make a chart listing the characteristics of a good citizen.
Rule or Law I Would Like Changed

The law or rule I want to change: _______________________________________

My proposed change(s)

・
・
・

How my proposed change(s) will affect and benefit others

・
・
・
Social Studies Grade 6 Chapter 1 Worksheets

What Are Society’s Rules?

Directions: Use Voices in Democracy, pages 12 and 13 to help you answer the questions.

1. What is a society?

________________________________________________________________________

________________________________________________________________________

2. Rules help people in a society get along with one another. What are two ways they do this?
   a. _____________________________________________________________________
   b. _____________________________________________________________________

3. What is a constitution?

________________________________________________________________________

4. What two things does the constitution outline?
   a. _____________________________________________________________________
   b. _____________________________________________________________________

5. Something is wrong with each of the following statements. Cross out the word or phrase that is wrong and write the correct word or phrase above.
   a. When we talk about Canadian society we are referring to some of the people who make up communities across Canada.
   b. Everyone who is born in Canada is not necessarily a Canadian citizen.
   c. People who move to Canada from other countries cannot apply for citizenship if they wish to become citizens.
   d. All members of Canadian society can participate and contribute, but citizens are allowed certain wrongs and responsibilities.
   e. The word citizen has only one meaning.
Directions: Use Voices in Democracy, pages 12 and 13 to help you answer the questions.

1. Briefly describe the society to which you belong.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What are two things outlined in our constitution?
   a. ________________________________________________________________
   b. ________________________________________________________________

3. Many people or their ancestors have immigrated to Canada so they can have a better life. Naturally, they want to keep some of their customs and traditions. In your opinion, what are some of things these people can do to show they are good citizens of Canada?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Think about democratic values and the principles that support democracy. People say that a democratic system is particularly important in multi-cultural countries like Canada. Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What Are Society’s Rules?

Directions: Use Voices in Democracy, pages 12 and 13 to help you answer the questions.

1. What is a society?
   - group of people that shares the same government and same rules
   - group of people who have the same interests or culture

2. Rules help people in a society get along with one another. What are two ways they do this?
   a. guide how we act with others
   b. help us to resolve conflict

3. What is a constitution?
   - supreme law of the land

4. What two things does the constitution outline?
   a. structure of government
   b. describes powers of government and rights of the people

5. Something is wrong with each of the following statements. Cross out the word or phrase that is wrong and write the correct word or phrase above.
   a. When we talk about Canadian society we are referring to some of the people who make up communities across Canada.
   b. Everyone who is born in Canada is necessarily a Canadian citizen.
   c. People who move to Canada from other countries cannot apply for citizenship if they wish to become citizens.
   d. All members of Canadian society can participate and contribute, but citizens are allowed certain rights and responsibilities.
   e. The word citizen has only one meaning.
Directions: Use Voices in Democracy, pages 12 and 13 to help you answer the questions.

1. Briefly describe the society to which you belong. **Answers will vary**
   - colony
   - communal
   - small
   - based on religion

2. What are two things outlined in our constitution?
   a. **structure of government**
   b. **powers of government and rights of the people**

3. Many people or their ancestors have immigrated to Canada so they can have a better life. Naturally, they want to keep some of their customs and traditions. In your opinion, what are some of things these people can do to show they are good citizens of Canada? **Answers will vary**
   - be law abiding
   - accept differences
   - accept that some customs/traditions may not be a good fit in Canada
   - vote in elections
   - be willing to adapt to Canadian way of life without compromising basic values/beliefs

4. Think about democratic values and the principles that support democracy. People say that a democratic system is particularly important in multi-cultural countries like Canada. Why? **Answers will vary**
   - people treated equitably, regardless of ethnic origin or race
   - freedom of religion
Lesson Two

Concept: Why We Need Government

Resources/Materials: Voices in Democracy, pages 14 and 15
Line Master 1-2 (student copies)
Worksheet #6.1.2a (easier) OR Worksheet #6.1.2b (harder), (optional, student copies)

Introduction: Explain that the government of a colony is composed of the ministers and elders. Discuss some of the responsibilities it has.

Procedure:

1. Have students turn to textbook, pages 14 and 15. Guide the reading of the pages.

2. Have students make brief notes in their notebooks, such as

   What Governments Do
   • Make laws
   • Provide services
   • Protect rights and freedoms
   • Provide leadership

   Responsibilities of Citizens
   • Vote in elections
   • Express your point of view
   • Listen to other points of view
   • Obey laws
   • Pitch in to help the community

3. Distribute Line Master 1-2. Go over the directions. You may have to discuss some ideas with students.

4. OPTIONAL. Distribute Worksheet #6.1.2a OR Worksheet #6.1.2b. Go over the directions, if necessary.


Assignments:

1. Read Voices of Democracy, pages 14 and 15.
2. Make notes on what governments to and responsibilities of citizens.
4. OPTIONAL. Do Worksheet #6.1.2a OR Worksheet #6.1.2b.
5. ALTERNATELY. Make a brochure for New Canadians, outlining the responsibilities of government and of citizens.
Create a question from each category for your reading partner. Put your answer on the far right and fold back the flap. Exchange papers, and answer each other’s questions. Once both of you are finished, discuss.

<table>
<thead>
<tr>
<th>Category</th>
<th>My question</th>
<th>Partner’s answer</th>
<th>My answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wants and Needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedoms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibilities</td>
<td></td>
<td>Partner’s answer</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Voices in Democracy*, pages 14 and 15 to help you with the questions.

1. Below are some examples of things governments do. Write the correct letter in the space to show which responsibility is being carried out.

   a. Make laws
   b. Provide services
   c. Protect rights and freedoms
   d. Provide leadership

   _____ It does not matter if you are a man or a woman, if you are the best person for the job, you should be hired to do the job.

   _____ The town council passed a law stating that anyone caught littering would have to pay a fine.

   _____ After every snow storm, the city makes sure the streets are cleaned.

   _____ The provincial government is working with recycling centres to make sure that fewer milk containers end up in the landfills.

   _____ In Canada an individual or group can protest what the government is doing.

   _____ The town decided to reduce the speed limit on Tim’s street.

2. Which of the responsibilities of citizens is being demonstrated? Write the letter of the correct answer.

   a. vote in elections
   b. speak out against injustices
   c. pitch in to help others
   d. obey laws
   e. listen to other points of view

   _____ All the grade six students volunteered to help clean up the yard.

   _____ All the men voted to see who would become the new minister.

   _____ We had to slow down because we were going through a playground zone.

   _____ Our class sent a letter to the mayor because we felt it was unfair that grade one students were not allowed to go to the grand opening of the park.

   _____ My dad always wants to know what others think about any issue.
What Governments Do

Directions: Use Voices in Democracy, pages 14 and 15 to help you with the questions.

1. Give an example where a government is carrying out each of these responsibilities.

   Make laws.

   Provide services.

   Protect rights and freedoms.

   Provide leadership.

2. Give an example where a citizen is carrying out one of these responsibilities.

   Vote in elections.

   Speak out against discrimination and injustice.

   Make your point of view known.

   Obey the laws.

   Listen to other points of view.

   Pitch in to help the community.
Directions: Use Voices in Democracy, pages 14 and 15 to help you with the questions.

1. Below are some examples of things governments do. Write the correct letter in the space to show which responsibility is being carried out.

   a. Make laws  
   b. Provide services  
   c. Protect rights and freedoms  
   d. Provide leadership

   C   It does not matter if you are a man or a woman, if you are the best person for the job, you should be hired to do the job.

   Q   The town council passed a law stating that anyone caught littering would have to pay a fine.

   B   After every snow storm, the city makes sure the streets are cleaned.

   D   The provincial government is working with recycling centres to make sure that fewer milk containers end up in the landfills.

   C   In Canada an individual or group can protest what the government is doing.

   Q   The town decided to reduce the speed limit on Tim’s street.

2. Which of the responsibilities of citizens is being demonstrated? Write the letter of the correct answer.

   a. vote in elections  
   b. speak out against injustices  
   c. pitch in to help others  
   d. obey laws  
   e. listen to other points of view

   C   All the grade six students volunteered to help clean up the yard.

   A   All the men voted to see who would become the new minister.

   D   We had to slow down because we were going through a playground zone.

   B   Our class sent a letter to the mayor because we felt it was unfair that grade one students were not allowed to go to the grand opening of the park.

   E   My dad always wants to know what others think about any issue.
## Social Studies Grade 6 Chapter 1 Worksheets

### What Governments Do

**Directions:** Use *Voices in Democracy*, pages 14 and 15 to help you with the questions. *Answers will vary*

1. Give an example where a government is carrying out each of these responsibilities.

<table>
<thead>
<tr>
<th>Make laws.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When someone wants to go off the colony, must get permission from the preacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The colony cooks for all the people every day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Protect rights and freedoms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>People are allowed to spend their monthly allowance as they see fit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide leadership.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision to provide bread to the food bank every week.</td>
</tr>
</tbody>
</table>

2. Give an example where a citizen is carrying out one of these responsibilities.

<table>
<thead>
<tr>
<th>Vote in elections.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men vote for colony boss</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speak out against discrimination and injustice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate to get ramp built for a stroke victim who is now wheelchair bound.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Make your point of view known.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak up about being able to use computers to keep colony accounts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Obey the laws.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not smoking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listen to other points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen and consider reasons why girls should be allowed to drive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pitch in to help the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help do the spring cleaning in the kitchen</td>
</tr>
</tbody>
</table>

Worksheet #6.1.2b
Lesson Three

Concept: Skill Power: Telling Fact from Opinion

Resources/Materials: Voices in Democracy, pages 16 and 17
Worksheet #6.1.3 (optional, student copies)

Introduction: Discuss an issue relevant to your students, such as “Should junior high school students at colony schools have recesses?”.

Lead the discussion to the idea that in order to decide on such as issue, we usually look at both facts and opinions.

Procedure:

1. Have students turn to textbook, pages 16 and 17. Guide the reading.

2. In their notebooks, have students make notes on the terms issue, fact, and opinion. For each term students should give a definition as well as an example.

3. Have students answer the questions at the bottom of textbook, page 17, in their notebooks.

4. OPTIONAL OR ALTERNATELY. Distribute Worksheet #6.1.3. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 16 and 17.

2. Make notes on the terms issue, fact, and opinion.

3. Do the questions at the bottom of textbook, page 17.

4. OPTIONAL OR ALTERNATELY. Do Worksheet #6.1.3.
Directions: Use *Voices in Democracy*, pages 16 and 17 to help you with the questions.

Decide whether each of the following is a fact or opinion.

1. ___________ Only three boys attended the party.
2. ___________ There weren’t enough girls at the party.
3. ___________ It’s silly to think we need a new school. Our old one is good enough.
4. ___________ My mom thinks that kids today are spoiled.
5. ___________ It is thirty kilometres between the colony and the nearest town.
6. ___________ John Deere tractors are far better than Case tractors.
7. ___________ Our colony buys only Ford vehicles.
8. ___________ In Canada 51 out of every 100 babies born are girls.
9. ___________ I think blue is a better colour for the walls than green, don’t you?
10. ___________ My dad says if you can’t do math, you’re not a good student.
11. ___________ If people would just pick up after themselves, our home would be so better.
12. ___________ There is pavement all way from the colony to town.
13. ___________ Our teacher said we could have a party if each of us finished the work.
14. ___________ There is a $250 fine if you are caught littering in the park.
15. ___________ Last year there were four babies born on our colony.
16. ___________ Girls are so much more difficult to raise than boys.
17. ___________ No one should be allowed to snack just before mealtime.
18. ___________ Our teacher is way too strict about some things.
19. ___________ The Hutterite Directory comes out once a year.
20. ___________ The new math books are not as good as the old ones were.
21. ___________ Luke got over 80% on the last five tests he wrote.
Social Studies Grade 6 Chapter 1 Worksheets

Fact or Opinion

Directions: Use Voices in Democracy, pages 16 and 17 to help you with the questions.

Decide whether each of the following is a fact or opinion.

1. fact Only three boys attended the party.
2. opinion There weren’t enough girls at the party.
3. opinion It’s silly to think we need a new school. Our old one is good enough.
4. opinion My mom thinks that kids today are spoiled.
5. fact It is thirty kilometres between the colony and the nearest town.
6. opinion John Deere tractors are far better than Case tractors.
7. fact Our colony buys only Ford vehicles.
8. fact In Canada 51 out of every 100 babies born are girls.
9. opinion I think blue is a better colour for the walls than green, don’t you?
10. opinion My dad says if you can’t do math, you’re not a good student.
11. opinion If people would just pick up after themselves, our home would be so better.
12. fact There is pavement all way from the colony to town.
13. fact Our teacher said we could have a party if each of us finished the work.
14. fact There is a $250 fine if you are caught littering in the park.
15. fact Last year there were four babies born on our colony.
16. opinion Girls are so much more difficult to raise than boys.
17. opinion No one should be allowed to snack just before mealtime.
18. opinion Our teacher is way too strict about some things.
19. fact The Hutterite Directory comes out once a year.
20. opinion The new math books are not as good as the old ones were.
21. fact Luke got over 80% on the last five tests he wrote.
Lesson Four

Concept: Contributing to Society

Resources/Materials: Voices in Democracy, pages 18 and 19
          Worksheets #6.1.4a and #6.1.4b (student copies)

Introduction: Review again the value and principles upon which democracy is based. Explain that in order for democracy to be effective, ordinary citizens have to do their part to ensure that all people are treated fairly. Many of the issues that arise in Canada today are a result of some people not being treated equitably.

Procedure:

1. Discuss the difficulties a person would have if they were confined to a wheelchair. How would their life be affected? (going to church, the dining room, getting into their own home)

2. Explain that in a democracy such as Canada’s, our goal is to allow people with disabilities to be treated in a similar fashion to those without. That is why more communities are making changes so that people in wheelchairs can access public buildings and sidewalks.

3. Have students turn to textbook, page 18. Point out that elected officials often are not aware of or will not do anything about unfair situations unless ordinary citizens point it out. Guide the reading of page 18.

4. Then tell students to read textbook, page 19 to find out more about a young girl who decided to do something to help those with a disease called Alzheimer’s.

5. Distribute Worksheets #6.1.4a and #6.1.4b. Go over the directions.

6. OPTIONAL. Answer the “Over to You” questions at the bottom of textbook, page 19.

Assignments:

1. Read Voices in Democracy, pages 18 and 19.
2. Do Worksheets #6.1.4a and #6.1.4b.
3. OPTIONAL. Do the “Over to You” questions on textbook, page 19.
What Is Democracy?

Directions: Read the three articles on democracy. After each, make point-form notes on the article. Finally, make a list of the characteristics of democracy.

Democracy – Article 1

Democracy is a political government either carried out directly by the people (direct democracy) or by means of elected representatives of the people (representative democracy). The word democracy was first used by some of the ancient Greeks some 2500 years ago. It means “people power”.

There is no one definition of democracy that everyone agrees upon. Not all countries that claim to be a democratic countries have the exact same systems of government. There are two principles that any definition of democracy includes. They are equality and freedom. These principles are reflected by all citizens being equal before the law and having equal access to power. The freedoms of citizens are generally protected in the country’s constitution.

Democracy – Article 2

Democracy is a form of government in which the final power rests with the people and exercised by them directly or indirectly through a system of representation usually involving free elections.

In a direct democracy, people vote on all issues. In a representative democracy, the people elected people whom they think will best represent their feelings and interests. These representatives are the ones that make decisions on behalf of the citizens they represent.

Democracy today has come to be understood as a system where there is freedom of speech, where all citizens can vote, where everyone is thought of as being equal, and where the law applies to everyone equally.
Democracy – Article 3

Democracy:

1. government by the people; a form of government in which the final power rests with people and exercised directly by them or by their elected representatives under a free electoral system.

2. a state having such a form of government: The United States and Canada are democracies.

3. a state of society characterized by equality of rights and freedoms

4. a system of government where the common people have the final say

Characteristics of Democracy
What Is Democracy?

Directions: Read the three articles on democracy. After each, make point-form notes on the article. Finally, make a list of the characteristics of democracy.

Democracy – Article 1

Democracy is a political government either carried out directly by the people (direct democracy) or by means of elected representatives of the people (representative democracy). The word democracy was first used by some of the ancient Greeks some 2500 years ago. It means “people power”.

There is no one definition of democracy that everyone agrees upon. Not all countries that claim to be a democratic countries have the exact same systems of government. There are two principles that any definition of democracy includes. They are equality and freedom. These principles are reflected by all citizens being equal before the law and having equal access to power. The freedoms of citizens are generally protected in the country’s constitution.

1. democracy is a political government
2. can be direct democracy or representative democracy
3. first found in ancient Greece
4. equality and freedom

Democracy – Article 2

Democracy is a form of government in which the final power rests with the people and exercised by them directly or indirectly through a system of representation usually involving free elections.

In a direct democracy, people vote on all issues. In a representative democracy, the people elected people whom they think will best represent their feelings and interests. These representatives are the ones that make decisions on behalf of the citizens they represent.

Democracy today has come to be understood as a system where there is freedom of speech, where all citizens can vote, where everyone is thought of as being equal, and where the law applies to everyone equally.

1. form of government where final power rests with the people
2. free elections
3. can be direct or representative
4. freedom of speech, equality
Democracy – Article 3

Democracy:

1. government by the people; a form of government in which the final power rests with people and exercised directly by them or by their elected representatives under a free electoral system.

2. a state having such a form of government: The United States and Canada are democracies.

3. a state of society characterized by equality of rights and freedoms

4. a system of government where the common people have the final say

form of government
final power rests with the people
equality of rights and freedoms
director representative

Characteristics of Democracy

form of government
can be director or representative
final power rests with the people
equality and freedoms
Lesson Five

Concept: Viewpoints: Should cellphones be allowed in class?

Resources/Materials: Voices in Democracy, pages 20 and 21. Worksheet #6.1.5 (student copies)

Introduction: Review that one way that ordinary citizens can contribute to a democratic society is to express their opinions and be willing to listen to the opinions of others.

Procedures:

1. Discuss the relative value of just an opinion versus an opinion based at least partially on fact when it comes to deciding on an issue.

2. Have students turn to textbook, pages 20 and 21. Guide the reading, deciding which students are expressing an opinion based on fact and those just expressing an opinion.

3. Distribute Worksheet #6.1.5. Go over the directions.

4. OPTIONAL. Do the “Over to You” questions at the bottom of textbook, page 21.

Assignments:

1. Read Voices in Democracy, pages 20 and 21.
2. Do Worksheet #6.1.5.
3. OPTIONAL. Do the “Over to You” questions on textbook, page 21.
Directions: Use *Voices in Democracy*, pages 20 and 21 to help you with the questions.

1. Examine the points of view expressed about cellphone use in the classroom. Then complete the chart.

<table>
<thead>
<tr>
<th>Issue: Should cellphones be allowed in class?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point of View:</strong> Yes, cellphones should be allowed in class.</td>
</tr>
<tr>
<td>Whose Opinion</td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>

2. Now answer these questions.

With which opinions do you agree and why?

With which opinions do you disagree and why?

What is your opinion? Why?
**Viewpoints**

Directions: Use *Voices in Democracy*, pages 20 and 21 to help you with the questions.

1. Examine the points of view expressed about cellphone use in the classroom. Then complete the chart.

<table>
<thead>
<tr>
<th>Issue: Should cellphones be allowed in class?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point of View:</strong> Yes, cellphones should be allowed in class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whose Opinion</th>
<th>Opinion</th>
<th>Whose Opinion</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>student</td>
<td>● Can use cellphone when I want it to let parents know of plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
<td>● Today’s students are used to splitting their attention between different things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
<td>● Cellphones can be used as an instructional tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
<td>● Students use them instead of working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td>● Student not concentrating on assignments when using cellphone. Can be privacy issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Now answer these questions.

- With which opinions do you agree and why?
- With which opinions do you disagree and why?
- What is your opinion? Why?
Lesson Six

Concept: Getting Involved

Resources/Materials: Voices in Democracy, pages 22 - 25
Line Master 1-3 (student copies)

Introduction: Explain that in a democracy getting involved in trying to right an injustice must be done in a responsible fashion. This shows respect for all the people involved in the issue and for the democratic process itself.

Procedure:

1. Have students turn to textbook, pages 24 and 25. Go through the steps with the students as shown on the pages.

2. Next tell students they will examine how some students got involved in an issue involving the use of a vacant (empty, with no buildings on it) lot in their neighbourhood.

3. Have students turn to textbook, pages 22 and 23. With students go through how the students in the scenario went through the steps.

4. Distribute Line Master 1-3. You may elect to use this line master the way that best suits your situation and your students. Some suggestions:
   - Have your students write what the students in Mr. Kahn’s class did in following these steps. (Example: Research the issue: asked how people in the neighbourhood use the vacant lot)
   - Have your students pretend they are the students in Mr. Kahn’s class. Have your students make up information. (Example: Research the issue: Many people used the vacant lot to walk their dogs. Neighbourhood children use it as a playground because there is no playground nearby.)
   - Have your students fill in the steps pretending they are students thinking about asking the local government to put in a crosswalk near their school (See Apply your learning, page 23.)
   - Have you students fill in the steps regarding an issue relevant to your school/colony.

Assignments:

1. Read Voices in Democracy, pages 22 – 25.
2. Do Line Master 1-3, as you see fit.
Lesson Seven

Concept: Explore More! And Your Turn

Resources/Materials: Voices in Democracy, pages 26 and 27

Introduction: Explain to students that Chapter 1 is almost at an end and it is time to review what they know.

Procedure:

1. Have students turn to textbook, pages 26 and 27. With students, go through the suggested activities. Then have the students do the activities you think would be most appropriate.

Assignments:

1. Read Voices in Democracy, pages 26 and 27.
2. Do one or more of the activities suggested.
Lesson Eight

Concept: Chapter One Review

Resources/Materials: Worksheet #6.1.8 (optional, student copies)
Chapter One Review Sheets (student copies)

Introduction: Tell students that Chapter One is finished and it is time to prepare for a test.

Procedure:

1. Distribute the Chapter One Review Sheets.

2. Note: The short answer and essay questions on the Review Sheets are exactly the same short answer and review questions that will be on the chapter test. The instructions ask students to prepare two short answer and one essay question for answering on the chapter test. However, teachers should feel free to use the short answer and essay questions as they see fit.

Examples:
- Leave the short answer and essay questions off the review sheets so that students will see them for the first time on the chapter test.
- Leave the short answer and essay questions off the review sheets and test. This would be appropriate if students have submitted similar questions for assessment during the course of the chapter.
- Include all the short answer and essay questions on the review sheets, but include specific short answer or essay questions on the test.

Assignment:

Do the Chapter One Review Sheets.
1. What four ideas are at the heart of democratic values? (page 4)
   
a. 

b. 

c. 

d. 

2. What are five values that Canadians say they have? (page 4)
   
a. 

b. 

c. 

d. 

e. 

3. Name and describe the four principles that support democracy. (page 5)
   
a. 

b. 

c. 

d. 

4. Name and describe the three levels of government. (page 7)
   
a. 

b. 

c. 

5. Answer true (T) or false (F).
   
a. _____ People in a society need rules to help them get along.
   
b. _____ Rules guide how we act with others.
   
c. _____ Rules can help resolve conflicts.
   
d. _____ Our constitution outlines the structure of government, the powers of government, and the rights of people.
   
e. _____ In Canada we have a direct democracy.
   
f. _____ In order to be a Canadian citizen, you must have been born in Canada.

6. What are four responsibilities of government?
   
a. __________________________________________________________
   
b. __________________________________________________________
   
c. __________________________________________________________
   
d. __________________________________________________________

7. What are five responsibilities of citizens in a democratic society?
   
a. __________________________________________________________
   
b. __________________________________________________________
   
c. __________________________________________________________
   
d. __________________________________________________________
   
e. __________________________________________________________
8. In the chart are some news article quotations. Decide which are facts and which are opinions. Put a check mark (✓) in the appropriate column (F=fact, O=opinion).

<table>
<thead>
<tr>
<th>Headline: Industry against provincial water license report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quotes from the news article</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>a. Higher water licensing fees will be a major blow to Alberta's industries that need large amounts of water! Increased licensing fees will hurt Alberta's growth. The panel's report is totally flawed!</td>
</tr>
<tr>
<td>b. Alberta's stock of fresh water from lakes, rivers, and streams is rapidly declining. The report recommends that the province charge a 20 per cent fee on existing water licenses and stop selling new licenses.</td>
</tr>
<tr>
<td>c. The government can't always take a bigger piece of the pie! How many families will be without a paycheque if the 20% hike is implemented?</td>
</tr>
<tr>
<td>d. With the announcement of increased water license costs, the larger companies declared they would have to downsize and many small businesses said they would have to close.</td>
</tr>
<tr>
<td>e. I'm worried that there won't be enough water left for future generations if people keep using such large quantities.</td>
</tr>
</tbody>
</table>

Choose one of the quotes and explain why you decided it was either fact or opinion.

I choose quote # _______. I believe that it is ______________ because ______________
9. **Short Answer Questions**

You will be asked to answer **two** of these questions.

a. How can a grade six student contribute in a democratic society like Canada?

b. Tell about an injustice that you see have noticed. Tell why you think it is an injustice and what you think should be done about it.

c. Examine the image below. Describe what it going on. What democratic value does it represent?

![Image of animals and humans]

d. Explain the difference between direct democracy and representative democracy.

e. Why do immigrants have to take an oath of citizenship before they can be Canadian citizens?

10. **Essay Questions**

You will be asked to write an essay to answer **one** of these questions.

a. What are the characteristics of a democratic society. Describe each of the characteristics in detail.

b. What are the steps in the decision making process? Describe what happens in each of the steps.
1. What four ideas are at the heart of democratic values? (page 4)
   a. People are free to express their opinions.
   b. Everyone has the right to vote.
   c. Everyone’s vote is equal.
   d. Everyone agrees to go along with 51% of the members (majority rules)

2. What are five values that Canadians say they have? (page 4)
   a. fair and equal treatment of all
   b. respective or sensitive attitude toward those who have differing opinions
   c. belief in solving differences in a peaceful way
   d. discussion and compromise as ways to reach decisions
   e. support for diversity

3. Name and describe the four principles that support democracy. (page 5)
   a. justice - fair treatment of individuals and groups
   b. equity - individuals and groups have the same opportunities in life
   c. freedoms - people have the right to think and speak as they wish
   d. representation - elected representatives act on behalf of citizens

4. Name and describe the three levels of government. (page 7)
   a. federal - responsible for matters that concern the whole country
   b. provincial - responsible for matters that concern the province
   c. local - elected in cities, towns, villages, reserves, counties
5. Answer true (T) or false (F).
   a. T People in a society need rules to help them get along.
   b. T Rules guide how we act with others.
   c. T Rules can help resolve conflicts.
   d. T Our constitution outlines the structure of government, the powers of government, and the rights of people.
   e. F In Canada we have a direct democracy.
   f. F In order to be a Canadian citizen, you must have been born in Canada.

6. What are four responsibilities of government?
   a. Make laws
   b. Provide services
   c. Protect rights and freedoms
   d. Provide leadership

7. What are five responsibilities of citizens in a democratic society?
   a. Vote
   b. Speak out against injustices
   c. Pitch in to help the community
   d. Letting government know what you think
   e. Obey laws
8. In the chart are some news article quotations. Decide which are facts and which are opinions. Put a check mark (✓) in the appropriate column (F=fact, O=opinion).

<table>
<thead>
<tr>
<th>Headline:</th>
<th>Industry against provincial water license report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quotes from the news article</strong></td>
<td>F</td>
</tr>
<tr>
<td>a. Higher water licensing fees will be a major blow to Alberta's industries that need large amounts of water! Increased licensing fees will hurt Alberta's growth. The panel's report is totally flawed!</td>
<td>✓</td>
</tr>
<tr>
<td>b. Alberta's stock of fresh water from lakes, rivers, and streams is rapidly declining. The report recommends that the province charge a 20 per cent fee on existing water licenses and stop selling new licenses.</td>
<td></td>
</tr>
<tr>
<td>c. The government can't always take a bigger piece of the pie! How many families will be without a paycheque if the 20% hike is implemented?</td>
<td></td>
</tr>
<tr>
<td>d. With the announcement of increased water license costs, the larger companies declared they would have to downsize and many small businesses said they would have to close.</td>
<td></td>
</tr>
<tr>
<td>e. I'm worried that there won't be enough water left for future generations if people keep using such large quantities.</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the quotes and explain why you decided it was either fact or opinion.

I choose quote # a. I believe that it is fact because
Lesson Nine

Concept: Chapter One Test

Resources/Materials: Chapter One Test (student copies)

Note: The chapter tests (including the Chapter One Test) are in two parts. The answers for Part I can be recorded on the answer sheet. The short answer and essay questions from Part II should be answered on a separate sheet of lined paper.
Part I:

Directions: Write the letter for the best answer to each question on the answer sheet. Do not write in this booklet.

Match the letters of the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>a. citizen</th>
<th>b. constitution</th>
<th>c. democracy</th>
<th>d. equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. fact</td>
<td>f. injustice</td>
<td>g. issue</td>
<td>h. majority</td>
</tr>
<tr>
<td>i. opinion</td>
<td>j. principle</td>
<td>k. society</td>
<td>l. value</td>
</tr>
</tbody>
</table>

1. standard for what we consider important and just
2. rule that helps to guide how we act and make decisions
3. group of people that share the same government and the same rules and laws
4. the most important law of the land that outlines the structure of government, the powers of government, and the rights of the people
5. a person who lives in a country and has certain rights and freedoms
6. a concern or problem that affects a community
7. a statement that can be proven to be true
8. what a person believes
9. fifty-one percent or more
10. an action that is not fair
11. system of government where power rests with the people
12. treating people fairly
Answer T for true and F for false.

13. A compromise is a settlement that satisfies all parties.

14. In Canada there are seven different levels of government.

15. In Canada only those born in Canada can be citizens.

16. In a direct democracy the people elect those they would like to represent them when making decisions.

17. One of the responsibilities of a citizen in a democracy is to speak up about injustices.

18. One of the first democratic societies was found in ancient Greece.

19. Diversity means having people from many different cultures and backgrounds.

20. Rules help us to resolve conflicts in a peaceful way.

For each question choose the letter of the best answer.

21. Which of the following would not be considered a democratic value?
   
   a. People are free to express their opinions.
   b. Everyone has the right to vote.
   c. English must be your first language if you want equal rights.
   d. Everyone agrees to go along with the majority.

*Use the following information to answer question 22.*

| Make laws   |
| Provide services |
| Protect rights and freedoms |
| Provide leadership |

22. The best heading for the list above would be

   a. Responsibilities of Citizens
   b. Responsibilities of Governments
   c. Responsibilities of the Police Force
   d. Values of Citizens in a Democratic Country
23. Which of the following would **not** be considered to be a responsibility of citizens in a democratic country?

   a. Vote in elections.
   b. Obey the laws.
   c. Pitch in to help others in your community.
   d. Try to aim to be the leader of the country.

*Use the following information to answer questions 24 and 25.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>George</td>
<td>It’s a waste of time going past grade eight in school. I already know I am going to be an electrician and so I don’t need any more education.</td>
</tr>
<tr>
<td>Judy</td>
<td>Eight out of every ten Hutterite students only go to grade eight in school. I think that’s far enough.</td>
</tr>
<tr>
<td>Michelle</td>
<td>All the students at Stony Plain Colony finish grade twelve.</td>
</tr>
<tr>
<td>Michael</td>
<td>When asked, seven out of every ten Hutterite students say that education is important. For this reason, we should allow more Hutterites to go past grade eight.</td>
</tr>
</tbody>
</table>

24. The person that states only a fact is

   a. George.
   b. Judy.
   c. Michelle.
   d. Michael.

25. The person who bases his/her opinion on fact is

   a. George.
   b. Judy.
   c. Michelle.
   d. Michael.

26. Which of the following would **not** be a characteristic of a democracy?

   a. Your vote counts for more if you are richer.
   b. There can be direct democracy or representative democracy.
   c. All citizens have the same rights and freedoms.
   d. The final power rests with the people.
Use the information below to answer question 27.

27. Which principle of democracy does the picture most likely represent?
   a. justice
   b. equity
   c. freedom
   d. representation

Use the information below to answer questions 28, 29 and 30.

Ayla, a grade six student, lives in a city in Alberta. She has learned that a property developer is planning to build a big shopping mall in her community. The mall will require millions of tonnes of water to be piped in from the local glacier-fed river. She’s very worried that there will not be enough water left over for people to use and for wildlife. She wants to take action on this issue. She decided to use the steps she learned to make a good decision.

   Step One: Identify the issue that concerns you.
   Step Two: Research the issue.
   Step Three: Find out who supports you.
   Step Four: Create a plan.
   Step Five: Take action.
   Step Six: Evaluate the plan.
   Step Seven: Apply your learning.

28. The step that Ayla has already taken is
   a. Step One.
   b. Step Three.
   c. Step Four.
   d. Step Six.
29. Ayla decided to find the answers to these questions:
   ● Where can I get information about this?
   ● What are the different points of view?
   ● What actions could I take?

Ayla is now at

a. Step One.
b. Step Two.
c. Step Three.
e. Step Four.

30. Which of the following best describes what Ayla is doing?

a. Ayla is going through the process because she is excited about being able to buy more clothes at the new mall.
b. Ayla is looking into something that is far too difficult for a grade six student.
c. Ayla should really leave the decision entirely up to the experts at the city hall.
d. Ayla is being a responsible citizen by looking into an issue that concerns her.
31. Short Answer Questions

Answer any two of these questions.

a. How can a grade six student contribute in a democratic society like Canada?

b. Tell about an injustice that you see have noticed. Tell why you think it is an injustice and what you think should be done about it.

c. Examine the image below. Describe what it going on. What democratic value does it represent?

![Image of a series of images depicting a queue of people with a leader, followed by a circle of people, then a leader and followers, ending with a single leader and an audience.]

d. Explain the difference between direct democracy and representative democracy.

e. Why do immigrants have to take an oath of citizenship before they can be Canadian citizens?

32. Essay Questions

Write an essay to answer one of these questions.

a. What are the characteristics of a democratic society. Describe each of the characteristics in detail.

b. What are the steps in the decision making process? Describe what happens in each of the steps.
# Social Studies
## Grade Six
### Chapter One: Shaping Society Together

**Test Answer Sheet**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>l</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>j</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>k</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>b</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>g</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>e</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>h</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>f</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>c</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>c</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>b</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>c</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>b</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>d</td>
<td></td>
</tr>
</tbody>
</table>
Chapter Two

Democracy in Action

Inquiry Questions

- Why is it necessary to set out rights and freedoms in a democracy?
- How can active citizens bring about change in a democracy?
Chapter Two
Democracy in Action

Contents
Lesson One       Introduction       3
Lesson Two       Individual Rights  4
Lesson Three     Collective Rights  5
Lesson Four      Democracy and Participation  6
Lesson Five      Democratic Rights  7
Lesson Six       Winning the Right to Vote  8
Lesson Seven     Viewpoints: Should the Voting Age Be Lowered?  9
Lesson Eight     Democracy and Votes for Women  10
Lesson Nine      The Rule of Law  11
Lesson Ten       How Can People Make a Difference?  12
Lesson Eleven    Skill Power: Detecting Bias  13
Lesson Twelve    Explore More! And Your Turn  14
Lesson Thirteen  Chapter Two Review  15
Lesson Fourteen  Chapter Two Test  16
Lesson One

Concept: Introduction

Resources/Materials: Voices in Democracy, pages 28 and 29
Canadian Charter of Rights and Freedoms (teacher copy)
Worksheets #6.2.1a and #6.2.1b (student copies)
Worksheet#6.2.1c (easier) OR Worksheet #6.2.1d (harder) (student copies)

Introduction: Recall with students that the constitution is the most important law in Canada. It outlines how our government is structured, the powers of government and the rights of people.

Part of the constitution is the Canadian Charter of Rights and Freedoms. It is the part of the constitution that deals with the rights of people. Chapter 2 deals with some of these rights and how they came to be.

Procedure:


2. Display a copy of the Canadian Charter of Rights and Freedoms. Explain that this document outlines the basic rights and freedoms of Canadians. If you feel it is necessary, also explain that Rights are things that you are entitled to or to do just because you a Canadian. Freedoms are things you are allowed to do if you choose to do them.

3. Distribute Worksheets #6.2.1a and #6.2.1b. Explain that Worksheet #6.2.1a is a summary of the rights and freedoms outlined in the Charter.

4. Have students read the information on Worksheet #6.2.1a and then do Worksheets #6.2.1b.

5. Distribute Worksheet #6.2.1c (easier) OR Worksheet #6.2.1d (harder). Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 28 and 29.
2. Read Worksheet #6.2.1a.
3. Do Worksheets #6.2.1b AND either Worksheet #6.2.1c OR Worksheet #6.2.1d.
Canadian Charter of Rights and Freedoms

Fundamental Freedoms
- to have and express your opinion
- to belong to any group
- to organize peaceful meetings and demonstrations
- to practise your religion

Democratic Rights
- to vote for candidates in elections
- to participate in an election
- to run for election
- to have legislatures and Parliament meet at least once a year
- to have elections at least every five years

Mobility Rights
- to enter, stay in, or leave Canada as you wish, if you are a Canadian citizen or a permanent resident of Canada. (These rights can be taken away if you are convicted of a crime.)
- to move to and earn a living in any province

Equality Rights
- to live free of discrimination or prejudice (everyone is equal, no matter his/her race, national or ethnic origin, colour, religion, gender, age, or mental or physical challenges)

Legal Rights
- to feel free and safe
- to have a fair and quick public trial
- in a trial to be assumed innocent until proven guilty

Official Languages of Canada Rights
- to communicate with and receive services from the federal government in French and English

Minority Language Education Rights
- to have publicly funded schools for Francophones in provinces where most people speak English, and for Anglophones in provinces (Québec) where most people speak French

General Rights
- to uphold existing Aboriginal and treaty rights
- to uphold the multicultural heritage of Canadians

Enforcement Rights
- to go to court if any of these rights are denied
Directions: Match the descriptions with the correct sections of the Canadian Charter of Rights and Freedoms.

1. __________________________
   This section has to do with elections – who can vote, who can run for office, and how often they must be held.

2. __________________________
   This section has to do with being able to communicate with Canada’s government in either English or French.

3. __________________________
   This section has to do with being able to receive schooling in either English or French.

4. __________________________
   This section has to do with being able to express your opinions and practise your religion.

5. __________________________
   This section has to do with being able to move within Canada and in and out of Canada.

6. __________________________
   This section deals with equity.

7. __________________________
   This section has to do with multiculturalism and Aboriginal rights.

8. __________________________
   This section has to do with what happens if a person gets arrested.

9. __________________________
   This section has to do with cases where a person thinks he/she did not get the rights and freedoms entitled to all Canadians.
Directions: Read each list. Then decide which section of the Charter goes with the list. In each list, fill in the missing words.

1. 
   • to feel free and safe
   • to have a fair and quick public trial
   • in a trial to be assumed ________________ until proven guilty

2. 
   • to live free of ________________ or ________________ (everyone is equal, no matter their race, national or ethnic origin, colour, religion, ________________, age, or mental or physical challenges)

3. 
   • to have and express your ________________
   • to belong to any group
   • to organize ________________ meetings and ________________
   • to practise your ________________

4. 
   • to vote for ________________ in elections
   • to participate in an election
   • to run for ________________
   • to have ________________ and ________________ meet at least once a year
   • to have elections every ________________ years

5. 
   • to ________________ with and receive ________________ from the ________________ government in French and English

6. 
   • to have ________________ schools for Francophones in provinces where most people speak English, and for Anglophones in provinces where most people speak ________________

7. 
   • to enter and ________________ Canada as you wish, if you are a Canadian ________________ or a permanent resident of Canada
   • to move to and earn a living in any ________________

8. 
   • to uphold existing ________________ and ________________ rights
   • to uphold the ________________ of Canadians
Social Studies Grade 6 Chapter 2 Worksheets

More About the Charter

Directions: Read each scenario. Then decide which section of the Charter would apply to the situation.

1. Sylvia is a member of the Siksika First Nation. She wants to know if she is allowed to fish in the Bow River, even if it is not fishing season.

2. Ravi’s parents live in India. He recently got word that his mother is ill. He wants to know if he can go to India to see his mother.

3. Jacob’s son has been arrested for stealing cars. He says he did not do anything wrong. He has been in jail now for eight months. He is anxious to have his day in court and is wondering how much longer he will have to spend in jail before going to court.

4. Benita is in a wheelchair. She has to ask other people to go to the town hall to pay her water and sewer bill because the town hall does not have a wheelchair ramp. She thinks this is wrong.

5. The school board wanted to close Elm Street School. The students decide to hold a protest in front of the school board office. The police came and told them they could not hold the protest. The students’ teachers felt this was against the Charter.

6. Teresa went to vote in the provincial election. The clerk at the election site told her she needed to be eighteen years old in order to vote. Teresa said that she was seventeen now but would be eighteen the very next day.

7. Francophones in Alberta wanted to have their children educated in French language schools. Through hard work they established the first Francophones schools in Alberta in 1984.

8. René’s first language is French. He went to the post office because he wanted to send some money to his brother who lives in Tunisia. He was disappointed to know that none of the clerks at the post office could speak enough French to help him.

9. Justine Blainey was good enough at hockey that she could easily play on a boy’s team, even though she was a girl. The hockey organization disagreed. With the help of her parents, Justine challenged the existing laws. Her case went all the way to the Supreme Court of Canada.
Directions: Match the descriptions with the correct sections of the Canadian Charter of Rights and Freedoms.

1. **Democratic Rights**
   This section has to do with elections – who can vote, who can run for office, and how often they must be held.

2. **Official Languages of Canada Rights**
   This section has to do with being able to communicate with Canada’s government in either English or French.

3. **Minority Language Education Rights**
   This section has to do with being able to receive schooling in either English or French.

4. **Fundamental Freedom**
   This section has to do with being able to express your opinions and practise your religion.

5. **Mobility Rights**
   This section has to do with being able to move within Canada and in and out of Canada.

6. **Equality Rights**
   This section deals with equity.

7. **General Rights**
   This section has to do with multiculturalism and Aboriginal rights

8. **Enforcement Rights / Legal Rights**
   This section has to do with what happens if a person gets arrested.

9. **Enforcement Rights**
   This section has to do with cases where a person thinks he/she did not get the rights and freedoms entitled to all Canadians.
more about the charter

directions: read each list. then decide which section of the charter goes with the list. in each list, fill in the missing words.

1. legal rights
   • to feel free and safe
   • to have a fair and quick public trial
   • in a trial to be assumed innocent until proven guilty

2. equality rights
   • to live free of discrimination or prejudice (everyone is equal, no matter their race, national or ethnic origin, colour, religion, gender, age, or mental or physical challenges)

3. fundamental freedoms
   • to have and express your opinion
   • to belong to any group
   • to organize peaceful meetings and demonstrations
   • to practise your religion

4. democratic rights
   • to vote for candidates in elections
   • to participate in an election
   • to run for election
   • to have legislatures and parliament meet at least once a year
   • to have elections every five years

5. official language of canada rights
   • to communicate with and receive services from the federal government in french and english

6. minority language education rights
   • to have publicly funded schools for francophones in provinces where most people speak english, and for anglophones in provinces where most people speak french

7. mobility
   • to enter and stay in canada as you wish, if you are a canadian citizen or a permanent resident of canada
   • to move to and earn a living in any province

8. general rights
   • to uphold existing aboriginal and treaty rights
   • to uphold the multicultural heritage of canadians

worksheet #6.2.1c
More About the Charter

Directions: Read each scenario. Then decide which section of the Charter would apply to the situation.

1. **General Rights**
   Sylvia is a member of the Siksika First Nation. She wants to know if she is allowed to fish in the Bow River, even if it is not fishing season.

2. **Mobility Rights**
   Ravi’s parents live in India. He recently got word that his mother is ill. He wants to know if he can go to India to see his mother.

3. **Legal Rights**
   Jacob’s son has been arrested for stealing cars. He says he did not do anything wrong. He has been in jail now for eight months. He is anxious to have his day in court and is wondering how much longer he will have to spend in jail before going to court.

4. **Equality Rights**
   Benita is in a wheelchair. She has to ask other people to go to the town hall to pay her water and sewer bill because the town hall does not have a wheelchair ramp. She thinks this is wrong.

5. **Fundamental Freedoms**
   The school board wanted to close Elm Street School. The students decide to hold a protest in front of the school board office. The police came and told them they could not hold the protest. The students’ teachers felt this was against the Charter.

6. **Democratic Rights**
   Teresa went to vote in the provincial election. The clerk at the election site told her she needed to be eighteen years old in order to vote. Teresa said that she was seventeen now but would be eighteen the very next day.

7. **Minority Language Education Rights**
   Francophones in Alberta wanted to have their children educated in French language schools. Through hard work they established the first Francophones schools in Alberta in 1984.

8. **Official Languages of Canada Rights**
   René’s first language is French. He went to the post office because he wanted to send some money to his brother who lives in Tunisia. He was disappointed to know that none of the clerks at the post office could speak enough French to help him.

9. **Fundamental Freedoms**
   Justine Blainey was good enough at hockey that she could easily play on a boy’s team, even though she was a girl. The hockey organization disagreed. With the help of her parents, Justine challenged the existing laws. Her case went all the way to the Supreme Court of Canada.
Lesson Two

Concept: Individual Rights

Resources/Materials: Voices in Democracy, pages 30 – 32
Worksheets #6.2.2a and #6.2.2b (easier)
OR Worksheet #6.2.2c or #6.2.2d (harder) (student copies)

Introduction: With students review the reasons that Hutterites moved from Russia to the United States and then from the United States to Canada. (religious persecution)

Explain that this could not happen in Canada because the Charter guarantees that people have a right to practise the religion of their choice. The Charter outlines freedoms, individual rights, and collective rights – the rights of certain groups.

Procedure:

1. Have students turn to textbook, page 30. Guide the reading. Have students copy the definition of the term freedom into their notebooks.

2. Explain that in the charter there are individual rights and collective rights. Individual rights have to do with the rights that you are entitle to as a person. Collective rights protect certain groups, and these groups are specified in the Constitution.

3. Have students turn to textbook, pages 31 and 32. Guide the reading. Have students copy the definition of individual rights into their notebooks.

4. Distribute either Worksheets #6.2.2a and #6.2.2b (easier) or Worksheets #6.2.2c and #6.6.2d (harder). Go over the directions, if necessary.

5. OPTIONAL. If you like, have students make a Canadian Charter of Rights and Freedoms mobile, using a coat hanger or a stick as the support. On squares of Manila tag or Bristol board, have students copy the section titles and descriptions. They can colour code the rights and freedoms sections (e.g., freedoms – yellow; individual rights – blue; collective rights – green). They can use Worksheet #6.2.1a as a source of information.

Assignments:
1. Read Voices in Democracy, pages 30 – 32.
2. Do Worksheets #6.2.2a and #6.6.2b OR Worksheets #6.2.2c and #6.6.2d.
3. OPTIONAL. Make a charter mobile.
Directions: Use *Voices in Democracy*, pages 30 – 32 to help you with the questions.

1. Fill in the oval in the concept map below to show our fundamental freedoms.

2. Everyone in Canada has all the rights and freedoms in the Charter. However, only citizens have two of these rights. Which two are they?
   a. 
   b. 

3. Fill in the spaces in the sentences about equality rights.
   Equality, or regarding all ____________ the same, is an important value to most Canadians.
   Equality means that all Canadian ____________ must treat each individual with ____________ and ____________, regardless of the person’s, ____________, ____________, ____________, or ____________ origin, ____________, ____________, ________, ________, or ____________ or ____________ disabilities.
When citizens in a ____________________ believe that they are being denied these rights, they can seek ____________________.

Treating ____________________ equally means providing each individual or group with ____________________ and equal ____________________.

Treating people or groups with ____________________ needs equally means ____________________ their disabilities.

Under the Charter, a ____________________ that tries to help ____________________ groups is allowed.

4. Decide whether each of the following is supported by the Charter or goes against the Charter. Put a check mark (√) under either yes or no.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Arnold came from England to visit his sister who lives in Edmonton. He wanted to stay and find a job. The Canadian government said he could not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Phillip left his home on the Samson First Nation to live in Red Deer. When he went to look for an apartment to rent, one man said he did not rent to First Nations people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Kim opened a restaurant in Peace River. He decided it was not necessary to have parking places specifically for disabled people because he found that none of the people who came to eat at his restaurant were in wheelchairs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Janet was told she was not allowed to vote in the federal election because she was not a Canadian citizen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Dorothy applied for a job on a construction crew. The owner of the company said he never hired women to do construction jobs, so he wasn’t going to hire Dorothy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Social Studies Grade 6 Chapter 2 Worksheets**

**Fundamental Freedoms and Individual Rights**

**Directions:** Use *Voices in Democracy*, pages 30 – 32 to help you with the questions.

1. The Charter outlines our fundamental freedoms. But with each freedom comes responsibility. For each of the freedoms, tell about a responsibility that goes with it. The first one is done as an example.

<table>
<thead>
<tr>
<th>Fundamental Freedom</th>
<th>Responsibility(s) That Go with the Freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet peacefully with others</td>
<td><em>Respect other’s rights to meet.</em></td>
</tr>
<tr>
<td></td>
<td><em>Do not meet just to plan bad things against others.</em></td>
</tr>
<tr>
<td>Follow any religion we choose</td>
<td></td>
</tr>
<tr>
<td>Think and believe what we like</td>
<td></td>
</tr>
<tr>
<td>Say what we think</td>
<td></td>
</tr>
<tr>
<td>Give our opinions in newspapers and other media</td>
<td></td>
</tr>
</tbody>
</table>

2. What is meant by *individual rights*?

Worksheet #6.2.2c
3. Most of the Charter rights apply to all Canadian residents. However, two of them apply only to actual Canadian citizens. Which two rights are they?
   a. 
   b. 

4. **Democratic Rights.** The Charter states that citizens have the right to vote in elections. In your opinion, is it then a responsibility of citizens to vote in elections? Tell why.

5. **Mobility Rights.** The Charter states that Canadian citizens have the right to leave and enter Canada as they wish and to move anywhere within the country to live and work. Should this right be extended to anyone who lives in Canada, but is not a citizen of Canada? Tell why.

6. **Equality Rights.** The Charter states that Canadian laws must treat each individual with dignity and respect, regardless of the person’s race, religion, national or ethnic origin, colour, gender, age, or physical or mental disabilities. How does these rights affect our identity as Canadians?
Social Studies Grade 6 Chapter 2 Worksheets

Fundamental Freedoms and Individual Rights

Directions: Use Voices in Democracy, pages 30 – 32 to help you with the questions.

1. Fill in the oval in the concept map below to show our fundamental freedoms.

```
Fundamental Freedoms

- meet peacefully with others
- follow any religion we choose
- give our opinions in newspapers and other media
- say what we think
- think and believe what we like
```

2. Everyone in Canada has all the rights and freedoms in the Charter. However, only citizens have two of these rights. Which two are they?
   a. Democratic Rights
   b. Mobility Rights

3. Fill in the spaces in the sentences about equality rights.

   Equality, or regarding all people the same, is an important value to most Canadians.

   Equality means that all Canadian laws must treat each individual with dignity and respect, regardless of the persons', race, religion, national or ethnic origin, colour, gender, age, or physical or mental disabilities.
When citizens in a democracy believe that they are being denied these rights, they can seek protection.

Treating people equally means providing each individual or group with respect and equal opportunity.

Treating people or groups with special needs equally means accommodating their disabilities.

Under the Charter, a program that tries to help disadvantaged groups is allowed.

4. Decide whether each of the following is supported by the Charter or goes against the Charter. Put a check mark (✓) under either yes or no.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Arnold came from England to visit his sister who lives in Edmonton. He wanted to stay and find a job. The Canadian government said he could not.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>b. Phillip left his home on the Samson First Nation to live in Red Deer. When he went to look for an apartment to rent, one man said he did not rent to First Nations people.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>c. Kim opened a restaurant in Peace River. He decided it was not necessary to have parking places specifically for disabled people because he found that none of the people who came to eat at his restaurant were in wheelchairs.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>d. Janet was told she was not allowed to vote in the federal election because she was not a Canadian citizen.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>e. Dorothy applied for a job on a construction crew. The owner of the company said he never hired women to do construction jobs, so he wasn’t going to hire Dorothy.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Voices in Democracy*, pages 30 – 32 to help you with the questions.

1. The Charter outlines our fundamental freedoms. But with each freedom comes responsibility. For each of the freedoms, tell about a responsibility that goes with it. The first one is done as an example.

   *Answers will vary*

<table>
<thead>
<tr>
<th>Fundamental Freedom</th>
<th>Responsibility(s) That Go with the Freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet peacefully with others</td>
<td><em>Respect other's rights to meet.</em>&lt;br&gt;<em>Do not meet just to plan bad things against others.</em></td>
</tr>
<tr>
<td>Follow any religion we choose</td>
<td><em>Respect other people's religious choices</em></td>
</tr>
<tr>
<td>Think and believe what we like</td>
<td><em>Accept/tolerate other people's beliefs</em></td>
</tr>
<tr>
<td>Say what we think</td>
<td><em>Allow other people to express their points of view</em>&lt;br&gt;<em>Do not say hateful things about a particular group</em></td>
</tr>
<tr>
<td>Give our opinions in newspapers and</td>
<td><em>Respect other people's viewpoints as expressed in media</em></td>
</tr>
<tr>
<td>other media</td>
<td></td>
</tr>
</tbody>
</table>

2. What is meant by *individual rights*?

   *rights you are entitled to as a person*
3. Most of the Charter rights apply to all Canadian residents. However, two of them apply only to actual Canadian citizens. Which two rights are they?

a. **Democratic Rights**

b. **Mobility Rights**

*Answers will vary*

4. **Democratic Rights.** The Charter states that citizens have the right to vote in elections. In your opinion, is it then a responsibility of citizens to vote in elections? Tell why.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5. **Mobility Rights.** The Charter states that Canadian citizens have the right to leave and enter Canada as they wish and to move anywhere within the country to live and work. Should this right be extended to anyone who lives in Canada, but is not a citizen of Canada? Tell why.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. **Equality Rights.** The Charter states that Canadian laws must treat each individual with dignity and respect, regardless of the person’s race, religion, national or ethnic origin, colour, gender, age, or physical or mental disabilities. How does these rights affect our identity as Canadians?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Worksheet #6.2.24
Lesson Three

Concept: Collective Rights

Resources/Materials: Voices in Democracy, pages 33 and 34
Worksheets #6.2.3a and #6.2.3b (easier)
OR Line Masters 2-1 and 2-2 (harder) (student copies)
Line Master G-19 (optional, student copies)

Introduction: Review that individual rights apply to each person in Canada. Today’s lesson is about two sections in the Charter that have to do with collective rights.

Collective rights protect the rights of certain groups in Canada. The Charter specifies exactly which groups, so they do not apply to all groups.

Procedure:

1. Have students turn to textbook, pages 33 and 34. Guide the reading. Emphasize that the collective rights of Aboriginal groups, Francophones, and Anglophones are rooted in the history of Canada. These are the only groups to which collective rights apply.

2. Have students copy the definition of the term collective rights into their notebooks.

3. Distribute Worksheets #6.2.3a and #6.2.3b (easier) or Line Masters 2-1 and 2-2 (harder)

4. Go over the directions, if necessary.

5. OPTIONAL. Compare individual rights and collective rights using the Venn diagram on Line Master G-19.

6. OPTIONAL. Discuss and then have students write an essay about how the Charter protects the lifestyle and culture of Hutterites.

Assignments:

1. Read Voices in Democracy, pages 33 and 34.
2. Do either Worksheets #6.2.3a and #6.2.3b OR Line Masters 2-1 and 2-2.
3. OPTIONAL. Compare individual rights and collective rights using the Venn diagram on Line Master G-19.
4. OPTIONAL. Write an essay about how the Charter protects the lifestyle and culture of Hutterites.
Collective Rights

Directions: Use Voices in Democracy, pages 33 and 34 to help you with the questions.

1. To which three groups does the Charter grant collective rights?
   a. 
   b. 
   c. 

2. How did it come about that these three groups were granted collective rights?

3. For what reason do Aboriginals feel they have special rights that other groups may not have?

4. Read the case of Donald Marshall at the top of page 34. Then fill in the chart.

<table>
<thead>
<tr>
<th>Point of View of Aboriginal Groups and the Supreme Court of Canada</th>
<th>Point of View of Many Non-Aboriginal Fishers</th>
</tr>
</thead>
</table>

What is your opinion? Why do you say so?

______________________________________________________________

______________________________________________________________
5. **Language Rights.** Read about language rights on page 34. Then put a check mark (√) in front of those statements that would be true.

   ______ Language rights applies only to English and French.

   ______ If you were elected to the federal government, you would have the right to speak in either English or French during discussions and debates.

   ______ Post offices and national parks are run by the federal government. This means that all signs in post offices and national parks must be in both French and English.

   ______ According to the Charter, if there is a big enough group that wants collective language rights, they will be granted it.

   ______ Both French and English are considered to be equally important in the Government of Canada.

6. **Minority Language Education Rights.** These rights have to do with Francophones and Anglophones. This is what this section of the Charter says:
   - Francophones have the right to have French language schools paid for by the government where most people speak English.
   - Anglophones have the right to have English language schools paid for by the government where most people speak French.
   - These rights only apply if there are enough students in a particular community to have a school.

Marc and his family live in the in a little village in the northern part of Québec. His family’s first language is English. Everyone except for Marc’s family speaks French at home, at school, and in the community. Marc’s parents would like him to go to an English language school. Marc has two brothers and a sister. There are no other English-speaking families in the village. Marc’s parents believe under the Charter the government should open up an English language school in the village. Are Marc’s parents correct? Tell how you know.
Directions: Use *Voices in Democracy*, pages 33 and 34 to help you with the questions.

1. To which three groups does the Charter grant collective rights?
   - a. Aboriginals
   - b. Francophones
   - c. Anglophones

2. How did it come about that these three groups were granted collective rights?
   - rooted in history of Canada

3. For what reason do Aboriginals feel they have special rights that other groups may not have?
   - we are original occupants of the land - now Canada

4. Read the case of Donald Marshall at the top of page 34. Then fill in the chart.

<table>
<thead>
<tr>
<th>Point of View of Aboriginal Groups and the Supreme Court of Canada</th>
<th>Point of View of Many Non-Aboriginal Fishers</th>
</tr>
</thead>
<tbody>
<tr>
<td>treaties dating back to the 1760s gave him right to catch fish for sale and excused him from fisheries regulations</td>
<td>Aboriginal fishers should have to follow same rules as everyone else</td>
</tr>
</tbody>
</table>

What is your opinion? Why do you say so?

Answers will vary
5. **Language Rights.** Read about language rights on page 34. Then put a check mark (√) in front of those statements that would be true.

- ✔️ Language rights applies only to English and French.
- ✔️ If you were elected to the federal government, you would have the right to speak in either English or French during discussions and debates.
- ✔️ Post offices and national parks are run by the federal government. This means that all signs in post offices and national parks must be in both French and English.
- □ According to the Charter, if there is a big enough group that wants collective language rights, they will be granted it.
- ✔️ Both French and English are considered to be equally important in the Government of Canada.

6. **Minority Language Education Rights.** These rights have to do with Francophones and Anglophones. This is what this section of the Charter says:

- Francophones have the right to have French language schools paid for by the government where most people speak English.
- Anglophones have the right to have English language schools paid for by the government where most people speak French.
- These rights only apply if there are enough students in a particular community to have a school.

Marc and his family live in the in a little village in the northern part of Québec. His family's first language is English. Everyone except for Marc's family speaks French at home, at school, and in the community. Marc's parents would like him to go to an English language school. Marc has two brothers and a sister. There are no other English-speaking families in the village. Marc's parents believe under the Charter the government should open up an English language school in the village. Are Marc's parents correct? Tell how you know.

**No. The Charter states that there must be sufficient minority language students to warrant a school.**
Charter of Rights and Freedoms

The following statements outline some of the rights guaranteed by Canada’s Charter of Rights and Freedoms:

- We have the freedom to believe what we like and to speak and write about our opinions.
- Canada is a bilingual nation, and both French and English are official languages.
- Aboriginal people have special rights to the land.

What do these examples from the Canadian Charter of Rights and Freedoms tell us about Canada as a nation and what we value?

- Value multiculturalism / diversity
- Respect uniqueness of cultural groups
- Value equity

What are other rights and freedoms that the Charter gives you?

What are some of the responsibilities that come with the rights set out in the Charter?

Answers will vary

Charter of Rights and Freedoms
(to accompany What Are Our Rights and Freedoms?)
Types of Charter Rights

Answers will vary

Rights

Individual

Definition: rights you are entitled to as a person

Examples:
- vote in elections
- run for office
- right to a fair trial
- more about the country

Importance:
- rule of law
- equity

Collective

Definition: rights that individuals have because they are part of a particular group

Examples:
- Aboriginal have treaty rights and rights to land
- French and English are official languages
- Minority Language Education right

Importance:
- respect for historical events and agreements
Venn Diagram

Individual Rights
- apply to all persons
- part of the Charter
- legal rights

Same

Collective Rights
- apply only to Aboriginals, Francophones, Anglophones

Collective Rights
Lesson Four

Concept: Democracy and Participation

Resources/Materials: Voices in Democracy, pages 35 – 37
Worksheet #6.2.4 (easier) OR Line Master 1-3 (harder) (student copies)
Line Master G-2 (optional, student copies)

Introduction: Review with students that under the Charter, all Canadians have certain rights and freedoms. Along with these rights and freedoms go responsibilities to use these rights and freedoms responsibly.

Procedure:

1. Explain one responsibility of citizens is to do things for the common good; that is for the good of society. When you shovel the sidewalks or donate food to the food bank, you are doing something for the common good.

2. Have students turn to textbook, page 35. Guide the reading.

3. Explain that on textbook, pages 36 and 37 there is an example of students doing something for the common good. Read the pages to the students as they follow along.

4. Conclude that doing things, even small ones, for the common good helps democracy. That is because you are showing respect and caring for the ordinary person. These values and attitudes help to support the importance of the lives of ordinary people. This is the basis of democracy.

5. Explain that Richard, Marie, and Jana followed many of the “Getting Involved” steps. Tell what they did on either Worksheet #6.2.4 (easier) or Line Master 1-2 (harder).

6. OPTIONAL. Distribute Line Master G-2. In small groups have students write situations in their community (or nearby towns and cities) that they wish could be different in the first column. Then in the other column, have them suggest actions they (or their colony) could take to help the situation.

Assignments:

1. Read Voices in Democracy, pages 35 – 37.
2. Write down the steps Richard, Marie, and Jana followed on either Worksheet #6.2.4 OR Line Master 1-3.
3. OPTIONAL. Using Line Master G-2, write down situations that could be different and the actions that could be taken to help the situation.
Directions: Use Voices in Participation, pages 35 – 37 to help you with the questions.

1. What are five things you do for the common good?
   a. _______________________________
   b. _______________________________
   c. _______________________________
   d. _______________________________
   e. _______________________________

2. Richard, Marie, and Jana followed certain steps to take action. Write the letters of the steps beside the actions they took.

   a. Identify the concern
   b. Research the concern
   c. Find out who supports you
   d. Create a plan
   e. Take action
   f. Evaluate the plan
   g. Apply what you learned

   _____ The students wrote to the mayor and the councillors.
   _____ They got advice from Richard’s mother who is a lawyer. She said they should check into local and provincial laws. He found that provincial law forbids discrimination on the basis of disability.
   _____ He found out that some people feel construction shouldn’t have to be changed just because of a few people.
   _____ The students found out that the new youth centre would not be wheelchair accessible.
   _____ The students decided to contact the mayor and councillors expressing their concerns.
   _____ Mr. Krahn told the students that ramps and elevators are designed to help a minority of people with particular needs, but in this case, everyone benefits.
   _____ The mayor assured them that the building would include ramps, an elevator, and open-door buttons. The children’s plan had worked.
Directions: Use Voices in Participation, pages 35 – 37 to help you with the questions.

1. What are five things you do for the common good?  \textbf{Answers will vary}
   a. shovel sidewalks
   b. mow lawns
   c. work in garden
   d. babysit
   e. do dishes in kitchen

2. Richard, Marie, and Jana followed certain steps to take action. Write the letters of the steps beside the actions they took.

   a. Identify the concern
   b. Research the concern
   c. Find out who supports you
   d. Create a plan
   e. Take action
   f. Evaluate the plan
   g. Apply what you learned

   e. The students wrote to the mayor and the councillors.
   b. They got advice from Richard’s mother who is a lawyer. She said they should check into local and provincial laws. He found that provincial law forbids discrimination on the basis of disability.
   c. He found out that some people feel construction shouldn’t have to be changed just because of a few people.
   a. The students found out that that the new youth centre would not be wheelchair accessible.
   d. The students decided to contact the mayor and councillors expressing their concerns.
   g. Mr. Krahn told the students that ramps and elevators are designed to help a minority of people with particular needs, but in this case, everyone benefits.
   f. The mayor assured them that the building would include ramps, an elevator, and open-door buttons. The children’s plan had worked.
Lesson Five

Concept: Democratic Rights

Resources/Materials: Voices in Democracy, pages 38 and.
Worksheet #6.2.5 (student copies)

Introduction: Take a vote on a simple issue like what is your favourite colour.

Ask students to speculate about the difficulties involved in taking the same vote with all Canadian citizens eligible to vote.

Explain that in some situations in the country, everyone can vote on every question. But in other cases, this is just not practical.

Procedure:

1. Have students turn to textbook, page 38. Guide the reading.

2. Then have students turn to textbook, page 39. Guide the reading. Explain that when every eligible person votes on an issue, it is referred to as direct democracy. When we elect people to represent us in decision making, it is referred to as representative democracy.

3. Distribute Worksheet #6.2.5. Go over the directions.

4. Then have students write a paragraph comparing and contrasting direct with representative democracy. You may want to suggest the following structure.

   Introductory Sentence: Tell the main idea of the paragraph. (There are similarities and differences between direct and representative democracy.)
   Supporting Details. Sentences that tell how direct and representative democracy are alike.
   Sentences that tell how they are different
   Concluding Statement(s): Wraps up the paragraph by telling how the information applies to us. (There may be differences between direct and representative democracy but both enable the everyday person to have a say in decisions that are made.)

Assignments:

1. Read Voices in Democracy, pages 38 and 40.
2. Do Worksheet #6.2.5.
3. Write a paragraph comparing and contrasting direct and representative democracy.
Democratic Rights

Directions: Use Voices in Democracy, pages 38 and 39 to answer the questions.

1. Write T (true) or F (false) about these sentences having to do with Democratic Rights in Canada.

   _____ Everyone 16 years of age and older can vote in provincial, and federal elections.
   _____ You must be a Canadian citizen to vote.
   _____ You must only be a resident of Canada to vote.
   _____ Federal and provincial elections have to be held at least every five years.
   _____ If you are a Canadian citizen and you are at least eighteen years old, you have the right to run for office.
   _____ The federal and provincial governments must meet at least twice a year.
   _____ If there is an emergency situation, an election does not necessarily have to happen, even though it has been five years since the last one.
   _____ All Canadian citizens must vote on every issue that comes up in the country.
   _____ In federal and provincial elections, citizens vote for people to represent them in the government.

2. Write D (direct democracy) or R (representative democracy).

   _____ We choose people to make decisions for us.
   _____ Every citizen is eligible to vote on an issue.
   _____ This goes for all provincial and federal elections.
   _____ The government is made up of people that the citizens elect.
   _____ This usually happens when there are only a small number of people who are eligible to vote.
   _____ Every member of the club gets to vote for its president.
   _____ All the men on the colony get to vote to see who will be the teacher.
   _____ People in our area are represented in the government by the person they elect.
Democratic Rights

Directions: Use Voices in Democracy, pages 38 and 39 to answer the questions.

1. Write T (true) or F (false) about these sentences having to do with Democratic Rights in Canada.

   F   Everyone 16 years of age and older can vote in provincial, and federal elections.

   T   You must be a Canadian citizen to vote.

   F   You must only be a resident of Canada to vote.

   T   Federal and provincial elections have to be held at least every five years.

   T   If you are a Canadian citizen and you are at least eighteen years old, you have the right to run for office.

   F   The federal and provincial governments must meet at least twice a year.

   T   If there is an emergency situation, an election does not necessarily have to happen, even though it has been five years since the last one.

   F   All Canadian citizens must vote on every issue that comes up in the country.

   T   In federal and provincial elections, citizens vote for people to represent them in the government.

2. Write D (direct democracy) or R (representative democracy).

   R   We choose people to make decisions for us.

   D   Every citizen is eligible to vote on an issue.

   R   This goes for all provincial and federal elections.

   R   The government is made up of people that the citizens elect.

   D   This usually happens when there are only a small number of people who are eligible to vote.

   D   Every member of the club gets to vote for its president.

   D   All the men on the colony get to vote to see who will be the teacher.

   R   People in our area are represented in the government by the person they elect.
Lesson Six

Concept: Winning the Right to Vote

Resources/Materials: Voices in Democracy, pages 40 – 44
Worksheet #6.2.6a (student copies)
Worksheets #6.2.6b (easier) OR Line Master 2-4 (harder) (student copies)

Introduction: Recall that in the last class students read about two sixteen-year-old Edmonton girls who thought they should be allowed to vote. Explain that today, every citizen who is eighteen years or older is eligible to vote in provincial and federal elections. But this has not always been the case. The next two lessons involve examining the issues surrounding who should and should not be allowed to vote.

Procedure:

1. Have students turn to textbook, page 40. Explain that Aboriginals and women can vote today, but this was not always the case.

2. Guide the reading of textbook, pages 40 and 41. Explain that throughout Canada’s history, minority groups like Aboriginals and women have had to fight for their right to vote.

3. Have students reread the “Skill Smart” activity on textbook, page 41. Then distribute Worksheet #6.2.6a and Worksheet #6.2.6b (easier) OR Line Master 2-4 (harder). Go over the directions, if necessary.

4. OPTIONAL. Using roll paper, have students make giant-sized time lines using the events of Worksheet #6.2.6a.

Assignments:

1. Read Voices in Democracy, pages 40 and 41.
2. Use Worksheet #6.2.6a to do either Worksheet #6.2.6b (easier) OR Line Master 2-4 (harder).
3. OPTIONAL. Use roll paper to make a giant-sized time line of the events listed on Worksheet #6.2.6a.
Canada Votes

Most Canadians today take it for granted that almost all citizens have the right to vote. It is quite astonishing to realize that, in the country’s early days, the number of people who were allowed to vote was actually smaller than the number who were not. Following are some important dates in Canada’s voting history.

1867: Only men who came from Europe or whose ancestors came from Europe and who owned property could vote.

1874: The first secret ballot in Canada was held. This means that no one could see whom a person voted for.

1885: Some Aboriginals living in certain parts of the country were given the right to vote.

1915: Men serving in the military overseas could vote. They could actually ask someone to cast their vote for them.

1918: Women over the age of 21 were allowed to vote.

1948: Asian-Canadians were allowed to vote.

1950: Inuits were allowed to vote in federal elections.

1955: Husbands or wives of people serving in the military could vote.

1960: First Nations people living on reserves could now vote.

1970: The voting age was lowered from 21 to 18 years of age.

1977: Airline crews, lumber and survey teams, and trappers could appoint someone to vote for them.

1992: The Canadian government made it a law that the places where people cast their votes were such that people in wheelchairs could get into them.

1999: First Nations people who did not live on reserves could vote.

2002: People serving federal prison terms could vote.
Canada Votes

Directions: Use Voices in Democracy and Worksheet #6.2.6a to help you answer the questions.

1. Put a check mark (√) in front of the sentences that are true.

   _____ When people first started voting in Canada, only men from Europe who owned property could vote.

   _____ Canadians have always voted using secret ballot.

   _____ All Aboriginal peoples were given the right to vote in 1950.

   _____ In 1918 women won the right to vote.

   _____ The voting age is now 18 years of age.

   _____ Before the year 2000, people in federal prisons were not allowed to vote.

   _____ Asian-Canadians were given the right to vote before most Aboriginals.

   _____ Unlike the United States, in 1867 it was the law that people in wheelchairs had to be able to get into voting places without any trouble.

   _____ At one time there were more citizens who could not vote than there were citizens who could vote.

2. Which groups in the past have not been allowed to vote in Canada?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

3. Why do you think that in the past some people, like women, were not allowed to vote?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
Canada Votes

Directions: Use Voices in Democracy and Worksheet #6.2.6a to help you answer the questions.

1. Put a check mark (√) in front of the sentences that are true.

   ✓ When people first started voting in Canada, only men from Europe who owned property could vote.

   ___ Canadians have always voted using secret ballot.

   ___ All Aboriginal peoples were given the right to vote in 1950.

   ✓ In 1918 women won the right to vote.

   ✓ The voting age is now 18 years of age.

   ___ Before the year 2000, people in federal prisons were not allowed to vote.

   ✓ Asian-Canadians were given the right to vote before most Aboriginals.

   ___ Unlike the United States, in 1867 it was the law that people in wheelchairs had to be able to get into voting places without any trouble.

   ✓ At one time there were more citizens who could not vote than there were citizens who could vote.

2. Which groups in the past have not been allowed to vote in Canada?

   - women
   - airline crews, lumber & survey teams
   - Aboriginals
   - those serving overseas in military
   - Asian-Canadians

3. Why do you think that in the past some people, like women, were not allowed to vote?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
Lesson Seven

Concept: Viewpoints: Should the Voting Age Be Lowered?

Resources/Materials: Voices in Democracy, pages 42 and 43
Worksheet #6.2.7 (student copies)

Introduction: Recall that Eryn Fitzgerald and Christine Jairamsingh challenged the City of Edmonton’s law that only those who were eighteen could vote. They felt that it went against Charter because as sixteen year olds, they were being discriminated against because of their age.

In the end the judge agreed with them that they were being discriminated against, but he also said that in this case, the limitation placed on them was reasonable because most sixteen years olds are not mature enough to make good decisions.

Procedure:

1. Have students turn to textbook, pages 42 and 43. Explain that the issue about sixteen year olds being able to vote is examined more closely.

2. Guide the reading of the pages.

3. Distribute Worksheet #6.2.7. Go over the directions. **You may want to discuss question #2 prior to having students answer it.**

4. OPTIONAL. If you have the time, do the “Over to You” activity at the bottom of textbook, page 43.

Assignments:

1. Read **Voices in Democracy**, pages 42 and 43.
2. Do Worksheet #6.2.7.
Directions: Use Voices in Democracy, pages 42 and 43 to do the questions.

1. Read about the viewpoints on the issue “Should the voting age be lowered to 16”. Complete the chart with the ideas expressed.

<table>
<thead>
<tr>
<th>Issue: Should the voting age be lowered to 16?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of View:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. During the past several years, the number of people who actually vote in provincial and federal elections has been going down. Many say that it should be the law that every citizen should be required to vote unless they have a really good excuse. What do you think? Support your answer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Social Studies Grade 6 Chapter 2 Worksheets

Should the Voting Age Be Lowered?

Directions: Use Voices in Democracy, pages 42 and 43 to do the questions.

1. Read about the viewpoints on the issue “Should the voting age be lowered to 16”. Complete the chart with the ideas expressed.

<table>
<thead>
<tr>
<th>Issue: Should the voting age be lowered to 16?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of View: Yes</td>
</tr>
<tr>
<td>• If you are old enough to get married and hold down a job, you are old enough to vote</td>
</tr>
<tr>
<td>• Young people are well-informed</td>
</tr>
<tr>
<td>• Young people learn a lot about issues in school</td>
</tr>
<tr>
<td>Point of View: No</td>
</tr>
<tr>
<td>• Young people lack the maturity, knowledge about issues, and experience to make responsible choices</td>
</tr>
</tbody>
</table>

2. During the past several years, the number of people who actually vote in provincial and federal elections has been going down. Many say that it should be the law that every citizen should be required to vote unless they have a really good excuse. What do you think? Support your answer.

Answers will vary

Worksheet #6.2.7
Lesson Eight

Concept: Democracy and Votes for Women

Resources/Materials: Voices of Democracy, pages 44 and 45
Worksheet #6.2.8 (easier) (student copies)

Introduction: Have students look back at the timeline on textbook, page 41, noting the year that women were given the vote in Canada.

Explain that in Canada’s early days, women were mostly homemakers and mothers. Many did not really “get out of the house” much. They really concerned themselves more with keeping a good house and being a good wife and mother. Most did not concern themselves much with what was happening in the world. Thus, it was thought they did not know enough to vote on important issues.

However, as time went by and women became more interested and involved in the development of the country, they began to realize that the concerns of women were not always being addressed. Thus started a movement to give women more say.

Procedure:

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

2. Have students take point-form notes on what they read on these pages. You may want younger students to do Worksheet #6.2.8 instead.

3. OPTIONAL. If you have the time, do the “Over to You” activity at the bottom of textbook, page 45. Discuss the questions with the class first; then have them write down their responses.

Assignments:

1. Read Voices in Democracy, pages 44 and 45.
2. Do Worksheet #6.2.8 (easier) OR Make point-form notes.
3. OPTIONAL. Do “Over to You”, page 45.
Social Studies Grade 6 Chapter 2 Worksheets

Women’s Right to Vote

Directions: Use Voices in Democracy, pages 44 and 45 to help you answer the questions.

1. Following are sentences taken from pages 44 and 45. Something is wrong with each of them. Cross out the incorrect words and phrases and write the correct ones above them.
   a. Suffrage means the right to swim.
   b. Suffragettes were men who fought for men’s rights to vote.
   c. Early in Canada’s history, many people believed that only women should participate in homemaking.
   d. By the late 1800s, women began to demand the right to participate in gardening.
   e. By 1818, some men in Canada had been given the right to vote in local and provincial elections.
   f. Because of their religion, background or calendar of oranges, other women had to wait for almost another 50 years.
   g. Each month Status of Women Canada, an agency of the federal government, prepares meals that tell about women’s history and their companies to Canadian society.

2. What are three ways in which women’s positions in our society have changed since the days of the suffragettes?
   a. __________________________________________________________
   __________________________________________________________
                                                                 
   b. __________________________________________________________
   __________________________________________________________
                                                                 
   c. __________________________________________________________
   __________________________________________________________
Women’s Right to Vote

Directions: Use Voices in Democracy, pages 44 and 45 to help you answer the questions.

1. Following are sentences taken from pages 44 and 45. Something is wrong with each of them. Cross out the incorrect words and phrases and write the correct ones above them.

   a. Suffrage means the right to _vote_.

   b. Suffragettes were _men_ who fought for _men’s_ rights to vote.

   c. Early in Canada’s history, many people believed that only _women_ should participate in _homemaking_.

   d. By the late 1800s, women began to demand the right to participate in _gardening_.

   e. By 1818, some _men_ in Canada had been given the right to vote in local and _provincial_ elections.

   f. Because of their religion, background or _calendar_ of _oranges_, other women had to wait for almost another 50 years.

   g. Each month Status of Women Canada, an agency of the federal government, prepares _materials_ that tell about women’s history and _companies_ to Canadian society.

2. What are three ways in which women’s positions in our society have changed since the days of the suffragettes?

   a. _Charter_ now guarantees rights and freedom _equally_ to men and women

   b. Women can now serve in _government_.

   c. Women can study in any _field of education_.

Worksheet #6.2.8
Lesson Nine

Concept: The Rule of Law

Resources/Materials: Voices in Democracy, pages 46 and 47
Worksheet #6.2.9a (easier) OR Worksheet #6.2.9b (harder) (student copies)

Introduction: With students recall that one of the principles of democracy is equity. This means that everyone is treated fairly and that the laws of the country apply to everyone equally. This was not always the case.

Procedure:

1. Have students turn to textbook, pages 46 and 47. Guide the reading of these pages. There is quite a bit of content on these pages, so you might want to proceed slowly.

2. Distribute either Worksheet #6.2.9a (easier) or Worksheet #6.2.9b (harder). Go over the directions, if necessary.

3. OPTIONAL. Have students begin making a Charter for you school. Students can start writing down some ideas now and add more ideas for the next day or two.

Assignments:

1. Read Voices in Democracy, pages 46 and 47.
2. Do either Worksheet #6.2.9a OR Worksheet #6.2.9b.
3. OPTIONAL. Write down some ideas that you would include in a charter for your school.
The Rule of Law

The rule of law has to obey the law means that everyone.

The Magna Carta

The Magna Carta protected a person who had been arrested the rights.

Making the Rules

Citizens in making and have a say changing the law.

Governments find ways announce laws to publish or.

People under the law are treated equally.

A jury is made up of citizens ordinary.

People applying the law participate in.
The Rule of Law

Directions: Use Voices in Democracy, pages 46 and 47 to help you with the questions.

1. Describe England before the signing of the Magna Carta and after the signing of the Magna Carta.

<table>
<thead>
<tr>
<th>Before the Magna Carta</th>
<th>After the Magna Carta</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Look back to the worksheet that lists all the rights and freedoms in the Charter. Which part of the Magna Carta is part of the Charter today?


3. Reread the “Making the Rules” section on pages 47. Pretend the bulleted points are lettered A, B, C, and D. Write the correct letters in the spaces.

   _____ No one can discriminate against people because of the country they come from, the church they attend, their sex, the colour of their skin, how old they are, or if they have some kind of disability.

   _____ If a government passes a law, they have to let people know about it somehow. All the laws of the land must be available so people can look them up if they want.

   _____ In many cases, if a person is arrested for committing a crime, a group of ordinary citizens help to decide if the person is guilty or innocent. The group listens to all the evidence and then makes up its mind.

   _____ Citizens directly or indirectly have a role in deciding on the laws of the land. In most instances they elect people that will act on their behalf. If an elected person does not do a good job, that person may not get re-elected.
The Rule of Law

The rule of law has to obey the law means that everyone.

The rule of law means that everyone has to obey the law.

The Magna Carta

The Magna Carta protected of a person who is arrested the rights.

The Magna Carta protected the rights of a person who had been arrested.

Making the Rules

Citizens in making and have a say changing the law.

Citizens have a say in making and changing the law.

Governments find ways announce laws to publish or.

Governments find ways to publish or announce laws.

People under the law are treated equally.

People are treated equally under the law.

A jury is made up of citizens ordinary.

A jury is made up of ordinary citizens.

People applying the law participate in.

People participate in applying the law.
The Rule of Law

Directions: Use Voices in Democracy, pages 46 and 47 to help you with the questions.

1. Describe England before the signing of the Magna Carta and after the signing of the Magna Carta.

<table>
<thead>
<tr>
<th>Before the Magna Carta</th>
<th>After the Magna Carta</th>
</tr>
</thead>
<tbody>
<tr>
<td>The king made all the laws, but did not have to follow them.</td>
<td>Everyone had to obey the law.</td>
</tr>
</tbody>
</table>

2. Look back to the worksheet that lists all the rights and freedoms in the Charter. Which part of the Magna Carta is part of the Charter today?

**Legal Rights**

3. Reread the “Making the Rules” section on pages 47. Pretend the bulleted points are lettered A, B, C, and D. Write the correct letters in the spaces.

- **C** No one can discriminate against people because of the country they come from, the church they attend, their sex, the colour of their skin, how old they are, or if they have some kind of disability.

- **B** If a government passes a law, they have to let people know about it somehow. All the laws of the land must be available so people can look them up if they want.

- **D** In many cases, if a person is arrested for committing a crime, a group of ordinary citizens help to decide if the person is guilty or innocent. The group listens to all the evidence and then makes up its mind.

- **A** Citizens directly or indirectly have a role in deciding on the laws of the land. In most instances they elect people that will act on their behalf. If an elected person does not do a good job, that person may not get re-elected.
Canadian Charter of Rights and Freedoms

Fundamental Freedoms
- to have and express your opinion
- to belong to any group
- to organize peaceful meetings and demonstrations
- to practise your religion

Democratic Rights
- to vote for candidates in elections
- to participate in an election
- to run for election
- to have legislatures and Parliament meet at least once a year
- to have elections at least every five years

Mobility Rights
- to enter, stay in, or leave Canada as you wish, if you are a Canadian citizen or a permanent resident of Canada. (These rights can be taken away if you are convicted of a crime.)
- to move to and earn a living in any province

Equality Rights
- to live free of discrimination or prejudice (everyone is equal, no matter his/her race, national or ethnic origin, colour, religion, gender, age, or mental or physical challenges)

Legal Rights
- to feel free and safe
- to have a fair and quick public trial
- in a trial to be assumed innocent until proven guilty

Official Languages of Canada Rights
- to communicate with and receive services from the federal government in French and English

Minority Language Education Rights
- to have publicly funded schools for Francophones in provinces where most people speak English, and for Anglophones in provinces (Québec) where most people speak French

General Rights
- to uphold existing Aboriginal and treaty rights
- to uphold the multicultural heritage of Canadians

Enforcement Rights
- to go to court if any of these rights are denied
Lesson Ten

Concept: How Can People Make a Difference?

Resources/Materials: Voices in Democracy, pages 48 and 49.

Introduction: Explain that sometimes students feel that only adults can do things to make a difference. This is not true. When you do something that will benefit someone else or even the whole community, you are making a difference and that means you are supporting the Charter.

Procedure:

1. Tell students to turn to textbook, pages 48 and 49. Explain that they will read about three young students who decided to do just one small thing to make a difference in someone else’s life. In each case, benefit grew to be something much bigger than expected.

2. Have students read textbook, pages 48 and 49 independently. If some or most of the students are weaker readers, you may want to guide the reading.

3. Have students do questions #1 – #3 of the “Thinking It Through” activity at the bottom of textbook, page 49.

4. ALTERNATELY. As a class make a series of illustrations that depict colony life, much like the ones shown on textbook, page 49. Have students write captions for the illustrations. Then make a cover for the book. Make it available for everyone to read.

5. OPTIONAL. Have students work as a class to come up with ways that they as individuals or as a group could make their community a better place. They should then choose one or two that they are mostly likely to follow up on.

Assignments:

1. Read Voices in Democracy, pages 48 and 49.
2. Do #1 - #3 of the “Thinking It Through” questions on textbook, page 49.
3. As a class make a series of illustrations with captions, depicting colony life. Make the illustrations into a book.
4. Make a list of things you could do to benefit your community. Select one or two to do – and do them.
Lesson Eleven

Concept: Skill Power: Detecting Bias

Resources/Materials: Voices in Democracy, pages 50 and 51
Line Master 2-5 (student copies)
Worksheet #6.2.11 (optional, student copies)

Introduction: Make an obviously biased statement to students. (For example, if your colony uses mostly John Deere equipment say something like “I don’t know why you guys always buy John Deere stuff. It is expensive and so unreliable. On the other hand, Case tractor and equipment are just plain superior.”) Hopefully, the students will protest.

Lead the discussion around the to fact that your statement was biased; that is, you made it with a particular point of view in mind.

Procedure:

1. Explain that many articles you read in the newspaper and in magazines might be written with a certain bias. Bias is often part of articles where the author is trying to convince others to share the same point of view as he or she.

2. Have students turn to textbook, pages 50 and 51. Guide the reading.

3. Then distribute Line Master 2-5. Have students complete the sheet using the two articles on the Calgary Stampede (page 51)

4. OPTIONAL or ALTERNATELY. Have students read the articles on Worksheet #6.2.11. Then fill out Line Master 2-5.

Assignments:

1. Read Voices in Democracy, pages 50 and 51.
2. Complete Line Master 2-5 on the articles on the Calgary Stampede
3. OPTIONAL or ALTERNATELY. Complete Line Master 2-5 using the articles on Worksheet #6.2.11.
Canada’s Oil Sands

Source: Canadian Association of Petroleum Producers

The Canadian oil sands are an extremely important source for both Canada and the world. Like all sources of energy, oil sands development does affect the environment. Canada’s oil sands industry will provide a secure source of energy, reduce its impact on the environment, and provide many benefits to society while developing this source of energy that is so important to the whole world. We will do this by always improving the technology we use.

We know we must do more, particularly in the areas of air pollution, water use and quality, and disturbing the land. But we are confident that we can meet these challenges. We want to create an industry that will benefit all Canadians through the responsible use of our natural resources.

Canada’s oil sands, located mainly in the province of Alberta, can significantly enhance North America’s energy security by providing a safe and reliable supply of crude oil and petroleum products, and the oil sands industry is committed to the responsible development of this important resource.

Stop the Tar Sands

Source: Greenpeace

Taking the oil out of the tar sands of Alberta carries a huge environmental cost. This process damages the air, the water, and the land.

Buried below the Boreal Forest of northern Alberta is a source of oil known as the tar sands. Deposits of tar sands are spread out over 138 000 km² of land, including 4.3 million hectares of the Boreal Forest.

Until recently, it was too expensive and complicated to get the oil out of the tar sands, but over the past few years increases in oil prices and technology have made it possible, and profitable.

Companies are now producing over a million barrels of oil per day from the tar sands, and this number is constantly increasing.

But the explosive growth of these projects has huge environmental costs, damaging land, air, water, forests, and the climate. Greenpeace is calling on oil companies and the government to stop the tar sands, for the sake of people and the planet.
Detecting Bias

What is the subject of this article?
- Fun/Entertainment at the Calgary Stampede
- Death of horses at the Calgary Stampede

What is the source of this article?
- Calgary Sun
- PETA

Does this source represent a viewpoint? If so, what is it?
- Yes - How the Calgary Stampede is a fun/entertaining event
- Yes. Calgary Stampede should stop events that involve cruelty to animals, like the chuckwagon races

How does the language in the article support this viewpoint?
- Positive
  - lists all the events
- Emphasizes words like perish, suffering, deadliest

Who is quoted in the article? Do the quotations support a viewpoint?
- No one
- No one

In conclusion:

________________________________________________________________________

________________________________________________________________________

Line Master 2-5

Detecting Bias (to accompany How Can People Make a Difference?)

356 Voices in Democracy, Teacher Resource. The right to reproduce or modify this page is restricted to purchasing schools. This page may have been modified from its original. Copyright © 2008 Pearson Education Canada, a division of Pearson Canada Inc.
Detecting Bias

Title **Canada's Oil Sands**

What is the **subject** of this article?
- Oil Sands Development → Benefits

What is the **source** of this article?
- Canadian Association of Petroleum Producers

Does this source represent a **viewpoint**? If so, what is it?
- Yes. View that oil sands development benefits Canada and the world

How does the **language** in the article support this viewpoint?
- Emphasizes the benefits with words like secure, improving technology, reliable
- Uses words to point out the negatives → tar, expensive, environmental cost

Who is quoted in the article? Do the quotations support a viewpoint?
- No one

In conclusion:

---
Lesson Twelve

Concept: Explore More! And Your Turn

Resources/Materials: Voices in Democracy, pages 52 and 53

Introduction: Explain that Chapter Two is coming to an end and that it is time to review some of the concepts and skills learned.

Procedure:

1. Have students turn to textbook, pages 52 and 53.

2. With the class, read over the list of activities and select one or two that can be done or that you feel students need more work on.

Assignments:

1. Read Voices in Democracy, pages 52 and 53.
2. Do one or two of the activities.
Lesson Thirteen

Concept: Chapter Two Review

Resources/Materials: Chapter Two Review Sheets (student copies)
Worksheets #6.2.13a,#6.2.13b, #6.2.13c, and #6.2.13d (optional, teacher copy)

Introduction: Explain that Chapter Two has come to an end and that it is time to prepare for a test.

Procedure:

1. If you like, cut apart Worksheets #6.2.13a and #6.2.13b into strips. Fold them and place them in a container. Have students take turns coming up and drawing out a strip. The student is to read the question on the strip and try to answer it. If he/she is successful, the strip is left out of the container. If not, the question goes back in. (Worksheets #6.2.13c and #6.2.13d are provide the answers to the questions.)

2. Distribute the Chapter Two Review Sheets.

Assignment:

Do the Chapter Two Review Sheets.
Chapter Two Review Activity

**Directions:** Cut the sheet of questions into strips. Fold the strips and place them in a container. Have students take turns drawing a question from the container to answer.

1. What is meant by the term *individual rights*?

2. What is the *Canadian Charter of Rights and Freedoms*?

3. Name any three freedoms guaranteed by the Charter.

4. What is meant by the term *collective rights*?

5. How does the Charter guarantee equality rights?

6. What three groups have collective rights in the Charter?

7. What are the rights of Aboriginal peoples, as stated in the Charter?

8. What language rights do Francophones and Anglophones have?

9. What education rights do Francophones and Anglophones have?
10. What is meant by the term *equity*?

11. What is meant by the term *equality*?

12. What is meant by the term *the common good*?

13. True or false? You must be a Canadian citizen to exercise democratic rights?

14. How old must a Canadian be to vote or run for office in provincial and federal elections?

15. How often must there be a provincial or federal election?

16. What is the difference between direct democracy and representative democracy?

17. When Canada first became a nation in 1867, what group of people were eligible to vote in elections?

18. What is meant by the term *bias*?

19. Why was the *Magna Carta* important?
1. What is meant by the term *individual rights*?
   - Rights that you are entitled to as a person

2. What is the *Canadian Charter of Rights and Freedoms*?
   - Document that protects the essential rights and freedoms of people living in Canada

3. Name any three freedoms guaranteed by the Charter.
   - Meet peacefully with others
   - Follow any religion we choose
   - Give our opinions in newspaper and other media
   - Say what we think
   - Think and believe what we like

4. What is meant by the term *collective rights*?
   - Rights that protect a particular group

5. How does the Charter guarantee equality rights?
   - All Canadian laws must treat each individual with dignity and respect, regardless of the person's race, religion, national or ethnic origin, colour, gender, age, or physical or mental disability.

6. What three groups have collective rights in the Charter?
   - Aboriginals, Francophones, Anglophones

7. What are the rights of Aboriginal peoples, as stated in the Charter?
   - Rights to traditional territories, even where there are no treaties

8. What language rights do Francophones and Anglophones have?
   - English and French are Canada’s official languages
   - Both languages have equal status in the Government of Canada
   - Representatives in Parliament can discuss and debate in either language

9. What education rights do Francophones and Anglophones have?
   - Francophones have right to have French language schools in provinces where the majority is English, if there are enough students in the community to have a school
   - Anglophones in Québec have right to English language schools, if there are enough students to have a school
10. What is meant by the term *equity*?
   - *Treating people fairly*

11. What is meant by the term *equality*?
   - *Treating everyone the same, regardless of factors such as gender, race, or religion*

12. What is meant by the term *the common good*?
   - *Condition that benefits the majority*

13. True or false? You must be a Canadian citizen to exercise democratic rights?
   - *True. Democratic rights and mobility rights apply only to Canadian citizens. All other rights and freedoms apply to all Canadians whether they are citizens or merely residents.*

14. How old must a Canadian be to vote or run for office in provincial and federal elections?
   - *18 years of age*

15. How often must there be a provincial or federal election?
   - *Every five years*

16. What is the difference between direct democracy and representative democracy?
   - *Direct democracy: government in which citizens vote directly on decisions*
   - *Representative democracy: government elected by the people to represent them and make decisions on their behalf*

17. When Canada first became a nation in 1867, what group of people were eligible to vote in elections?
   - *Men of European ancestry who owned property*

18. What is meant by the term *bias*?
   - *Having a particular point of view toward a subject*

19. Why was the *Magna Carta* important?
   - *First document that protected the rights of individuals. It introduced the idea of the rule of law.*
Part 1

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>accommodate</th>
<th>bias</th>
<th>collective rights</th>
<th>common good</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct democracy</td>
<td>discriminate</td>
<td>equality</td>
<td>equity</td>
</tr>
<tr>
<td>representative democracy</td>
<td>individual rights</td>
<td>rule of law</td>
<td>suffrage</td>
</tr>
</tbody>
</table>

- a basic part of democracy. It means that laws apply to everyone.
- to adjust or change the way something is done so everyone has an equal chance
- to treat someone in a certain way because of their race, gender, age, or other factor
- the right to vote
- government where citizens elect people to make decisions on their behalf
- a condition that benefits the majority
- rights that individuals have because they are part of a particular group
- rights that you are entitled as a person
- treating everyone the same, regardless of such factors as gender, race, or religion
- a way of making decisions in which everyone in a group votes
- to treat people fairly
- support in favour or against an action, idea, person, or group
2. What is the Canadian Charter of Rights and Freedoms?

________________________________________________________________________

________________________________________________________________________

3. What is a freedom?

________________________________________________________________________

________________________________________________________________________

4. What are four freedoms listed in the Charter?

________________________________________________________________________

________________________________________________________________________

5. Read the following list. Underline the ones that tell about rights that only Canadian citizens have.

   - Mobility Rights
   - Equality Rights
   - Minority Education Rights
   - Democratic Rights
   - Legal Rights
   - Collective Rights
   - Language Rights

6. Under the Charter, what are equality rights?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Explain how we can give people with special needs equality rights. In your explanation, you must use the word accommodate or accommodating.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
8. Examine the following list. Underline all the phrases that have to do with democratic rights.

- Vote for candidates in elections
- Participate in an election
- Publish your opinion in a newspaper or magazine
- Be able to move about the country or in and out of the country
- Run for office
- Have legislatures and Parliament meet at least once a year
- Have elections at least every five years

9. Under the Charter, what three groups have collective rights in Canada?


10. Write T for true and F for false.

_____ In Canada there are two official languages: Cree and English.

_____ When citizens participate to make things better for many people, they are contributing to the common good.

_____ Ensuring that a wheelchair ramp is installed in a public building is an example of equity.

_____ The Alberta and Canadian governments are examples of representative democracy.

_____ When Canada first became a country in 1867, the number of people who were eligible to vote was greater than the number of people who could not vote.

_____ Women achieved suffrage in 1918.

_____ The Magna Carta introduced the idea of the rule of law.

_____ Aboriginal peoples were one of the groups that could vote in federal elections when Canada first became a country.

_____ A person who runs for office is called a candidate.

_____ Under the Charter, Francophones who live in Alberta have the right to have their children educated in a French language school, provided there are enough Francophones living in the community.
11. Decide whether each of the rights listed below is a collective right or an individual right. Put an X in the appropriate column.

<table>
<thead>
<tr>
<th>Some examples of rights in Canada that are supported by the Charter of Rights and Freedoms</th>
<th>collective</th>
<th>individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal people have the right to hunt and fish out of season.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A person cannot be put in jail without a fair trial.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buildings are required to have wheelchair accessible entrances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People have the right to own private property.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French speaking minorities have a right to speak French when dealing with the federal government.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Read the following article. Then answer the questions.

**Provincial Achievement Tests: What Do They Really Test?**

**By a mother of five children**

When I think of a good education system, I think of one with Provincial Achievement Tests. I am a mother of five and I am also a writer. For years I have been exposed to helping my own children and others get ready for the Provincial Achievement Test, the writing portion. Going through the writing process that students go through is not one that is done by professional writers.

I would suggest that all members of the government, including the Premier himself, sit down and do what a grade six student has to do for the written part of the language arts test. They should submit their tests to the teachers who correct them and then see how they measure up with grade six students.

Not all students like to write and this is struggle I see for teachers and students who have to write in a limited amount of time. I look forward to the time when students no longer have to write the Provincial Achievement Tests.

This article is written with a bias. On the next page tell what the bias is and then tell how the language in the article supports this viewpoint.
Part II

13. Short Answer Questions

You will be asked to answer two of the following questions.

a. How do equality rights affect you?

b. In what way can participating contribute to the common good?

c. What are language rights and how do they affect Francophones and Anglophones?

d. Tell about a right or a freedom that you have and the responsibilities that go with having that right or freedom.

e. What are our democratic rights?

14. Essay Questions

You will be asked to answer one of the following questions.

a. Read the news article in the box. Tell what event is being described and why it is important.

Charter Becomes Part of Canada’s Constitution

As of July 1, 1982 the Charter of Rights and Freedoms is now “entrenched” as part of the Canadian Constitution. By doing this, the governments of Canada have ensured that the Charter has become a permanent part of the most important law in Canada, guaranteeing rights and freedoms to all Canadians.

b. Tell what the Magna Carta was and why it is important to Canadians.

c. Tell how women in Canada won the right to vote.
### Part I

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>accommodate</th>
<th>bias</th>
<th>collective rights</th>
<th>common good</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct democracy</td>
<td>discriminate</td>
<td>equality</td>
<td>equity</td>
</tr>
<tr>
<td>representative democracy</td>
<td>individual rights</td>
<td>rule of law</td>
<td>suffrage</td>
</tr>
</tbody>
</table>

- **rule of law**: a basic part of democracy. It means that laws apply to everyone.
- **accommodate**: to adjust or change the way something is done so everyone has an equal chance.
- **discriminate**: to treat someone in a certain way because of their race, gender, age, or other factor.
- **suffrage**: the right to vote.
- **representative democracy**: government where citizens elect people to make decisions on their behalf.
- **common good**: a condition that benefits the majority.
- **collective rights**: rights that individuals have because they are part of a particular group.
- **individual rights**: rights that you are entitled as a person.
- **equality**: treating everyone the same, regardless of such factors as gender, race, or religion.
- **direct democracy**: a way of making decisions in which everyone in a group votes.
- **equity**: to treat people fairly.
- **bias**: support in favour or against an action, idea, person, or group.
2. What is the **Canadian Charter of Rights and Freedoms**?

   - a document that protects the essential rights and freedoms of people living in Canada.

3. What is a **freedom**?

   - the ability to choose for yourself what to think, say, or do

4. What are the **four** freedoms listed in the Charter?

   - meet peacefully with others
   - follow any religion we choose
   - think and believe what we like
   - say what we think
   - give our opinions in newspapers and other media

5. Read the following list. Underline the ones that tell about rights that only Canadian citizens have.

   - Mobility Rights
   - Equality Rights
   - Minority Education Rights
   - Democratic Rights
   - Legal Rights
   - Collective Rights
   - Language Rights

6. Under the Charter, what are **equality rights**?

   - Canadian laws must treat each individual with dignity and respect, regardless of the person's race, religion, national or ethnic origin, colour, gender, age, or physical or mental disabilities.

7. Explain how we can give people with special needs equality rights. In your explanation, you must use the word **accommodate** or **accommodating**.

   - Treating people or groups with special needs equally means accommodating their disabilities.
8. Examine the following list. Underline all the phrases that have to do with democratic rights.

- Vote for candidates in elections
- Participate in an election
- Publish your opinion in a newspaper or magazine
- Be able to move about the country or in and out of the country
- Run for office
- Have legislatures and Parliament meet at least once a year
- Have elections at least every five years

9. Under the Charter, what three groups have collective rights in Canada?

Aboriginals
Francophones
Anglophones

10. Write T for true and F for false.

F In Canada there are two official languages: Cree and English.
T When citizens participate to make things better for many people, they are contributing to the common good.
T Ensuring that a wheelchair ramp is installed in a public building is an example of equity.
T The Alberta and Canadian governments are examples of representative democracy.
F When Canada first became a country in 1867, the number of people who were eligible to vote was greater than the number of people who could not vote.
T Women achieved suffrage in 1918.
T The Magna Carta introduced the idea of the rule of law.
T Aboriginal peoples were one of the groups that could vote in federal elections when Canada first became a country.
T A person who runs for office is called a candidate.
T Under the Charter, Francophones who live in Alberta have the right to have their children educated in a French language school, provided there are enough Francophones living in the community.
11. Decide whether each of the rights listed below is a collective right or an individual right. Put an X in the appropriate column.

<table>
<thead>
<tr>
<th>Some examples of rights in Canada that are supported by the Charter of Rights and Freedoms</th>
<th>collective</th>
<th>individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal people have the right to hunt and fish out of season.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>A person cannot be put in jail without a fair trial.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Buildings are required to have wheelchair accessible entrances.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>People have the right to won private property.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>French speaking minorities have a right to speak French when dealing with the federal government.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

12. Read the following article. Then answer the questions.

**Provincial Achievement Tests: What Do They Really Test?**

**By a mother of five children**

When I think of a good education system, I think of one with Provincial Achievement Tests. I am a mother of five and I am also a writer. For years I have been exposed to helping my own children and others get ready for the Provincial Achievement Test, the writing portion. Going through the writing process that students go through is not one that is done by professional writers.

I would suggest that all members of the government, including the Premier himself, sit down and do what a grade six student has to do for the written part of the language arts test. They should submit their tests to the teachers who correct them and then see how they measure up with grade six students.

Not all students like to write and this is struggle I see for teachers and students who have to write in a limited amount of time. I look forward to the time when students no longer have to write the Provincial Achievement Tests.

This article is written with a bias. On the next page tell what the bias is and then tell how the language in the article supports this viewpoint.
Bias against Provincial Achievement Tests

- Writing process students go through is not one done by professional writers.
- Politicians should see how they "measure up."
- Struggle:
Lesson Fourteen

Concept: Chapter Two Test

Resources/Materials: Chapter Two Test (student copies)
Social Studies Grade 6 Chapter 2 Test

Social Studies
Grade Six
Chapter Two: Democracy in Action

Test

Part I

Directions: Write the letter of the best answer to each question on the answer sheet. Do not write in this booklet.

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

<table>
<thead>
<tr>
<th>a. accommodate</th>
<th>b. bias</th>
<th>c. collective rights</th>
<th>d. common good</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. direct democracy</td>
<td>f. discriminate</td>
<td>g. equality</td>
<td>h. equity</td>
</tr>
<tr>
<td>i. representative democracy</td>
<td>j. individual rights</td>
<td>k. rule of law</td>
<td>l. suffragette</td>
</tr>
</tbody>
</table>

1. woman who fought for women’s right to vote
2. a basic part of democracy. It means that laws apply to everyone
3. support in favour or against an action, idea, person, or group
4. to adjust or change the way something is done so everyone has an equal chance
5. a condition that benefits the majority
6. treating everyone the same, regardless of such factors as gender, race, or religion
7. to treat people fairly
8. government where citizens elect people to make decisions on their behalf
9. rights that individuals have because they are part of a particular group
10. a way of making decisions in which everyone in a group votes
11. to treat someone in a certain way because of their race, gender, age, or other factor
12. rights you are entitled to as a person
Answer T for true and F for false.

13. The Canadian Charter of Rights and Freedoms is part of Canada’s Constitution.

14. Being able to follow any religion we choose is one of the freedoms guaranteed under the Charter.

15. Mobility rights and legal rights only apply to Canadians who are citizens.

16. Aboriginal rights include the rights of Inuit, Métis, and First Nations.

17. When a person does something that benefits only him or her, it is for the common good.

18. When we vote for people to represent us in government, we are exercising our democratic rights.

19. Being able to challenge laws that discriminate against an individual or group is part of the Charter.

20. When Canada first became a country in 1867, First Nations peoples were among those who were eligible to vote.

For each question write the letter of the best answer.

21. When a school puts in a special washroom for disabled people it is

   a. specializing.
   b. accommodating.
   c. collecting.
   d. advising.

22. The collective rights of Aboriginals, Francophones, and Anglophones

   a. is unreasonable.
   b. will be extended to other groups.
   c. is rooted in the history of Canada.
   d. will only last for another twenty-five years.

23. When a group of people votes by raising their hands, it is using

   a. direct democracy.
   b. representative democracy.
   c. secret ballot.
   d. a polling station.
Use the following information to answer question 24.

- vote in elections.
- run for office
- elections at least once every five years
- government must meet at least once a year

24. A good heading for this list would be
   a. Running an Election.
   b. Equality Rights.
   c. Fundamental Freedoms.
   d. Democratic Rights.

Use the information below to answer question 25.

### CANADA VOTES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First secret ballot in Canada</td>
<td>Most women over 21 given the vote</td>
<td>Asian-Canadians given the vote</td>
<td>Inuit given the vote in federal elections</td>
<td>First Nations people living on reserves given the vote</td>
<td>Voting age lowered from 21 to 18</td>
<td>People serving federal prison terms given the vote</td>
</tr>
</tbody>
</table>

25. You can infer from the timeline that
   a. All Canadians did not always have the right to vote.
   b. Asian-Canadians were not allowed to vote because they could not be trusted.
   c. People in prison for murder cannot vote.
   d. Many people feel that the voting age should be raised to 21.

26. The idea of the rule of law was first introduced with
   a. The Canadian Constitution.
   b. The Magna Carta.
   c. The formation of Canada.
   d. Settlement of western Canada.
Use the following information to answer question 27.

After a huge snowstorm in early December, Amber was unable to get to school. Amber is in a wheelchair. Because the sidewalks in front of her house were not shoveled, she could not get to the bus stop. The result was that she missed school and an important test. Her teacher did not allow Amber to write the test when she returned to school the next day. Amber's classmates did not think this was fair. They went to the library and found out that Amber was discriminated against under the Charter.

27. Which of the following should the students in Amber's class do next?
   
   a. Create a plan.
   b. Take action.
   c. Research their concern.
   d. Find out who supports them.

28. Under the Charter, people have the right to express their opinions. Which of the following is a responsibility that goes with this right?

   a. Make sure your opinions show respect for those who might have a different opinion.
   b. Be sure that you have people around you that support you.
   c. Once you state your opinion, do not change your mind about how you feel.
   d. Publish your opinion in the media.

Use the following information to answer question 29.

Our City is Not Kid Friendly

Recently the mayor and councillors decided to close the Civic Centre Ice Rink. This is just plain wrong. Many children use the ice rink for hockey, figure skating, and family skating. The city council claims that not enough people use the Civic Centre Ice Rink, so it costs too much to keep it open. The city council should have thought of this before they opened up the new ice rink on the south side three years ago. If the Civic Centre Ice Rink closes, my family and I will have to spend too much time getting to another ice rink.

29. From the information above you can tell that

   a. the writer of the article is basing opinion on fact.
   b. the writer of the article has a bias.
   c. the mayor and councillors are wrong to close the Civic Centre Ice Rink.
   d. there are too many ice rinks in the city.
Use the information below to answer question 30.

Every Saturday the school boys at the colony wash potatoes. These potatoes are not for use by colony members, however. The gardener drives them into town to give to the local food bank.

30. By washing the potatoes so that they can be donated to the food bank, the school boys are

a. contributing to the common good.
b. getting out of having to work on memorizing their verses.
c. doing work that the older men should be doing.
d. making homeless people lazy.
Part II

1. **Short Answer Questions**

   Answer two of the following questions.

   a. How do equality rights affect you?

   b. In what way can participating contribute to the common good?

   c. What are language rights and how do they affect Francophones and Anglophones?

   d. Tell about a right or a freedom that you have and the responsibilities that go with having that right or freedom.

   e. What are our democratic rights?

2. **Essay Questions**

   Answer one of the following questions.

   a. Read the news article in the box. Tell what event is being described and why it is important.

   Charter Becomes Part of Canada’s Constitution

   As of July 1, 1982 the Charter of Rights and Freedoms is now “entrenched” as part of the Canadian Constitution. By doing this, the governments of Canada have ensured that the Charter has become a permanent part of the most important law in Canada, **guaranteeing** rights and freedoms to all Canadians.

   b. Tell what the Magna Carta was and why it is important to Canadians.

   c. Tell how women in Canada won the right to vote.
Social Studies
Grade Six
Chapter Two: Democracy in Action

Test

1. ________ 11. ________ 21. ________
2. ________ 12. ________ 22. ________
3. ________ 13. ________ 23. ________
4. ________ 14. ________ 24. ________
5. ________ 15. ________ 25. ________
6. ________ 16. ________ 26. ________
7. ________ 17. ________ 27. ________
8. ________ 18. ________ 28. ________
9. ________ 19. ________ 29. ________
10. ________ 20. ________ 30. ________
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1. | l | 11. | f | 21. | b |   |
| 2. | k | 12. | j | 22. | c |   |
| 3. | b | 13. | T | 23. | a |   |
| 4. | a | 14. | T | 24. | d |   |
| 5. | d | 15. | F | 25. | a |   |
| 6. | g | 16. | T | 26. | b |   |
| 7. | h | 17. | F | 27. | d |   |
| 8. | i | 18. | T | 28. | a |   |
| 9. | c | 19. | T | 29. | b |   |
| 10. | e | 20. | F | 30. | q |   |
Chapter Three

Democracy in Ancient Athens

Inquiry Questions

- What are the beliefs and values that shaped democracy in Athens?
- What role did citizens play in Athenian democracy?
Chapter Three
Democracy in Ancient Athens

Contents
Lesson One     Introduction                   3
Lesson Two     Location of Modern Greece     4
Lesson Three   Geography and Climate of Ancient Greece  5
Lesson Four    Reading Historical Map; Timelines  6
Lesson Five    The Social Structure of Ancient Athens  7
Lesson Six     Roles of Men and Women         8
Lesson Seven   Ancient Athens: Fairness, Equity, and Rights  9
Lesson Eight   Learning About the Past        10
Lesson Nine    How Athenian Citizens Were Involved in Decision Making  11
Lesson Ten     The Boule                      12
Lesson Eleven  The Courts                     13
Lesson Twelve  Viewpoints: Is Ancient Athens a Good Example of Democracy?  14
Lesson Thirteen Practising Democracy         15
Lesson Fourteen Explore More! And Your Turn   16
Lesson Fifteen Chapter Three Review          17
Lesson Sixteen Chapter Three Test            18
Lesson One

Concept: Introduction

Resources/Materials: Voices in Democracy, pages 54 and 55
Wall Map of the World
Worksheet #6.3.1 (student copies)
Small prize like a pen, eraser, piece of candy – whatever you have handy (optional)

Introduction: Review that democracy is a political system in which citizens have a say in decision making.

Explain that there are many different forms of democracy throughout the world today, and in the past various cultures had their own forms of democracy. Chapter Three examines democracy in Ancient Athens. We believe that Ancient Athens was the first place to practise democracy.

Procedure:

1. Explain that the modern day city of Athens is part of the country of Greece. Point Greece out on the map and establish its location relative to Canada.

2. Athens is an old city. In fact 2500 years ago it was a city-state. That means the city of Athens and the area immediately surrounding it, had its own government. In those days Greece was made up of many different city-states. They were not united by a federal government like Canada is today. Instead other factors, like common religious beliefs united the city-states.

3. Have students turn to textbook, pages 54 and 55. Guide the reading.

4. Distribute Worksheet #6.2.1. Tell students that this worksheet is designed to help them get to know Chapter Three. It is set up like a bit of a contest to see who can get the greatest number of points. If you like, you can give students a time limit. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 54 and 55.
2. Do Worksheet #6.3.1.
Getting to Know Ancient Athens

Directions: Use Chapter 3 of Voices in 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. Good luck!

1. If you were travelling from Athens to Sparta, in which direction would you be travelling? (1) 

2. About how many kilometres is it from Troy to Olympia? (2) 

3. Use the time line on page 57 to figure out how long ago Ancient Athens was ruled by democracy. (4) 

4. What was a metic? (2) 

5. How did the citizens of Ancient Athens get their slaves? (3) 

6. Where did boys and girls spend their early years? (3) 

7. What is meant by a primary source? (1) 

8. In Ancient Athens, what group of citizens had 500 members? (2) 

9. What happened at the Pnyx? (4) 

10. Who was Pericles? (1) 

11. How did Socrates die? (2) 

12. How was a klepsydra used? (3) 

Worksheet #6.3.1
Directions: Use Chapter 3 of Voices in 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. Good luck!

1. If you were travelling from Athens to Sparta, in which direction would you be travelling? (1) southwest

2. About how many kilometres is it from Troy to Olympia? (2) 500 km

3. Use the time line on page 57 to figure out how long ago Ancient Athens was ruled by democracy. (4) 2500 years

4. What was a metic? (2) resident of Athens who was born outside Athens

5. How did the citizens of Ancient Athens get their slaves? (3) taken us prisoners of war OR were children of slaves

6. Where did boys and girls spend their early years? (3) living in the women’s part of the house

7. What is meant by a primary source? (1) writings and objects that were created by people living at a certain time

8. In Ancient Athens, what group of citizens had 500 members? (2) Boule OR Council of 500

9. What happened at the Pnyx? (4) Assembly met to make speeches, debate, listen, discuss, vote

10. Who was Pericles? (1) general OR orator (speaker)

11. How did Socrates die? (2) drank cup of poison

12. How was a klepsydra used? (3) used to time speeches of plaintiff and defendant
Lesson Two

Concept: Location of Modern Greece

Resources/Materials: Voices in Democracy, page 56
   Wall Map of the World
   Student Atlases
   Worksheets #6.3.2a and #6.3.2b (student copies)

Introduction: Review with students that in a democracy, citizens participate in decision making and that many different forms of democracy exist throughout the world.

Review also that Ancient Athens was a city-state that was part of Ancient Greece. Ancient Greece was mostly in the same location as modern-day Greece.

Procedure:

1. Have students turn to textbook, page 56. Guide the reading of the page.

2. Have students find a map of Greece in their atlases. Compare the map of Ancient Greece with the map of Greece in their atlases.

3. You may want to review briefly, finding absolute location (latitude and longitude).

4. Distribute Worksheets #6.3.2a and #6.3.2b. Go over the directions, if necessary.

Assignments:

1. Read Voices of Democracy, page 56.
2. Do Worksheets #6.3.2a and #6.3.2b.
Modern Day Greece

Directions: Use Voices of Democracy, page 56 and your atlas to help you with the questions.

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. Shade Greece lightly in green.

5. Describe the relative location of Greece.

6. Determine the absolute location of Athens. (latitude and longitude)

7. Using the scale on the map on textbook, page 56, estimate how far it is in kilometres from
   Troy to Athens ______________________
   Sparta to Olympia __________________
   Athens to Sparta ____________________
   Troy to Mycenae _____________________
Social Studies Grade 6 Chapter 3 Worksheets

Modern Day Greece

Directions: Use Voices of Democracy, page 56 and your atlas to help you with the questions.

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. Shade Greece lightly in green.

5. Describe the relative location of Greece. Answers may vary
   • north of Mediterranean Sea
   • south of Macedonia, Albania, and Bulgaria
   • east of the Ionian Sea

6. Determine the absolute location of Athens. (latitude and longitude)
   37°N  23°E

7. Using the scale on the map on textbook, page 56, estimate how far it is in kilometres from
   Troy to Athens  350 km
   Sparta to Olympia  100 km
   Athens to Sparta  150 km
   Troy to Mycenae  425 km
Lesson Three

Concept: Geography and Climate of Ancient Greece

Resources/Materials: Worksheets #6.3.3a, #6.3.3b, #6.3.3c, #6.3.3d, and #6.3.3e (student copies)

Introduction: Discuss with students how their lifestyle is directly influenced by the geography and climate of where they live. Questions such as the following may be a good starting point:

Why do you wear heavier clothes in winter?
Why don’t you wear heavy coats in the summer?
Why don’t people who live in the mountains grow wheat?
Why doesn’t your colony grow bananas?
Why don’t you live in a tent all year?

Procedure:

1. Explain that the lifestyle of the ancient Athenians was influenced by geography and climate just as ours is.

2. Remind students that Greece is a mountainous country, which served to isolate cities from one another. Explain that a special type of map can give us an idea of locations that have relatively high or low elevation.

3. Distribute Worksheets #6.3.3a and #6.3.3b. Show students how to lay a piece of paper across the map to make a cross-section cut showing the variances in elevation between two locations. (Note: If the shadings on the gradations on Worksheet #6.3.3a are not clear, you may want to find a good relief map in an atlas and use it instead.) Have them practice making a few cross section cuts so they get the idea. They can do these on Worksheet #6.3.3b.

4. Distribute Worksheets #6.3.3c, #6.3.3d, and #6.3.3e. Go over the directions.

Assignment:

Do Worksheets #6.3.3c, #6.3.3d, and #6.3.3e.
Relief Map of Alberta
Making Cross-Section Cuts

Directions: Use the relief map of Alberta to make cross-sections cuts between two locations. Be sure to label the locations found at each end.

1. 

2. 

3. 

4. 

Worksheet #6.3.3b
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 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 Illissus River flows through Athens, but it is dry most of the year. The Athenians depended on fish and other seafood for food. They could also grow fruits and vegetables.

The Athenians had slaves 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 can 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. the 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 Ilissus 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.
   
   *area of land surrounded by water on three sides*

3. From what you read, why is it that the Greeks became expert seamen?
   
   *easier to travel by sea than land because of mountainous terrain*
   *no part of Greece is more than 100 km from the sea*

4. Tell how the climate affected the Athenians’ lifestyle with respect to their
   
   a. food *ole foods that could be grown or fished in their climate*
   b. clothing *loose fitting*
   c. homes *painted white*
      *outdoor courtyard*

5. Which of the following can 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. the 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 Ilissus River is a good place to catch fish.
Lesson Four

Concept: Reading Historical Maps; Timelines

Resources/Materials: Voices in Democracy, page (56) and 57
Line Master 3-3 (student copies)
Worksheet #6.3.4 (student copies)
Student Atlases
Encyclopaedias
Metre Stick or Number Line

Introduction: Hold up the meter 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 type of number line to show dates. Tell
students we are going to examine more about when some events occurred in history.

Procedure:

1. Have students turn to textbook, pages 56 and 57. Reread page 56 and then guide the reading of
page 57.

2. With students do the Skill Smart questions.

3. Point out that the year 0 on the timeline is given to the year Christ was born. Note how the year
numbers get larger as you go away from 0 in both directions.

4. Distribute Line Master 3-3. Go over the directions, if necessary.

5. Distribute Worksheet #6.3.4. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 56 and 57.
2. Do Line Master 3-3.
3. Do Worksheet #6.3.4.
Map of Ancient Greece

My observations about this map (on page 56 of the textbook):

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

My questions about this map (based on my observations):

__________________________________________________________

__________________________________________________________

__________________________________________________________

The similarities and differences between this map of ancient Greece (about 3000 years ago) and a modern map of Greece:

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Divide each section on the time line into five equal parts. Each section will stand for a hundred years.

2. On the time line show the following dates. You will have to find some of the information you need in an encyclopaedia.

   a. the birth of Christ
   b. Ancient Greece
   c. Giovanni Caboto landed in North America
   d. Canada became a country
   e. Hutterites began (1528)
   f. Hutterites moved to the United States (1918)
   g. ______________ Colony was established (Write the name of your colony where the space is.)
   h. I was born.
   i. this year
Map of Ancient Greece

My observations about this map (on page 56 of the textbook):

- Greece was in shape of peninsula
- Many islands were part of Greece
- Close to water

My questions about this map (based on my observations):

The similarities and differences between this map of ancient Greece (about 3000 years ago) and a modern map of Greece:

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Location more or less the same</td>
<td>- Areas on east side of Aegean Sea are no longer part of Greece</td>
</tr>
<tr>
<td>- Many islands are part of Greece</td>
<td>- Areas around Black Sea are no longer part of Greece</td>
</tr>
<tr>
<td></td>
<td>- Thrace and Asia Minor are not labelled as countries</td>
</tr>
</tbody>
</table>
1. Divide each section on the time line into five equal parts. Each section will stand for a hundred years.

2. On the time line show the following dates. You will have to find some of the information you need in an encyclopaedia.

   a. the birth of Christ
   b. Ancient Greece
   c. Giovanni Caboto landed in North America
   d. Canada became a country
   e. Hutterites began (1528)
   f. Hutterites moved to the United States (1918)
   g. ______________ Colony was established (Write the name of your colony where the space is.)
   h. I was born.
   i. this year

Worksheet #6.3.4
Lesson Five

Concept: The Social Structure of Ancient Athens

Resources/Materials: Voices in Democracy, page 58
Worksheets #6.3.5a and #6.3.5b (student copies)
Small treats – like Smarties

Introduction: Without telling students, use arbitrary criteria for dividing the class into three groups (e.g., blue socks, black socks, yellow socks). Give members of one group two Smarties each, the next group one each, and the third group none. Then tell members of the third group they are in charge of picking up after the other students in the school from here on.

In the end tell students that they are used to living in culture where everyone is equal. But in Ancient Athens this was not the case. They had what are referred to as social classes.

Procedure:

1. Explain that the roles and responsibilities of each social class were different, but everyone knew what they were.


3. Distribute Worksheets #6.3.5a and #6.3.5b. Go over the directions, if necessary.

4. ALTERNATELY OR OPTIONAL. Have students, individually or as a class, make a three-panel mural, depicting the lives of the three social classes. Write captions for each panel.

5. OPTIONAL. Have students role-play interactions between people of two different Athenian social classes.

Assignments:

1. Read Voices in Democracy, page 58.
2. Do Worksheets #6.3.5a and #6.3.5b.
3. ALTERNATELY or OPTIONAL. Individually or as a class, make a three-panel mural depicting the lives of the three social classes. Write captions.
4. OPTIONAL. Role-play interactions between members of two different social classes.
The Social Structure of Ancient Athens

Directions: Read the information about the social structure of Ancient Athens on page 58 of Voices in Democracy and on this page. Then add information to the charts on Worksheet #6.3.5b.

The Social Classes of Ancient Athens

There were three social classes in Ancient Athens, citizens, metics, and slaves. No matter what social class a person was in, everyone understood the rights and responsibilities that went with being in that particular social class.

Citizens

Citizens were free men who were born in Athens and had both an Athenian-born mother and an Athenian-born father. If a citizen of Athens married a woman from another city-state, their children could not be citizens. In fact, only men could be citizens. Citizens were expected to serve in government positions, to vote, and to perform military service. Citizens could send their sons to school and own property. Women who were married to citizens stayed home to run the home and raise the children. Many citizens were wealthy. But some citizens struggled to make a living.

Metics

Metics were generally foreigners living in Athens. They were expected to perform military service, and they could send their sons to school. They could not, however, own property unless they had special permission. Metics were not allowed to vote, nor could they hold any government position. They needed a citizen to sponsor them or else they could become enslaved. They could not become citizens. Although metics could not directly participate in government, they could try to influence what citizens thought and did and how they voted.

Slaves

Slaves were men, women, and children owned by others, and could be bought and sold. They were often captured in wars. Their jobs and value depended on their education, skills, age, and strength. Slaves could not vote, own land, or make decisions about their owners, their work, or where they lived. Slaves could not become citizens. It would be unheard of for a slave to try to influence how a citizen thought and behaved.
### Men
in the Government
Of Ancient Athens

<table>
<thead>
<tr>
<th>Citizens</th>
<th>Metics</th>
<th>Slaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>could participate in government</td>
<td>could not participate in government</td>
<td>could not participate in decision making</td>
</tr>
<tr>
<td>could vote</td>
<td>could not vote</td>
<td>could not vote</td>
</tr>
<tr>
<td></td>
<td>could influence citizens</td>
<td>had no influence</td>
</tr>
</tbody>
</table>

### Women
in the Government
of Ancient Athens

<table>
<thead>
<tr>
<th>Athenian Women</th>
<th>Metics</th>
<th>Slaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>could not participate in government</td>
<td>could not participate in government</td>
<td>could not participate in government</td>
</tr>
<tr>
<td>could not vote</td>
<td>could not vote</td>
<td>could not vote</td>
</tr>
<tr>
<td>could influence citizens</td>
<td>could influence citizens</td>
<td>had no influence</td>
</tr>
</tbody>
</table>
The Social Classes of Ancient Athens

There were three social classes in Ancient Athens, citizens, metics, and slaves. No matter what social class a person was in, everyone understood the rights and responsibilities that went with being in that particular social class.

Citizens

Citizens were free men who were born in Athens and had both an Athenian-born mother and an Athenian-born father. If a citizen of Athens married a woman from another city-state, their children could not be citizens. In fact, only men could be citizens. Citizens were expected to serve in government positions, to vote, and to perform military service. Citizens could send their sons to school and own property. Women who were married to citizens stayed home to run the home and raise the children. Many citizens were wealthy. But some citizens struggled to make a living.

Metics

Metics were generally foreigners living in Athens. They were expected to perform military service, and they could send their sons to school. They could not, however, own property unless they had special permission. Metics were not allowed to vote, nor could they hold any government position. They needed a citizen to sponsor them or else they could become enslaved. They could not become citizens. Although metics could not directly participate in government, they could try to influence what citizens thought and did and how they voted.

Slaves

Slaves were men, women, and children owned by others, and could be bought and sold. They were often captured in wars. Their jobs and value depended on their education, skills, age, and strength. Slaves could not vote, own land, or make decisions about their owners, their work, or where they lived. Slaves could not become citizens. It would be unheard of for a slave to try to influence how a citizen thought and behaved.
# Men in the Government Of Ancient Athens

<table>
<thead>
<tr>
<th>Citizens</th>
<th>Metics</th>
<th>Slaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>could participate in government</td>
<td>could not participate in government</td>
<td>could not participate in decision making</td>
</tr>
<tr>
<td>could vote</td>
<td>could not vote</td>
<td>could not vote</td>
</tr>
<tr>
<td>were children of parents who were born in Athens</td>
<td>could influence citizens</td>
<td>had no influence</td>
</tr>
<tr>
<td>became citizen after military service</td>
<td>foreigners living in Athens</td>
<td>could be bought and sold</td>
</tr>
<tr>
<td>could own property</td>
<td>performed military service</td>
<td>could not become citizens</td>
</tr>
<tr>
<td>could send sons to school</td>
<td>could not own property</td>
<td>value depended on skills, age, strength, skills</td>
</tr>
</tbody>
</table>

# Women in the Government of Ancient Athens

<table>
<thead>
<tr>
<th>Athenian Women</th>
<th>Metics</th>
<th>Slaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>could not participate in government</td>
<td>could not participate in government</td>
<td>could not participate in government</td>
</tr>
<tr>
<td>could not vote</td>
<td>could not vote</td>
<td>could not vote</td>
</tr>
<tr>
<td>could influence citizens</td>
<td>could influence citizens</td>
<td>had no influence</td>
</tr>
<tr>
<td>stayed home to raise children and run house</td>
<td></td>
<td>could be bought and sold</td>
</tr>
<tr>
<td></td>
<td></td>
<td>value depended on skills, age, strength, skills</td>
</tr>
</tbody>
</table>
Lesson Six

Concept: Roles of Men and Women

Resources/Materials: Voices in Democracy, pages 59 and 60
Line Masters 3-2 and 3-4 (student copies)
Line Master G-19 (optional, student copies as needed)

Introduction: Write the headings Men and Women on the board. Briefly, have students tell you the roles and responsibilities of the men on the colony; then the women.

Explain that in Ancient Athens men and women had distinct roles and responsibilities as well.

Procedure:

1. Distribute Line Masters 3-2 and 3-4. Go over the directions. (Note: Some students may find it difficult to determine what beliefs Ancient Athenians had. You may need to guide them. For example, they believed in having distinct social classes; they believed that men and women should perform different roles; and so on.)

2. Have students turn to textbook, pages 59 and 60. Reading a paragraph at a time, have students begin to complete the line masters.

3. OPTIONAL. Using Line Master G-19, have students fill in a Venn diagram comparing and contrasting one or all of
   - Men’s responsibilities on the colony and in Ancient Athens
   - Women’s responsibilities on the colony and in Ancient Athens
   - Children’s responsibilities on the colony and in Ancient Athens

Assignments:

1. Read Voices in Democracy, pages 59 and 60.
2. Do Line Masters 3-2 and 3-4.
3. OPTIONAL. Compare one or more of the responsibilities of men, women, and/or children on a colony and in Ancient Athens.
Beliefs and Values

Facts from the text

- Citizens should be allowed to participate in making important decisions.
- People could be categorized into social class.
- Men/women should have different roles and responsibilities.
- Wealth should not determine power in decision making.

My opinions

Answers may vary

- Majority rule.
- Common good is the highest value.

What were the beliefs and values of citizens in Athens?
## Gender Roles in Ancient Athens

<table>
<thead>
<tr>
<th>Men's Responsibilities</th>
<th>Women's Responsibilities</th>
<th>Boys' Responsibilities</th>
<th>Girls' Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>educated daughters</td>
<td>go to school to learn reading, writing, math, music, literature</td>
<td>learn household skills, some learned to read and write</td>
</tr>
<tr>
<td>shop at agora</td>
<td>by teaching them household skills</td>
<td>run household, learned sports</td>
<td></td>
</tr>
<tr>
<td>discuss politics</td>
<td>raise young children</td>
<td>serve in military</td>
<td></td>
</tr>
<tr>
<td>participate in sports</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Metics' Responsibilities**
- could work, but could usually not own property

**Slaves' Responsibilities**
- do housework of citizens
- tutors boys of wealthy citizens
Answers may vary

Venn Diagram
Men

Athens

- Only citizens can vote
- Observe and participate in sports
- Work mostly outside the home
- Vote
- Shop
- Educated in school

Same

Colony

- All men can vote
- Usually do not participate in sports

Generic Line Master G-19

Voices in Democracy, Teacher Resource. The right to reproduce or modify this page is restricted to purchasing schools. This page may have been modified from its original. Copyright © 2008 Pearson Education Canada, a division of Pearson Canada Inc.
Answers may vary

**Venn Diagram**

**Women**

- Athens
  - most could not read or write
  - many had slaves to help with work
  - rarely go out in public

- Same
  - run household
  - learn to cook, sew, clean
  - raise children

- Colony
  - educated in school
  - no slaves
  - go out in public regularly

*Voices in Democracy, Teacher Resource. The right to reproduce or modify this page is restricted to purchasing schools. This page may have been modified from its original. Copyright © 2008 Pearson Education Canada, a division of Pearson Canada Inc.*
Answers will vary

Venn Diagram
Children

Athens
- only boys go to school
- boys serve in military at age 18

Same
- spend early years at home
- girls learn to take responsibility for running household

Colony
- go to kindergarten at 30 months - 6 years
- boys and girls go to school
Lesson Seven

Concept: Ancient Athens: Fairness, Equity, and Rights

Resources/Materials: Voices in Democracy, page 61
Worksheet #6.3.7a (easier) OR Worksheet #6.3.7b (harder) (student copies)

Introduction: Ask “If an Ancient Athenian were to come to your colony, what differences would he or she notice? What similarities?”

Then ask “If you were somehow able to go back in time and change one thing about Ancient Athens, what would it be?”

Explain that the Ancient Athenian ideas of fairness, equity, and rights are quite different from how the majority of Canadians see them. Yet, both societies are considered to be democracies.

Procedure:

1. Remind students that in the last chapter they learned that in Canada’s history not all peoples were considered to be equals. This is most evident in the fact that it was not until ten years ago that all people were granted the right to vote.


3. Distribute either Worksheet #6.3.7a (easier) or Worksheet #6.3.7b (harder). Go over the directions, if necessary.

4. ALTERNATELY or IN ADDITION. Have students write an essay comparing and contrasting the ancient Athenian ideas of fairness, equity, and rights with modern-day Canadian ideas. You may want to suggest a structure such as:

   Introduction – introduce the topic and tell why it is important or relevant to a study on democracy
   
   Body – tell how both societies are similar in their view of fairness, equity, and rights tell how the societies are different.
   
   Conclusion – restate the topic. Tell how the culture of Ancient Athens has influenced Canada and offer an opinion about Athenian ideas of fairness, equity, and rights.

Assignments:

1. Read Voices in Democracy, page 61.
2. Do either Worksheet #6.3.7a OR Worksheet #6.3.7b.
3. ALTERNATELY or IN ADDITION. Write an essay comparing and contrasting the ideas of fairness, equity, and rights in Ancient Athens and in Canada today.
Directions: Use *Voices in Democracy*, page 61 to help you with the questions.

1. Following are some statements about Athenian democracy. Decide if you think each is fair or not fair. Put a check mark (√) in the correct column.

<table>
<thead>
<tr>
<th></th>
<th>Fair</th>
<th>Not Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Citizens are allowed to rule themselves.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Majority rule is fair. That is, if more than half the people vote “yes”, the law is passed.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>People that belong to the same social class in society have equal rights.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Women, slaves, and metics could not vote.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>It is alright for one person to own another. That is, slavery is acceptable.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>People should do what is for the common good over just what is good for themselves.</td>
<td></td>
</tr>
</tbody>
</table>

2. Pick one of the statements that you think was not fair. Write a paragraph telling why you think this part of Ancient Athenian culture was not fair.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Worksheet #6.3.7a
Directions: Use *Voices in Democracy*, page 61 to help you with the questions.

1. Use the chart to compare the ideas of fairness, equity, and rights in Ancient Athens, Canadian society, and Hutterite society.

<table>
<thead>
<tr>
<th></th>
<th>Ancient Athens</th>
<th>Canadian Society</th>
<th>Hutterite Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizens should be allowed to rule themselves.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is fair to go with what the majority want.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There should be different classes of people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not everyone should be allowed to vote.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We should always do things for the common good rather than just for ourselves.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. To what extent were freedom and equity part of Athenian democracy?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Directions: Use Voices in Democracy, page 61 to help you with the questions.

1. Following are some statements about Athenian democracy. Decide if you think each is fair or not fair. Put a check mark (✓) in the correct column.

   **Answers may vary**

<table>
<thead>
<tr>
<th></th>
<th>Fair</th>
<th>Not Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Citizens are allowed to rule themselves.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>b. Majority rule is fair. That is, if more than half the people vote “yes”, the law is passed.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>c. People that belong to the same social class in society have equal rights.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>d. Women, slaves, and metics could not vote.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>e. It is alright for one person to own another. That is, slavery is acceptable.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>f. People should do what is for the common good over just what is good for themselves.</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

2. Pick one of the statements that you think was not fair. Write a paragraph telling why you think this part of Ancient Athenian culture was not fair.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Worksheet #6.3.7a
**Fairness in Ancient Athens**

**Directions:** Use *Voices in Democracy*, page 61 to help you with the questions.

1. Use the chart to compare the ideas of fairness, equity, and rights in Ancient Athens, Canadian society, and Hutterite society. *(Answers may vary)*

<table>
<thead>
<tr>
<th></th>
<th>Ancient Athens</th>
<th>Canadian Society</th>
<th>Hutterite Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizens should be</td>
<td>Ancient Athenians believed this. Only men have the right to rule themselves.</td>
<td>Overall, accepted by Canadians</td>
<td>Accepted by Hutterites</td>
</tr>
<tr>
<td>allowed to rule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>themselves.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is fair to go with</td>
<td>Agreed</td>
<td>Agreed</td>
<td>Agreed</td>
</tr>
<tr>
<td>what the majority</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>want.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There should be</td>
<td>Agreed</td>
<td>Disagree, but</td>
<td>Disagree</td>
</tr>
<tr>
<td>different classes of</td>
<td></td>
<td>there are social</td>
<td></td>
</tr>
<tr>
<td>people.</td>
<td></td>
<td>classes</td>
<td></td>
</tr>
<tr>
<td>Not everyone should</td>
<td>Agreed</td>
<td>Agreed—although</td>
<td>Agreed—only men</td>
</tr>
<tr>
<td>be allowed to vote.</td>
<td></td>
<td>this idea has</td>
<td>should vote</td>
</tr>
<tr>
<td></td>
<td></td>
<td>only been accepted in recent years</td>
<td></td>
</tr>
<tr>
<td>We should always do</td>
<td>Agreed</td>
<td>Usually, but not</td>
<td>Agreed</td>
</tr>
<tr>
<td>things for the common</td>
<td></td>
<td>always</td>
<td></td>
</tr>
<tr>
<td>good rather than just</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for ourselves.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. To what extent were freedom and equity part of Athenian democracy?

*Freedom and equity applied to citizens, but not to metic or slaves.*

---

Worksheet #6.3.7b
Lesson Eight

Concept: Learning about the Past

Resources/Materials: Voices in Democracy, pages 62 and 63
Worksheets #6.3.8a and #6.3.8b (transparencies or enlargements)
Worksheets #6.3.8c and #6.3.8d (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 or is an important person.
- objects that might be important.
- the language of the people using the coin.
- that metal or metals the people who use the coin had.
- the technology that was used to make the coin.
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 been excavated (dug up). The objects they excavate are most often broke 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 a couple of the photos of artifacts in the chapter. Have them first make observations, and then inferences.

5. Have students turn to textbook, page 62. Guide the reading. Then explain that secondary sources are written by people who have made inferences from examining and analyzing primary sources of information. Your textbook is a secondary source of information.

6. Have students copy the information from Worksheets #6.3.8a and #7.3.8b (transparency or enlargement). Then have them do Worksheets #6.3.8c and #6.3.8d. Go over the directions, if necessary. You may also want some students to do the activity on textbook, page 63.

Assignments:
1. Read Voices in Democracy, page 62.
2. Copy the notes from Worksheets #6.3.8a and #6.3.8b
3. Do Worksheets #6.3.8c and #6.3.8d.
4. Do the activity on textbook, page 63 (for more advanced students)
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
Sources of Information
There are two main types of information:

Primary Resources – writings and objects that were created by people living at a certain time (journals, letters, tools, homes)

Secondary Sources – writings that make inferences and analyze primary resources (articles, books)
**Learning About the Past**

**Directions:** Examine these photographs of artifacts from Ancient Athens. Tell what you see; then try to make inferences about Athenian lifestyle. You may be able to 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>
<tbody>
<tr>
<td><img src="image1.png" alt="Photograph 1" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Photograph 2" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>
**Primary and Secondary Sources**

**Directions:** Use *Voices in Democracy*, pages 62 and 63 to help you with these questions.

Tell whether each of the following is a primary or a secondary source. Put a check (✓) under the correct column.

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a poem written by an Ancient Athenian</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>an water jug excavated by an archaeologist</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>an article written by an historian about slaves in Ancient Athens</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>a coin used in Ancient Athens</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>a book that compares Ancient Greece and Modern Greece</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>the excavation of an ancient city</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>a painting done by an artist who imagines what it would be like to live in an Ancient Athenian house</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>a painting found on the wall of an ancient building</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>a cooking pot dug up by an archaeologist</td>
<td></td>
</tr>
<tr>
<td>k.</td>
<td>your textbook</td>
<td></td>
</tr>
<tr>
<td>l.</td>
<td>a speech given by an expert on Ancient Greece</td>
<td></td>
</tr>
<tr>
<td>m.</td>
<td>a book written by a doctor who lived in Ancient Athens</td>
<td></td>
</tr>
<tr>
<td>n.</td>
<td>a shield used by an Ancient Athenian soldier</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Examine these photographs of artifacts from Ancient Athens. Tell what you see; then try to make inferences about Athenian lifestyle. You may be able to 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>
| ![Cart Image] | - Picture of cart being pulled by two running horses  
- Picture quite detailed  
- Not perfectly round | - Horse/cart racing was a sport  
- Craftsmanship is quite good  
- Coin made by hand |

| ![Vase Image] | - Container  
- Loose clothing | - Used to hold water?  
- Lived in warm climate |

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 #6.3.8c
Directions: Use *Voices in Democracy*, pages 62 and 63 to help you with these questions.

Tell whether each of the following is a primary or a secondary source. Put a check (✓) under the correct column.

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a poem written by an Ancient Athenian</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>b. an water jug excavated by an archaeologist</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>c. an article written by an historian about slaves in Ancient Athens</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>d. a coin used in Ancient Athens</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>e. a book that compares Ancient Greece and Modern Greece</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>f. the excavation of an ancient city</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>g. a painting done by an artist who imagines what it would be like to live in an Ancient Athenian house</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>h. a painting found on the wall of an ancient building</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>i. a cooking pot dug up by an archaeologist</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>k. your textbook</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>l. a speech given by an expert on Ancient Greece</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>m. a book written by a doctor who lived in Ancient Athens</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>n. a shield used by an Ancient Athenian soldier</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Worksheet #6.3.8d
Lesson Nine

Concept: How Athenian Citizens Were Involved in Decision Making

Resources/Materials: Voices in Democracy, pages 64 – 66
Line Master 3-5 (student copies)
Worksheets #6.3.9a and #6.3.9b (student copies)

Introduction: Review the terms *direct democracy* and *representative democracy*. Explain that some aspects of Ancient Athens were a direct democracy and others were a representative democracy.

Remind students that only citizens (males born to parents who were born in Athens) could actually vote. Others like women and metics could try to influence citizens, however.

Procedure:

1. Write on the board: The Assembly The Boule The Court
   Explain that there were three main parts to Athenian democracy: The Assembly, The Boule, and The Court. For the next few days students will learn about them.

2. Have students turn to textbook, page 64. Guide the reading of pages 64 – 66.

3. Distribute Line Master 3-5. Have students fill in the rectangle under *The Assembly*. Warn them to save this sheet, as they will be finishing it over the next few days.

4. Distribute Worksheets #6.3.9a and #6.3.9b. Go over the directions.

5. OPTIONAL. If you like, have students make a model of the Pnyx using Plasticine, modelling clay, or salt and flour dough.

Assignments:

2. Fill in the section on the Assembly on Line Master 3-5.
3. Do Worksheets #6.3.9a and #6.3.9b.
4. OPTIONAL. Make a model of the Pnyx.
Directions: Use *Voices of Democracy*, pages 64 – 66 to answer the questions.

1. Complete the concept map.

   ![The Pillars of Athenian Democracy Diagram]

2. Answer these questions with a word or a phrase.
   
   a. Which class of people were part of the Assembly? ____________________________
   
   b. How many citizens had to be present in the Assembly before a vote could be taken?
      ____________________________
   
   c. What was the name of the hill where the Assembly met? _______________________
   
   d. Why is the type of decision making in the Assembly referred to as direct democracy?
      ____________________________
   
   e. What are two ways that voting took place? ____________________________
      ____________________________
   
   f. What word is used to refer to a decision made by people who are in authority?
      ____________________________
   
   g. What made Pericles an influential orator?
      ____________________________
   
   h. Why did Pericles think there needed to be a law requiring that people be paid for the
      time they spent in government?
      ____________________________
3. Trace the wall that surrounded the city in red. Why do you suppose the Athenians built a wall around their city?

4. If a citizen were to walk from the Agora to the Pnyx, what direction would he be walking?

5. How far is it from the centre of the Agora to the Pnyx?
### Decision Making in Ancient Athens

#### All Citizens

- met 40 times/year
- all citizens could attend
- vote on issues
- met at Pnyx
- direct democracy

#### Representatives

- representatives of citizens
- selected by lottery
- could serve on council two time
- known as the boule
- planned agenda for Assembly meetings

#### Magistrates

- provided over by magistrate
- jury of between 501
- and 1500
- magistrates set fines
- men had to speak for themselves (as opposed to having lawyers)
- women needed to have a citizen speak on their behalf

---

*Line Master 3-5

(to accompany How Were Athenian Citizens Involved in Decision Making?)*
The Assembly

Directions: Use Voices of Democracy, pages 64 – 66 to answer the questions.

1. Complete the concept map.

The Pillars of Athenian Democracy

- The Assembly
- The Council of 500 (Boule)
- The Court

2. Answer these questions with a word or a phrase.

a. Which class of people were part of the Assembly? Citizens

b. How many citizens had to be present in the Assembly before a vote could be taken? 6000

c. What was the name of the hill where the Assembly met? Pnyx

d. Why is the type of decision making in the Assembly referred to as direct democracy?
   *every citizen could vote on the issue*

e. What are two ways that voting took place? *show of hands*
   *stones*

f. What word is used to refer to a decision made by people who are in authority? decree

g. What made Pericles an influential orator?
   *was persuasive*

h. Why did Pericles think there needed to be a law requiring that people be paid for the time they spent in government?
   *poor citizens could participate in public decisions and still have enough money to live on*
Directions: Use the map below to answer the questions.

3. Trace the wall that surrounded the city in red. Why do you suppose the Athenians built a wall around their city?

   protection against enemies

4. If a citizen were to walk from the Agora to the Pnyx, what direction would he be walking?

   southwest

5. How far is it from the centre of the Agora to the Pnyx? 500 m
Lesson Ten

Concept: The Boule

Resources/Materials: Voices in Democracy, page 67
                      Line Master 3-5 (students have this)
                      Worksheet #6.3.10 (student copies)

Introduction: Recall that the three pillars of Athenian democracy were the Assembly, the Boule, and the Courts. Review that all citizens of Athens were eligible to attend the Assembly and that the Assembly met at the Pnyx. Business took place using direct democracy.

Tell students that the second pillar was the Boule or the Council of 500.

Procedure:

1. Explain that the Boule was composed of 500 representatives of the citizens of Athens. For this reason this part of Ancient Athens was a representative democracy.

2. Have students examine the two diagrams on textbook, page 67. Explain that these are two diagrams of the Bouleuterion, the place where the Boule met. Explain that the 5th century BCE diagram shows a newer Bouleuterion than the 6th century BCE diagram.

3. Guide the reading of page 67. Discuss possible reasons why the seating in the Bouleuterion was changed from a square to a curved layout.

4. Have students locate and then complete the second section of Line Master 3-5.

5. Distribute Worksheet #6.3.10. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, page 67.
2. Complete the second section of Line Master 3-5.
3. Do Worksheet #6.3.10.
The Boule

Directions: Use Voices of Democracy, page 67 to answer the questions.

1. Complete the chart.

<table>
<thead>
<tr>
<th>Aspect of the Boule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of members</td>
<td></td>
</tr>
<tr>
<td>Where it met</td>
<td></td>
</tr>
<tr>
<td>How members were represented</td>
<td></td>
</tr>
<tr>
<td>How members were selected</td>
<td></td>
</tr>
<tr>
<td>How long members served</td>
<td></td>
</tr>
<tr>
<td>How many times members could serve</td>
<td></td>
</tr>
<tr>
<td>How long the chairman served</td>
<td></td>
</tr>
<tr>
<td>Responsibilities of the council</td>
<td></td>
</tr>
</tbody>
</table>

2. In what way was the Boule an example of representative democracy?

________________________________________________________________________

________________________________________________________________________

3. What do you think of the way the members of the Boule were selected? Tell why.

________________________________________________________________________

________________________________________________________________________
Directions: Use Voices of Democracy, page 67 to answer the questions.

1. Complete the chart.

<table>
<thead>
<tr>
<th>Aspect of the Boule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of members</td>
<td>500</td>
</tr>
<tr>
<td>Where it met</td>
<td>Bouleuterion</td>
</tr>
<tr>
<td>How members were represented</td>
<td>50 members from each of 10 tribes</td>
</tr>
<tr>
<td>How members were selected</td>
<td>lottery</td>
</tr>
<tr>
<td>How long members served</td>
<td>1/6 year</td>
</tr>
<tr>
<td>How many times members could serve</td>
<td>2</td>
</tr>
<tr>
<td>How long the chairman served</td>
<td>24</td>
</tr>
<tr>
<td>Responsibilities of the council</td>
<td>set agenda for Assembly meetings</td>
</tr>
</tbody>
</table>

2. In what way was the Boule an example of representative democracy?

   members of Boule were selected to represent the interests of all citizens

3. What do you think of the way the members of the Boule were selected? Tell why.

   Answers will vary
Lesson Eleven

Concept: The Courts

Resources/Materials: Voices in Democracy, pages 68 and 69
Line Master 3-5 (students have this)
Worksheet #6.3.11 (student copies)

Introduction: Explain that the third pillar of Athenian democracy were the Courts.

If you need to, explain that the basic function of the courts is to enforce the laws. They first must decide whether a person is guilty or not. If a person is guilty, the court must decide on an appropriate punishment.

Procedure:

1. Have students turn to textbook, pages 68 and 69. Guide the reading.

2. Have students locate and then complete the third section of Line Master 3-5.

3. Distribute Worksheet #6.3.11. Students are to make up questions about the information on textbook, pages 68 and 69. They are to write the answers in the boxes on the far right. Have students trade papers and try to answer the questions. The papers are then returned to the owners for checking.

4. OPTIONAL. Have students do the “Over to You” questions on textbook, page 69.

Assignments:

1. Read Voices in Democracy, pages 68 and 69.
2. Finish Line Master 3-5.
3. On Worksheet #6.3.11 make up questions for a classmate to do.
4. OPTIONAL. Do the “Over to You” questions at the bottom of page 69.
The Courts

**Directions:** Make up five questions about the Courts in Ancient Athens. Put your answer on the far right and then fold on the line. Trade papers and answer the questions.

<table>
<thead>
<tr>
<th>Question:</th>
<th>My answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer:</td>
<td></td>
</tr>
<tr>
<td>Question:</td>
<td>My answer:</td>
</tr>
<tr>
<td>Answer:</td>
<td></td>
</tr>
<tr>
<td>Question:</td>
<td>My answer:</td>
</tr>
<tr>
<td>Answer:</td>
<td></td>
</tr>
<tr>
<td>Question:</td>
<td>My answer:</td>
</tr>
<tr>
<td>Answer:</td>
<td></td>
</tr>
<tr>
<td>Question:</td>
<td>My answer:</td>
</tr>
<tr>
<td>Answer:</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Twelve

Concept: Viewpoints: Is Ancient Athens a Good Example of Democracy?

Resources/Materials: Voices in Democracy, pages 70 and 71.  
Worksheet #6.3.12 (student copies)

Introduction: Remind students that throughout the world, democracy is practised in many different ways.

Procedure:

1. Explain that today’s lesson explores how some people view democracy. Some people say that unless everyone is able to vote you do not have a democracy. Others say this would be impossible and not even desirable.

2. Have students turn to textbook, pages 70 and 71. Guide the reading.

3. Distribute Worksheet #6.3.12. Go over the directions, if necessary.

4. OPTIONAL. Depending on your class and your own comfort level, you might want to organize a debate on the issue. It can be structured to your and your class’s needs and sophistication.

Assignments:

1. Read Voices in Democracy, pages 70 and 71.
2. Do Worksheet #6.3.12.
3. OPTIONAL. Organize a debate on the issue.
Directions: Use *Voices in Democracy*, pages 70 and 71 to complete the chart. Summarize the viewpoints.

**Issue:** Is Ancient Athens a good example of democracy?

<table>
<thead>
<tr>
<th>Viewpoint 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Viewpoint 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Viewpoint 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Viewpoint 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a paragraph to tell how you feel about the issue.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
**Viewpoints**

**Directions:** Use *Voices in Democracy*, pages 70 and 71 to complete the chart. Summarize the viewpoints.

<table>
<thead>
<tr>
<th>Issue: Is Ancient Athens a good example of democracy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Viewpoint 1</strong></td>
</tr>
<tr>
<td>Ancient Athens was not a true democracy because only citizens could vote</td>
</tr>
<tr>
<td><strong>Viewpoint 2</strong></td>
</tr>
<tr>
<td>Ancient Athens was a true democracy for its time. Citizens were equally powerful.</td>
</tr>
<tr>
<td><strong>Viewpoint 3</strong></td>
</tr>
<tr>
<td>In some ways Ancient Athens was more democratic than Canada because there was more opportunity to vote directly on issues</td>
</tr>
<tr>
<td><strong>Viewpoint 4</strong></td>
</tr>
<tr>
<td>Ancient Athens gave us a good start in the process of including all groups as participants in decision making</td>
</tr>
</tbody>
</table>

Write a paragraph to tell how you feel about the issue.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Lesson Thirteen

Concept: Practising Democracy

Resources/Materials: Voices in Democracy, pages 72 and 73
Worksheet #6.3.13 (student copies)

Introduction: Review that the Ancient Athenians chose their representatives by the lottery system. They also felt that politicians should be good orators so they could persuade others to make particular decisions.

Explain that there are other issues about decision making that go with democracy.

Procedure:

1. Have students turn to textbook, pages 72 and 73. Read the opening paragraph; then ask students to read the rest of pages 72 and 73 to see what kinds of issues come up.

2. Explain that decision-making methods about whom representatives should be or how to vote on issues have their pros and cons. There is no clear best way.

3. Distribute Worksheet #6.3.13. Go over the directions, if necessary.

Assignments:

1. Read Voices of Democracy, pages 72 and 73.
2. Do Worksheet #6.3.13.
Directions: Use *Voices in Democracy*, pages 72 and 73 to help you.

There are many ways that democracy can be practised. Most have their pros and cons. Fill in the chart to tell about them.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>representative democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>choosing representatives using a lottery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>choosing representatives by nominating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making decisions based on how well someone speaks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Directions:** Use *Voices in Democracy*, pages 72 and 73 to help you.

There are many ways that democracy can be practiced. Most have their pros and cons. Fill in the chart to tell about them.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct democracy</td>
<td>• everyone gets a say in decision making</td>
<td>• can take too long to cast and count votes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• not everyone is able to be informed on the issues</td>
</tr>
<tr>
<td>representative democracy</td>
<td>• everyone does not have to be informed on all the issues</td>
<td>• representatives may not actually represent the views of citizens</td>
</tr>
<tr>
<td>choosing representatives using a lottery</td>
<td>• in some ways it is more fair because everyone has an equal chance of being selected</td>
<td>• incompetent people may be selected</td>
</tr>
<tr>
<td>choosing representatives by nominating</td>
<td>• more chance that qualified people will end up as representatives</td>
<td>• people might nominate their friends over those who are most qualified</td>
</tr>
<tr>
<td>Making decisions based on how well someone speaks</td>
<td>• people may be able to understand the pros and cons of an issue better</td>
<td>• good speakers may be able to convince you of something that may not be valid</td>
</tr>
</tbody>
</table>
Lesson Fourteen

Concept: Explore More! And Your Turn

Resources/Materials: Voices in Democracy, pages 74 and 75

Introduction: Explain that it is time to revisit some of the ideas and skills covered in Chapter 3.

Procedure:

1. With students go over the activities outlined on textbook, pages 74 and 75.
2. Select one or two activities to do.

Assignments:

1. Read Voices in Democracy, pages 74 and 75.
2. Do one or two of the activities.
Lesson Fifteen

Concept:  Chapter Three Review

Resources/Materials:  Chapter Three Review Sheets (student copies)

Introduction:  Explain that Chapter Three has now come to an end and that it is time to prepare for a test.

Procedure:

1. Distribute the Chapter Three Review Sheets.

2. Have students complete them. Mark and discuss the sheets together, if possible.

Assignment:

Do the Chapter Three Review Sheets.
Part I

1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>ancient metic Assembly agenda</th>
<th>ancient</th>
<th>city-state magistrate</th>
<th>tyrant</th>
<th>epic</th>
<th>citizen</th>
<th>primary sources</th>
<th>decree</th>
<th>orator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boule lottery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________________________ a person who speaks in public

__________________________ something from a time 2500 years ago

__________________________ a long poem that tells a story

__________________________ a political group

__________________________ a meeting of all the citizens

__________________________ person born in Athens whose parents were both born in Athens

__________________________ a ruler who seizes power and governs in a harsh, cruel way

__________________________ a process in which names are drawn by chance from a large number of choices

__________________________ made up of a city and the surrounding countryside that it controls

__________________________ a decision made by people who are in authority

__________________________ a list of topics that will be discussed at a meeting

__________________________ hill on which the Assembly met

__________________________ the Council of 500

__________________________ person living in Athens, but born outside the city-state
Use the map below to answer questions 2 and 3.

2. On the map label:
   - Athens
   - Mediterranean Sea
   - Aegean Sea
   - Ionian Sea

3. In what direction is Greece from the Mediterranean Sea? ____________________________

4. If you wanted to fly from your home to Greece, in what direction would you fly?
   ____________________________

5. 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 question 6.

6. 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 7.

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 was 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.

7. From the information above you can tell that
   a. geography and climate influence lifestyle.
   b. Physides was not very brave
   c. Athens has colder winters than Corinth.
   d. Physides was not used to travelling by ship.

8. Look at the timeline below. About how many years ago did ancient Greece exist?

   500  0  500  1000  1500  2000

   400-300 BCE
   Ancient Athens
Use the following maps to answer questions 9 and 10
9. The shortest distance between Pylos and Corinth is approximately
   a. 100 km.
   b. 150 km.
   c. 200 km.
   d. 250 km.

10. 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.

11. Compared to ancient Athens, women in Canada
   a. have 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.

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.
   d. Slaves could vote at the Pnyx once they had lived in Athens for twenty years.

*Answer T for true and F for false.*

______ Often slaves were people who had been taken prisoner when their city-state was attacked by the Athenians.

______ Like boys, girls in ancient Athens went to school when they turned six.

______ Citizens voting at the Assembly is an example of direct democracy.

______ A cooking pot excavated at the site of an ancient city is a primary source.

______ The three pillars of Athenian democracy were The Assembly, The Council of 500, and the Court.

______ Members of the Boule were selected by lottery.

______ The Assembly usually voted by secret ballot.
_____ The members of the Boule represented the ten tribes of Athens.

_____ It was The Council of 500’s responsibility to plan the agenda for Assembly meetings.

_____ An Athenian who had been wronged by someone would bring their complaint to a magistrate.

_____ In the Assembly, a law could be passed only if the majority of the citizens supported it.
Part II

13. **Short Answer Questions**

You will be asked to answer **two** of the following questions.

a. Describe the life of a slave in Ancient Athens.

b. How do artifacts give us clues about life in ancient societies?

c. What is the difference between primary sources and secondary sources? Give examples of each.

d. What were the qualities of a good orator?

e. Describe how the members of the Council of 500 were selected.

14. **Essay Questions**

You will be asked to answer **one** of these questions.

a. Is Ancient Athens a good example of democracy?

b. How did Ancient Athens use both direct democracy and representative democracy?

c. To what extent were freedom and equity part of Athenian democracy?
Part I

1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>ancient</th>
<th>city-state</th>
<th>tyrant</th>
<th>citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>metic</td>
<td>magistrate</td>
<td>epic</td>
<td>primary sources</td>
</tr>
<tr>
<td>Assembly</td>
<td>Boule</td>
<td>Pnyx</td>
<td>decree</td>
</tr>
<tr>
<td>agenda</td>
<td>lottery</td>
<td>tribe</td>
<td>orator</td>
</tr>
</tbody>
</table>

- **orator**: a person who speaks in public
- **ancient**: something from a time 2500 years ago
- **epic**: a long poem that tells a story
- **tribe**: a political group
- **Assembly**: a meeting of all the citizens
- **citizen**: person born in Athens whose parents were both born in Athens
- **tyrant**: a ruler who seizes power and governs in a harsh, cruel way
- **lottery**: a process in which names are drawn by chance from a large number of choices
- **city-state**: made up of a city and the surrounding countryside that it controls
- **decree**: a decision made by people who are in authority
- **agenda**: a list of topics that will be discussed at a meeting
- **Pnyx**: hill on which the Assembly met
- **Boule**: the Council of 500
- **metic**: person living in Athens, but born outside the city-state
magistrate: a government official who works for the court

primary sources: writings and objects created by people living at a certain time

Use the map below to answer questions 2 and 3.

2. On the map label:
   - Athens
   - Mediterranean Sea
   - Aegean Sea
   - Ionian Sea

3. In what direction is Greece from the Mediterranean Sea? north

4. If you wanted to fly from your home to Greece, in what direction would you fly?
   southeast

5. 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.
6. 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 7.

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 was 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.

7. From the information above you can tell that

a. geography and climate influence lifestyle.
b. Physides was not very brave
c. Athens has colder winters than Corinth.
d. Physides was not used to travelling by ship.

8. Look at the timeline below. About how many years ago did ancient Greece exist?

2500 yrs +

| 500 | 0 | 500 | 1000 | 1500 | 2000 |

400-300 BCE
Ancient Athens
Use the following maps to answer questions 9 and 10
9. The shortest distance between Pylos and Corinth is approximately
   a. 100 km.
   b. 150 km.
   c. 200 km.
   d. 250 km.

10. 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.

11. Compared to ancient Athens, women in Canada
    a. have 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.

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.
    d. Slaves could vote at the Pnyx once they had lived in Athens for twenty years.

*Answer T for true and F for false.*

- **T** Often slaves were people who had been taken prisoner when their city-state was attacked by the Athenians.
- **F** Like boys, girls in ancient Athens went to school when they turned six.
- **T** Citizens voting at the Assembly is an example of direct democracy.
- **T** A cooking pot excavated at the site of an ancient city is a primary source.
- **T** The three pillars of Athenian democracy were The Assembly, The Council of 500, and the Court.
- **T** Members of the Boule were selected by lottery.
- **F** The Assembly usually voted by secret ballot.
The members of the Boule represented the ten tribes of Athens.

It was The Council of 500’s responsibility to plan the agenda for Assembly meetings.

An Athenian who had been wronged by someone would bring their complaint to a magistrate.

In the Assembly, a law could be passed only if the majority of the citizens supported it.
Lesson Sixteen

Concept: Chapter Three Test

Resources/Materials: Chapter Three Test (student copies)
Part I

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 its meaning.

<table>
<thead>
<tr>
<th>a. agenda</th>
<th>b. agora</th>
<th>c. ancient</th>
<th>d. Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Boule</td>
<td>f. city-state</td>
<td>g. lottery</td>
<td>h. magistrate</td>
</tr>
<tr>
<td>i. metic</td>
<td>j. orator</td>
<td>k. primary sources</td>
<td>l. tribe</td>
</tr>
</tbody>
</table>

1. writings and objects created by people living at a certain time
2. something from a time long ago
3. area made up of a city and the surrounding countryside
4. a government official who works for the court
5. resident of Ancient Athens who had been born outside the city-state
6. gathering of citizens to discuss, debate, and vote on issues
7. the Council of 500
8. someone who speaks in public
9. a political group in Ancient Athens
10. event where names are drawn by chance from a large number of choices
11. a list of topics to be discussed at a meeting
12. marketplace in Ancient Athens
Answer T for true and F for false.

13. Some city-states in Ancient Greece were ruled by tyrants.
14. Slaves could be owned by private Athenians or by the city-state.
15. From the ages of six to eighteen, boys and girls went to school.
16. Women could only vote if their husbands were citizens.
17. Individual and minority rights were not part of the thinking of Athenian democracy. The common good was the highest value.
18. At least 6000 citizens had to be present at the Assembly before a vote could take place.
19. A person who had been wronged could take his or her case to a plaintiff.
20. Men spent most of their day outside the home in the company of other men.

Choose the best answer for each question.

21. 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 22, 23, and 24.
22. A cross section cut along a line from Sparta (S) to Athens (A) would look like

a.  

b.  

c.  

d.  

23. From Olympia to Eretria is

a. directly north.
b. southwest.
c. east.
d. northeast.

24. 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.

25. 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.

26. 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 27.

“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.”

27. You can conclude that the speaker of the above passage is most likely a

a. slave.
b. citizen.
c. metic.
d. woman.

28. The people of ancient Athens practised direct democracy when

a. members of the Assembly voted on issues.
b. members of the Boule were selected.
c. both men and women voted on issues.
d. all classes of people voted on issues.

Use the following information to answer question 29.

<table>
<thead>
<tr>
<th>Ancient Athens</th>
<th>Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Every person over 18 years of age and who is a Canadian citizen is allowed to vote. In government elections, voting is always done by secret ballot.</td>
</tr>
<tr>
<td>Voting in the Assembly was usually done by show of hands.</td>
<td></td>
</tr>
</tbody>
</table>

29. A conclusion you can draw 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 was more fairness and equity in ancient Athens than there is in Canada.
30. The best name for the above is

a. The Pillars of Athenian Democracy.
b. The Social Classes of Ancient Athens.
c. Government in Ancient Greece.
d. Similarities in Government Between Canada and Greece.
Part II

Short Answer Questions

Answer two of the following questions.

a. Describe the life of a slave in Ancient Athens.

b. How do artifacts give us clues about life in ancient societies?

c. What is the difference between primary sources and secondary sources? Give examples of each.

d. What were the qualities of a good orator?

e. Describe how the members of the Council of 500 were selected.

Essay Questions

Answer one of these questions.

a. Is Ancient Athens a good example of democracy?

b. How did Ancient Athens use both direct democracy and representative democracy?

c. To what extent were freedom and equity part of Athenian democracy?
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>11.</td>
<td>21.</td>
</tr>
<tr>
<td>2.</td>
<td>12.</td>
<td>22.</td>
</tr>
<tr>
<td>3.</td>
<td>13.</td>
<td>23.</td>
</tr>
<tr>
<td>5.</td>
<td>15.</td>
<td>25.</td>
</tr>
<tr>
<td>7.</td>
<td>17.</td>
<td>27.</td>
</tr>
<tr>
<td>8.</td>
<td>18.</td>
<td>28.</td>
</tr>
<tr>
<td>9.</td>
<td>19.</td>
<td>29.</td>
</tr>
<tr>
<td>10.</td>
<td>20.</td>
<td>30.</td>
</tr>
</tbody>
</table>
Social Studies Grade 6 Chapter 3 Test

Name: ________________________________

Social Studies
Grade Six
Chapter Two: Democracy in Action

Test

1. ______ 11. ______ 21. ______
2. ______ 12. ______ 22. ______
3. ______ 13. ______ 23. ______
4. ______ 14. ______ 24. ______
5. ______ 15. ______ 25. ______
6. ______ 16. ______ 26. ______
7. ______ 17. ______ 27. ______
8. ______ 18. ______ 28. ______
9. ______ 19. ______ 29. ______
10. ______ 20. ______ 30. ______
Chapter Four

The Iroquois Confederacy

Inquiry Questions

- How are democratic ideas about equality, equity, and participation part of the Iroquois Confederacy?

- To what extent was the Iroquois Confederacy a representative democracy?
Chapter Four
The Iroquois Confederacy

Contents

Lesson One Introduction 3
Lesson Two Iroquois Society: The Longhouse and the Clans 4
Lesson Three Iroquois Society: The Roles of Women and Men 5
Lesson Four Wampum 6
Lesson Five Interpreting Maps 7
Lesson Six The Structure of the Iroquois Confederacy 8
Lesson Seven Democratic Principles and the Iroquois Confederacy 9
Lesson Eight Decision Making in the Iroquois Confederacy 10
Lesson Ten Contributing to the Community 12
Lesson Eleven Explore More! And Your Turn 13
Lesson Twelve Chapter Four Review 14
Lesson Thirteen Chapter Four Test 15
Lesson One

Concept: Introduction

Resources/Materials: Voices in Democracy, pages 76 and 77
Wall Map of Canada
Worksheet #6.4.1a (transparency or enlargement on chart paper)
Worksheets #6.4.1b, #6.4.1c, and #6.4.1d (student copies)

Introduction: With students briefly review the features of Canadian and Ancient Athenian democracy.
Canada – representative democracy, all citizens can vote
Ancient Athens – direct democracy and representative democracy, only some people can vote

Explain that Chapter 4 deals with another type of democracy where decision making is not done by voting.

Procedure:

1. Explain that the next democracy students will learn about is the Iroquois Confederacy. It was actually a partnership of six different First Nations that lived and still live in the region south of Lake Ontario and the lower St. Lawrence River. Point out on the wall map of Canada.

2. Explain that Iroquois is the name that French explorers and settlers gave to these First Nations. However, the people themselves prefer Haudenosaunee.

3. Have students turn to textbook, page 76. Allow them to flip through the chapter for a minute or two.

4. Explain that this partnership started out with five First Nations and later became a six-nation partnership. Pages 76 and 77 explain how the partnership began in the first place. Guide the reading of textbook, pages 76 and 77.

5. Be sure that students understand the inquiry questions.

6. Have students copy the information from Worksheet #6.4.1a into their notebooks.

7. Distribute Worksheets #6.4.1b, #6.4.1c, and #6.4.1d, if necessary.

8. OPTIONAL. You might want students to image what the Peacemaker looked like as he travelled among the people, going from nation to nation. Have them make an illustration. You might want the illustration to be part of a title page for the chapter.

Assignments:

1. Read Voices in Democracy, pages 76 and 77.
2. Copy notes from Worksheet #6.4.1a.
3. Do Worksheets #6.4.1b, #6.4.1c, and #6.4.1d.
4. OPTIONAL. Illustrate the Peacemaker travelling and speaking to the various nations. This illustration could possibly used to make a title page for the chapter.
The Iroquois Confederacy

Seneca
Cayuga
Onondaga
Oneida
Mohawk
(Tuscarora)

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.
### Directions:
Use *Voices in Democracy*, pages 76 and 77 to answer the questions.

1. The story of the “Coming of the Peacemaker” answers the 5 W’s and H of a good story. Fill in the boxes.

<table>
<thead>
<tr>
<th><strong>Who</strong> came to the people?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong> did he do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong> did he say the people should do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When</strong> did he do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where</strong> did this happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Why</strong> did he do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong> did the people decide to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How</strong> did he spread his message?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
2. The first five nations listed below formed the original Five Nations of the Iroquois Confederacy. The Tuscarora became the sixth nation in 1720. Complete the chart.

<table>
<thead>
<tr>
<th>English Name</th>
<th>Iroquoian Name</th>
<th>Meaning</th>
<th>17th/18th Century Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seneca</td>
<td>Onondowahgah</td>
<td></td>
<td>Seneca Lake and Genesee River</td>
</tr>
<tr>
<td>Cayuga</td>
<td>Guyohkohnyoh</td>
<td></td>
<td>Cayuga Lake</td>
</tr>
<tr>
<td>Onondaga</td>
<td>Onö́da’gega’</td>
<td></td>
<td>Onondaga Lake</td>
</tr>
<tr>
<td>Oneida</td>
<td>Onayotekaono</td>
<td></td>
<td>Oneida Lakae</td>
</tr>
<tr>
<td>Mohawk</td>
<td>Kanien’kehá:ka</td>
<td></td>
<td>Mohawk River</td>
</tr>
<tr>
<td>Tuscarora</td>
<td>Ska-Ruh-Reh</td>
<td>“Hemp Gatherers”</td>
<td>From North Carolina (settled between the Oneidas and Onondaga)</td>
</tr>
</tbody>
</table>

3. Reread the last paragraph on page 77. What do you think the Tree of Peace might have looked like? Draw a picture in the space below.
Directions: Examine the timeline. Then do the questions.

1. Put these dates on the timeline.
   - 400 – 300 BCE: Ancient Athens
   - 1142: Iroquois Confederacy founded
   - 1490: Europeans began exploring North America
   - 1702: Tuscarora join Iroquois Confederacy
   - 1776: United States founded
   - 1867: Canada founded (Confederation)
   - this year

2. About how many years was it between the time that Ancient Athens ended and the Iroquois Confederacy was founded?

3. For how many years had the Iroquois Confederacy been founded before the Tuscarora joined it?
**Social Studies Grade 6 Chapter 4 Worksheets**

**Coming of the Peacemaker**

**Directions:** Use *Voices in Democracy*, pages 76 and 77 to answer the questions.

1. The story of the “Coming of the Peacemaker” answers the 5 W’s and H of a good story. Fill in the boxes.

<table>
<thead>
<tr>
<th><strong>Who</strong> came to the people?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Peacemaker</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong> did he do?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>came with message</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong> did he say the people should do?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Stop abusing one another</em></td>
</tr>
<tr>
<td><em>organize to ensure there was peace</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When</strong> did he do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>before Europeans came to North America</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where</strong> did this happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>land where Iroquois lived</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Why</strong> did he do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>was war and strife</em></td>
</tr>
<tr>
<td><em>human’s capable of reason</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong> did the people decide to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>gathered together in council</em></td>
</tr>
<tr>
<td><em>set down the principles of the Great Law of Peace</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How</strong> did he spread his message?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>travelled among the people</em></td>
</tr>
</tbody>
</table>
2. The first five nations listed below formed the original Five Nations of the Iroquois Confederacy. The Tuscarora became the sixth nation in 1720. Complete the chart.

<table>
<thead>
<tr>
<th>English Name</th>
<th>Iroquoian Name</th>
<th>Meaning</th>
<th>17th/18th Century Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seneca</td>
<td>Onondowahgah</td>
<td>People of the Great Hill</td>
<td>Seneca Lake and Genesee River</td>
</tr>
<tr>
<td>Cayuga</td>
<td>Guyohkohnyoh</td>
<td>People of the Swamp</td>
<td>Cayuga Lake</td>
</tr>
<tr>
<td>Onondaga</td>
<td>Onönda’gega’</td>
<td>People of the Hills</td>
<td>Onondaga Lake</td>
</tr>
<tr>
<td>Oneida</td>
<td>Onayotekaono</td>
<td>People of Standing Stone</td>
<td>Oneida Lake</td>
</tr>
<tr>
<td>Mohawk</td>
<td>Kanien’kehá:ka</td>
<td>People of the Flint Stone</td>
<td>Mohawk River</td>
</tr>
<tr>
<td>Tuscarora</td>
<td>Ska-Ruh-Reh</td>
<td>“Hemp Gatherers”</td>
<td>From North Carolina (settled between the Oneidas and Onondaga)</td>
</tr>
</tbody>
</table>

3. Reread the last paragraph on page 77. What do you think the Tree of Peace might have looked like? Draw a picture in the space below.
Directions: Examine the timeline. Then do the questions.

1. Put these dates on the timeline.
   - 400 – 300 BCE: Ancient Athens
   - 1142: Iroquois Confederacy founded
   - 1490: Europeans began exploring North America
   - 1702: Tuscarora join Iroquois Confederacy
   - 1776: United States founded
   - 1867: Canada founded (Confederation)
   - this year

2. About how many years was it between the time that Ancient Athens ended and the Iroquois Confederacy was founded?
   1442 years

3. For how many years had the Iroquois Confederacy been founded before the Tuscarora joined it?
   560 years

Worksheet #6.4.1c
Lesson Two

Concept: Iroquois Society: The Longhouse and the Clans

Resources/Materials: Voices in Democracy, page 78
Worksheets #6.4.2a, #6.4.2b, #6.4.2c, #6.4.2d, and #6.4.2e (student copies)

Introduction: Ask students how many people live in each of their houses. Then ask them to imagine what it would be like if each of their rows of houses were one big room where all their relatives lived together. How might that change things?

Explain that in Iroquois society extended family groupings were called clans and they lived together in a big long house.

Procedure:


2. Distribute Worksheets #6.4.2a and #6.4.2b. Have students read the article on the longhouse. Then do the questions.

3. Distribute Worksheets #6.4.2c, #6.4.2d, and #6.4.2e. Use the charts to show how the clans helped to unify the nations.

4. OPTIONAL. Students might enjoy making a model of a longhouse or even an entire settlement.

Assignments:

1. Read Voices in Democracy, page 78.
2. Do Worksheets #6.4.2a, #6.4.2b, #6.4.2c, #6.4.2d, and #6.4.2e.
3. OPTIONAL. Make a model of an Iroquois settlement.
**The Longhouse**

Longhouses are long and narrow bark-covered houses that the Haudensanee (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 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 Haudenosaunee planted gardens around their homes. They planted food like corn, beans, and squash.

A longhouse was 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 daughter 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 Haudensanee are *matrilineal* which means that the clan that one belongs to is passed on from mothers to their children. One was 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 their mother. A husband did not lose his clan and become the clan of this wife; rather he lived with his wife in the house of her mother, but kept his own mother’s clan.

![Longhouse Floor Plan](image)

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 $\text{S}$). A platform, that was about 30 centimetres off the ground and approximately four metres long and two 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 doorway, it would mean people of the Turtle Clan lived in that particular longhouse. This was important because all people of the same clan were 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 shared. He would be offered food and a place to rest. The clan system was very important because it helped to keep people unified and maintained peace.

*Worksheet #6 4.2a*
Directions: Use *Voices in Democracy*, page 78 and the article on the longhouse to answer the questions.

1. Fill the spaces with words that you think make sense.

   Longhouses were at the ______________ of Iroquois society. Their ______________
   were divided into nine ______________, which were led by ______________
   ______________. All the people living in a longhouse were ______________
   of the same clan mother.

   The Haudenosaunee were ______________, which means that the clan one
   belonged to is passed on from ______________ to their ______________.

   One was not ______________ to marry a person from the same ______________.

2. What was the purpose of the palisade?

   ______________________________________________________________________

   ______________________________________________________________________

3. People of the same clan could not marry one another. How do you think this helped to
   unify the people?

   ______________________________________________________________________

   ______________________________________________________________________

4. Do you think that an extended family living in one huge longhouse is a good idea? Tell
   why.

   ______________________________________________________________________

   ______________________________________________________________________

   ______________________________________________________________________

   ______________________________________________________________________

   ______________________________________________________________________

   ______________________________________________________________________
Clans of the Iroquois Confederacy

Each nation of the Iroquois Confederacy was organized into clans. In all there were nine clans. They were from the three earth elements: land, air, and water.

<table>
<thead>
<tr>
<th>Land</th>
<th>Air</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Clan</td>
<td>Hawk Clan</td>
<td>Turtle Clan</td>
</tr>
<tr>
<td>Wolf Clan</td>
<td>Heron Clan</td>
<td>Beaver Clan</td>
</tr>
<tr>
<td>Bear Clan</td>
<td>Snipe Clan</td>
<td>Eel Clan</td>
</tr>
</tbody>
</table>

The wolf, bear, and turtle clans existed in all five nations.

<table>
<thead>
<tr>
<th></th>
<th>Seneca</th>
<th>Cayuga</th>
<th>Onondaga</th>
<th>Oneida</th>
<th>Mohawk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Older Brothers</td>
<td>Younger Brothers</td>
<td>Keepers of the</td>
<td>Younger Brothers</td>
<td>Older Brothers</td>
</tr>
<tr>
<td></td>
<td>Keepers of the</td>
<td></td>
<td>Council Fire</td>
<td></td>
<td>Keepers of the</td>
</tr>
<tr>
<td></td>
<td>Western Door</td>
<td></td>
<td></td>
<td></td>
<td>Eastern Door</td>
</tr>
<tr>
<td>Wolf</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Bear</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Turtle</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Snipe</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Deer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Beaver</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Heron</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Hawk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
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 the 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 the 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.
**The Longhouse**

**Directions:** Use *Voices in Democracy*, page 78 and the article on the longhouse to answer the questions.

1. Fill the spaces with words that you think make sense.

   Longhouses were at the **centre** of Iroquois society. Their **nations** were divided into nine **clans**, which were led by **clan mothers**. All the people living in a longhouse were **descendants** of the same clan mother.

   The Haudenosaunee were **matrilineal**, which means that the clan one belonged to is passed on from **mothers** to their **daughters**. One was not **allowed** to marry a person from the same **clan**.

2. What was the purpose of the palisade?

   **Protection from intruders**

3. People of the same clan could not marry one another. How do you think this helped to unify the people?

   **Through marriage one clan was linked to another**

4. Do you think that an extended family living in one huge longhouse is a good idea? Tell why.

   **Answers will vary**
CLANS OF THE IROQUOIS CONFEDERACY

Directions: Use the information from the article "The Clans of the Iroquois Confederacy" to help you with the crossword puzzle. 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

Directions: Use the information from the article "The Clans of the Iroquois Confederacy" to help you with the crossword puzzle. 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
Lesson Three

Concept: Iroquois Society: The Roles of Women and Men

Resources/Materials: Voices in Democracy, pages 79 and 80
Line Masters 4-1 (student copies)
Worksheets #6.4.3a and #6.4.3b (easier, student copies)
Line Masters 4-2 and 4-3 (harder, student copies)

Introduction: Briefly compare the patrilineal nature of Hutterite culture with the matrilineal nature of Haudenosaunee culture. (e.g., when girl marries she takes on her husband’s name and goes to live at his colony, if there is a move off the colony)

Explain that the role of women was quite different in Haudenosaunee society than in Ancient Athens or with Hutterites.

Procedure:

1. Distribute Line Master 4-1. Explain that the set of concentric circles depicts Iroquois identity. As a class, fill in the opposite side of each concentric circle, with the students’ equivalents.

   Example: Your Union of Nations: Hutterites (or Canadians)
   Your Nationality: Dariusleut (or Lehrerleut)
   Your Extended Family: Wipf, (Gross, Mandel, Kleinsasser, Waldner, Enns, etc.)
   Your Fireside Family: names of people who live in your house

2. Write the words fairness, equity, and participation on the board. Explain that these were the principles upon which Haudenosaunee democracy was based. If necessary, go over the meanings of the words. Tell students to think about how these were part of the Haudenosaunee culture.

3. Have students turn to textbook, pages 79 and 80. Guide the reading.

4. Distribute Line Masters 4-2 and 4-3 (harder) or Worksheets #6.4.3a and #6.4.3b (easier). Go over the directions, if necessary.
   On Line Master 4-2, in the spaces students are to give evidence from what they read about how the Haudensauunee society demonstrated each of the principles.
   For Line Master 4-3, the Skill Smart activity on textbook, page 79 might give students some ideas on the information they should look for to complete the exercise.

5. OPTIONAL. Have students answer the “Thinking It Through” questions on textbook, page 80.

Assignments:

1. Read Voices in Democracy, pages 79 and 80.
2. Do Line Masters 4-2 and 4-3 (harder) or Worksheets #6.4.3a and #6.4.3b (easier).
3. OPTIONAL. Do the “Thinking It Through” questions on textbook, page 80.
Directions: Use Voices in Democracy, pages 79 and 80 to help you with the questions.

1. Read each sentence. Write W if it tells about Haudenosaunee women and M if it tells about Haudenosaunee men.
   
a. _____ They kept gardens and raised corn, beans, and squash.
   
b. _____ They could be the leaders of their clans.
   
c. _____ They owned the property.
   
d. _____ They could become chiefs.
   
e. _____ They could be responsible for selecting the chiefs.
   
f. _____ They could serve on the Grand Council.
   
g. _____ They did the hunting and fishing.
   
h. _____ The Great Law of Peace gave some of them ownership of the chieftainship title.
   
i. _____ They fought in wars.
   
j. _____ They often made the decision to go to war.
   
k. _____ They raised the children.

2. What are seven characteristics that the Haudenosaunee looked for when selecting a chief?
   
a. ____________________________________________
   
b. ____________________________________________
   
c. ____________________________________________
   
d. ____________________________________________
   
e. ____________________________________________
   
f. ____________________________________________
   
g. ____________________________________________
Directions: Use Voices in Democracy, pages 79 and 80 to help you with the questions.

Read each sentence. Write I if it tells about women in the Iroquois Confederacy, A if it tells about women in Ancient Athens, and B if it tells about both.

1. _____ They had a great deal of power.
2. _____ They raised the children.
3. _____ They could not vote.
4. _____ They could influence others.
5. _____ They ran the house.
6. _____ They did not have much political power.
7. _____ They were lower in status than their husbands.
8. _____ They were often higher in status than their husbands.
9. _____ They were the leaders of their clans.
10. _____ They could be wise.
11. _____ They planted and raised the “Three Sisters”.
12. _____ They rarely left their homes.
13. _____ They had positions of great respect in their communities.
14. _____ They had responsibilities in the home.
15. _____ They had responsibilities outside the home.

Think about the women in your community. Are they more like Haudenosaunee women or like women in Ancient Athens. Tell why.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Worksheet #6.4.3b
Iroquois Identity

Your Union of Nations
The Iroquois

Your Nationality
The nations you belong to

Your Extended Family
Your clan

Your Fireside Family
Your mother, father, sisters, and brothers
Mom, Dad, Kate, Michelle, John, Abraham, Judy, Mark, Joe

Waldner
Lehrleut
Hutterites

Notes and questions to myself:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Use Voices in Democracy, pages 79 and 80 to help you with the questions.

1. Read each sentence. Write W if it tells about Haudenosaunee women and M if it tells about Haudenosaunee men.
   a.  W  They kept gardens and raised corn, beans, and squash.
   b.  W  They could be the leaders of their clans.
   c.  W  They owned the property.
   d.  M  They could become chiefs.
   e.  W  They could be responsible for selecting the chiefs.
   f.  M  They could serve on the Grand Council.
   g.  M  They did the hunting and fishing.
   h.  W  The Great Law of Peace gave some of them ownership of the chieftainship title.
   i.  M  They fought in wars.
   j.  W  They often made the decision to go to war.
   k.  W  They raised the children.

2. What are seven characteristics that the Haudenosaunee looked for when selecting a chief?
   a. honesty and kind-heartedness
   b. ability to think clearly
   c. knowledge of traditional ceremonies
   d. loyalty to family
   e. ability to uphold the Great Law
   f. ability to represent the people fairly
   g. ability to withstand criticism
Directions: Use Voices in Democracy, pages 79 and 80 to help you with the questions.

Read each sentence. Write I if it tells about women in the Iroquois Confederacy, A if it tells about women in Ancient Athens, and B if it tells about both.

1. _I_ They had a great deal of power.
2. _B_ They raised the children.
3. _A_ They could not vote.
4. _B_ They could influence others.
5. _B_ They ran the house.
6. _A_ They did not have much political power.
7. _A_ They were lower in status than their husbands.
8. _I_ They were often higher in status than their husbands.
9. _I_ They were the leaders of their clans.
10. _B_ They could be wise.
11. _I_ They planted and raised the “Three Sisters”.
12. _A_ They rarely left their homes.
13. _I_ They had positions of great respect in their communities.
14. _B_ They had responsibilities in the home.
15. _I_ They had responsibilities outside the home.

Think about the women in your community. Are they more like Haudenosaunee women or like women in Ancient Athens. Tell why.

```
most like Ancient Athens → could not vote, but could influence how husband voted
```

Worksheet #6.4.3b
In conclusion: Answers will vary.

Fairness, equity, and participation all part of Iroquois Confederacy.
Status of Women: Compare and Contrast

daily activities, status in society, political power

Women in the Iroquois Confederacy

Women in ancient Athens

How are they alike?

- in charge of home
- raised children
- in charge of raising/looking food

How are they different?

- active participants in decision making
- were head of clan
- prominent in community

- could not actively participate in decision making
- rarely left home

In conclusion:
Answers will vary

- Some similarities; some differences
- Iroquoian women had more influence/participated more in decision making
Lesson Four

Concept: Wampum

Resources/Materials: Voices in Democracy, pages 81 – 83
Line Master 4-4 (student copies)

Introduction: Explain that today, Canadian laws are lengthy and very detailed written documents. Our laws are written in such a way so that the laws will be very clear to everyone. Our Constitution is the most important law of our country and is the bases on which all other laws are made.

Explain that the Haudenosaunee did not have written laws as we do. However, all people seemed to understand the laws well.

Procedure:

1. Have students turn to textbook, page 82. Explain that the two photos are of something called wampum. They were like laws.

2. Have students turn to textbook, page 81. Guide the reading of the page. Also if you have the time, guide pages 82 and 83 as well.

3. Distribute Line Master 4-4. Make sure students can figure out what to do.

4. OPTIONAL. If you like, have students make a wampum, using a strip of graph paper. Remind them that a wampum is not just a design. It has to have meaning. Once the students have completed their wampums, have them explain their meanings.

Assignments:

1. Read Voices in Democracy, pages 81 – 83.
2. Do Line Master 4-4.
3. OPTIONAL. Think of a concept or story. Make a wampum that represents it.
Wampum Concept Map

What is it?
Records of important ideas, events, treaties made by wearing patterns of shell beads into strings or belts

What are its characteristics?
- Wampum keeper responsible for caring for and reading wampum
- Wampum reader chosen by clan at young age
- Often represented treaties
- Used symbols

Concept of Wampum

Hiawatha Wampum shows relationship among nations of the Confederacy

Two Row Wampum Treaty - symbolized relationship between Iroquois and North American Europeans

Made from shell beads

My definition: ____________________________

__________________________

Line Master 4-4 Wampum Concept Map (to accompany What Was Wampum Used For?)

Voices in Democracy, Teacher Resource. The right to reproduce or modify this page is restricted to purchasing schools. This page may have been modified from its original. Copyright © 2008 Pearson Education Canada, a division of Pearson Canada Inc.
Lesson Five

Concept: Interpreting Maps

Resources/Materials: Voices in Democracy, pages 84 and 85
Wall Maps or atlases
Worksheets #6.4.5a and #6.4.5b (optional, student copies)

Introduction: In the atlas or on the wall maps point out the different types of maps (political, physical, historical, etc.)

Explain that today’s lesson is about reading different kinds of maps.

Procedure:

1. Have students turn to textbook, page 84. Guide the reading.

2. Have students do the questions on textbook, page 85, in their notebooks.

3. OPTIONAL. Distribute Worksheets #6.4.5a and #6.4.5b. Tell students that Worksheet #6.4.5a is a map of New York state. Point out the state on the map of North America or even maps of Canada may show it. Explain that most of the Iroquois or Haudenosaunee lands were in what is today New York state. There is a body of water named after each of the five original five nations.

Assignments:

1. Read Voices in Democracy, page 84.
2. Do the “Practice the Skill” questions on page 85.
3. OPTIONAL. Do Worksheets #6.4.5a and #6.4.5b.
Directions: Use the maps on pages 84 and 85 of Voices in Democracy to answer the questions.

1. Each of the original five nations of the Iroquois Confederacy has a river or lake named after it. The river or lake was part of the lands of the nations.
   
   
   
c. Find Oneida Lake. Label it. Colour it green.
   
d. Find the Mohawk River. Label it. Trace it in blue.
   
e. Onondaga Lake is very small. It is northwest of the city of Syracuse. Label it. Colour it red.

2. Why do you suppose there is no body of water in this area named after the Tuscarora?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. On the map label the lands of each of the six nations.

4. Some of the other bodies of water on the map are named after other First Nations groups. What do you think might be three of them?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. There are several bodies of water named after English or French people or words. What do you think might be three of them?

   ________________________________________________________________
   ________________________________________________________________
Rivers and Lakes of New York State

- Mohawk
- Seneca
- Cayuga
- Onondago
- Oswego
- Oneida
- Ondeland
- Tugawa
- Seneca (Lake)
- Cayuga
- Seneca (Lake)
- Oswego
- Onondago

- New York City
- Buffalo
- Rochester
- Syracuse
- Albany
Social Studies Grade 6 Chapter 4 Worksheets
Rivers and Lakes of New York State

Directions: Use the maps on pages 84 and 85 of Voices in Democracy to answer the questions.

1. Each of the original five nations of the Iroquois Confederacy has a river or lake named after it. The river or lake was part of the lands of the nations.
   c. Find Oneida Lake. Label it. Colour it green.
   d. Find the Mohawk River. Label it. Trace it in blue.
   e. Onondaga Lake is very small. It is northwest of the city of Syracuse. Label it. Colour it red.

2. Why do you suppose there is no body of water in this area named after the Tuscarora?
   - came later
   - bodies of water already named

3. On the map label the lands of each of the six nations.

4. Some of the other bodies of water on the map are named after other First Nations groups. What do you think might be three of them?
   - any three like Tonawanda Cr., Cattaraugus Cr, Canundteigua Lake

5. There are several bodies of water named after English or French people or words. What do you think might be three of them?
   - Example: Hudson River, Lake George, Lake Champlain

Worksheet #6.4.5b
Lesson Six

Concept: The Structure of the Iroquois Confederacy

Resources/Materials: Voices in Democracy, pages 86 – 88
Worksheets #6.4.6a and #6.4.6b (easier, student copies)
Worksheets #6.4.6c and #6.4.6d (harder, student copies)

Introduction: Review that in Canada’s federal government, representatives are elected from all parts of the country to make decisions on behalf of the people of Canada. Provinces with larger populations elect more representatives than provinces with smaller populations.

In Ancient Athens all citizens could vote on issues. The Council of 500 (the Boule) was made up of representatives who set the agenda for Assembly meetings.

Explain that the Iroquois had a different system from Canada’s and that of Ancient Athens.

Procedure:

1. Have students turn to textbook, pages 86 and 87. Guide the reading.
2. Then guide the reading of textbook, page 88.
3. Distribute either Worksheets #6.4.6a and #6.4.6b (easier) or #6.4.6c and #6.4.6d (harder). Go over the directions, if necessary.

Assignments:

2. Do either Worksheets #6.4.6a and #6.4.6b (easier) OR Worksheets #6.4.6c and #6.4.6d.
Directions: Use *Voices in Democracy*, pages 86 – 88 to help you with the questions.

1. Fill in the boxes to tell about the responsibilities of the Haudenosaunee chiefs.

The Chiefs

Other Chiefs

[Diagram with boxes for filling in responsibilities]
3. Fill in the circles to show how the Grand Council was structured. In the centre circle write "Grand Council" and then tell how many chiefs served on the Grand Council. In the outer circles write the name of the nations and the number of chiefs from each nation.

4. For what reasons could a clan mother remove a chief?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Worksheet #6.4.6b
The Structure of the Iroquois Confederacy

Directions: Use Voices in Democracy, pages 86 – 88 to help you with the questions.

1. In the space below create a web that shows the responsibilities of Haudensaunee chiefs.

2. On pages 86, reread the second paragraph under the heading “The Chiefs”. In what way are the Haudenosauenee chiefs similar to the leaders of a Hutterite colony?

3. Why do you suppose that war chiefs and pine tree chiefs are not permanent members of the Grand Council?
4. Make a web to show how the Grand Council was structured. In your web include the number of chiefs for each web.

5. The clan mothers had responsibilities with respect to the Grand Council. Make a web showing these responsibilities.

6. One important responsibility of the Grand Council was to consider the seventh generation. Was this a reasonable responsibility? Write a paragraph expressing your opinion. (If you need to, continue your paragraph on the back of this sheet.)
Directions: Use Voices in Democracy, pages 86 – 88 to help you with the questions.

1. Fill in the boxes to tell about the responsibilities of the Haudenosaunee chiefs.

The Chiefs

- teachers and spiritual leaders
- remind people that Creator wants them to live together in peace
- look after the welfare of their people
- run the affairs of the clan, nation and Confederacy
- uphold rule of law

Other Chiefs

War Chiefs - selected by each nation to serve on Grand Council

Pine Tree Chiefs - had special abilities or interest in public affairs. Were selected to join Grand Council
3. Fill in the circles to show how the Grand Council was structured. In the centre circle write “Grand Council” and then tell how many chiefs served on the Grand Council. In the outer circles write the name of the nations and the number of chiefs from each nation.

Mohawk
9 chiefs

Onondaga
14 chiefs

Grand Council
50 chiefs

Oncida
4 chiefs

Cayuga
10 chiefs

Seneca
8 chiefs

4. For what reasons could a clan mother remove a chief?

- committing a serious crime
- refusing to attend meetings of Grand Council
- not listening to and representing views of the people
- disobeying the Great Law
- not acting with the welfare of the people in mind
Directions: Use Voices in Democracy, pages 86 – 88 to help you with the questions.

1. In the space below create a web that shows the responsibilities of Haudensaunee chiefs.  
   Answer will vary

2. On pages 86, reread the second paragraph under the heading “The Chiefs”. In what way are the Haudensaunee chiefs similar to the leaders of a Hutterite colony?
   - treated with respect
   - considered same as everyone else

3. Why do you suppose that war chiefs and pine tree chiefs are not permanent members of the Grand Council?
   - only needed in times of war or when certain expertise
   - or interests needed
4. Make web to show how the Grand Council was structured. In your web include the number of chiefs for each web.

    Answers will vary

5. The clan mothers had responsibilities with respect to the Grand Council. Make a web showing these responsibilities.

    Answers will vary

    - select new chiefs
    - ensure decisions made by Grand Council agreed with Great Law of Peace
    - monitor discussions to ensure all voices were heard and treated respectfully
    - pointed out mistakes they saw to chiefs

6. One important responsibility of the Grand Council was to consider the seventh generation. Was this a reasonable responsibility? Write a paragraph expressing your opinion. (If you need to, continue your paragraph on the back of this sheet.)

    Answers will vary

    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________

Worksheet #6.4.6d
Lesson Seven

Concept: Democratic Principles and the Iroquois Confederacy

Resources/Materials: Voices in Democracy, page 89
Worksheet #6.4.7 (optional, student copies)

Introduction: On the board write the four principles that support democracy:

Justice         Equity         Freedoms        Representation

Discuss ways students have learned so far about how the Haudenosaunee lifestyle and the Iroquois Confederacy showed these principles.

Procedure:

1. Have students turn to textbook, page 89. Explain that the page tells some ways that the Iroquois Confederacy had democratic principles. Guide the reading, ensuring that you are pointing out examples of each of the principles as they come up.

2. Distribute Worksheet #6.4.7. Go over the directions. Note: This exercise can be done in notebooks.

Assignments:

1. Read Voices in Democracy, page 89.
2. Do Worksheet #6.4.7 OR do the exercise in notebooks.
Directions: Use Voices in Democracy, page 89 and what you already know about the Iroquois Confederacy to show how the Iroquois Confederacy's style of decision making demonstrated the four principles of democracy.

The Principles of Democracy
Directions: Use Voices in Democracy, page 89 and what you already know about the Iroquois Confederacy to show how the Iroquois Confederacy's style of decision making demonstrated the four principles of democracy.

The Principles of Democracy
Answers will vary

- Justice
  - Authority shared between men and women
  - Clan system ensured no one nation could take over Confederacy

- Equity
  - Equality among chiefs
  - Authority shared between men and women had different responsibilities
  - All voices treated with respect

- Freedom
  - People felt free to give their input

- Representation
  - Clans represented on Grand Council
  - Nations represented on Grand Council
  - Women nominated chiefs to be members of Grand Council and could take away the title as well

Worksheet #6.4
**Lesson Eight**

**Concept:** Decision Making in the Iroquois Confederacy

**Resources/Materials:** Voices in Democracy, pages 90 – 93  
Worksheets #6.4.8a and #6.4.8b (easier, student copies)  
Line Master 4-5 (harder, student copies)

**Introduction:** With students discuss briefly the merits and drawbacks of voting as a decision making procedure. (Merits: it’s quick, the wishes of the majority prevail. Disadvantage: the wishes of the minority are often ignored.) Explain that most democratic nations use voting as a way to make decisions, but that the Iroquois Confederacy had a different procedure.

**Procedure:**

1. Have students turn to textbook, page 90. Guide the reading of the first section. **Make sure that students understand that in consensus, a person does not necessarily get everything he/she wants. There is a lot of give and take. Making decisions requires that people are willing to compromise. It is also relatively time consuming.**

2. Guide the rest of page 90 and pages 91 – 93.

3. Distribute either Worksheets #6.4.8a and #6.4.8b (easier) OR Line Master 4-5 (harder). Go over the directions if necessary.

4. OPTIONAL. Do the “Over to You” questions on textbook, page 93.

5. OPTIONAL. Set up a decision-making situation in the classroom that is relevant to your students. Facilitate reaching a decision by consensus.

**Assignments:**

1. Read *Voices in Democracy*, pages 90 – 93.
2. Do either Worksheets #6.4.8a and #6.4.8b (easier) OR Line Master 4-5 (harder)
3. OPTIONAL. Do the “Over to You” questions on page 93.
4. OPTIONAL. Set up a decision-making situation relevant to the class and go through the process of consensus to reach a decision.
Directions: Use Voices in Democracy, pages 90 – 93 to help you with the questions.

1. What is meant the term *consensus*?

2. What four things are required of people when making decisions by consensus?
   a. 
   b. 
   c. 
   d. 

3. On the Grand Council each of the nations had specific responsibilities. What were they?

<table>
<thead>
<tr>
<th>Nation</th>
<th>Responsibility(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6.4.8a
4. For each statement put a check mark (√) under yes or no.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The process of Grand Council decision making is laid out in the Great Law of Peace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The Mohawk and Seneca are the first to discuss an issue and make a decision by consensus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Once the Mohawk and Seneca make a decision the Oneida and Cayuga discuss the same issue and make a decision by consensus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. If the Mohawk, Seneca, Oneida, and Cayuga come to the same decision, the Onondaga discuss and decide upon the decision.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. If the Mohawk, Seneca, Oneida, and Cayuga come to a different decision, the Onondaga discuss the issue and make the decision on behalf of everyone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. At clan meetings, everyone except children have a chance to speak on an issue. A decision is made by consensus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. The clan mother informs the clan chief of the decision reached at the clan meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. The clan chief carries the decision of the clan to the Council of Chiefs of the nation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. The Council of Chiefs of a nation comes to a consensus about the issue and brings that decision to the Grand Council.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Voices in Democracy, pages 90 – 93 to help you with the questions.

1. What is meant the term consensus?
   
   decision making process where all people have an equal voice

2. What four things are required of people when making decisions by consensus?
   
   a. be open minded
   b. be willing to think deeply about an issue
   c. be willing to listen to ideas of others
   d. be willing to support a decision in the best interest of the group

3. On the Grand Council each of the nations had specific responsibilities. What were they?

<table>
<thead>
<tr>
<th>Nation</th>
<th>Responsibility(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onondaga - Fire Keepers</td>
<td>open the Grand Council and confirm decisions made</td>
</tr>
<tr>
<td>Mohawk (elder brothers)</td>
<td>discuss issue first and reach consensus</td>
</tr>
<tr>
<td>Seneca (brothers)</td>
<td></td>
</tr>
<tr>
<td>Oneida (younger brothers)</td>
<td>discuss same issue and reach a consensus</td>
</tr>
<tr>
<td>Cayuga (brothers)</td>
<td></td>
</tr>
</tbody>
</table>
4. For each statement put a check mark (√) under yes or no.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The process of Grand Council decision making is laid out in the Great Law of Peace.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>b. The Mohawk and Seneca are the first to discuss an issue and make a decision by consensus.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>c. Once the Mohawk and Seneca make a decision the Oneida and Cayuga discuss the same issue and make a decision by consensus.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>d. If the Mohawk, Seneca, Oneida, and Cayuga come to the same decision, the Onondaga discuss and decide upon the decision.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>e. If the Mohawk, Seneca, Oneida, and Cayuga come to a different decision, the Onondaga discuss the issue and make the decision on behalf of everyone.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>f. At clan meetings, everyone except children have a chance to speak on an issue. A decision is made by consensus.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>g. The clan mother informs the clan chief of the decision reached at the clan meeting.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>h. The clan chief carries the decision of the clan to the Council of Chiefs of the nation.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>i. The Council of Chiefs of a nation comes to a consensus about the issue and brings that decision to the Grand Council.</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
Representative Democracy Evidence

To what extent was the Iroquois Confederacy a representative democracy?

Evidence: Grand Council made up of chiefs from all the nations

Evidence: Authority shared between men and women → both genders represented

Evidence: Clans and nations both represented

Evidence: All chiefs/nations had specific roles/responsibilities on Grand Council

Evidence: A chief's two advisors and his clan mother advise him at Grand Council to ensure that he represented his people

All peoples: men, women, children were invited to give input

In conclusion:

Iroquois Confederacy was representative democracy
Lesson Nine

Concept: Viewpoints: What is the Best Way to Make a Decision?

Resources/Materials: Voices in Democracy, pages 94 and 95
Worksheet #6.4.9 (student copies)
Line Master G-19 (optional, student copies)

Introduction: Remind students how consensus works.

Explain that many people prefer using consensus to make decisions; others prefer voting. There are advantages and disadvantages to both.

Procedure:

1. Have students turn to textbook, pages 94 and 95. Guide the reading.

2. Distribute Worksheet #6.4.9. Go over the directions.

3. OPTIONAL. Use the Venn diagram on Line Master G-19 to compare and contrast consensus and voting as decision-making tools.

4. ALTERNATELY. Have students make a wall display showing the advantages and disadvantages of consensus and voting as decision-making tools. You might want groups of students to come up with their own ways of showing this.

Assignments:

1. Read Voices in Democracy, pages 94 and 95.
2. Do Worksheet #6.4.9.
3. OPTIONAL. Use the Venn diagram on Line Master G-19 to compare and contrast voting and consensus.
4. ALTERNATELY. Groups of students make wall displays depicting the advantages and disadvantages of consensus and voting.
Directions: Use *Voices in Democracy*, pages 94 and 95 and what you already know to help you with the question. Making decisions using consensus has its advantages and disadvantages. Using voting also has its advantages and disadvantages. Fill in the charts to show this information.

### Voting

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Consensus

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #649
**Directions:** Use *Voices in Democracy*, pages 94 and 95 and what you already know to help you with the question. Making decisions using consensus has its advantages and disadvantages. Using voting also has its advantages and disadvantages. Fill in the charts to show this information.

### Voting

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>- one person → one vote ensures everyone has equal say</td>
<td>- competitive → creates winners and losers</td>
</tr>
<tr>
<td></td>
<td>- majority rule means the minority may not be committed to the decision</td>
</tr>
</tbody>
</table>

### Consensus

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>- cooperative → decision reached that is best for all</td>
<td>- not good for large groups (impractical)</td>
</tr>
<tr>
<td>- inclusive</td>
<td>- takes time</td>
</tr>
</tbody>
</table>
Venn Diagram

Consensus
- requires putting what is best for the group ahead of individual interest

Same
- all people involved
- people have a voice in decision making
- involves discussion/debate of issues

Voting
- majority rules
- creates winners/losers
Lesson Ten

Concept: Contributing to the Community

Resources/Materials: Voices in Democracy, pages 97 and 98

Introduction: Briefly review the advantages and disadvantages of using consensus and voting as decision making tools.

Procedure:

1. Explain that Mr. Krahn’s class is having discussion about guidelines for behaviour in their class and in the school.

2. Have students turn to textbook, pages 96 and 97. Guide the reading.

3. Have students do the “Over to You” questions, independently or in pairs.

4. OPTIONAL. You might want to extend the activity to coming up with guidelines that would help improve a community. **Note:** You may want to approach this with extreme caution, as you do not want to offend community members. Be sure to approach this activity as guidelines for any community – they must be relatively generic.

Assignments:

1. Read Voices in Democracy, pages 96 and 97.
2. Do the “Over to You” questions on textbook, page 97.
3. OPTIONAL. Come up with guidelines that would help the well-being of a community. **See cautionary note in #4 above.**
Lesson Eleven

Concept: Explore More! and Your Turn

Resources/Materials: Voices in Democracy, pages 98 and 99

Introduction: Explain that Chapter Four is almost finished and it is time to wrap up what students have learned.

Procedure:

1. Have students turn to textbook, pages 98 and 99.

2. With students, go over each of the activities. You may choose which activities students should do or have them select the one(s) they want to do.

3. The “speech” activity may be one that you want students do. This is quite an undertaking, however, for both teacher and students. Alternately, you could have students prepare and essay on the same topic.

Assignments:

1. Read Voices in Democracy, pages 98 and 99.
2. Do one or more of the activities on textbook, pages 98 and 99.
Lesson Twelve

Concept: Chapter Four Review

Resources/Materials: Worksheet #6.4.12a and #6.4.12b (optional, teacher copy)
Worksheet #6.4.12c (optional, student copies)
Worksheet #6.4.12d (optional, student copies)
Chapter Four Review Sheets (student copies)

Introduction: Explain that now that Chapter 4 is complete, it is time to prepare for a test.

Procedure:

1. OPTIONAL. Play a game with students to review some of the main concepts of Chapter 4.
   - Give each student a copy of Worksheet #6.4.12c. It has two game cards.
   - Give each student a copy of Worksheet #6.4.12d. Have students cut the sheet in half so that they each have a YES sheet and a NO sheet.
   - The object of the game is for students to get all nine squares filled in. You get a square filled in by answering a question correctly.
   - Start by asking a question from Worksheets #6.4.12a and #6.4.12b. Students hold up either their YES sheet or their NO sheet in answer to the question. If they answer the question correctly, they can put an X in one square of their playing card. When a student has all the squares on his playing card filled in, he/she gets a little prize. Keep going until all students have all their squares filled in and everyone has earned their prize.

2. Distribute the Chapter Four Review Sheets and have students complete them. Mark the sheets as a class.

Assignments:

1. OPTIONAL. Use Worksheets #6.4.12a, #6.4.12b, #6.4.12c, and #6.4.12d to play a review game.
2. Do the Grade Four Review Sheets.
Directions: Answer yes or no to each question.

1. The name Iroquois was given to the Haudenosaunee by French settlers.

2. The Iroquois Confederacy was organized before the time of Ancient Athens.

3. Before the Peacemaker came, there was war and many difficulties in North America.

4. The Peacemaker gathered the nations under the Tree of Peace and recited the Great Law of Peace.

5. There were six nations in the Iroquois Confederacy. When the Tuscarora joined, there were seven.

6. A confederacy is a partnership that is agreed on by nations or groups of people.

7. The Iroquois Confederacy was organized after the United States and Canada were founded.

8. Iroquois homes were covered with the skins of deer and beaver.

9. All the people living in a clan were related to each other.

10. There were thirteen different clans.

11. If one nation had a clan, then the other nations would not have the same clan.

12. The Iroquois added on to their longhouses as more people moved in or were born.

13. The head of a clan was always a young female.

14. The men in Iroquois society raised the children and planted the gardens.

15. Men were in charge of hunting and fishing.

16. Women owned property and homes.

17. The Three Sisters were the three brightest stars in the eastern sky.

18. The title of clan mother was usually passed on to her female relatives.

19. The clan mothers had the responsibility of selecting the chiefs for their own clan.

20. Men served as chiefs on the Grand Council.

21. Men were in charge of cutting trees to make longhouses and canoes.

22. Only women were allowed to play games such as lacrosse.
23. Wampum was used to record an event in history and a message.

24. A wampum keeper was responsible for caring for the wampum and reading it.

25. The Haudensaunee moved from place to place, following wildlife.

26. Hiawatha travelled with the Peacemaker and helped him spread his message of peace among the Haudensaunee.

27. There are bodies of water named for each of the six nations of the Iroquois Confederacy.

28. The leaders in Iroquois society were the chiefs.

29. Chiefs were considered the same as everyone else in society.

30. There were 47 chiefs that served on the Grand Council.

31. Each nation had the same number of chiefs on the Grand Council.

32. A clan mother could remove a chief from the Grand Council if she felt he was not representing the view of his people.

33. Women, even clan mothers were not allowed to listen to the discussion of the Grand Council.

34. When making decisions, the chiefs had to always keep in mind how the decisions they made would affect lives for seven generations.

35. The clan system helped to make sure that no one nation would ever be able to take over the Confederacy.

36. The Tuscarora originally lived in South Carolina in the southern United States.

37. When decisions are made by consensus, everyone agrees on them.

38. When chiefs met at the Grand Council, the chiefs of each of the nations had certain responsibilities.

39. Using consensus to make decisions can take a long time.

40. Everyone in a clan was consulted on issues, even children.

41. The Great Law of Peace wanted to ensure that minority rights were protected.

42. The chiefs of nations had the right to settle the affairs of their own nations.

43. The clan mothers met to tell the Council of Chiefs of their nation what they had decided on a particular issue.
Directions: Answer yes or no to each question.

1. The name Iroquois was given to the Haudenosaunee by French settlers. **Yes**
2. The Iroquois Confederacy was organized before the time of Ancient Athens. **No**
3. Before the Peacemaker came, there was war and many difficulties in North America. **Yes**
4. The Peacemaker gathered the nations under the Tree of Peace and recited the Great Law of Peace. **Yes**
5. There were six nations in the Iroquois Confederacy. When the Tuscarora joined, there were seven. **No**
6. A confederacy is a partnership that is agreed on by nations or groups of people. **Yes**
7. The Iroquois Confederacy was organized after the United States and Canada were founded. **No**
8. Iroquois homes were covered with the skins of deer and beaver. **No**
9. All the people living in a clan were related to each other. **Yes**
10. There were thirteen different clans. **No**
11. If one nation had a clan, then the other nations would not have the same clan. **No**
12. The Iroquois added on to their longhouses as more people moved in or were born. **Yes**
13. The head of a clan was always a young female. **No**
14. The men in Iroquois society raised the children and planted the gardens. **No**
15. Men were in charge of hunting and fishing. **Yes**
16. Women owned property and homes. **Yes**
17. The Three Sisters were the three brightest stars in the eastern sky. **No**
18. The title of clan mother was usually passed on to her female relatives. **Yes**
19. The clan mothers had the responsibility of selecting the chiefs for their own clan. **Yes**
20. Men served as chiefs on the Grand Council. **Yes**
21. Men were in charge of cutting trees to make longhouses and canoes. **Yes**
22. Only women were allowed to play games such as lacrosse. **No**

Worksheet #6.4.12a
23. Wampum was used to record an event in history and a message. **Yes**

24. A wampum keeper was responsible for caring for the wampum and reading it. **Yes**

25. The Haudensaunee moved from place to place, following wildlife. **No**

26. Hiawatha travelled with the Peacemaker and helped him spread his message of peace among the Haudensaunee. **Yes**

27. There are bodies of water named for each of the six nations of the Iroquois Confederacy. **No**

28. The leaders in Iroquois society were the chiefs. **Yes**

29. Chiefs were considered the same as everyone else in society. **Yes**

30. There were 47 chiefs that served on the Grand Council. **No**

31. Each nation had the same number of chiefs on the Grand Council. **No**

32. A clan mother could remove a chief from the Grand Council if she felt he was not representing the view of his people. **Yes**

33. Women, even clan mothers were not allowed to listen to the discussion of the Grand Council. **No**

34. When making decisions, the chiefs had to always keep in mind how the decisions they made would affect lives for seven generations. **Yes**

35. The clan system helped to make sure that no one nation would ever be able to take over the Confederacy. **Yes**

36. The Tuscarora originally lived in South Carolina in the southern United States. **Yes**

37. When decisions are made by consensus, everyone agrees on them. **Yes**

38. When chiefs met at the Grand Council, the chiefs of each of the nations had certain responsibilities. **Yes**

39. Using consensus to make decisions can take a long time. **Yes**

40. Everyone in a clan was consulted on issues, even children. **Yes**

41. The Great Law of Peace wanted to ensure that minority rights were protected. **Yes**

42. The chiefs of nations had the right to settle the affairs of their own nations. **Yes**

43. The clan mothers met to tell the Council of Chiefs of their nation what they had decided on a particular issue. **No**
YES

---

NO
Social Studies Grade 6 Chapter 4 Review Sheets

Social Studies
Grade Six
Chapter Four: The Iroquois Confederacy

Review Sheets

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>Iroquois</th>
<th>confederacy</th>
<th>clan</th>
<th>longhouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>matrilineal</td>
<td>wampum</td>
<td>collective identity</td>
<td>physical map</td>
</tr>
<tr>
<td>Grand Council</td>
<td>generation</td>
<td>consensus</td>
<td>minority rights</td>
</tr>
</tbody>
</table>

__________________________ a large group of families related to each other
__________________________ a shared belief system that often includes the same language, culture, values, and attitudes
__________________________ a partnership agreed on by nations or groups of people
__________________________ a decision-making process where everyone has an equal voice
__________________________ a group of chiefs representing the nations of the Iroquois Confederacy that made decisions for the good of all the nations of the confederacy
__________________________ a group of people born at approximately the same general time
__________________________ name given to the Haudenosaunee by French settlers
__________________________ the name of a dwelling where members of an Iroquois clan lived
__________________________ tracing descent through a mother’s family
__________________________ map showing physical features such as bodies of water and elevation
__________________________ rights of those who form less than half the group
__________________________ strings or belts made from beads that record events, ideas, treaties, or contracts
2. Explain how the Peacemaker helped bring about the formation of the Iroquois Confederacy.

3. Who were the six members of the Iroquois Confederacy? Circle the name of the nation that joined after it was formed.

4. Use the words to fill in the blanks.

<table>
<thead>
<tr>
<th>descendants</th>
<th>extend</th>
<th>centre</th>
<th>animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>families</td>
<td>longhouses</td>
<td>relative</td>
<td>clan mothers</td>
</tr>
</tbody>
</table>

Longhouses were the ____________ of Iroquois society. Their nations were divided into nine clans, which were led by ____________ _____________. All the people living in a longhouse were ____________ of the same clan mother.

Clans are identified by ____________. Animal clans are related. A Mohawk of the Turtle clan, for example, is a ____________ of the Seneca Turtle clan.

As ____________ grew larger, they would ____________ the longhouse by building onto the end. Small Iroquois villages had four or five ____________; there could be 50 or more longhouses in a large village.
5. Put a check mark (√) in front of the phrases that tell about women in the Haudenosaunee culture.
   _____ raise a garden
   _____ hunt and fish
   _____ cut down trees to make houses and canoes
   _____ raise children
   _____ move to the husband’s clan’s longhouse when married

6. Put a check mark (√) in front of the phrases that tell about clan mothers.
   _____ leaders of the clan.
   _____ passed on from mother to her female relatives
   _____ had ownership of the chieftainship title
   _____ selected the chiefs for their clans
   _____ ensured that all decisions made by the Grand Council agreed with the Great Law of Peace and that all voices were heard and treated respectfully.
   _____ could remove a chief from is position if he did not behave appropriately.

7. Put a check mark (√) in front of the phrases that tell about men.
   _____ could serve as chiefs
   _____ planted and harvested the garden
   _____ hunted and fished
   _____ play sports
   _____ fought in wars
   _____ cut down trees to make longhouses and canoes

8. What was wampum used for?
9. Which sentence best tells why clans were important to Iroquois society?
   a. The clan 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.

10. An important activity that occurred inside of 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.

11. 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.

12. Which of the following is NOT a way that women participated in decision making?
    a. Clan mothers chose and advised the chiefs.
    b. Women could advise the clan mothers.
    c. Clan mothers listened to what the men had to say.
    d. Clan mothers were members of the Grand Council.

13. 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.

14. 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. Everyone had to agree upon the final decision.
    b. All nations had representatives on the Grand Council. Some clan mothers had more
       power than others.
    c. The chiefs of the Onondaga always had the final say.
    d. The Tuscarora were allowed to listen, but could not actually participate in discussions.
15. If a chief 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.

16. Fill in the chart to show the advantages and disadvantages of using consensus to make decisions.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. **Short Answer Questions**

You will be asked to answer two of these questions.

a. Explain how the Peacemaker helped to establish the Iroquois Confederacy.

b. How did clans help to unify the nations of the Iroquois Confederacy?

c. What were the responsibilities of clan mothers?

d. What characteristics were clan mothers looking for when selecting chiefs?

e. Explain how everyone, including men, women, and children, had a say in decision making.

18. **Essay Questions**

You will be asked to answer one of these questions.

a. How did the Iroquois Confederacy demonstrate the democratic principles of equality, equity, and participation?

b. What are the advantages and disadvantages of using consensus to make decisions?

c. Compare and contrast the roles of women in Ancient Athens and in the Iroquois Confederacy.
1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>Iroquois</th>
<th>confederacy</th>
<th>clan</th>
<th>longhouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>matrilineal</td>
<td>wampum</td>
<td>collective</td>
<td>physical map</td>
</tr>
<tr>
<td>Grand Council</td>
<td>generation</td>
<td>identity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>consensus</td>
<td>minor rights</td>
</tr>
</tbody>
</table>

- **clan** a large group of families related to each other
- **collective identity** a shared belief system that often includes the same language, culture, values, and attitudes
- **confederacy** a partnership agreed on by nations or groups of people
- **consensus** a decision-making process where everyone has an equal voice
- **Grand Council** a group of chiefs representing the nations of the Iroquois Confederacy that made decisions for the good of all the nations of the confederacy
- **generation** a group of people born at approximately the same general time
- **Iroquois** name given to the Haudenosaunee by French settlers
- **longhouse** the name of a dwelling where members of an Iroquois clan lived
- **matrilineal** tracing descent through a mother’s family
- **physical map** map showing physical features such as bodies of water and elevation
- **minority rights** rights of those who form less than half the group
- **wampum** strings or belts made from beads that record events, ideas, treaties, or contracts
2. Explain how the Peacemaker helped bring about the formation of the Iroquois Confederacy.

   travelled from nation to nation with a message that people
   should stop hurting one another
   gathered the nations under the Tree of Peace and recited
   the Great Law of Peace

3. Who were the six members of the Iroquois Confederacy? Circle the name of the nation that joined after it was formed.

   Mohawk                              Onondaga
   Seneca                              Cayuga
   Oneida                               Tuscarora

4. Use the words to fill in the blanks.

   | descendants | extend | centre | animals |
   | families    | longhouses | relative | clan mothers |

   Longhouses were the **centre** of Iroquois society. Their nations were divided into nine clans, which were led by **clan** mothers. All the people living in a longhouse were **descendants** of the same clan mother.

   Clans are identified by **animals**. Animal clans are related. A Mohawk of the Turtle clan, for example, is a **relative** of the Seneca Turtle clan.

   As **families** grew larger, they would **extend** the longhouse by building onto the end. Small Iroquois villages had four or five **longhouses**; there could be 50 or more longhouses in a large village.
5. Put a check mark (✓) in front of the phrases that tell about women in the Haudenosaunee culture.

✓ raise a garden

___ hunt and fish

___ cut down trees to make houses and canoes

✓ raise children

___ move to the husband’s clan’s longhouse when married

6. Put a check mark (✓) in front of the phrases that tell about clan mothers.

✓ leaders of the clan.

✓ passed on from mother to her female relatives

✓ had ownership of the chieftainship title

✓ selected the chiefs for their clans

✓ ensured that all decisions made by the Grand Council agreed with the Great Law of Peace and that all voices were heard and treated respectfully.

✓ could remove a chief from is position if he did not behave appropriately.

7. Put a check mark (✓) in front of the phrases that tell about men.

✓ could serve as chiefs

___ planted and harvested the garden

✓ hunted and fished

✓ play sports

✓ fought in wars

✓ cut down trees to make longhouses and canoes

8. What was wampum used for?

Record past events, ideas, treaties, agreements
For questions 9 – 15, underline the best answer.

9. Which sentence best tells why clans were important to Iroquois society?
   a. The clan 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.

10. An important activity that occurred inside of 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.

11. 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.

12. Which of the following is NOT a way that women participated in decision making?
   a. Clan mothers chose and advised the chiefs.
   b. Women could advise the clan mothers.
   c. Clan mothers listened to what the men had to say.
   d. Clan mothers were members of the Grand Council.

13. 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.

14. 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. Everyone had to agree upon the final decision.
   b. All nations had representatives on the Grand Council. Some clan mothers had more power than others.
   c. The chiefs of the Onondaga always had the final say.
   d. The Tuscarora were allowed to listen, but could not actually participate in discussions.
15. If a chief 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.

16. Fill in the chart to show the advantages and disadvantages of using consensus to make decisions.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>. inclusive</td>
<td>. takes time</td>
</tr>
<tr>
<td>. everyone benefits (get at least some of what he/she wants)</td>
<td>. not always practical for making decisions for a whole country</td>
</tr>
<tr>
<td>. respects wishes/ideas of minority</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Thirteen

Concept: Chapter Four Test

Resources/Materials: Chapter Four Test (student copies)
Social Studies Grade 6 Chapter 4 Test

Social Studies
Grade Six
Chapter Four: The Iroquois Confederacy

Test

Part I

Write the letter of the best answer to each question on the answer sheet. **Do not write in this booklet.**

*Match the letter of each word or phrase to its meaning.*

<table>
<thead>
<tr>
<th>a. clan</th>
<th>b. collective identity</th>
<th>c. confederacy</th>
<th>d. consensus</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. generation</td>
<td>f. Grand Council</td>
<td>g. Iroquois</td>
<td>h. longhouse</td>
</tr>
<tr>
<td>i. matrilineal</td>
<td>j. minority rights</td>
<td>k. physical map</td>
<td>l. wampum</td>
</tr>
</tbody>
</table>

1. tracing descent through a mother’s family
2. a shared belief system that often includes the same language, culture, values, and attitudes
3. a partnership agreed on by nations or groups of people
4. a large group of families related to each other
5. a decision-making process where everyone has an equal voice
6. a group of chiefs representing the nations of the Iroquois Confederacy that made decisions for the good of all the nations of the confederacy
7. a group of people born at approximately the same general time
8. name given to the Haudenosaunee by French settlers
9. strings or belts made from beads that record events, ideas, treaties, or contracts
10. the name of a dwelling where members of an Iroquois clan lived
11. map showing physical features such as bodies of water and elevation
12. rights of those who form less than half the group
Answer T for true and F for false.

13. The Iroquois Confederacy was a group of six First Nations who agreed to work together for the good of all its people.

14. Men were considered to be more important than women.

15. One of the advantages of using consensus to make decisions is that it is often faster than other methods, such as voting.

16. When making decisions at the Grand Council, a consensus had to be reached before any actions were taken.

17. Wampum belts were part of the collective identity of the Iroquois Confederacy.

18. Clan mothers had the power to remove chiefs from their positions if they were not representing their people well.

19. The decision making process within the Iroquois Confederacy was not done with fairness and equity in mind.

20. The Great Law of peace protected minority rights by allowing each nation to keep its own festivals and laws, and allowing the chiefs of each nation to settle the affairs of their particular nations.

Choose the best answer to each question.

21. 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.

22. 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.
Use the information below to answer question 23.

23. 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 allow other nations to take some of their land.
24. 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.

25. 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.

26. The longhouse was an important place in the government of the Iroquois because

a. it is where men and women often met 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.
27. Which of the following is **not** true about the Grand Council?

   a. The chiefs were selected by the clan mothers.
   b. The member nations held discussions in a set order.
   c. It made decisions that only affected one nation.
   d. Decisions were agreed on only after there was consensus from the entire Council.

*Use the information below to answer question 28.*

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 chiefs. If a chief 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.

28. 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 or women respected each other.

29. The Iroquois Confederacy used representative democracy when

   a. they used consensus to reach decisions.
   b. they selected chiefs to serve on the Grand Council.
   c. they held discussions in the clan’s longhouse.
   d. they allowed children to listen in on discussions.
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 were no representatives on the Grand Council.
Part II

Short Answer Questions

Answer two of these questions.

a. Explain how the Peacemaker helped to establish the Iroquois Confederacy.

b. How did clans help to unify the nations of the Iroquois Confederacy?

c. What were the responsibilities of clan mothers?

d. What characteristics were clan mothers looking for when selecting chiefs?

e. Explain how everyone, including men, women, and children, had a say in decision making.

Essay Questions

Answer one of these questions.

a. How did the Iroquois Confederacy demonstrate the democratic principles of equality, equity, and participation?

b. What are the advantages and disadvantages of using consensus to make decisions?

c. Compare and contrast the roles of women in Ancient Athens and in the Iroquois Confederacy.
Social Studies
Grade Six
Chapter Four: The Iroquois Confederacy

Test

1. ________  
11. ________  
21. ________

2. ________  
12. ________  
22. ________

3. ________  
13. ________  
23. ________

4. ________  
14. ________  
24. ________

5. ________  
15. ________  
25. ________

6. ________  
16. ________  
26. ________

7. ________  
17. ________  
27. ________

8. ________  
18. ________  
28. ________

9. ________  
19. ________  
29. ________

10. ________  
20. ________  
30. ________
Social Studies Grade Six
Chapter Four: The Iroquois Confederacy

Test

1. __i__
2. __b__
3. __c__
4. __a__
5. __d__
6. __f__
7. __e__
8. __g__
9. __l__
10. __h__
11. __k__
12. __j__
13. __T__
14. __F__
15. __F__
16. __T__
17. __T__
18. __T__
19. __F__
20. __T__
21. __d__
22. __b__
23. __b__
24. __a__
25. __a__
26. __u__
27. __c__
28. __u__
29. __b__
30. __a__