Social Studies
Grade Six

Voices in Democracy

Part B
Chapter Five

How Does Local Government Work?

Inquiry Questions

- In what ways is local government part of a democracy?

- How can citizens participate in local government? How can people organize themselves to meet needs not met by government?
Chapter Five
How Does Local Government Work?

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Lesson One

Concept: Introduction

Resources/Materials: Voices in Democracy, pages 100 and 101
Worksheet #6.5.1 (student copies)
Line Master 5-3 (student copies)
Line Master 1-3 (student copies)
Line Master 5-1 (optional, student copies)

Introduction: Discuss with students the procedure their colony uses to address concerns. For example, if your teacher thought you should have more playground equipment, what would be done to try to get the equipment?

Discuss that this type of concern would most likely be handled by the colony, as opposed to the federal or provincial government.

Procedure:

1. Explain that governments that deal with providing local services and looking after local issues are referred to as local governments. Have students turn to textbook, page 9 and examine the graphic (concentric circles) that show the three levels of government.

2. Local governments include cities, towns, village, counties and municipal districts, First Nations reserves, Métis settlements, and Hutterite colonies.

3. Distribute Worksheet #6.5.1 and Line Master 5-3. Have students use the information on Worksheet #6.5.1 to do Line Master 5-3. You will most likely need to help students complete most of this page.

4. Explain that Chapter 5 has to do with local government. Have students turn to textbook, page 100. Allow students a couple of minutes to flip through the chapter.

5. Have students turn to textbook, page 100 in their textbooks, and then guide the reading of pages 100 and 101. Be sure students understand the inquiry questions.

6. Explain that the students at Lord Landsdowne Public School went through some important steps to try to get their concerns addressed. Distribute Line Master 1-3. Tell students to fill in as many of the steps as they are able.

7. OPTIONAL. If you like, have students make predictions, using any information they might already know about local government, about local governments.

Assignments:

1. Do Line Master 5-3.
2. Read Voices in Democracy, pages 100 and 101.
3. Do Line Master 1-3.
4. OPTIONAL. Make predictions about local government on Line Master 5-1.
Getting Involved

Cars speeding on street near school

Committee members decided to recommend lowering speed limit to rest of council

Made the presentation

Timed cars and found that cars were exceeding speed limit by 50-25 km/h

Talked to city councillor

Prepared a presentation for city council meeting

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Lesson Two

Concept: Responsibilities of Local Government: Provide Services, Collect Taxes

Resources/Materials: Voices in Democracy, pages 102 and 103.
Worksheet #6.5.2a (transparency or enlargement)
Worksheets #6.5.2b and #6.5.2c (student copies)
Line Master 5-2 (optional, student copies)

Introduction: Review that local governments exist to look after some of the needs of the people in a particular area. Explain that in Canada, the responsibilities of local governments are specific. That way, the local government leaders know what they should look after and what the other levels of government look after.

Procedure:

1. Explain that local governments are responsible for three main things: providing services, collecting taxes, and making laws. In addition, local government gives people a say in how what they communities are like.

2. Explain that today, we will examine two of the responsibilities of local governments. Have students turn to textbook, pages 102 and 103. Guide the reading.

3. Put up the transparency of Worksheet #9.5.2a or the same information on a chart. Have students copy the information into their notebooks.

4. Distribute Worksheets #9.5.2b and #6.5.2c. Go over the directions, if necessary.

5. ALTERNATELY. Have students make notes on textbook, pages 102 and 103.

6. OPTIONAL. Distribute Line Master 5-2. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 102 and 103.
2. Copy notes from Worksheet #6.5.2a.
3. Do Worksheets #6.5.2b and #6.5.2c.
4. ALTERNATELY. Make point-form notes of pages 102 and 103.
5. OPTIONAL. Do Line Master 5-2.
Responsibilities of Local Government

- Provide services
- Collect taxes
- Make laws

Local government gives people a voice.
Directions: Use Voices in Democracy, pages 104 and 105 to help you with the questions.

Put a check mark (✓) in front of those things that would be the responsibility of a local government.

_____ ploughing the roads after a snowstorm
_____ making sure the post office is doing a good job
_____ taking care of a community ice rink
_____ picking up garbage or providing a place where you can take your garbage
_____ providing hospitals and medical clinics
_____ providing the money to operate schools and hire school staff
_____ making sure the community library has enough books
_____ purchasing fire trucks and making sure that there are enough fire fighters
_____ making sure that there is bus service in larger cities
_____ fixing up potholes
_____ grading roads and making sure that they are well gravelled
_____ making sure airports are well run
_____ providing for an animal shelter for pets that run away or get lost
_____ making sure that people keep their sidewalks clean
_____ providing places like swimming pools where people can go and enjoy themselves
_____ making sure that people have good sewer lines
_____ widening well-travelled highways
_____ making sure that people do not raise livestock in the city
_____ installing traffic signals on the main roads
_____ getting people to join the armed forces
_____ providing places for seniors to go and have a little fun
Collecting Taxes

Directions: Use Voices in Democracy, page 103 to help you with the questions.

Below is a pie chart showing the City of Lethbridge's revenue (income) for 2009.

1. Which category of spending was the largest?

2. The City of Lethbridge collects Education taxes on behalf of the provincial government. About what fraction of the taxes it collects were Education taxes?

3. About what percent of its revenues did the City of Lethbridge plan to spend on the police and fire departments?

4. Infrastructure services has to do with maintaining roads, sidewalks, water and sewer lines, power poles, and so on. About what fraction of its revenues did the City of Lethbridge plan to spend on infrastructure services?
Directions: Use *Voices in Democracy*, pages 104 and 105 to help you with the questions.

Put a check mark (✓) in front of those things that would be the responsibility of a local government.

- ✓ ploughing the roads after a snowstorm
- __ making sure the post office is doing a good job
- ✓ taking care of a community ice rink
- ✓ picking up garbage or providing a place where you can take your garbage
- __ providing hospitals and medical clinics
- __ providing the money to operate schools and hire school staff
- ✓ making sure the community library has enough books
- ✓ purchasing fire trucks and making sure that there are enough fire fighters
- ✓ making sure that there is bus service in larger cities
- ✓ fixing up potholes
- ✓ grading roads and making sure that they are well gravelled
- __ making sure airports are well run
- ✓ providing for an animal shelter for pets that run away or get lost
- ✓ making sure that people keep their sidewalks clean
- ✓ providing places like swimming pools where people can go and enjoy themselves
- ✓ making sure that people have good sewer lines
- __ widening well-travelled highways
- ✓ making sure that people do not raise livestock in the city
- ✓ installing traffic signals on the main roads
- __ getting people to join the armed forces
- ✓ providing places for seniors to go and have a little fun
Directions: Use Voices in Democracy, page 103 to help you with the questions.

Below is a pie chart showing the City of Lethbridge's revenue (income) for 2009.

1. Which category of spending was the largest?
   - Education  
   (Actually Community Services as the Education portion is forwarded to the provincial government.)

2. The City of Lethbridge collects Education taxes on behalf of the provincial government. About what fraction of the taxes it collects were Education taxes?
   - $\frac{1}{4}$

3. About what percent of its revenues did the City of Lethbridge plan to spend on the police and fire departments?
   - 28%

4. Infrastructure services has to do with maintaining roads, sidewalks, water and sewer lines, power poles, and so on. About what fraction of its revenues did the City of Lethbridge plan to spend on infrastructure services?
   - $\frac{1}{10}$
Lesson Three

Concept: Responsibilities of Local Government: Make Laws, Give People a Voice

Resources/Materials: Voices in Democracy, pages 104 and 105
Line Master 5-4 (transparency and student copies)
Worksheet #6.5.3a and #6.5.3b (easier)
OR Worksheets #6.5.3c and #6.5.3d (harder) (student copies)

Introduction: Review the three main responsibilities of local governments: provide services, collect taxes, make laws.

Procedure:

1. Tell students that a law made by a local government is referred to as a bylaw. Bylaws are meant to address the specific needs of a community. For example, the city of San Francisco in California has a bylaw that states that you are not allowed to spray water onto the sidewalks. Why? San Francisco is very hilly. The sidewalks get very slippery and dangerous when wet, so they have this bylaw.

2. Have students turn to textbook, page 104. Guide the reading of pages 104 and the top of 105. Put up the transparency of Line Master 5-4 distribute copies of it. Go through the process explaining how a bylaw is passed.

3. Explain that part of justice is enforcing the bylaws. When you enforce a bylaw by issuing a fine, you are trying to ensure that all people follow the law – this makes it fair for everyone.

4. Then guide the reading of textbook, page 105. Be sure to emphasize that it is the Charter that enables people to have a voice because of the “freedom of speech” section.

5. Distribute Worksheets #6.5.3a and #6.5.3b (easier) or Worksheet #6.5.3c and #6.5.3d (harder). Go over the directions.

6. ALTERNATELY. Have students make point-form notes on textbook, pages 104 and 105.

7. OPTIONAL. Have students make a list of some of the bylaws of their colony. (For example, you need to tell the preacher if you are going off the colony.)

Assignments:

1. Read Voices in Democracy, pages 104 and 105.
2. Do either Worksheets #6.5.3a and #6.5.3b (easier) or #6.5.3c and #6.5.3d (harder). **Note:** Students will need to use Line Master 5-4 to complete these worksheets.
3. ALTERNATELY. Make point-form notes on textbook, pages 104 and 105.
4. OPTIONAL. Make a list of some of the bylaws at your colony.
Local Government Makes Laws

Directions: Use Voices in Democracy, pages 104 and 105 to answer the questions.

1. Use the words from the box to fill in the spaces.

<table>
<thead>
<tr>
<th>justice</th>
<th>community</th>
<th>local</th>
<th>rules</th>
<th>councillor</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>obeying</td>
<td>enforced</td>
<td>motion</td>
<td></td>
</tr>
</tbody>
</table>

a. Bylaws are laws that are passed by a ____________ government.

b. Bylaws are ____________ that specify people’s behaviour.

c. These rules help keep people safe and help the ____________ run smoothly.

d. Bylaws can only be ____________ in the area where they have been passed.

e. People are responsible for knowing and ____________ the bylaws.

f. If people do not obey a bylaw, ____________ usually requires that they pay a fine.

g. New bylaws or changes to bylaws are usually introduced by a ____________ at a council meeting.

h. The councillor makes a ____________ that the bylaw be passed.

i. A motion to make or change a bylaw has to be considered ____________ times before it is voted on by members of the council.

2. Following are the steps in passing a bylaw. Number them in the correct order. (Use Line Master 5-4 to help you.)

_____ Council considers the motion for the first time.

_____ Members of council vote on the motion.

_____ The bylaw motion is introduced at a community or council meeting.

_____ Council considers the motion for the third time.

_____ A councillor makes a motion to pass the bylaw at a council meeting.

_____ Council considers the motion for the second time.

_____ The motion either passes or fails.
Directions: Use Voices in Democracy to help you answer the questions.

Underline all the sentences that tell how local government helps people have a say in how their community is run.

- People who live in a community are best able to understand the issues that affect their daily lives.

- The federal and provincial governments do not know how to look after details.

- The representatives that people elect to local government are in the best position to make decisions that are in the interests of the community.

- Local government is an important expression of our belief that democracy is the way we want to run our country.

- Local government provides us with opportunities to participate by voting in elections, running for office, take part in town hall meetings and making presentations to the local government.

- Local government councils do not want to hear how the ordinary citizen feels.
Social Studies Grade 6 Chapter 5 Worksheets

Local Government Makes Laws

Directions: Use Voices in Democracy, pages 104 and 105 to help you with the questions.

1. What is a bylaw?

2. Why is it that every community in Alberta does not have the same bylaws?

3. The City of Medicine Hat has 43 bylaws, including the following:
   Cat Bylaw                                      Outdoor Burning Bylaw
   Dog Bylaw                                      Parks Bylaw
   Garbage Bylaw                                  Skateboading Bylaw
   Land Use Bylaw                                 Graffiti Bylaw
   Noise Bylaw                                    Street Bylaw

   Circle the bylaws that would be appropriate to have at your colony. Then tell why they would be appropriate.

4. Following are the steps in passing a bylaw. Number them in the correct order. (Use Line Master 5-4 to help you.)
   _____ Council considers the motion for the first time.
   _____ Members of council vote on the motion.
   _____ The bylaw motion is introduced at a community or council meeting.
   _____ Council considers the motion for the third time.
   _____ A councillor makes a motion to pass the bylaw at a council meeting.
   _____ Council considers the motion for the second time.
   _____ The motion either passes or fails.
**Local Government Gives People a Voice**

**Directions:** Use *Voices in Democracy*, page 105 to help you answer the question.

Think about the four principles of democracy: justice, equity, freedoms, representation. From what you have read so far in your textbook, how does having a local government support these principles?

<table>
<thead>
<tr>
<th>Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freedoms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Voices in Democracy, pages 104 and 105 to answer the questions.

1. Use the words from the box to fill in the spaces.

<table>
<thead>
<tr>
<th>justice</th>
<th>community</th>
<th>local</th>
<th>rules</th>
<th>councillor</th>
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<tr>
<td>three</td>
<td>obeying</td>
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<td>motion</td>
<td></td>
</tr>
</tbody>
</table>

a. Bylaws are laws that are passed by a local government.

b. Bylaws are rules that specify people’s behaviour.

c. These rules help keep people safe and help the community run smoothly.

d. Bylaws can only be enforced in the area where they have been passed.

e. People are responsible for knowing and obeying the bylaws.

f. If people do not obey a bylaw, justice usually requires that they pay a fine.

g. New bylaws or changes to bylaws are usually introduced by a councillor at a council meeting.

h. The councillor makes a motion that the bylaw be passed.

i. A motion to make or change a bylaw has to be considered three times before it is voted on by my members of the council.

2. Following are the steps in passing a bylaw. Number them in the correct order. (Use Line Master 5-4 to help you.)

3. Council considers the motion for the first time.

6. Members of council vote on the motion.

1. The bylaw motion is introduced at a community or council meeting.

5. Council considers the motion for the third time.

2. A councillor makes a motion to pass the bylaw at a council meeting.

4. Council considers the motion for the second time.

7. The motion either passes or fails.
Local Government Gives People a Voice

Directions: Use Voices in Democracy to help you answer the questions.

Underline all the sentences that tell how local government helps people have a say in how their community is run.

- People who live in a community are best able to understand the issues that affect their daily lives.

- The federal and provincial governments do not know how to look after details.

- The representatives that people elect to local government are in the best position to make decisions that are in the interests of the community.

- Local government is an important expression of our belief that democracy is the way we want to run our country.

- Local government provides us with opportunities to participate by voting in elections, running for office, take part in town hall meetings and making presentations to the local government.

- Local government councils do not want to hear how the ordinary citizen feels.
Local Government Makes Laws

Directions: Use Voices in Democracy, pages 104 and 105 to help you with the questions.

1. What is a bylaw?
   - laws passed by a local government

2. Why is it that every community in Alberta does not have the same bylaws?
   - needs/concerns vary from community to community

3. The City of Medicine Hat has 43 bylaws, including the following:
   - Cat Bylaw
   - Dog Bylaw
   - Garbage Bylaw
   - Land Use Bylaw
   - Noise Bylaw
   - Outdoor Burning Bylaw
   - Parks Bylaw
   - Skateboarding Bylaw
   - Graffitti Bylaw
   - Street Bylaw

   Circle the bylaws that would be appropriate to have at your colony. Then tell why they would be appropriate.
   - Answers will vary

4. Following are the steps in passing a bylaw. Number them in the correct order. (Use Line Master 5-4 to help you.)
   - Council considers the motion for the first time.
   - Members of council vote on the motion.
   - The bylaw motion is introduced at a community or council meeting.
   - Council considers the motion for the third time.
   - A councillor makes a motion to pass the bylaw at a council meeting.
   - Council considers the motion for the second time.
   - The motion either passes or fails.
## Local Government Gives People a Voice

**Directions:** Use *Voices in Democracy*, page 105 to help you answer the question.

Think about the four principles of democracy: justice, equity, freedoms, representation. From what you have read so far in your textbook, how does having a local government support these principles?

<table>
<thead>
<tr>
<th>Justice</th>
<th>Bylaws are enforced - i.e. bylaws apply to everyone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>Different communities can pass bylaws to suit their needs</td>
</tr>
<tr>
<td>Freedoms</td>
<td>People are free to express their concerns to local government</td>
</tr>
<tr>
<td>Representation</td>
<td>People elect the representatives to serve on local government</td>
</tr>
</tbody>
</table>
Lesson Four

Concept: Contributing to Community

Resources/Materials: Voices in Democracy, pages 105 and 106
Line Master 5-4 (students have this)
Line Master 1-3 (student copies)

Introduction: Review that one of the freedoms outlined in the Charter of Rights and Freedoms is the freedom of speech, which means that you are able to express your opinion. This goes for school-aged children as well as adults.

Procedure:

1. Explain that some bylaws come about because of concerns of citizens. Today, students will learn how a group of students went about trying to influence how the decision making of the councillors in their town.

2. Have students turn to textbook, pages 106 and 107. Guide the reading OR if you like, have some students read the pages as if it were a readers’ theatre.

3. Have students find Line Master 5-4. With students decide where the students’ input fits into the process of passing a bylaw.

4. Distribute Line Master 1-3. Ask students to show the steps the students went through in trying to address the issue the best they can.

5. OPTIONAL. Have students come up with a list of bylaws that might improve their community.

Assignments:

1. Read Voices in Democracy, pages 104 and 105.
2. Do Line Master 1-3.
3. OPTIONAL. Come up with a list of bylaws that might improve your community.
Getting Involved

1. Step 1: Administer Concern
   - Stray cats causing trouble

2. Step 2: Apply Your Learning
   - Eckville has bylaw stating that cats must be licensed
   - Talk to local councillor

3. Step 3: Evaluate the Plan
   - Committee recommended that council make a motion about licensing cats at next meeting

4. Step 4: Take Action
   - Found out more about problems with stray cats and made presentation
   - Prepare a presentation
Lesson Five

Concept: Viewpoints: Are Curfew Bylaws a Good Idea?

Resources/Materials: Voices in Democracy, pages 108 and 109
Worksheet #6.5.5 (student copies)

Introduction: With students discuss the idea of having a curfew for young people. If students have a curfew, discuss the time and the reason. Explain that curfews are often placed on young people by their parents. In some cases, a city or town will place a curfew.

Procedure:

1. Explain that not all people agree that having a curfew is a good thing. Some people disagree.
3. Distribute Worksheet #6.5.5. Go over the directions, if necessary.

Assignments:

2. Do Worksheet #6.5.5.
**Directions:** Use *Voices in Democracy*, pages 108 and 109 to help you complete the chart.

<table>
<thead>
<tr>
<th>Issue: <em>Are curfew bylaws a good idea?</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point of View:</strong></td>
</tr>
<tr>
<td><strong>Point of View:</strong></td>
</tr>
</tbody>
</table>

What is your opinion? Give reasons for your opinion.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Worksheet #6.5.5
**Viewpoints**

**Directions:** Use *Voices in Democracy*, pages 108 and 109 to help you complete the chart.

**Issue:** Are curfew bylaws a good idea?

<table>
<thead>
<tr>
<th>Point of View: Yes</th>
<th>Point of View: No</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Young people are responsible for a lot of the vandalism</td>
<td>· Some events popular with young people finish after the curfew</td>
</tr>
<tr>
<td></td>
<td>· Should not single out young people.</td>
</tr>
<tr>
<td></td>
<td>· A curfew will criminalize people for being in a public place.</td>
</tr>
<tr>
<td></td>
<td>It is already a crime to vandalize.</td>
</tr>
</tbody>
</table>

What is your opinion? Give reasons for your opinion.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson Six

Concept: Types of Municipal Governments

Resources/Materials: Voices in Democracy, pages 110 and 111.  
Worksheets #6.5.6a, #6.5.7b, and #6.5.6c, and #6.5.6d (student copies)  
Worksheets #6.5.6e, #6.5.6f, #6.5.6g, #6.5.6h, and #6.5.6i (optional, student copies)

Introduction: Explain that the areas governed by local governments are called municipalities. Cities, towns, villages, counties, municipal districts, First Nations reserves and Métis settlements are all different types of municipalities.

Procedure:

1. In Canada, people elect whom they want to serve on their local governments. They size and type of municipality determines exactly how many people are elected to serve on the local government.

2. Have students turn to textbook, pages 110 and 111. Guide the reading.

3. Distribute Worksheets #6.5.6a, #6.5.6b, #6.5.6c, and #6.5.6d. They give more information on the types of local governments. Students are to complete Worksheets #6.5.6c and #6.5.6d using information from Worksheets #6.5.6a, #6.5.6b, and #6.5.6c

4. OPTIONAL: Have students do some or all of Worksheets #6.5.6e, #6.5.6f, #6.5.6g, #6.5.6h, and #6.5.6i.

Assignments:

1. Read Voices in Democracy, pages 110 and 111.
2. Do Worksheets #6.5.6a, #6.5.6b, #6.5.6c, and #6.5.6d.
3. OPTIONAL: Do some or all of Worksheets #6.5.6e, #6.5.6f, #6.5.6g, #6.5.6h, and #6.5.6i.
Types of Municipal Governments

Local governments are different for rural and urban areas, and for First Nations reserves and Métis settlements. No matter where Albertans live, they have a local government that they elect. Local governments take care of local matters, such as roads, waste disposal, and housing developments.

A. URBAN MUNICIPALITIES

1. Cities

Population: more than 10 000  
Number in Alberta, 2007: 16  
Representatives:  
- Mayor: head of government elected by all citizens  
- Councillors (minimum of 6): elected by all citizens (smaller centres), or elected to represent wards, or zones, by the citizens who live in the wards (larger centres)  
Examples: Edmonton, Medicine Hat, Grande Prairie

2. Towns

Population: 1000 – 10 000  
Number in Alberta, 2007: 111  
Representatives:  
- Mayor: head of government elected by all citizens  
- Councillors (minimum of 6): elected by all citizens  
Examples: Magrath, Peace River, Vegreville
3. **Villages**

   Population: 300 – 1000  
   Number in Alberta, 2007: 100  
   Representatives:  
   - Mayor: head of government elected by all citizens  
   - Councillors (minimum of 2): elected by all citizens  
   Examples: Willingdon, Sangudo, Barnwell

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B. **RURAL MUNICIPALITIES**

1. **Counties (also called Municipal Districts)**

   Number in Alberta, 2007: 68  
   Characteristics:  
   - Residents live on farms and in hamlets. Hamlets are centres with fewer than 300 people.  
   Representatives:  
   - Reeve: head of government elected by the councillors from among themselves  
   - Councillors (minimum of 4): elected from wards, or zones  
   Examples: Cardston County, Greenview Municipal District, Paintearth County

2. **Specialized Municipalities**

   Number in Alberta, 2007: 4  
   Characteristics:  
   - These are unique areas, such as very large areas with few residents, or large areas with a mix of rural and urban residents.  
   Representatives:  
   - Head of government can be a mayor or a reeve  
   - Councillors elected from wards  
   Examples: Mackenzie County, Strathcona County
C. ABORIGINAL MUNICIPALITIES

1. First Nations Authorities

Number in Alberta, 2007: 44

Characteristics:
- First Nations Authorities (FNAs) come from the Treaty rights of First Nations.
- Treaties are historical agreements negotiated between First Nations and Canada’s government. There are three main treaties in Alberta: Treaty 6, Treaty 7, and Treaty 8.
- FNAs govern reserves for First Nations established by the treaties.

Representatives:
- Chief: head of government elected by all members of a First Nation
- Councillors (minimum of 3): elected by all members of a First Nation

Examples: Siksika Nation, Bigstone Cree Nation

2. Métis Settlement Councils

Number in Alberta, 2007: 8

Characteristics:
- Métis settlements are Métis lands established by Alberta’s laws in 1990.
- Métis settlements reflect the rights of the Métis as one of Canada’s Aboriginal peoples.

Representatives:
- Chairperson: head of government chosen by councillors from among themselves
- Councillors (5): elected by all members of a Métis settlement

Examples: East Prairie Métis Settlement, Elizabeth Métis Settlement

Directions: Use the information on Worksheets #6.5.7a, #6.5.7b, and #6.5.7c to answer the questions.

1. Write the following onto the concept map at the top of Worksheet #6.5.7a:

- County
- Municipal District
- City
- Town
- Village
2. If you were going to place a Hutterite colony on the concept map, where would you place it?

3. Fill in the chart below, describing a Hutterite colony.

<table>
<thead>
<tr>
<th>Number in Alberta (estimate):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population:</td>
</tr>
<tr>
<td>Characteristics:</td>
</tr>
<tr>
<td>Representatives:</td>
</tr>
<tr>
<td>Examples:</td>
</tr>
</tbody>
</table>
# The Structure of Government in Urban Areas

<table>
<thead>
<tr>
<th>Urban Municipality</th>
<th>Population</th>
<th>Number in Alberta</th>
<th>Names of Representatives</th>
<th>How Representatives are Selected</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Town</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Village</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Rural Municipalities

<table>
<thead>
<tr>
<th>Rural Municipality</th>
<th>Number in Alberta</th>
<th>Characteristics</th>
<th>Names of Representatives</th>
<th>How Representatives are Selected</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>County or Municipal District</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized Municipality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6.5.6f
### Aboriginal Local Government

<table>
<thead>
<tr>
<th>Aboriginal Municipality</th>
<th>Number in Alberta</th>
<th>Characteristics</th>
<th>Names of Representatives</th>
<th>How Representatives are Selected</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations Authorities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Métis Settlement Councils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Structure of Local Governments

Directions: Use the information from Worksheets #6.5.7a, #6.5.7b, and #6.5.7c to determine which kind of municipal government is being described.

1. _______________________________________
   - mayor elected by all citizens
   - population at least 300
   - at least two councillors

2. _______________________________________
   - five councillors elected by all citizens
   - chairperson chosen by councillors from among themselves
   - established 1990

3. _______________________________________
   - more than 10,000 people live there
   - 16 in Alberta
   - minimum of six councillors
   - in larger centres, councillors elected to represent certain areas

4. _______________________________________
   - chief and councillors elected by all members
   - came from treaty rights
   - govern reserves

5. _______________________________________
   - residents live on farms and in hamlets
   - reeve is the head and elected by councillors from among themselves
   - Vulcan, Willow Creek, Lac La Biche are examples

6. _______________________________________
   - head is reeve or mayor
   - only four in Alberta

7. _______________________________________
   - mayor and councillors elected by all voters
   - Foremost, Didsbury, and Athabasca are examples
   - 111 in Alberta
Local Governments

Directions: Choose the BEST answer for each question.

1. There are usually more councillors in a city than in a town or village because
   a. there are better people to choose from in a city.
   b. people in cities are more interested in serving on council.
   c. there is a greater population in a city so it takes more councillors to address its needs
   d. city people have more education.

2. In counties and municipal districts, councillors represent wards or zones because
   a. rural areas like counties and municipal districts cover large areas and needs may be different from area to area.
   b. all the good candidates seem to come from one area.
   c. they want to ensure that all areas of the district have the same population.
   d. that’s the way it has always been.

3. When local governments make decisions on behalf of all citizens, which principle of democracy is being used?
   a. freedoms
   b. representation
   c. equity
   d. justice

4. The most likely reason why an urban municipality would choose to elect more councillors would be because
   a. the mayor was not doing a good enough job.
   b. there was a big gain in population.
   c. the population decreased.
   d. a new community centre needed to be constructed.

5. How do First Nations Authorities and Métis Settlement Councils reflect the rights outlined in the Canadian Charter of Rights and Freedoms?
   a. The Charter upholds existing Aboriginal and treaty rights.
   b. The Charter can be changed if there is enough interest from Canadians.
   c. The Charter gives Aboriginals the right to choose or not choose to obey Canadian laws.
   d. The Charter states that Aboriginals cannot move off their reserves.

6. The main reason that rural municipalities are larger in area than urban municipalities is because
   a. there are fewer people living in most urban municipalities.
   b. urban municipalities are now allowed to grow in area.
   c. there are fewer people living per square kilometre in rural areas compared to urban areas.
   d. the people who serve on rural governments have to be born in a rural area.
2. If you were going to place a Hutterite colony on the concept map, where would you place it?
   - most likely rural, but could be an argument to place it under urban. (Colony government is not legally recognized as a municipal government.)

3. Fill in the chart below, describing a Hutterite colony.
   Answers will vary

<table>
<thead>
<tr>
<th>Number in Alberta (estimate):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Population:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Characteristics:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Representatives:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Examples:</th>
</tr>
</thead>
</table>

Worksheet #6.5.6d
# The Structure of Government in Urban Areas

<table>
<thead>
<tr>
<th>Urban Municipality</th>
<th>Population</th>
<th>Number in Alberta</th>
<th>Names of Representatives</th>
<th>How Representatives are Selected</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>10000+</td>
<td>16</td>
<td>Mayor → elected by citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Councillors → elected by citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Town</td>
<td>1000 - 10000</td>
<td>111</td>
<td>Mayor → elected by citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Councillors → elected by citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Village</td>
<td>300 - 1000</td>
<td>100</td>
<td>Mayor → elected by citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Councillors → elected by citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural Municipality</td>
<td>Number in Alberta</td>
<td>Characteristics</td>
<td>Names of Representatives</td>
<td>How Representatives are Selected</td>
<td>Examples</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------</td>
<td>------------------------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>County or Municipal District</td>
<td>68</td>
<td>- Residents live on farms and in hamlets</td>
<td>Reeve</td>
<td>elected by the councillors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hamlets have fewer than 300 people</td>
<td>Councillors</td>
<td>elected from wards</td>
<td></td>
</tr>
<tr>
<td>Specialized Municipality</td>
<td>4</td>
<td>- Unique areas</td>
<td>Mayor or Reeve</td>
<td>elected by people or councillors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Councillors</td>
<td>elected from wards</td>
<td></td>
</tr>
</tbody>
</table>
### Aboriginal Local Government

<table>
<thead>
<tr>
<th>Aboriginal Municipality</th>
<th>Number in Alberta</th>
<th>Characteristics</th>
<th>Names of Representatives</th>
<th>How Representatives are Selected</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations Authorities</td>
<td>44</td>
<td>Treaty Rights, established by treaties</td>
<td>Chief → elected by citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Councillors → elected by the citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Métis Settlement Councils</td>
<td>8</td>
<td>Lands established in 1990, settlements reflect rights of Métis as one of Aboriginal peoples</td>
<td>Chairperson → chosen by councillors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Councillors → elected by citizens</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use the information from Worksheets #6.5.7a, #6.5.7b, and #6.5.7c to determine which kind of municipal government is being described.

1. Village
   - mayor elected by all citizens
   - population at least 300
   - at least two councillors

2. Métis Settlement Council
   - five councillors elected by all citizens
   - chairperson chosen by councillors from among themselves
   - established 1990

3. City
   - more than 10,000 people live there
   - 16 in Alberta
   - minimum of six councillors
   - in larger centres, councillors elected to represent certain areas

4. First Nations Authority
   - chief and councillors elected by all members
   - came from treaty rights
   - govern reserves

5. Counties/Municipal Districts
   - residents live on farms and in hamlets
   - reeve is the head and elected by councillors from among themselves
   - Vulcan, Willow Creek, Lac La Biche are examples

6. Specialized Municipality
   - head is reeve or mayor
   - only four in Alberta

7. Town
   - mayor and councillors elected by all voters
   - Foremost, Didsbury, and Athabasca are examples
   - 111 in Alberta
Local Governments

Directions: Choose the BEST answer for each question.

1. There are usually more councillors in a city than in a town or village because
   a. there are better people to choose from in a city.
   b. people in cities are more interested in serving on council.
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   b. all the good candidates seem to come from one area.
   c. they want to ensure that all areas of the district have the same population.
   d. that’s the way it has always been.

3. When local governments make decisions on behalf of all citizens, which principle of democracy is being used?
   a. freedoms
   b. representation
   c. equity
   d. justice

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   a. the mayor was not doing a good enough job.
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   b. urban municipalities are now allowed to grow in area.
   c. there are fewer people living per square kilometre in rural areas compared to urban areas.
   d. the people who serve on rural governments have to be born in a rural area.
Lesson Seven

Concept: Delivering Services to the Community

Resources/Materials: Voices in Democracy, pages 112 and 113.
Worksheet #6.5.7 optional, student copies)

Introduction: Ask “Do all the elected people on a colony do all the work that needs to be done?” (No, the people elected are usually in charge of certain departments, but they don’t do all the work.)

Explain that similarly those elected to municipal governments have a duty to ensure that the work of the government gets done, but they hire people to do most of the work.

Procedure:

1. Have students turn to textbook, pages 112 and 113. Guide the reading of the pages. Some students may need guidance interpreting the organizational charts on page 113.
2. Distribute Worksheet #6.5.7 (or students may do the exercise in their notebooks). If necessary, have students tell you how a colony is organized before having them do the exercise.

Assignments:

1. Read Voices in Democracy, pages 112 and 113.
2. Do Worksheet #6.5.7 (or do the exercise in notebooks).
Directions: Use Voices in Democracy, pages 112 and 113 to design an organizational chart that shows how your colony government is structured. Do not forget to use a colour code.
Lesson Eight

Concept: Elections

Resources/Materials: Voices in Democracy, page 114
Line Master 5-6 (student copies)
Worksheets #6.5.8a (optional, transparency or enlargement)
Worksheet #6.5.8b, #6.5.8c, and #6.5.8d (student copies)
Construction Paper: 12” X 18”

Introduction: Explain that there are certain steps that are followed when there is an election. Everyone must follow the steps.

Procedure:

1. Explain that in the textbook, page 114, the students in Mr. Kahn’s class invite a councillor in to explain the steps.

2. Have students turn to textbook, page 114. Guide the reading. Since the textbook does not provide many details about the steps in the election process, you might want to expand upon what happens at each of the steps.

3. Then have students help you make some notes on the election process. They should copy them into their notebooks. (If you like, make a transparency or enlargement of Worksheet #6.5.8a and have students copy it into their notebooks.)
   Example:
   The Election Process
   1. Nomination
   2. Campaigning
   3. Voting
   4. Declaring the Outcome

3. Distribute Line Master 5-6. Go over the directions, if necessary.

4. Distribute Worksheet #6.5.8b, #6.5.8c, and #6.5.8d. Go over the instructions, if necessary.

5. ALTERNATELY. Have the class make a wall display showing the steps in the election process.

Assignments:

1. Read Voices in Democracy, page 114.
2. Copy notes about the election process in notebooks.
3. Do Line Master 5-6.
4. Do Worksheets #6.5.8b, #6.5.8c and #6.5.8d.
5. ALTERNATELY. Make a wall display showing the steps in the election process.
The Election Process

1. Nominating
2. Campaigning
3. Voting
4. Declaring the Outcome
Urban and rural municipalities have elections every three years. A municipal election is a four-step process.

**Step 1: Nominating**

A nomination is a formal proposal that a person become a candidate for an elected position. All candidates must fill out and sign a nomination form. Nomination forms need a specific number of signatures from people who believe that the candidate is suitable for the position. The candidate also needs to sign stating that he or she is eligible, and will accept the position, if elected.

**Step 2: Campaigning**

During campaigning, a candidate tries to convince people to vote for him or her. Many candidates for municipal elections set up a campaign office. A typical campaign office has telephones, wall maps, boxes of printed campaign literature, and photocopiers.

Candidates try to inform the public about what kinds of things they think could be done to make the municipality a better place. Typical campaign activities include going door-to-door talking to people, putting up signs urging people to vote for a candidate, putting out brochures and posters, and telephoning people.

Often, debates, or formal discussions among candidates are organized. Candidates may also be invited to attend forums, or public meetings, where they take turns presenting their ideas to the voters and answering questions.

**Step 3: Voting**

An official called the returning officer prepares the polling station. This is the place where people come to cast their votes. The returning officer and other polling station workers have to make sure there are enough ballots. These are the papers on which voters tell whom they wish to vote for.

In order to vote, a person must be at least eighteen years old. The voter comes to the polling station where he or she is given a ballot. The voter goes behind a screen and marks the ballot showing his or her preference(s). He or she then folds up the ballot. The ballot is then put into a ballot box. No one is allowed to see whom a voter voted for. This is called voting by secret ballot.

**Step 4: Declaring the Outcome**

Once the polling stations close, the election workers count the ballots. The returning officer then declares the winner(s). The number of votes that each candidate receives is published in the newspaper and announced on radio and television.
The Election Process

Directions: In each arrow write one of the steps in the election process. Using point form, tell what happens during that step. Then cut out the arrows. Paste them on the coloured construction paper in the order they happen. Write the heading “The Election Process” at the top.
Participation Skills Sort

These are types of skills that help people participate effectively in local government.

☐ Working with Others  ☐ Communication  ☐ Participation  ☐ Problem Solving

1. Match the types of skills with the groups of examples found below.
2. Then write your opinion about how those skills help people participate effectively in local government.

Communication
- express ideas and feelings
- listen and ask questions
- read and understand information
- make presentations

Problem Solving
- identify problems and issues
- look at different points of view
- explore possible solutions
- put a solution into action
- change solution if needed

Participation
- take an interest in issues
- plan and make decisions
- get involved
- design or carry out projects

Working with Others
- respect people’s ideas
- be open to change
- encourage and persuade others
- share information and talents

In my opinion...

Answers will vary

In my opinion...

In my opinion...

In my opinion...

In my opinion...

In addition, other skills I think are helpful are ____________________________

__________________________ ____________________________

__________________________ ____________________________

__________________________ ____________________________

__________________________ ____________________________

__________________________ ____________________________
Lesson Nine

NOTE: This lesson should be considered optional and probably be done with the consent of the German teacher. It will probably take about a week. You might want to get the whole school involved.

Concept: The Election Process – Making it real

Resources/Materials: Worksheets #6.5.9a, #6.5.9b, #6.5.9c  
Examples of campaign signs, brochures, etc., if you can find them  
Roll paper, construction paper, chart paper, markers, crayons, tape, etc.

NOTE: This is only one way you could proceed. It is outlined here as an example.

Introduction: Tell students that they will have a chance to experience the election process. Explain that you are going to select, by election, a student president of the school. Those who run for president, but are not elected, will serve on the council with the president.

Procedure:

Day 1: Nominating
- Review the steps in the election process.
- Go over the duties of the president.
- Discuss with students the type of person they think would be best for the position. (hardworking, intelligent, honest, etc.)
- Show students the nomination and acceptance forms. (Worksheets #6.5.9a and #6.5.9b are as examples.)
- Discuss issues or possible issues that the student council might have to deal with. (Example, what kind of food to have at parties; older students bullying younger students; and so on)
- Go over who is eligible to run for the office (must be in grade six or older, for example)
- Go over who is eligible to vote (must be student in school, for example)
- You may want to put a cap on the number of nominees
- Have nomination and acceptance forms available.
- Be sure students realize they should only sign the nomination form of one candidate
- Set deadline for nominations (one or two days is plenty)

Days 2 and 3: Campaign
- Divide students up into campaign teams. Students who nominated a particular person should be on that person’s campaign team.
- Advise nominees to be thinking about their position on the issues
- Discuss campaign strategies
- Show students examples of campaign materials.
- Give each campaign a certain number of materials to make signs, banners, brochures etc.
Day 4: Have a Public Forum, continuing the campaign
- Teacher may want to have some questions ready.
- Teacher acts as moderator and ask nominees questions about issues
- Students have chance to ask questions as well.

Day 5: Prepare polling station, show eligibility to vote, cast and count votes, declare outcome
- It seems to be best if the teacher takes care of these steps.
- It seems to be more interesting for students if you make it very official feeling.
- For the eligibility to vote, just have students make a verbal declaration that they are…

*This may be a good opportunity for you to emphasize the importance of good sportsmanship and ethical behaviour.

GOOD LUCK and HAVE FUN!
Nomination Form

School: __________________________, __________________________ Division

We, the undersigned electors of __________________________

(Name of School)

nominate __________________________ of

(Candidate’s Name)

____________________________ as a candidate at the

(Candidate’s Address or Legal Land Description of Residence)

election about to be held for the office of __________________________

of __________________________.

(Name of School)

Signatures of at least 3 ELECTORS ELIGIBLE TO VOTE in this election.

<table>
<thead>
<tr>
<th>Printed Name of Elector</th>
<th>Street Address or Legal Description of Elector’s Residence</th>
<th>Signature of Elector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Nomination Deadline: __________________________
Acceptance of Nomination

School: ____________________________ ____________________________Division

I, ________________________________, of

(Candidate’s Name)

_______________________________ accept the

(Candidate’s Address or Legal Land Description of Residence)

nomination for the office of ________________________________ of

______________________________

(Name of School)

I declare that I am a resident of __________________________ Colony and a

student at ______________________ School.

Date of Birth: ____________________

(Month/Date/Year)

Grade: __________________________

Witness

______________________________ (Print Name) ________________________________ (Print Name)

______________________________ (Signature) ________________________________ (Signature)

______________________________ (Date) ________________________________ (Date)
<table>
<thead>
<tr>
<th>(Position)</th>
<th>(Position)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Put an X beside the name of the person you wish to vote for.</strong></td>
<td><strong>Put an X beside the name of the person you wish to vote for.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Worksheet #6.59c
Lesson Ten

Concept: Participating at the Local Level

Resources/Materials: Voices in Democracy, pages 115, 118 – 120
Worksheets #6.5.10a and #6.5.10b(easier) OR Worksheet #6.5.10c and #6.5.10d (harder) (student copies)

Introduction: Review the steps of the election process.

Explain that election time is not the only time that citizens have a chance to participate in local government. School-aged students can do a lot to help make their communities better places to live.

Procedure:

1. Have students turn to textbook, page 115. Guide the reading. Review the four things outlined that students can do to ensure that their local government knows about concerns they might have.

2. Then have students turn to textbook pages 118 – 120. Tell students to read the pages about some specific examples of how individuals have made a difference.

4. Distribute either Worksheets #6.5.10a and #6.5.10b (easier) OR Worksheets #6.5.10c and #6.5.10d (harder). Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 115, 118 – 120.
2. Do either Worksheets #6.5.10a and #6.5.10b (easier) OR Worksheets #6.5.10c and #6.5.10d (harder)
Directions: Use Voices of Democracy, page 115 to help you with the questions.

1. What are four ways that students might approach local government about a concern they have?
   
   a. ____________________________________________
   
   b. ____________________________________________
   
   c. ____________________________________________
   
   d. ____________________________________________

2. Tell which of the ways to approach local government would be the most appropriate for the following situations. (There may be more than one way for each of the situations.)

   Situation 1: _________________________________

   You are concerned and upset because your neighbour has a really messy backyard. It is so messy that his garbage is even spilling over into the back alley. You want to know if your councillor can do something about it.

   Situation 2: _________________________________

   You are in a wheelchair. You usually get around just fine by yourself. However, this year some of your neighbours have not been shovelling their sidewalks, and now you can’t get around because of the unshovelled walks. You want to talk to your councillor about what you should do.

   Situation 3: _________________________________

   In order to get to school, you have to cross a very busy street. The problem is a lot of cars just zoom by and so you often spend a long time waiting until there is a break in the traffic. You have already contacted your town councillor. She said that if you can prove that there are enough concerned citizens, she will take the matter up with the rest of the town council.

   Situation 4: _________________________________

   You and your friends think it would be a good idea if the town would reduce the speed limit on the street next to your neighbourhood playground. You have telephoned one of the town councillors about it. He suggested that if the town council had more information about the situation and could actually meet you and your friends, they were more apt to try to doing something about the situation.
Directions: Use Voices in Democracy, pages 118 – 120 to help you with the questions.

1. Reread the top section of page 118. Then fill in the spaces with words that make sense.
   Local government does not always meet all the ____________ of the community. Part of the reason for this is ________________. Services cost a great deal, and local governments often don’t collect enough ____________ to pay for every service that is needed. This is when ________________ people get involved and take ________________ to help others in their communities.
   One of the things that helps ________________ work is that some people are willing to take on the ________________ for making their community a more ________________ and ________________ place to live.

2. Tell what each of the following did to make their communities more fair and equitable places to live.

<table>
<thead>
<tr>
<th>People or Group</th>
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<tr>
<td>Brant-Argyle School Students</td>
<td></td>
</tr>
<tr>
<td>Rob Hart, Frank Callele, and Clark Barr</td>
<td></td>
</tr>
<tr>
<td>Pat Nixon</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6.5.10b
There are several ways that citizens can influence their local governments.

1. **Work on a Campaign.** If you think a particular person would make a great councillor, volunteer to work on that person’s election campaign. How does this influence local government? Your work on the campaign might get him or her elected.

2. **Vote in Elections.** Your candidate will not be successful unless you vote.

3. **Direct Contact.** If you would like a representative to know about a concern that you have, or if you just want to compliment him or her on a job well done; you can telephone, write a letter or e-mail, or make an appointment to see him or her in person.

4. **Speak at a Council Meeting.** Individuals or groups can ask to speak at a council meeting. If you want to do so, you must make the arrangements ahead of time.

5. **Lobbying.** This occurs when a group appoints someone to try to influence someone in the government to make decisions that will help the group in some way.

6. **Petitions.** An individual or group can draw up and get signatures on a petition to show that there is support for an idea that the individual or group has. The petition is then presented to an elected official in person or at a council meeting.

7. **Surveys.** Many times the local council wants to know how the citizens feel about a particular issue. They will conduct a survey. The results of the survey will help them to make a decision. If your municipality is conducting a survey, it is important that you take part. This is a way that you can influence your local government.

8. **Demonstrations and Rallies.** A group who wants the citizens and local government to understand their point of view will often hold demonstrations and rallies. These are designed to “drum up” support.

9. **Public Meetings.** Public meetings are designed to inform citizens of particular issues and given them an opportunity to offer suggestions.

As you can see, there are several ways that citizens can influence local councils. Often individuals or groups will use several of these ways. For example, a group might draw up and circulate a petition and then present it at a council meeting to show that there is support for a particular idea.
Directions: Make up six questions about how citizens can influence local government. Write your questions and answers in the correct places. Fold back your answers. Give your questions to a classmate to do. When he or she finishes, mark that person's answers.

<table>
<thead>
<tr>
<th>Question:</th>
<th>My Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's Answer:</td>
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</table>

<table>
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</table>

Worksheet 6.5.10d
Directions: Use *Voices of Democracy*, page 115, to help you with the questions.

1. What are four ways that students might approach local government about a concern they have?
   
   a. __telephone councillor__
   
   b. __start a petition__
   
   c. __write letters/e-mails__
   
   d. __make presentation to council__

2. Tell which of the ways to approach local government would be the most appropriate for the following situations. (There may be more that one way for each of the situations.)

   Situation 1: __write letter/e-mail__

   You are concerned and upset because your neighbour has a really messy backyard. It is so messy that his garbage is even spilling over into the back alley. You want to know if your councillor can do something about it.

   Situation 2: __telephone councillor__

   You are in a wheelchair. You usually get around just fine by yourself. However, this year some of your neighbours have not been shovelling their sidewalks, and now you can't get around because of the unshovelled walks. You want to talk to your councillor about what you should do.

   Situation 3: __start a petition__

   In order to get to school, you have to cross a very busy street. The problem is a lot of cars just zoom by and so you often spend a long time waiting until there is a break in the traffic. You have already contacted your town councillor. She said that if you can prove that there are enough concerned citizens, she will take the matter up with the rest of the town council.

   Situation 4: __make presentation__

   You and your friends think it would be a good idea if the town would reduce the speed limit on the street next to your neighbourhood playground. You have telephoned one of the town councillors about it. He suggested that if the town council had more information about the situation and could actually meet you and your friends, they were more apt to try to doing something about the situation.
**Getting Involved in the Community**

**Directions:** Use *Voices in Democracy*, pages 118 – 120 to help you with the questions.

1. Reread the top section of page 118. Then fill in the spaces with words that make sense.
   
   Local government does not always meet all the **needs** of the community. Part of the reason for this is **money**. Services cost a great deal, and local governments often don’t collect enough **taxes** to pay for every service that is needed. This is when **concerned** people get involved and take **action** to help others in their communities.

   One of the things that helps **democracy** work is that some people are willing to take on the **responsibility** for making their community a more **fair** and **equitable** place to live.

2. Tell what each of the following did to make their communities more fair and equitable places to live.

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</thead>
<tbody>
<tr>
<td>Brant-Argyle School Students</td>
<td>supported a different charitable cause each month for a year</td>
</tr>
<tr>
<td>Rob Hart, Frank Callele, and Clark Barr</td>
<td>raised money for Edmonton’s Youth Emergency Shelter Society</td>
</tr>
<tr>
<td></td>
<td>made people aware of the problem of people without homes</td>
</tr>
<tr>
<td>Pat Nixon</td>
<td>director of The Mustard Seed which cares for Calgary’s street people</td>
</tr>
</tbody>
</table>
Lesson Eleven

Concept: School Boards

Resources/Materials: Voices in Democracy, pages 121 – 123
Worksheets #6.5.11a and #6.5.11b (easier) OR Worksheet 36.5.11c (harder)
(student copies)
Worksheet #6.5.11d (optional, student copies)

Introduction: Review that the reason we have local governments is because it is necessary to have people who can address concerns in your particular area.

Explain that a school board is an elected local government whose responsibility it is to ensure that the students in local schools are getting the best possible education.

Procedure:

1. Briefly talk to the students about your own school board – how many trustees there are, who the chairman is, where they meet, how often, they meet, and so on.

2. Have students turn to textbook, pages 121 – 123. Guide the reading.

3. Distribute Worksheets #6.5.11a and #6.5.11b (easier) OR Worksheet #6.5.11c (harder). Go over the directions, if necessary.

4. ALTERNATELY. Have students use the information on textbook, pages 121 – 123 to write several paragraphs on either school boards or the types of schools.

5. OPTIONAL. Distribute Worksheet #6.5.11d. (NOTE: Teachers will have to provide the information about their school board in order for students to do this worksheet.)

Assignments:

1. Read Voices in Democracy, pages 121 – 123.
2. Do either Worksheets #6.5.11a and #6.5.11b OR Worksheet #6.5.11c.
3. ALTERNATELY. Write several paragraph on either school boards or the types of schools.
4. OPTIONAL. Do Worksheet #6.5.11d.
School Boards

Directions: Use Voices of Democracy, pages 121 – 123 to help you with the questions.

1. Answer these questions in a word or short phrase.
   
   a. What is another name for the chief administrative officer of a school board?
      ___________________________
   
   b. What do we call an elected member of a school board? ______________________
   
   c. What is the name for the list of items that shows how much money will be spent on each item?
      ___________________________
   
   d. How often are school boards elected? ___________________________
   
   e. How many school boards are there in Alberta? ___________________________

2. Examine the concept map on pages 121. In the space below make a different graphic organizer that shows the same information.
Directions: Use Voices in Democracy, pages 122 and 123 to help you with the question.

In the concept map below, write the names of the different types of schools in Alberta. Below the name of each different type of school, tell little about it.
Directions: Use Voices in Democracy, pages 121 – 123 to help you with the question.

From what you read, tell how school boards and the types of schools help to support the four principles of democracy.

Justice

Equity

 Freedoms

Representation
School Boards

Directions: Use Voices of Democracy, pages 121 – 123 to help you with the questions.

1. Answer these questions in a word or short phrase.
   
   a. What is another name for the chief administrative officer of a school board?  
      
      _________
      
      b. What do we call an elected member of a school board?  
         
         _________
         
         c. What is the name for the list of items that shows how much money will be spent on each item?  
            
            _________
            
            d. How often are school boards elected?  
               
               _________
               
               e. How many school boards are there in Alberta?  
                  
                  _________
                  

2. Examine the concept map on pages 121. In the space below make a different graphic organizer that shows the same information.
Directions: Use *Voices in Democracy*, pages 122 and 123 to help you with the question.

In the concept map below, write the names of the different types of schools in Alberta. Below the name of each different type of school, tell little about it.

- **Public Schools**
  - open to all students
  - mostly English-speaking
  - some have French immersion/bilingual programs

- **First Nations Schools**
  - have some instruction in First Nations languages

- **Separate Schools**
  - most teach some classes about Roman Catholic religion

- **Charter Schools**
  - not governed by school board
  - have special focus

- **Francophone Schools**
  - run by Francophone school boards
  - instruction in French
Social Studies Grade 6 Chapter 5 Worksheets

Schools Boards and Types of Schools in Alberta

Directions: Use *Voices in Democracy*, pages 121 – 123 to help you with the question.

From what you read, tell how school boards and the types of schools help to support the four principles of democracy.

*Answers may vary*

- **Justice**
  - if people are not satisfied with a trustee, they can choose not to re-elect the person
  - make policies that apply to all schools and students

- **Equity**
  - different types of schools for different needs
  - make sure students with special needs have appropriate programs

- ** Freedoms**
  - people can make complaint about education to school board

- **Representation**
  - trustees are elected to represent interests of students
Directions: Find out the following information about your school board.

Name of School Board:

Address:

Telephone:

<table>
<thead>
<tr>
<th>Name of Trustee</th>
<th>Area Represented</th>
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Lesson Twelve

Concept: Decisions in Democracy: Democracy and Public Education

Resources/Materials: Voices in Democracy, pages 124 and 125
Worksheet #6.5.12 (student copies)

Introduction: Review briefly that a school board is a type of local government.

Explain that there is a school board in charge of every Hutterite colony school in Alberta. “From where does the money come to operate schools, including colony schools?” The answer is that the municipalities are required to collect taxes from its citizens. This money is then forwarded to the Government of Alberta and used to help pay for the education of students.

Procedure:

1. When taxes pay for schools, this is referred to as publicly funded education – or public education.

2. Have students turn to textbook, pages 124 and 125. Guide the reading.

3. Distribute Worksheet #6.5.12. Go over the directions.
Directions: Use Voices in Democracy, pages 124 and 125 to help you answer the questions.

1. What are four ways that public education fits with the principles of democracy?
   a. 
   b. 
   c. 
   d. 

2. Not everyone agrees that their tax dollars should be used to pay for operating schools. What reasons might these people have for believing their taxes should not have to go to running public schools?
   a senior who has no children in school
   a woman who pays extra money to send her son to a private school
Democracy and Public Education

Directions: Use Voices in Democracy, pages 124 and 125 to help you answer the questions.

1. What are four ways that public education fits with the principles of democracy?
   a. gives all students equal access to knowledge and skills
   b. every child allowed to attend school regardless of gender, race, religion, etc.
   c. provide programs that accommodate special needs
   d. paid for by taxes, even if taxpayer has no children in school

2. Not everyone agrees that their tax dollars should be used to pay for operating schools. What reasons might these people have for believing their taxes should not have to go to running public schools?

   Examples: Why should I have to pay taxes that go toward education? I don’t have kids in school?
   a senior who has no children in school

   I don’t see why I should have to pay to run a school my child does not attend.
   a woman who pays extra money to send her son to a private school
Lesson Thirteen

Concept: Explore More! And Your Turn

Resources/Materials: Voices in Democracy, pages 126 and 127

Introduction: Explain to students that the end of the chapter is near, and it is time to make sure that students understand the concepts and skills covered in Chapter 5.

Procedure:

1. Have students turn to textbook, pages 126 and 127.

2. With students go over the activities listed on the pages. Select one or two for the students to do.

Assignments:

1. Read Voices in Democracy, pages 126 and 127.

2. Do one or two of the suggested activities.
Lesson Fourteen

Concept: Chapter Five Review

Resources/Materials: Chapter Five Review Sheets (student copies)

Introduction: Explain that Chapter Five has come to an end and it is now time to prepare for the chapter test.

Procedure:

1. Distribute the Chapter Five Review Sheets. Have students work on them independently, if possible.

2. Check the Review Sheets as a class, if you can.

Assignments:

Do the Chapter Five Review Sheets.
1. Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>councillor</th>
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<td>municipal district</td>
<td>advisory committee</td>
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<tr>
<td>ballot</td>
<td>nominate</td>
<td>superintendent</td>
<td>budget</td>
</tr>
</tbody>
</table>

- person elected to a local government
- person hired by a school board to run its schools
- piece of paper used for voting that lists the names of the candidates
- a region that has its own local government
- a committee made up of concerned citizens and members of government. They give advice to the council.
- a written request that contains the signatures of people who support its content
- to identify a person as a possible candidate for an elected position
- law that is passed by a local government
- a meeting place where public discussions occur
- a rural area that has its own local government
- a list of items that shows how much money will be spent on each item
- a person who serves on a school board
- income
- an idea or proposal that is put forward for discussion at a meeting
2. What are three responsibilities of local governments in Alberta?

3. What are three types of municipal areas in Alberta?

4. What is meant by an urban municipality?

5. What is meant by a rural municipality?

6. What are two types of Aboriginal governments?

7. Answer T for true and F for false.

   _____ The structure of all local governments is the same in Alberta.

   _____ All municipal districts and counties have approximately the same land area.

   _____ In urban municipalities the mayor is elected by all citizens.

   _____ In rural municipalities the reeve is elected by all citizens.

   _____ Throughout its life, a municipality might change from a village to a town and then to a city.

   _____ The basic reason a municipality is referred to as a village, town, or city is its population.
The structure of First Nations Authorities is determined by the federal government and historical treaties.

In Alberta the people elected to serve on municipal governments are called councillors.

Métis Settlement Councils reflect the right of the Métis as one of Canada's Aboriginal peoples.

8. What are the steps that occur in the election process?
   a. 
   b. 
   c. 
   d. 

9. Why is it that local governments do not all have the same bylaws?

10. Put a check mark (\(\checkmark\)) in front of the services local governments are responsible for.
   
   seniors' facilities
   
   streets and roads
   
   airports
   
   post office
   
   libraries
   
   animal control
   
   public transportation
   
   parks and recreation
   
   waste disposal
   
   fire protection
11. Number the phrases and sentences in order to show how a bylaw is passed.

_____ A motion is introduced at a community or council meeting.
_____ A councillor makes a motion to pass the bylaw at council.
_____ The members of council vote on the motion.
_____ The motion passes or fails.
_____ The council considers the motion three separate times.

12. Put a check mark (✓) in front of those things that tell about the responsibilities of a school board.

_____ make decisions about services and programming
_____ listen to people’s complaints and make fair judgments
_____ make rules and policies for schools
_____ decide how the budget is spent
_____ make sure provincial curriculum is taught
_____ make decisions about school buildings and student transportation
_____ listen to what people think is important for their children’s education.
_____ help the village and town councillors do their jobs.

13. What are four ways you can communicate with your local government?

a. ____________________________________________________________

b. ____________________________________________________________

c. ____________________________________________________________

d. ____________________________________________________________
14. **Short Answer Questions**

You will be asked to answer two of the following questions.

a. Should all local governments be structured exactly the same? Tell why you think so.

b. How should representatives in local governments be accountable to the citizens?

c. Should voting in local elections always be done by secret ballot? Tell why you think so.

d. Should local governments provide more services than they do now? Tell why you think so.

e. Should a school trustee be elected by the people that live in a particular ward, or should the trustee be elected by all the citizens? Tell why you think so.

15. **Essay Questions**

You will be asked to answer one of the following questions.

a. Think about how local governments are selected, what their responsibilities are, and how they operate. How do they support the principles of democracy (justice, equity, freedoms, representation)?

b. Describe the process that a group of citizens should follow if it has a concern it thinks should be addressed by council.

c. Do you think local governments should collect more taxes so they can provide more services? Tell why you think so.
1. Match the words and phrases to their meanings.

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- councillor: person elected to a local government
- superintendent: person hired by a school board to run its schools
- ballot: piece of paper used for voting that lists the names of the candidates
- municipal area: a region that has its own local government
- advisory committee: a committee made up of concerned citizens and members of government. They give advice to the council.
- petition: a written request that contains the signatures of people who support its content
- nominate: to identify a person as a possible candidate for an elected position
- bylaw: law that is passed by a local government
- forum: a meeting place where public discussions occur
- municipal district: a rural area that has its own local government
- budget: a list of items that shows how much money will be spent on each item
- trustee: a person who serves on a school board
- revenue: income
- motion: an idea or proposal that is put forward for discussion at a meeting
council a group of people elected to govern a municipal area
expenditures expenses

2. What are three responsibilities of local governments in Alberta?
   - provide services
   - collect taxes
   - make laws

3. What are three types of municipal areas in Alberta?
   - rural, urban, Aboriginal

4. What is meant by an urban municipality?
   - city, town, village

5. What is meant by a rural municipality?
   - municipal district (county), specialized district

6. What are two types of Aboriginal governments?
   - First Nation Authority, Métis Settlement Council

7. Answer T for true and F for false.
   - F The structure of all local governments is the same in Alberta.
   - F All municipal districts and counties have approximately the same land area.
   - T In urban municipalities the mayor is elected by all citizens.
   - F In rural municipalities the reeve is elected by all citizens.
   - T Throughout its life, a municipality might change from a village to a town and then to a city.
   - T The basic reason a municipality is referred to as a village, town, or city is its population.
The structure of First Nations Authorities is determined by the federal government and historical treaties.

In Alberta the people elected to serve on municipal governments are called councillors.

Métis Settlement Councils reflect the right of the Métis as one of Canada's Aboriginal peoples.

8. What are the steps that occur in the election process?
   a. Nominating
   b. Campaigning
   c. Voting
   d. Declaring the Outcome

9. Why is it that local governments do not all have the same bylaws?
   Different areas have different needs/concerns

10. Put a check mark (✓) in front of the services local governments are responsible for.

    ✓ seniors’ facilities
    ✓ streets and roads
    ✓ airports
    ✓ post office
    ✓ libraries
    ✓ animal control
    ✓ public transportation
    ✓ parks and recreation
    ✓ waste disposal
    ✓ fire protection
11. Number the phrases and sentences in order to show how a bylaw is passed.

1. A motion is introduced at a community or council meeting.
2. A councillor makes a motion to pass the bylaw at council.
4. The members of council vote on the motion.
5. The motion passes or fails.
3. The council considers the motion three separate times.

12. Put a check mark (\(\checkmark\)) in front of those things that tell about the responsibilities of a school board.

\(\checkmark\) make decisions about services and programming
\(\checkmark\) listen to people’s complaints and make fair judgments
\(\checkmark\) make rules and policies for schools
\(\checkmark\) decide how the budget is spent
\(\checkmark\) make sure provincial curriculum is taught
\(\checkmark\) make decisions about school buildings and student transportation
\(\checkmark\) listen to what people think is important for their children’s education.

13. What are four ways you can communicate with your local government?

a. telephone

b. letter / e-mail

c. petition

d. presentation
Lesson Fifteen

Concept: Chapter Five Test

Resources/Materials: Chapter Five Test (student copies)
Part I

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 to their meanings.

<p>| | | | | |</p>
<table>
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<tr>
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<tbody>
<tr>
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<td>j.</td>
<td>revenue</td>
<td>k.</td>
</tr>
<tr>
<td>d.</td>
<td>councillor</td>
<td>h.</td>
<td>nominate</td>
<td>i.</td>
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</tbody>
</table>

1. a piece of paper used for voting that lists the names of the candidates
2. a person responsible for running the schools in a school district
3. an idea or proposal that is put forward for discussion at a meeting
4. a person elected to local government
5. a meeting place where public discussions occur
6. a list of items that shows how much money will be spent on each item
7. expenses
8. a written request that contains the signatures of people who support its content
9. income
10. law passed by a local government
11. a person who serves on a school board
12. to identify a person as a possible candidate for an elected position
Answer T for true and F for false.

13. Local governments can provide all the services that all the citizens need.

14. When a municipal district fines a landowner for not keeping weeds under control, it is demonstrating justice.

15. In all rural local governments, the reeve is elected by the councillors to be the leader.

16. Local and provincial governments provide the same services to the citizens.

17. When a town builds a wheelchair ramp into the town office, it is demonstrating equity.

18. One of the responsibilities of a school board is to make sure the provincial curriculum is taught.

19. Voting at local government elections is always done by secret ballot.

20. Local government elections are held once every three years.

Write the letter of the best answer to each question.

Use the information below to answer question 1.

- Population of 1 000 000
- Mayor
- 14 councillors

21. The above describes a

   a. village.
   b. town.
   c. city.
   d. Métis Settlement.

22. Which of the following best tells the steps in the electing process?

   a. fundraising, nominating, voting
   b. nominating, campaigning, voting, declaring the outcome
   c. campaigning, voting, nominating, declaring the outcome
   d. nominating, fundraising, campaigning, declaring the outcome
23. From the information above you can conclude that

a. half of the municipal revenues are generated by taxpayers.
b. taxes in this municipality are too high.
c. the amount spent on public transportation is more than what is spent on emergency services.
d. this local government’s expenditures are more than its revenues.

24. From the information you can conclude that

a. the greater the area of the municipality, the more taxes it collects.
b. the greater the population of the municipality, the greater its area.
c. there is not connection between the population of a municipality and the amount it collects in taxes.
d. the greater the population of a municipality, the more taxes it collects.
Use the following information to answer question 25.

Jack accidentally walked into a building downtown. There were people busy making signs and talking on the telephone. Others were stapling signs onto long wooden pegs. Some were folding papers with a photograph and other information.

25. It is likely that Jack walked into
   a. a used bookstore.
   b. a group of people about to hold a public meeting.
   c. a club meeting.
   d. a candidate’s campaign office.

Use the following information to answer question 26.

**Mayoral candidates responses to the following question posed at an election forum:**

“*Should our municipality create a “Protecting the Environment: bylaw to stop the development of housing that destroys local wetlands?”*

**Candidate 1:** I am not sure about the Protecting the Environment bylaw. I am worried that the air and water quality in my community may be ruined. But if we don’t allow new homes to be built, I am concerned that we may face a shortage of housing for our growing population.

**Candidate 2:** I think that the Protecting the Environment bylaw is a big mistake! The building of homes provides much needed housing, hundreds of jobs, and millions of dollars for people in our community.

**Candidate 3:** I think the Protecting the Environment bylaw is not really necessary. I think that the loss of some wetlands from the development has a minimal impact on the natural environment. It’s a small price to pay for high-paying jobs and a strong local economy. I think a compromise could be reached that would allow the development of the wetlands while preserving some of the environment.

**Candidate 4:** I think that the Protecting the Environment bylaw I definitely the right thing to do for our community. People from all over the province come here to visit the wetland areas around our community. These wetlands won’t attract much attention if they are drained and new homes are built on top of them.

26. The two candidates that would most likely agree with each other are
   a. 1 and 2.
   b. 2 and 3.
   c. 3 and 4.
   d. 2 and 4.
27. Which of the following would **not** be a good way to participate in your local government?

   a. Contact the councillor from your area about a concern.
   b. Ask to make a presentation to the council.
   c. Draw up and circulate a petition and present it to the council.
   d. Complain to your neighbours about the taxes you are paying.

*Use the information below to answer question 28.*

<table>
<thead>
<tr>
<th>Beckie</th>
<th>The colony needs a new van. This one is uglier than any of the others we’ve had.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah</td>
<td>It’s time we got a new van. This one has over 200 000 km on it. Research shows that once vehicles have more than 200 000 km, they become quite unsafe.</td>
</tr>
<tr>
<td>Esther</td>
<td>I don’t care what anyone says. I think we should keep this van. It’s pretty.</td>
</tr>
<tr>
<td>Linda</td>
<td>We need a new van. Ponderosa just got a new one.</td>
</tr>
</tbody>
</table>

28. Who is **best** supporting an opinion with a fact?

   a. Beckie
   b. Sarah
   c. Esther
   d. Linda

29. What is the **best** reason that local governments cannot provide all the services that all citizens would like?

   a. They cannot raise enough money through taxes to pay for all the services.
   b. They are only allowed by law to pay for certain types of services.
   c. They do not like to provide services unless citizens make a presentation at a council meeting.
   d. They don’t want to look like they don’t know how to handle money.

30. Which of the following **best** tells how a school board might affect a grade six student?

   a. The school board decides how much money should be spent on books, libraries, sports equipment, and school supplies.
   b. The school board decides the policies by which all schools will operate.
   c. The school board decides the aims and goals of education.
   d. All of the above.
Part II

**Short Answer Questions**

Answer **two** of the following questions.

a. Should all local governments be structured exactly the same? Tell why you think so.

b. How should representatives in local governments be accountable to the citizens?

c. Should voting in local elections always be done by secret ballot? Tell why you think so.

d. Should local governments provide more services than they do now? Tell why you think so.

e. Should a school trustee be elected by the people that live in a particular ward, or should the trustee be elected by all the citizens? Tell why you think so.

**Essay Questions**

Answer **one** of the following questions.

a. Think about how local governments are selected, what their responsibilities are, and how they operate. How do they support the principles of democracy (justice, equity, freedoms, representation)?

b. Describe the process that a group of citizens should follow if it has a concern it thinks should be addressed by council.

c. Do you think local governments should collect more taxes so they can provide more services? Tell why you think so.
Social Studies
Grade Six
Chapter Five: How Does Local Government Work?

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 6 Chapter 5 Test

Social Studies
Grade Six
Chapter Five: How Does Local Government Work?

Test

1. a  
2. k  
3. g  
4. d  
5. t  
6. b  
7. e  
8. i  
9. j  
10. c  
11. i  
12. h  
13. F  
14. T  
15. T  
16. F  
17. T  
18. T  
19. T  
20. T  
21. c  
22. b  
23. a  
24. d  
25. d  
26. b  
27. d  
28. b  
29. a  
30. d
Chapter Six

How Provincial Government Works

Inquiry Questions

- In what ways does our provincial system of government reflect the principles of democracy: justice, equity, freedoms, and representation?
- Why does having candidates from a variety of political parties contribute to democracy?
# Social Studies
## Grade Six

## Chapter Six
**How Provincial Government Works**

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<td>13</td>
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Lesson One

Concept: Introduction

Resources/Materials: Voices in Democracy, pages 128 and 129
Wall Map of Canada
Line Master 6-1 (optional, student copies OR transparency)
Worksheet #6.6.1 (student copies)

Introduction: On the wall map of Canada, point out Prince Edward Island. Ask students what it might be like to live on an island. Discuss advantages and disadvantages.

Explain that Prince Edward Island is Canada’s smallest province in both population and area. Today it is connected to the mainland by a long bridge, constructed in 1997. Not everyone supported the construction of the bridge, however.

Procedure:

1. Have students turn to textbook, page 128. Allow students a couple of minutes to flip through the chapter.

2. Guide the reading of textbook, pages 128 and 129. Conclude that the construction of the Confederation Bridge was an issue that was unique to Prince Edward Island.

3. Each of Canada’s provinces has its own provincial government because, just like PEI, they each have issues that are unique to them.

4. If you like, distribute Line Master 6-1 or put up the transparency. This line master outlines the organization and topics covered in this chapter.

5. Explain that Chapter 6 deals with our province, Alberta.


7. OPTIONAL. Make a title page for the chapter.

Assignments:

1. Read Voices in Democracy, pages 128 and 129.
2. Do Worksheet #6.6.1.
3. OPTIONAL. Make a title page for the chapter.
Directions: Do you have sharp eyes? See if you can find the answers to these questions from Chapter 6 of *Voices in Democracy*.

1. What two places does the Confederation Bridge connect?

2. In 2006 – 2007, what percent of Alberta’s budget was spent on health?

3. What word means “funds that the government provides to those who need help to participate in a program”?

4. What is a *bill*?

5. What is a political party?

6. How many elected representatives are there in Alberta’s Legislative Assembly?

7. In the 2004 election, which political party elected the most number of candidates?

8. How long must you live in Alberta before you can vote?

9. What is a *DRO*?

10. In what town did Denis Ducharme grow up?

11. What percent of the eligible voters actually voted in the 2004 provincial election?

12. Who is Norman L. Kwong?

13. What is the *Speech from the Throne*?

14. During the years 1991 – 2001 from what region of the world did most immigrants to Canada come?

15. What is another name for a cabinet member?

16. What does MLA stand for?
Directions: Do you have sharp eyes? See if you can find the answers to these questions from Chapter 6 of Voices in Democracy.

1. What two places does the Confederation Bridge connect?
   
   **Borden-Carleton and Cape Jourimain**

2. In 2006 – 2007, what percent of Alberta’s budget was spent on health? **37%**

3. What word means “funds that the government provides to those who need help to participate in a program”? **Subsidies**

4. What is a bill? **Proposed law (a motion)**

5. What is a political party? **Organization made up of people who have similar ideas about how to govern**

6. How many elected representatives are there in Alberta’s Legislative Assembly? **83**

7. In the 2004 election, which political party elected the most number of candidates? **Progressive Conservative**

8. How long must you live in Alberta before you can vote? **18**

9. What is a DRO? **Deputy Returning Officer**

10. In what town did Denis Ducharme grow up? **Bonaville**

11. What percent of the eligible voters actually voted in the 2004 provincial election? **44.70%**

12. Who is Norman L. Kwong? **Alberta’s Lieutenant Governor**

13. What is the Speech from the Throne? **Describes what the government plans to do during the upcoming session of the Legislature**

14. During the years 1991 – 2001 from what region of the world did most immigrants to Canada come?
   
   **Eastern Asia**

15. What is another name for a cabinet member? **Minister**

16. What does MLA stand for? **Member of the Legislative Assembly**
Lesson Two

Concept: Provincial Government Responsibilities: Provide Services

Resources/Materials: Voices in Democracy, pages 130 – 132
Worksheet #6.6.2a (optional, transparency or enlargement)
Worksheets #6.6.2b and #6.6.2c (easier) OR Worksheets #6.6.2d and #6.6.2e (harder) (student copies)

Introduction: Explain that like local governments, the provincial government has three main responsibilities: provide services, make laws, and collect taxes.

The provincial government must have tax money or it would not be able to cover the cost of providing services or make laws.

Procedure:

1. Tell students that today’s lesson examines the services that the government of Alberta provides.

2. Have students turn to textbook, pages 130. Guide the reading of pages 130 – 132. Note that on textbook, page 132, the text states that Albertans pay health care premiums. You will need to tell students that these premiums no longer exist.

3. With the students make up notes about the three main responsibilities of the provincial government. Have students copy them into their notebooks. OR Put up the transparency or enlargement of Worksheet 6.6.2a and have students copy the notes.

4. Distribute either Worksheets #6.6.2b and #6.6.2c OR Worksheets #6.6.2d and #6.6.2e. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 130 – 132.
2. Copy notes from the board OR from Worksheet #6.6.2a.
3. Do either Worksheets #6.6.2b and #6.6.2d OR Worksheets #6.6.2d or #6.6.2e.
Provincial Government Responsibilities

1. Provide Services
2. Make Laws
3. Collect Taxes
**Providing Services**

**Directions:** Use *Voices in Democracy*, pages 130 – 132 to answer the questions.

1. Put a check mark (✓) in the correct column to show which level of government is responsible.

<table>
<thead>
<tr>
<th></th>
<th>Local</th>
<th>Provincial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure all children have a safe and comfortable place in which to grow up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decide what knowledge and skills grade six students should have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that sidewalks and roads are in good condition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decide how the oil sands should be developed.</td>
<td></td>
<td></td>
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<tr>
<td>Put up a library in a new neighbourhood.</td>
<td></td>
<td></td>
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<td></td>
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<td>Make sure that the landfill is kept clean and well-organized.</td>
<td></td>
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<td>Make sure that seniors have enough money to live on.</td>
<td></td>
<td></td>
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<tr>
<td>Try to attract tourists to the province.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sure our forests are being used wisely.</td>
<td></td>
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</tr>
</tbody>
</table>

*Worksheet #6.6.2b*
2. Which service does the government spend the most money on?


3. On what service is the second largest amount of money spent?


4. The government of Alberta provides extra money to school boards for students who have special needs. How does this make things more equitable?


5. Explain how subsidies make things more equitable.


6. Answer true or false.

   _____ The job of Alberta’s government is to take care of the people of Alberta and protect their interests.

   _____ There are about 30 departments in the Alberta provincial government.

   _____ The provincial government collects taxes to pay for services.

   _____ Alberta spends about ten percent of its budget on Social Services.

   _____ Grade six students all over the province study the same things.

   _____ Energy resources are the responsibility of the provincial government.

   _____ About half of the money spent on health care goes to encouraging people to take care of their health.
Directions: Use Voices in Democracy, pages 130 – 132 to help you with the questions.

1. Read each scenario. Decide whether the person should go to a local government (L) or the provincial government (P) to get help.

   a. Molly is concerned that her neighbour’s very young children are left alone for days at a time without their parents. ________

   b. Mr. Edwards wants to build a new hog barn and would like to know what environmental regulations there are concerning livestock operations. ________

   c. Michelle’s garbage hasn’t been picked up for three weeks in a row. ________

   d. Daniel thinks Hutterite schools should get more money because their schools are so small. ________

   e. The volunteer fire fighters in the county think their fire truck needs to be replaced. ________

   f. Miss Daisy has opened up a museum that has a lot of old farm equipment. She wonders how she can get tourists to visit her museum. ________

   g. Jim needs advice on how to get rid of some weeds he has never seen before. ________

   h. Barbara has to wait for two months before she can get her hip replaced. She thinks that is way too long. ________

   i. An oil company wants permission to drill for new wells. ________

   j. Frank Jones thinks there should be classes for adults on how to manage money better. ________

   k. The Smiths feel the highway between Calgary and Edmonton needs to be widened. ________

   l. The nurses feel that the hospital is too crowded. They feel it needs to be made larger. ________

   m. The Parkers feel that school boards are not given enough money to operate the school properly. ________

   n. Sam does not feel the dogcatcher is doing a good enough job. ________

   o. Margaret feels that coal mines should reduce how much they pollute the air. ________
2. In Alberta the government collects taxes to pay for things such as education, health care, and social services. So it does not matter how much money you make, you get all these services without having to pay for them yourself.

How does this support the democratic values of fairness and equity?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Examine the pie chart showing Alberta’s expenses in 2006 – 2007. Which three categories of spending do you think most try to make things more fair and equitable for Albertans? Tell why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Providing Services**

**Directions:** Use *Voices in Democracy*, pages 130 – 132 to answer the questions.

1. Put a check mark (✓) in the correct column to show which level of government is responsible.

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<td>Try to attract tourists to the province. ✓</td>
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<td>Make sure our forests are being used wisely. ✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
2. Which service does the government spend the most money on?

Health

3. On what service is the second largest amount of money spent?

Education

4. The government of Alberta provides extra money to school boards for students who have special needs. How does this make things more equitable?

- gives special needs students chance to gain knowledge and skills that suit their particular needs

5. Explain how subsidies make things more equitable.

- enables people to access services and things they need to have a comfortable life

6. Answer true or false.

True  The job of Alberta’s government is to take care of the people of Alberta and protect their interests.

False There are about 30 departments in the Alberta provincial government.

True  The provincial government collects taxes to pay for services.

True  Alberta spends about ten percent of its budget on Social Services.

True  Grade six students all over the province study the same things.

True  Energy resources are the responsibility of the provincial government.

False About half of the money spent on health care goes to encouraging people to take care of their health.
Directions: Use *Voices in Democracy*, pages 130 – 132 to help you with the questions.

1. Read each scenario. Decide whether the person should go to a local government (L) or the provincial government (P) to get help.

   a. Molly is concerned that her neighbour's very young children are left alone for days at a time without their parents.  
      
      b. Mr. Edwards wants to build a new hog barn and would like to know what environmental regulations there are concerning livestock operations. 
      
      c. Michelle's garbage hasn't been picked up for three weeks in a row.  
      
      d. Daniel thinks Hutterite schools should get more money because their schools are so small. 
      
      e. The volunteer fire fighters in the county think their fire truck needs to be replaced. 
      
      f. Miss Daisy has opened up a museum that has a lot of old farm equipment. She wonders how she can get tourists to visit her museum. 
      
      g. Jim needs advice on how to get rid of some weeds he has never seen before. 
      
      h. Barbara has to wait for two months before she can get her hip replaced. She thinks that is way too long. 
      
      i. An oil company wants permission to drill for new wells. 
      
      j. Frank Jones thinks there should be classes for adults on how to manage money better. 
      
      k. The Smiths feel the highway between Calgary and Edmonton needs to be widened. 
      
      l. The nurses feel that the hospital is too crowded. They feel it needs to be made larger. 
      
      m. The Parkers feel that school boards are not given enough money to operate the school properly. 
      
      n. Sam does not feel the dogcatcher is doing a good enough job. 
      
      o. Margaret feels that coal mines should reduce how much they pollute the air. 

2. In Alberta the government collects taxes to pay for things such as education, health care, and social services. So it does not matter how much money you make, you get all these services without having to pay for them yourself.

How does this support the democratic values of fairness and equity?

Regardless of the amount of money you make, you can have access to the same quality of services.

3. Examine the pie chart showing Alberta’s expenses in 2006 – 2007. Which three categories of spending do you think most try to make things more fair and equitable for Albertans? Tell why.

Health
Education
Social Services

Try to equalize our well-being and opportunities for the future.
Lesson Three

Concept: Provincial Government Responsibilities: Make Laws, Collect Taxes

Resources/Materials: Voices in Democracy, page 133
- Line Master 5-4 (students should have this)
- Line Master 6-4 (student copies)
- Worksheets #6.6.3a, #6.6.3b,#6.6.3c, and #6.6.3d (student copies)

Introduction: Review that the three responsibilities of the provincial government are to provide services, make laws, and collect taxes. Explain that today’s lesson is about making laws and collecting taxes.

Procedure:

1. Refer students back to Line Master 5-4 which outlines the process of passing a bylaw.

2. Explain that the provincial government has similar procedure to pass provincial laws.

3. Have students turn to textbook, page 133. Guide the reading.

4. Distribute Worksheet #6.6.3b. Explain that this page tells about how the provincial government goes about collecting taxes to pay for it is expenditures. Guide the reading, if necessary.

5. Distribute Worksheets #6.6.3a, #6.6.3c, and #6.6.3d. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, page 133.
2. Do Worksheets #6.6.3a, #6.6.3b, #6.6.3c, and #6.6.3d.
**Provincial Government Makes Laws**

**Directions:** Use *Voices in Democracy*, page 133 to help you with the questions.

Unscramble the words to make sentences that tell about the steps in making a provincial law.

**Step 1: Introducing a Bill**

bill is proposed A a law

An MLA introduces in the a bill Legislative Assembly.

called the first reading This is.

**Step 2: Researching the Bill**

MLAs the bill and the public study.

People may contact a cabinet minister their MLA or to give their opinions.

**Step 3: Debating the Bill in Principle**

The bill in the Legislative Assembly gets a second reading.

debate the bill and The MLAs then vote on it.

It is sent for further study to committee and discussion.
Step 4: Debating the Bill in Detail

The bill reading gets a third.

Members and ask questions may discuss about it.

The MLAs the bill again vote on.

Step 5: The Bill Passes

If by the majority of MLAs the bill is supported, it passes.

The Lieutenant Governor the bill signs.

becomes an act or law The bill.
Collecting Taxes

Directions: Read the following article to find out how the provincial government raises money to pay for the services it provides.

How Does the Provincial Government Pay for Services?

How does the provincial government pay for taxes? It is simple – taxes. Alberta has several different taxes, all of which help to pay for the services it provides.

Property Taxes

The Alberta government does not collect property taxes. However, it does ask local governments to send part of the property taxes they collect to help pay for the cost of operating schools.

Income Taxes

The Alberta government collects income tax – a tax paid by citizens of Alberta based on how much money they earn. The more a person earns, the more income taxes he or she pays.

Other Taxes

There are many other taxes that add to the revenue of the provincial government. Two of them are Energy Royalties – Oil and gas companies must pay the Alberta government for the oil and gas they remove from the ground. The people of Alberta own the oil and gas in the province, and collect fees from oil companies that develop these resources. This is a big source of revenue for Alberta. Hotel Tax – hotels charge people how rent hotel rooms a 5% tax. This money is then forwarded to the provincial government.

With the taxes it collects, Alberta’s government then makes decisions about to spend taxes by preparing a budget. Debating the budget proposed by the government is an important part of an MLA’s job, because the budget determines what services the government will provide the people of Alberta.
Collecting Taxes

Directions: Use the article “How Does the Provincial Government Pay for Services?” and Voices in Democracy, page 131 to answer the questions.

1. What kinds of taxes does the Alberta government collect to pay for the services it provides?

2. The main reason the budget is debated in the Legislative Assembly is because
   a. MLAs love to argue back and forth.
   b. they want to ensure that the government spends money in the best way possible.
   c. they think it is important to always be making changes.
   d. no one likes to cooperate or compromise.

3. Which three areas accounted for about half the budget in 2006-2007?
   a. Education, Social Services, and Health
   b. Health, Education, and Social Services
   d. Health, Other, and Debt Servicing Costs

4. The Alberta government feels it can collect fees from the oil and gas industry to help pay for services because
   a. the people of Alberta own these resources and deserve something from the oil and gas industry for taking it.
   b. the owners of the oil and gas do not need all the money they make.
   c. the government does not want these people to continue taking oil and gas out of the ground.
   d. the oil and gas people like sharing what they make.

5. What would most likely have to happen if the Government of Alberta decided to build several new highways and immediately fix all the existing ones?
   a. The amount budgeted for Transportation, Communication, and Utilities would stay the same.
   b. The amount budgeted for Transportation, Communication, and Utilities would go down.
   c. The amount budgeted for Transportation, Communication, and Utilities would go up.
   d. The amount budgeted for Transportation, Communication, and Utilities would disappear.
Passing Laws: Compare and Contrast

<table>
<thead>
<tr>
<th>The Process</th>
<th>Local Government</th>
<th>Provincial Government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How are they alike?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>· law is first proposed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· must go through three readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· proposed laws are debated, and revised, if necessary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **How are they different?** | | |
| · proposed law called a motion | · proposed law called a bill | |
| · law called a bylaw | · final step is signature by lieutenant governor | |

<table>
<thead>
<tr>
<th>Participation of Community Members</th>
<th>Local Government</th>
<th>Provincial Government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How are they alike?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>· citizens can contact government about their concerns and ideas for laws</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· citizens can offer opinions on proposed laws</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **How are they different?** | | |
| · can make presentations to council | · can make presentation to MLA | |

How do elected officials at both levels demonstrate that they are accountable to citizens?
· must listen to ideas of citizens
· are elected and may not be re-elected if they do not adequately represent citizens
Directions: Use Voices in Democracy, page 133 to help you with the questions.

Unscramble the words to make sentences that tell about the steps in making a provincial law.

Step 1: Introducing a Bill

bill is proposed A a law

A proposed law is a bill.

An MLA introduces a bill in the Legislative Assembly.

An MLA introduces a bill in the Legislative Assembly.

called the first reading This is.

This is called the first reading.

Step 2: Researching the Bill

MLAs the bill and the public study.

MLAs and the public study the bill

People may contact a cabinet minister their MLA or to give their opinions.

People may contact a cabinet minister or their MLA to give their opinions.

Step 3: Debating the Bill in Principle

The bill in the Legislative Assembly gets a second reading.

The bill gets a second reading in the Legislative Assembly.

debate the bill and The MLAs then vote on it.

The MLAs debate the bill and then vote on it.

It is sent for further study to committee and discussion.

It is sent to committee for further study and discussion.
Step 4: Debating the Bill in Detail

The bill reading gets a third.

The bill gets a third reading.

Members and ask questions may discuss about it.

Members may discuss and ask questions about it.

The MLAs the bill again vote on.

The MLAs vote on the bill again.

Step 5: The Bill Passes

If by the majority of MLAs the bill is supported, it passes.

If the bill is supported by the majority of MLAs, it passes.

The Lieutenant Governor the bill signs.

The Lieutenant Governor signs the bill.

becomes an act or law The bill.

The bill becomes an act or law.
Collecting Taxes

Directions: Use the article “How Does the Provincial Government Pay for Services?” and Voices in Democracy, page 131 to answer the questions.

1. What kinds of taxes does the Alberta government collect to pay for the services it provides?
   Property Taxes, Income Taxes, Other Taxes

2. The main reason the budget is debated in the Legislative Assembly is because
   a. MLAs love to argue back and forth.
   b. they want to ensure that the government spends money in the best way possible.
   c. they think it is important to always be making changes.
   d. no one likes to cooperate or compromise.

3. Which three areas accounted for about half the budget in 2006-2007?
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   b. Health, Education, and Social Services
   d. Health, Other, and Debt Servicing Costs

4. The Alberta government feels it can collect fees from the oil and gas industry to help pay for services because
   a. the people of Alberta own these resources and deserve something from the oil and gas industry for taking it.
   b. the owners of the oil and gas do not need all the money they make.
   c. the government does not want these people to continue taking oil and gas out of the ground.
   d. the oil and gas people like sharing what they make.

5. What would most likely have to happen if the Government of Alberta decided to build several new highways and immediately fix all the existing ones?
   a. The amount budgeted for Transportation, Communication, and Utilities would stay the same.
   b. The amount budgeted for Transportation, Communication, and Utilities would go down.
   c. The amount budgeted for Transportation, Communication, and Utilities would go up.
   d. The amount budgeted for Transportation, Communication, and Utilities would disappear.
Lesson Four

NOTE: If at all possible, guide the reading of the textbook pages for this lesson.

Concept: How the Provincial Government Is Elected

Resources/Materials: Voices in Democracy, pages 134 – 137
Worksheet #6.6.4a (student copies and transparency)
Worksheets #6.6.4b and #6.6.4c (student copies)

Introduction: Review briefly that in local governments, elected members are called councillors. For urban governments, a mayor is also elected. In rural governments, the councillors choose a reeve from among themselves.

Explain that in the provincial government things are quite different.

Procedure:

1. Explain that the province is divided into 83 areas called constituencies, ridings, or electoral districts. These constituencies have roughly the same populations. The people in each constituency elect one person to represent them in the government. This person is called a Member of the Legislative Assembly or MLA.

2. Put up the transparency of the electoral districts. Locate the constituency where the colony is located. Note the name of the constituency and the MLA that represents it. Now or later, have students shade in their constituency in coloured crayon.


4. Discuss how the premier is an MLA. He is the leader of the political party who won the most seats or constituencies.

5. The Legislative Assembly is the group of elected representatives.

6. Distribute Worksheets #6.6.4b and #6.6.4c. Go over the directions, if possible.

Assignments:

1. Read Voices in Democracy, pages 134 – 137.
2. Do Worksheets #6.6.4b and #6.6.4c.
Electing the Provincial Government

Directions: Use Voices in Democracy, pages 134 – 137 to help you with the questions.

The Set-Up

Directions: Use the words in the box to fill the spaces.

<table>
<thead>
<tr>
<th>government</th>
<th>political party</th>
<th>constituency</th>
<th>Legislative Assembly</th>
<th>similar</th>
<th>districts</th>
</tr>
</thead>
</table>

Alberta is divided into 83 voting ____________ called constituencies. The people in each ____________ elect one person to represent them. This person is referred to as a Member of the Legislative Assembly (MLA). The ________________ ______________ is the name for the group of people who are elected in a provincial election.

Almost all candidates represent a political party. A ________________ ______________ is an organization made up of people who have ____________ ideas about how to govern.

The political party who has the most MLAs forms the _________________. The leader of the government is called the _________________. In the 2004 Alberta election the Progressive Conservative Party elected the most candidates and the premier was Ralph Klein.

Becoming a Candidate

Directions: Each of the sentences is incorrect. Cross out what is wrong and make it correct.

1. Before an election, the members of a political party in a particular constituency have an election meeting to select a candidate to run for their party.

2. If several people wish to become the candidate, the members have a lottery.

3. Candidates who are running for a political party and superintendent candidates must be eligible voters and get a form from Elections Alberta signed by at least 52 electors from their district.
4. Every candidate's lunch is to be elected by the voters of his or her constituency.

5. During the election company, candidates talk about what they plan to do for their constitution and what their party plans to do for the province.

Making the Decision

1. What are the four criteria that a person needs to meet before he or she can vote in a provincial election?
   a. 
   b. 
   c. 
   d. 

2. Number these step in the order they would happen at the polling station.
   _____ Find the two officials sitting at the table that matches the number of the voter information card.
   _____ Give the clerk your voter information card. One clerk finds your name on a list and crosses it off. The other clerk gives you a folded ballot with a black tab on it.
   _____ Go behind a voting screen. Mark an X beside the candidate you want to vote for.
   _____ Take your folded ballot back to the clerk who tears off the black tab, without opening the ballot. The clerk hands the folded ballot back to you and you put it in the ballot box.

Denis Ducharme

1. Mr. Ducharme helped to set up le Secrétariat francophone de l’Alberta. What are its purposes?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. How does this group reflect equity? ____________________________________________________________
**E lecting the Provincial Government**

**Directions:** Use *Voices in Democracy*, pages 134 – 137 to help you with the questions.

**The Set-Up**

**Directions:** Use the words in the box to fill the spaces.

<table>
<thead>
<tr>
<th>government political party</th>
<th>constituency premier</th>
<th>Legislative Assembly similar districts</th>
</tr>
</thead>
</table>

Alberta is divided into 83 voting **districts** called constituencies. The people in each **constituency** elect one person to represent them. This person is referred to as a Member of the Legislative Assembly (MLA). The **Legislative Assembly** is the name for the group of people who are elected in a provincial election.

Almost all candidates represent a political party. A **political party** is an organization made up of people who have **similar** ideas about how to govern.

The political party who has the most MLAs forms the **government**. The leader of the government is called the **premier**. In the 2004 Alberta election the Progressive Conservative Party elected the most candidates and the premier was Ralph Klein.

**Becoming a Candidate**

**Directions:** Each of the sentences is incorrect. Cross out what is wrong and make it correct.

1. **Before an election, the members of a political party in a particular constituency have an election meeting to select a candidate to run for their party.**

2. **If several people wish to become the candidate, the members have a lottery.**

3. **Candidates who are running for a political party and **Independent candidates must be eligible voters and get a form from Elections Alberta signed by at least **25** electors from their district.**
4. Every candidate’s goal is to be elected by the voters of his or her constituency.

5. During the election campaign, candidates talk about what they plan to do for their constituency and what their party plans to do for the province.

Making the Decision

1. What are the four criteria that a person needs to meet before he or she can vote in a provincial election?
   a. live in the constituency where they want to vote
   b. be a Canadian citizen
   c. be at least 18 years old
   d. live in Alberta for six months before election day

2. Number these steps in the order they would happen at the polling station.
   1. Find the two officials sitting at the table that matches the number of the voter information card.
   2. Give the clerk your voter information card. One clerk finds your name on a list and crosses it off. The other clerk gives you a folded ballot with a black tab on it.
   3. Go behind a voting screen. Mark an X beside the candidate you want to vote for.
   4. Take your folded ballot back to the clerk who tears off the black tab, without opening the ballot. The clerk hands the folded ballot back to you and you put it in the ballot box.

Denis Ducharme

1. Mr. Ducharme helped to set up le Secrétariat francophone de l’Alberta. What are its purposes?
   - celebrate Francophone contributions to Alberta
   - support Francophone individuals, communities, and organizations
   - inform public about government services for Francophone community

2. How does this group reflect equity? 
   - more equitable access to services
Lesson Five

Concept: Contributing to the Community and Viewpoints

Resources/Materials: Voices in Democracy, pages 138 – 141
Worksheet #6.6.5a (student copies)
Worksheet #6.6.5b (easier) OR Line Master 6-5 (harder) (student copies)

Introduction: Explain that one of the responsibilities of citizens in a democratic country like Canada is to vote in elections. Yet many people choose not to vote.

Procedures:

1. With students discuss possible reasons why people choose not to vote:
   - Do not have a way to get to the polling station.
   - Too busy.
   - Out of the area/country.
   - Does not like any of the candidates or any of the political parties.
   - Does not want to be seen as favouring one political party over another. (like most Hutterites)

2. Explain that in recent years fewer than half of Albertans who were eligible to vote actually did so. Many feel that it should be compulsory to vote in elections like they it is in Australia.


4. Distribute Worksheet #6.6.5a. Go over the directions, if necessary.

5. Distribute either Worksheet #6.6.5b (easier) OR Line Master 6-5 (harder). Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 138 – 141.
2. Do Worksheet #6.6.5a.
3. Do either Worksheet #6.6.5b (easier) OR Line Master 6-5 (harder)
Directions: Use Voices in Democracy, pages 138 and 139 to help you with questions.

1. The information in the table below shows the voter turnout in the provincial elections from 1975 to 2004. Make a bar graph to show this information.

**Voter Turnout in Provincial Elections**

<table>
<thead>
<tr>
<th>Election Year</th>
<th>Percentage of Voter Turnout</th>
<th>Election Year</th>
<th>Percentage of Voter Turnout</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>60</td>
<td>1993</td>
<td>60</td>
</tr>
<tr>
<td>1979</td>
<td>58</td>
<td>1997</td>
<td>54</td>
</tr>
<tr>
<td>1982</td>
<td>66</td>
<td>2001</td>
<td>53</td>
</tr>
<tr>
<td>1986</td>
<td>47</td>
<td>2004</td>
<td>45</td>
</tr>
<tr>
<td>1989</td>
<td>54</td>
<td>2008</td>
<td>41</td>
</tr>
</tbody>
</table>

The main message of the information on pages 138 and 139 is

a. Many Albertans are not able to get to the polling stations on election day.
b. Many Albertans do not realize that they have the right to vote.
c. Most Albertans do not vote during provincial elections.
d. Many Albertans do not take their responsibilities seriously, as citizens in a democratic country.
Directions: Use *Voices in Democracy*, pages 140 and 141 to help you complete the chart.

Many people think it should be compulsory to vote in elections. Compulsory means that you have to, and if you don’t you are breaking the law and can face a fine.

<table>
<thead>
<tr>
<th>Issue: <em>Should voting be compulsory?</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of View:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Point of View:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

How do you feel about this issue? Give reasons for your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Use Voices in Democracy, pages 138 and 139 to help you with questions.

1. The information in the table below shows the voter turnout in the provincial elections from 1975 to 2004. Make a bar graph to show this information.

### Voter Turnout in Provincial Elections

<table>
<thead>
<tr>
<th>Election Year</th>
<th>Percentage of Voter Turnout</th>
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<tbody>
<tr>
<td>1975</td>
<td>60</td>
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<td>1997</td>
<td>54</td>
</tr>
<tr>
<td>1982</td>
<td>66</td>
<td>2001</td>
<td>53</td>
</tr>
<tr>
<td>1986</td>
<td>47</td>
<td>2004</td>
<td>45</td>
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<td>2008</td>
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</tr>
</tbody>
</table>

The main message of the information on pages 138 and 139 is

a. Many Albertans are not able to get to the polling stations on election day.
b. Many Albertans do not realize that they have the right to vote.
c. Most Albertans do not vote during provincial elections.
d. Many Albertans do not take their responsibilities seriously, as citizens in a democratic country.
**Viewpoints**

**Directions:** Use *Voices in Democracy*, pages 140 and 141 to help you complete the chart.

Many people think it should be compulsory to vote in elections. Compulsory means that you have to, and if you don’t you are breaking the law and can face a fine.

<table>
<thead>
<tr>
<th>Issue: Should voting be compulsory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of View: Yes</td>
</tr>
<tr>
<td>• makes people give thought</td>
</tr>
<tr>
<td>about what they are going to</td>
</tr>
<tr>
<td>vote for</td>
</tr>
<tr>
<td>• makes government more</td>
</tr>
<tr>
<td>representative of the people</td>
</tr>
</tbody>
</table>

How do you feel about this issue? Give reasons for your answer.

*Answers will vary*

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Worksheet #6.6.5b
Compulsory Voting Tri-Pie Chart

Issue:
Should voting be compulsory (required)?

Yes!
- government will be more representative
- people will give more thought to the issues

No!
- goes against our rights
- should vote freely, not be forced to vote
- votes will be cast without due consideration to the issues

Answers will vary

Other Considerations

I think ___________________________ because ______________________________________

____________________________________

____________________________________
Lesson Six

Concept: The Role of the Lieutenant Governor

Resources/Materials: Voices in Democracy, pages 142 – 147
Line Master 6-6 (student copies and transparency)
Worksheets #6.6.6a and #6.6.6b (student copies)
Worksheet #6.6.6c (optional, student copies)

Introduction: Review the steps in passing a bill:
- Introduce the bill.
- Research the bill.
- Debate the bill in principle
- Debate the bill in detail
- Pass the bill

Explain if the majority of MLAs vote to make a bill into a law, it is not officially a law until the lieutenant-governor signs it. He or she has the final say.

Explain that Canada is a constitutional monarchy, which means that the queen or king of, is the head of the country. (The prime minister is the head of the government.) The lieutenant governor acts on behalf of the king or queen in Alberta.

Procedure:
1. Have students turn to textbook, pages 142. Bring their attention to Alberta’s current lieutenant governor, Norman Kwong. Explain that when Alberta first became a province in 1905, the lieutenant governor of Alberta was always a male with British ancestry. Today, the lieutenant governor more reflects the type of people that live in Alberta.


3. Distribute copies of Line Master 6-6 and put up the transparency. Explain that over the next few classes, students will be filling in the chart.

4. With students fill in the section on the lieutenant governor.

5. Distribute Worksheets #6.6.6a and #6.6.6b. Go over the directions, if necessary.

6. OPTIONAL. Have students brainstorm for a list of qualities they feel a lieutenant governor of Alberta should have. Write a want ad for a lieutenant governor.

7. OPTIONAL. You may want students to write a short report on Norman Kwong. (Use the information on Worksheet #6.6.6c.)

Assignments:
1. Read Voices in Democracy, pages 142 – 145.
2. Do Worksheets #6.6.6a and #6.6.6b.
3. OPTIONAL. Make list of qualities that Alberta’s lieutenant governor should have. Then make up a want ad for a lieutenant governor.
4. OPTIONAL. Write a short report on Norman Kwong. Use the information on Worksheet #6.6.6c.
The Role of the Lieutenant Governor

Directions: Use Voices in Democracy, pages 142 – 145 to help you with the questions.

1. Canada is a constitutional monarchy. What does this mean?

2. What is the title of the Queen's representative in Canada?

3. What is the title of the Queen's representative in Alberta?

4. What are four responsibilities of the lieutenant governor?
   a. 
   b. 
   c. 
   d. 

5. What is the Speech from the Throne?
6. Examine the pictures and photos of the lieutenant governors that Alberta has had over the years. How are some of the more recent lieutenant governors different from those from long ago?

7. Immigrants came, and are still coming, to Canada from all over the world. By examining the table on textbook, page 145, tell how immigration has changed over the years.

7. How does the appointment of the more recent lieutenant governors reflect the principles of equity and representation?

Equity

Representation
• The Honourable Norman L. Kwong became Alberta’s 16th Lieutenant Governor in January 2005. He is the first Chinese-Canadian person to serve in the position.

• He was born in Calgary to Chinese-immigrant parents, and has five siblings.

• In 1948, at the age of 18, he became a halfback with the Calgary Stampeders Football Club. That year, the team won the Grey Cup.

• After three years with the Stampeders, he was traded to the Edmonton Eskimos. He spent 10 years with that football team and, during that time, they won the Grey Cup three times.

• He received the All-Canadian Fullback Award five times. In 1955 and 1956, he won the Schenley Award for the Most Outstanding Canadian Player. In 1955, he was also chosen as Canada’s Outstanding Male Athlete of the Year. He held more than 30 Canadian Football League records when he retired in 1960.

• Mr. Kwong spent the next few decades selling commercial real estate and eventually became vice president and general manager of a real estate company.

• He served as president and general manager of the Calgary Stampeders from 1988 to 1991.

• He was co-owner of the hockey team the Calgary Flames from 1980 to 1994. In 1989, the team won the Stanley Cup. He is one of very few Canadians to win both the Grey Cup and Stanley Cup as a player, manager, or owner.

• He has received many honours and awards, including the Order of Canada in 1998, and an honorary Doctorate of Laws from the University of Alberta.

• In 2005, he was Chancellor of the Alberta Order of Excellence and was also appointed by Queen Elizabeth as a Knight of the Order of St. John of Jerusalem.

• The Canadian Embassy in Beijing, China, dedicated their gymnasium to Lieutenant Governor Norman L. Kwong in recognition of his contributions to Canadian football and sportsmanship.

• He has been married to his wife Mary since 1960, and has four grown sons and seven grandchildren.

## Structure of the Provincial Government

<table>
<thead>
<tr>
<th>Title/Name of Current Member</th>
<th>Definition of Role</th>
<th>How Person is Chosen</th>
<th>Responsibilities</th>
<th>Questions I Still Have</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant Governor</td>
<td>head of state</td>
<td>selected by premier</td>
<td>represent the Monarch</td>
<td></td>
</tr>
<tr>
<td>Nominee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Premier</td>
<td>head of government</td>
<td>leader of the party in power</td>
<td>lead government in making decisions about budget, laws, etc</td>
<td></td>
</tr>
<tr>
<td>Ed Stelmack</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLA</td>
<td>representative of citizens in a constituency</td>
<td>voted in by citizens</td>
<td>represent constituents; take part in government; question government’s plans/actions</td>
<td></td>
</tr>
<tr>
<td>(my MLA)</td>
<td>-member of a party in power</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-member of a party in opposition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabinet Minister</td>
<td>leader of a government department</td>
<td>selected by premier</td>
<td>responsible for running one of the government departments</td>
<td></td>
</tr>
</tbody>
</table>

The difference between an MLA and a Cabinet Minister:
**Cabinet Minister is an MLA selected by Premier to head up a department**

My thoughts on the structure of the provincial government:
The Role of the Lieutenant Governor

Directions: Use Voices in Democracy, pages 142 – 145 to help you with the questions.

1. Canada is a constitutional monarchy. What does this mean?
   
   system of government in which a monarch is the head of state

2. What is the title of the Queen’s representative in Canada?
   
   Governor General

3. What is the title of the Queen’s representative in Alberta?
   
   Lieutenant Governor

4. What are four responsibilities of the lieutenant governor?
   
   a. invites leader of party that wins the election to become premier
   b. issue Royal Proclamation that calls legislature into session
   c. reads Speech from the Throne
   d. dissolve/close Legislative Assembly
   e. sign bills into laws

5. What is the Speech from the Throne?
   
   describes what the government plans to do during the upcoming session of the legislature
6. Examine the pictures and photos of the lieutenant governors that Alberta has had over the years. How are some of the more recent lieutenant governors different from those from long ago?

   more minority

7. Immigrants came, and are still coming, to Canada from all over the world. By examining the table on textbook, page 145, tell how immigration has changed over the years.

   Fewer immigrants from Europe; more from Asia

7. How does the appointment of the more recent lieutenant governors reflect the principles of equity and representation?

   Equity: minority groups feel equal as citizens

   Representation: represents or reflects more accurately the
makes up Alberta's population
Lesson Seven

Concept: The Structure of Alberta’s Government

Resources/Materials: Voices in Democracy, pages 146 – 148
Line Master 6-6 (students have this)
Line Master 6-7 (student copies and transparency, if possible)
Worksheets #6.6.7a, #6.6.7b, and #6.6.7c OR Line Master 6-8 (student copies)
Worksheets #6.6.7d and #6.6.7e (optional, student copies)

Introduction: Review that citizens elect Members of the Legislative Assembly (MLAs) from the various constituencies (also called ridings) around the province. Explain that today students will learn about the actual structure of the government.

Procedure:

1. Explain:
   - The political party that wins the most ridings (i.e., elects the most MLAs) forms the government.
   - The leader of the political party that wins the most ridings becomes the premier.
   - The premier selects MLAs from his party to head up the various departments. These MLAs are called ministers.
   - As a group, the ministers are referred to as the cabinet. The cabinet is the most powerful group in the government.
   - The MLAs that are not members of the political party that won the most seats form the opposition.

2. Have students turn to textbook, page 146. Guide the reading of pages 146 – 148. Note that the premier can and often does appoint different people to the cabinet minister posts in the middle of a term.

3. Distribute Line Master 6-7. In each box, have students write how the person(s) get those positions.

4. With students complete the rest of Line Master 6-6, the best you can. (Space to write is rather small.)

5. Distribute either Worksheets #6.6.7a, #6.6.7b, and #6.6.7c OR Line Master 6-8. Go over the directions.

6. OPTIONAL. Distribute Worksheets #6.6.7d and #6.6.7e. Go over the directions.

Assignments:

1. Read Voices in Democracy, pages 146 – 148.
2. As a class, complete Line Master 6-6.
3. In each box of Line Master 6-7, tell how the person gets his/her position.
4. Do either Worksheet #6.6.7a, #6.6.7b, and #6.6.7c OR Line Master 6-8
5. OPTIONAL. Do Worksheets #6.6.7d and #6.6.7e.
The Structure of the Alberta Government

Directions: Use Voices in Democracy, pages 146 – 148 to help you answer the questions.

1. Answer the riddles with words and phrases from the box.

| minister cabinet | premier MLA | Legislative Assembly opposition | Edmonton lieutenant governor |

I am elected by the citizens of my constituency. I have many different responsibilities. I try to help my constituents with any concerns or problems they may have. I work on committees, attend events and celebrations in my riding, and meet with special interest groups.

Who am I? ________________________________________________

I am the capital city of Alberta. The provincial government is located in me.

What am I? ________________________________________________

I am the representative of the king or queen. No bill can become a law unless I sign it. I am appointed to my position by the premier.

Who am I? ________________________________________________

I am the name for the group of people that head up the various departments of the government. The people in my group are the most powerful in the government.

Who am I? ________________________________________________

I am the name given to the group made up of all the Members of the Legislative Assembly. The members of my group debate issues and pass laws.

Who am I? ________________________________________________

I am the leader of the political party that wins the most seats in a provincial election.

Who am I? ________________________________________________
We are members of one of the political parties that did not win the most seats in the provincial election. Our job is to make sure that the government is looking out for the best interests of the people in Alberta.

Who am I? 

I am appointed to my position by the premier. I head up one of the government departments. I am very busy because I have to do all the duties of an MLA as well as make sure the work of my department is done.

Who am I? 

2. Make a graphic organizer showing the responsibilities of a cabinet minister.
3. Look at the graphic organizer on pages 148 telling about the responsibilities of Members of the Legislative Assembly. Show this information in a different graphic organizer. (Put your information in point form.)

4. Make a graphic organizer that tells about the responsibilities of an opposition member.
Alberta’s Cabinet Ministers, January 2010

- Ed Stelmach – Premier
- Doug Horner – Deputy Premier, Advanced Education & Technology
- Ted Morton – Finance
- Dave Hancock – Education, House Leader
- Lloyd Snelgrove – Treasury Board
- Iris Evans – International and Intergovernmental Relations
- Ron Liepert – Energy
- Luke Ouelette – Transportation
- Mel Knight – Sustainable Resource Development
- Alison Redford – Justice and Attorney General
- Rob Renner – Environment
- Gene Zwozdesky – Health
- Yvonne Fritz – Children and Youth Services
- Jack Hayden – Agriculture and Rural Development
- Ray Danyluk – Infrastructure
- Mary Anne Jablonski – Seniors and Community Supports
- Lindsay Blackett – Culture
- Heather Klimchuk – Service Alberta
- Cindy Ady – Tourism, Parks and Recreation
- Hector Goudreau – Municipal Affairs
- Frank Oberle – Solicitor General
- Len Webber – Aboriginal Relations
- Jonathan Denis – Housing and Urban Affairs
- Thomas Lukaszuk – Employment and Immigration
Social Studies Grade 6 Chapter 6 Worksheets

Ministry Responsibilities

Directions: Which ministry do you think would be able to help answer the following questions?

1. You want to find out how much money the school board is getting for each student that attends school.

2. You want to know some more about some of the Aboriginal groups that live close to you.

3. You think there should be an addition made to the hospital in the town close to you. It is just too small.

4. You want to know if your municipal government is enforcing some of its safety standards.

5. You want to know how much it costs to get a driver’s license.

6. You think the provincial park near you needs to be cleaned up.

7. You want to find out how much of the provincial budget is spent on Education.

8. You are concerned that the Government of Alberta is not doing enough for the environment.

9. You want to know more about promoting livestock health.
The Alberta Legislature

Lieutenant-Governor, Queen's representative

Premier, leader of the government

Cabinet, responsible for departments

Legislative Assembly

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The Structure of the Alberta Government

Directions: Use Voices in Democracy, pages 146 – 148 to help you answer the questions.

1. Answer the riddles with words and phrases from the box.

| minister cabinet | premier MLA | Legislative Assembly opposition | Edmonton lieutenant governor |

I am elected by the citizens of my constituency. I have many different responsibilities. I try to help my constituents with any concerns or problems they may have. I work on committees, attend events and celebrations in my riding, and meet with special interest groups.

Who am I? MLA

I am the capital city of Alberta. The provincial government is located in me.

What am I? Edmonton

I am the representative of the king or queen. No bill can become a law unless I sign it. I am appointed to my position by the premier.

Who am I? Lieutenant Governor

I am the name for the group of people that head up the various departments of the government. The people in my group are the most powerful in the government.

Who am I? Cabinet

I am the name given to the group made up of all the Members of the Legislative Assembly. The members of my group debate issues and pass laws.

Who am I? Legislative Assembly

I am the leader of the political party that wins the most seats in a provincial election.

Who am I? Premier
We are members of one of the political parties that did not win the most seats in the provincial election. Our job is to make sure that the government is looking out for the best interests of the people in Alberta.

Who am I? opposition

I am appointed to my position by the premier. I head up one of the government departments. I am very busy because I have to do all the duties of an MLA as well as make sure the work of my department is done.

Who am I? minister

2. Make a graphic organizer showing the responsibilities of a cabinet minister.

Answers will vary, but should include:

run own department
meet with premier about what needs to be done and actions government needs to take
create a budget for his/her department
research, write, vote on bills
work on government committees
serve as MLA
3. Look at the graphic organizer on pages 148 telling about the responsibilities of Members of the Legislative Assembly. Show this information in a different graphic organizer. (Put your information in point form.)

   Answers will vary, but should include:

   - bring views/concerns of constituents to ministries
   - introduce, debate, vote on bills
   - ask constituents about programs government plans to introduce
   - attend constituency meetings/events/celebrations
   - help constituents solve problems with government services
   - assist special interest groups
   - keep informed about constituency issues
   - work on government committees

4. Make a graphic organizer that tells about the responsibilities of an opposition member.

   Answers will vary, but should include:

   - perform duties of MLA
   - make sure government is acting in best interests of citizens
Two Levels of Government

Provincial Government

Local Government

How are they alike?

- elected representatives
- provide services
- make laws
- collect taxes

How are they different?

- leaders are premier and lieutenant governor
- political parties
- represent entire province

- leaders are mayor, reeve, chief, or chairman
- represent a smaller area within province

In conclusion:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Directions: Which ministry do you think would be able to help answer the following questions?

1. You want to find out how much money the school board is getting for each student that attends school.
   Education

2. You want to know some more about some of the Aboriginal groups that live close to you.
   Aboriginal Relations

3. You think there should be an addition made to the hospital in the town close to you. It is just too small.
   Health

4. You want to know if your municipal government is enforcing some of its safety standards.
   Municipal Affairs

5. You want to know how much it costs to get a driver’s license.
   Transportation

6. You think the provincial park near you needs to be cleaned up.
   Tourism, Parks, and Recreation

7. You want to find out how much of the provincial budget is spent on Education.
   Education or Finance

8. You are concerned that the Government of Alberta is not doing enough for the environment.
   Environment

9. You want to know more about promoting livestock health.
   Agriculture and Rural Development
Lesson Eight

Concept: Participating at the Provincial Level

Resources/Materials: Voices in Democracy, pages 149 – 151
Line Master 6-9 (student copies)

Introduction: Remind students that part of the responsibility of living in a democratic country is to do things that are for the common good. This often means volunteer work.

Explain that today students will learn about two situations where Albertans are pitching in or speaking up for the common good.

Procedure:

1. Have students turn to textbook, page 149. Guide the reading. Conclude that often government, educational institutions, and citizens cooperate for the common good.

2. Explain that often what the common good is, is a matter of perspective.

3. Have students turn to textbook, pages 150 and 151. Guide the reading.

4. Distribute Line Master 6-9. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 149 – 151.
<table>
<thead>
<tr>
<th>Question</th>
<th>McCrimmon</th>
<th>Blake</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the perspective?</td>
<td>* there is no impact on water wells or natural springs</td>
<td>* seismic testing will jeopardize water supply</td>
</tr>
<tr>
<td></td>
<td>* need to find balance in how land is used</td>
<td></td>
</tr>
<tr>
<td>What group of people holds that perspective?</td>
<td>* people who are doing the seismic testing</td>
<td>* people who get water from wells and natural springs</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>What might explain why they hold that</td>
<td>* want to be able to continue seismic testing</td>
<td>* water supply might be lessened or even cut off</td>
</tr>
<tr>
<td>perspective?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>
Lesson Nine

Concept: Explore More! And Your Turn

Resources/Materials: Voices in Democracy, pages 152 and 153
Worksheet #6.6.9 (student copies)

Introduction: Explain that Chapter Six is nearly completed and it is time to make sure that everyone knows the ideas and skills covered in the chapter.

Procedure:

1. Have students turn to textbook, pages 152 and 153. Guide the reading. With students select one or two activities to do.

2. Distribute Worksheet #6.6.9. In pairs or, if you have the time, as a class, complete the worksheet which instructs students to demonstrate how the provincial government reflects the principles of democracy.

Assignments:

1. Read Voices in Democracy, pages 152 and 153.
2. Do one or two activities from pages 152 and 153.
3. In small groups or as a class, do Worksheet #6.6.9.
The Provincial Government and the Principles of Democracy

Directions: Tell how the election and structure of the provincial government reflect the principles of democracy.
Directions: Tell how the election and structure of the provincial government reflect the principles of democracy.

**Justice**
- Pass laws that are fair to everyone
- Invite people to give their opinions about what needs to be done and what is being done
- If elected representatives are not performing as constituents want, they will not be re-elected

**Equity**
- Provide services and subsidies to help ensure that everyone’s basic needs are addressed
- Try to provide equal access to services, regardless of income
- Try to give people equal opportunity to get skills necessary for a successful future

** Freedoms **
- Citizens allowed to express how they feel about what government is doing
- People free to vote for candidate of choice
- Eligibility to vote or run for office does not hinge on religion, race, gender, etc.

** Representation **
- People’s interests are looked after through elected representatives
- MLAs report back to constituents on their activities

Worksheet #6.6.9
Lesson Ten

Concept: Chapter Six Review

Resources/Materials: Worksheet #6.6.10 (optional, teacher copy)
                     Chapter Six Review Sheets (student copies)

Introduction: Explain that Chapter Six is now complete and it is time to prepare for the test.

Procedure:

1. OPTIONAL. Use the questions on Worksheet #6.6.10 to do an oral review with the class. Teachers can choose the way they want to you them. Here are a couple of suggestions:

   a. How High Can You Go? – Have students take turns answering the questions as you read them. Ask the first student the first question. If he/she answers correctly, draw a small square towards the bottom of the board. If not, do not draw anything. Ask the next student the next question. If he/she answers correctly, draw a small square slightly above the one already on the board. Keep “piling up” the squares until a student misses a question. Now you have to start all over again. The object is to see high many squares the class can pile up before missing a question.

   b. Students Versus Teacher – Have students take turns answering the questions as you read them. Basically, if the student answers correctly, the students get a point. If the student answers incorrectly, the teacher gets a point.

2. Distribute the Chapter Six Review Sheets.

Assignments:

1. OPTIONAL. Use the questions on Worksheet #6.6.10 to conduct an oral review
2. Do the Chapter Six Review Sheets.
# Chapter Six Review Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the 3 responsibilities of provincial governments?</td>
<td></td>
</tr>
<tr>
<td>2. How does the provincial government pay for the services it provides?</td>
<td></td>
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<tr>
<td>3. Yes or no? Is the provincial government responsible for education? yes</td>
<td></td>
</tr>
<tr>
<td>4. Yes or no? Is the provincial government responsible for health?</td>
<td></td>
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<tr>
<td>5. Yes or no? Is the provincial government responsible for streets and roads?</td>
<td></td>
</tr>
<tr>
<td>6. In the provincial government what is a bill?</td>
<td></td>
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<tr>
<td>7. How many readings must a bill go through before it is passed?</td>
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<td>9. What is a political party?</td>
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<tr>
<td>10. What is a constituency?</td>
<td></td>
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<tr>
<td>11. How many electoral districts are there in Alberta?</td>
<td></td>
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<tr>
<td>12. What is a constituent?</td>
<td></td>
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<tr>
<td>13. What is another name for an electoral district?</td>
<td></td>
</tr>
<tr>
<td>14. What does MLA stand for?</td>
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<tr>
<td>15. What two conditions must be met before a person can become a candidate in a provincial election?</td>
<td></td>
</tr>
<tr>
<td>16. What do we call the paper on which you write your vote?</td>
<td></td>
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<tr>
<td>17. True or false? You must be at least 21 years old before you can vote?</td>
<td></td>
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<tr>
<td>18. True or false? You must have lived in your constituency at least 6 months in order to vote.</td>
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<td>19. What does it mean to make voting compulsory?</td>
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<td>20. True or false? Voter turnout has been increasing in recent years?</td>
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<td>21. What is a constitutional monarchy?</td>
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<td>22. What is the Speech from the Throne?</td>
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<td>23. Who is Alberta’s premier?</td>
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<tr>
<td>24. Who is Alberta’s lieutenant governor?</td>
<td></td>
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<tr>
<td>25. What does the lieutenant governor do?</td>
<td></td>
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<tr>
<td>26. In the provincial government, what is a minister?</td>
<td></td>
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<td>27. What does an MLA do?</td>
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<td>28. How are MLAs selected?</td>
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<td>32. How does the provincial government make things more equitable?</td>
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<td>33. How are MLAs held accountable?</td>
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### Chapter Six Review Questions

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<td>4. Yes or no? Is the provincial government responsible for health?</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Yes or no? Is the provincial government responsible for streets and roads?</td>
<td>No</td>
</tr>
<tr>
<td>6. In the provincial government what is a bill? Proposed law</td>
<td></td>
</tr>
<tr>
<td>7. How many readings must a bill go through before it is passed?</td>
<td>3</td>
</tr>
<tr>
<td>8. Who must sign a bill before it becomes a law? Lieutenant governor</td>
<td></td>
</tr>
<tr>
<td>9. What is a political party? Group that has similar ideas on how province should be governed</td>
<td></td>
</tr>
<tr>
<td>10. What is a constituency? a voting district</td>
<td></td>
</tr>
<tr>
<td>11. How many electoral districts are there in Alberta? 83</td>
<td></td>
</tr>
<tr>
<td>12. What is a constituent? Person who lives in the area represented by an MLA</td>
<td></td>
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<td>13. What is another name for an electoral district? Riding or constituency</td>
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<tr>
<td>20. True or false? Voter turnout has been increasing in recent years?</td>
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<td>22. What is the Speech from the Throne? Describes what gov. plans to do during upcoming session of legis.</td>
<td></td>
</tr>
<tr>
<td>23. Who is Alberta's premier? Ed Stelmach</td>
<td></td>
</tr>
<tr>
<td>24. Who is Alberta's lieutenant governor? Norman Kwong</td>
<td></td>
</tr>
<tr>
<td>25. What does the lieutenant governor do? Represents the British monarch</td>
<td></td>
</tr>
<tr>
<td>26. In the provincial government, what is a minister? Head of a department</td>
<td></td>
</tr>
<tr>
<td>27. What does an MLA do? Represents constituents in government</td>
<td></td>
</tr>
<tr>
<td>28. How are MLAs selected? Elected by constituents</td>
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<td>29. How are ministers selected? Appointed by premier</td>
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</tr>
<tr>
<td>31. What do we call MLAs who are not part of the government? opposition</td>
<td></td>
</tr>
<tr>
<td>32. How does the provincial government make things more equitable? Services/subsidies</td>
<td></td>
</tr>
<tr>
<td>33. How are MLAs held accountable? won't get re-elected if not serving constituents</td>
<td></td>
</tr>
<tr>
<td>34. How does the provincial government try to promote justice? Asks for ideas; want us to express concerns</td>
<td></td>
</tr>
<tr>
<td>35. In what way is the provincial democracy a representative democracy? Elect MLAs</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6.6.10
1. Name nine areas for which the Alberta government is responsible?

2. What are the three main things the provincial government must do?

3. How do providing services and giving subsidies make things more just and equitable?

4. Which two ministries use up more of the provincial budget than all the others combined?
5. The following sentences describe the steps involved when a bill becomes a law. Number them in the correct order.

____ The bill gets a second reading. MLAs debate the bill and then vote on it. If a majority supports the bill, it is sent to a committee for further study and discussion.

____ Members of the Legislative Assembly and the public have a chance to study the bill.

____ The bill gets a third reading. MLAs get a chance to discuss and ask questions. Then the MLAs vote on the bill again.

____ If the majority of MLAs vote in favour of the bill, it is sent to the Lieutenant Governor who signs it. Now the bill has become a law.

____ An MLA introduces a bill in the Legislative Assembly. This is called the first reading.

6. Fill the spaces with words and phrases from the box.

| political party | independents | Members of the Legislative Assembly |
| government | opposition | Legislative Assembly |
| candidate | constituencies | ridings |

The Province of Alberta is divided into electoral divisions called ________________ or _________________. A ___________________________ is a person who would like to be elected to represent the citizen in the government. Most candidates belong to a ________________ ___________________________ which is a group of people with similar ideas about how to run the province, and who have grouped together to take action. Some people run for office without belonging to a party. They are called ________________.

The people from the constituencies who are elected are called ________________ ______ ______ ___________________________ ___________________________. As a group MLAs are referred to as the ________________ ___________________________.

The political party that elects the most MLAs is called the ________________.
MLAs who are not part of the government form the ________________.
7. Which of the following tells a main difference between the government and the opposition?

   a. The government passes bills and the opposition watches.
   b. The government is required to be present everyday, but the opposition is not.
   c. The government has more members from the cities than the opposition.
   d. The government defends it ideas and how it handles concerns, and the opposition challenges what the government is trying to do.

8. Which of the following is a main difference between a candidate running for a local council and a candidate running for provincial government?

   a. Candidates are not supported by a political party in local elections but they usually are provincial elections.
   b. Candidates in local elections need to have much more money than those in provincial elections.
   c. Candidates in local elections do not need to go door-to-door to campaign, but they do in provincial elections.
   d. There are no differences.

9. How many constituencies are there in Alberta?

10. What are the two main responsibilities of MLAs?

11. Answer T for true and F for false.

   _______ The premier is the leader of the party that wins the most seats.
   _______ The premier is elected by all the voters in the province.
   _______ Constituents are voters that live in a particular riding.
   _______ MLAs show they are accountable to the voters by communicating their activities to them and trying to make decisions that will benefit them.
   _______ Ministers are appointed by the premier.
   _______ A cabinet minister must be good at using a hammer and saw to construct good furniture.
   _______ To be a government minister, you had better know your religion very well.
The opposition members don’t really do anything except complain.

The lieutenant governor is appointed by the premier.

12. In what ways does our provincial system of government reflect the principles of democracy: justice, equity, freedoms, and representation?

<table>
<thead>
<tr>
<th>Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity</th>
</tr>
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<td></td>
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<table>
<thead>
<tr>
<th>Freedoms</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
13. **Short Answer Questions**

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

a. Do you think the premier should be elected by all citizens? Tell why you think so.

b. How should the boundaries for constituencies be determined?

c. What is the importance of having an opposition in the provincial government?

d. Why is it necessary to have cabinet ministers?

e. What are the steps involved when a bill becomes a law.

14. **Essay Questions**

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

a. How does the provincial government reflect the democratic principles of justice, equity, freedoms, and representation?

b. In what ways does the provincial government reflect direct democracy and in what ways does it reflect representative democracy?

c. Should voting be compulsory? Tell why or why not.
Social Studies Grade 6 Chapter 6 Review Sheets

Social Studies
Grade Six
Chapter Six: How Provincial Government Works

Review Sheets

1. Name nine areas for which the Alberta government is responsible?
   
   Children’s Services
   Health and Wellness
   Energy
   Education
   Seniors and Community Support
   Tourism and Parks
   Agriculture and Food
   Sustainable Resources
   Aboriginal Relations

2. What are the three main things the provincial government must do?
   
   Provide Services
   Collect Taxes
   Make Laws

3. How do providing services and giving subsidies make things more just and equitable?
   
   gives all Albertans, regardless of wealth or gender, age, religion, race, etc, access to basic services and opportunities

4. Which two ministries use up more of the provincial budget than all the others combined?
   
   Health
   Education
5. The following sentences describe the steps involved when a bill becomes a law. Number them in the correct order.

3. The bill gets a second reading. MLAs debate the bill and then vote on it. If a majority supports the bill, it is sent to a committee for further study and discussion.

2. Members of the Legislative Assembly and the public have a chance to study the bill.

4. The bill gets a third reading. MLAs get a chance to discuss and ask questions. Then the MLAs vote on the bill again.

5. If the majority of MLAs vote in favour of the bill, it is sent to the Lieutenant Governor who signs it. Now the bill has become a law.

1. An MLA introduces a bill in the Legislative Assembly. This is called the first reading.

6. Fill the spaces with words and phrases from the box.

| political party | independents | Members of the Legislative Assembly |
| government | opposition | Legislative Assembly |
| candidate | constituencies | ridings |

The Province of Alberta is divided into electoral divisions called ___________ ridings ___________. or ___________ constituencies ___________. A ___________ candidate ___________ is a person who would like to be elected to represent the citizen in the government. Most candidates belong to a ___________ political ___________ party ___________ which is a group of people with similar ideas about how to run the province, and who have grouped together to take action. Some people run for office without belonging to a party. They are called ___________ independents ___________.

The people from the constituencies who are elected are called ___________ Members ___________ of the Legislative ___________ Assembly ___________. As a group MLAs are referred to as the ___________ Legislative ___________ Assembly ___________.

The political party that elects the most MLAs is called the ___________ government ___________. MLAs who are not part of the government form the ___________ opposition ___________.

2
7. Which of the following tells a main difference between the government and the opposition?

a. The government passes bills and the opposition watches.
b. The government is required to be present everyday, but the opposition is not.
c. The government has more members from the cities than the opposition.
d. The government defends its ideas and how it handles concerns, and the opposition challenges what the government is trying to do.

8. Which of the following is a main difference between a candidate running for a local council and a candidate running for provincial government?

a. Candidates are not supported by a political party in local elections but they usually are in provincial elections.
b. Candidates in local elections need to have much more money than those in provincial elections.
c. Candidates in local elections do not need to go door-to-door to campaign, but they do in provincial elections.
d. There are no differences.

9. How many constituencies are there in Alberta? 88

10. What are the two main responsibilities of MLAs?

- serve the needs of the people in their ridings
- take part in government

11. Answer T for true and F for false.

T The premier is the leader of the party that wins the most seats.
F The premier is elected by all the voters in the province.
T Constituents are voters that live in a particular riding.
T MLAs show they are accountable to the voters by communicating their activities to them and trying to make decisions that will benefit them.
T Ministers are appointed by the premier.
F A cabinet minister must be good at using a hammer and saw to construct good furniture.
F To be a government minister, you had better know your religion very well.
The opposition members don't really do anything except complain.
The lieutenant governor is appointed by the premier.

12. In what ways does our provincial system of government reflect the principles of democracy: justice, equity, freedoms, and representation?

<table>
<thead>
<tr>
<th>Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MLAs are accountable to their electors</td>
</tr>
<tr>
<td>• constituents are encouraged to bring forth their concerns and ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• services and subsidies are designed to meet basic needs and give all individuals the same opportunities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freedoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>• citizens are allowed to speak out against the government</td>
</tr>
<tr>
<td>• eligibility to vote or run for office is not determined by religion, gender, national/ethnic origin, etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• all eligible citizens can vote for representatives (MLAs)</td>
</tr>
<tr>
<td>• MLAs report back to constituents</td>
</tr>
</tbody>
</table>
Lesson Eleven

Concept:  Chapter Six Test

Resources/Materials:  Chapter Six Test (student copies)
Part I

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. political party</th>
<th>b. cabinet minister</th>
<th>c. MLA</th>
<th>d. government</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. opposition</td>
<td>f. Legislative Assembly</td>
<td>g. ballot</td>
<td>h. constituent</td>
</tr>
<tr>
<td>i. electoral district</td>
<td>j. bill</td>
<td>k. lieutenant governor</td>
<td></td>
</tr>
</tbody>
</table>

1. MLA who is in charge of a government department.
2. the monarch’s representative
3. a person who has been elected to represent citizens in the province
4. a proposed law
5. the political party that elects the most people in the Legislature
6. all the elected representatives of the province of Alberta
7. group of people who have similar ideas about how to run the province
8. constituency
9. elected members who do not form the government
10. paper on which an elector shows which candidate he or she prefers
11. a person who has the right to vote in a particular riding
Answer T for true and F for false.

12. The provincial government department that uses the most money is Health.
13. The provincial government raises money to pay for services through income taxes.
14. Subsidies help seniors and people who have low incomes.
15. The only condition that must be met before a person runs for office is that he or she must be an eligible voter.
16. In order to vote in a particular riding, you must live in that riding.
17. Voter turnout has been improving steadily since 1960.

Write the letter of the best answer to each question.

Use the following information to answer question 18.

<table>
<thead>
<tr>
<th>John:</th>
<th>I love hunting for grizzlies. It’s such a thrill.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt:</td>
<td>Grizzlies should only be killed if they become a danger to people.</td>
</tr>
<tr>
<td>George:</td>
<td>Grizzlies should never be killed by humans. We are in their natural territory; they are not in ours.</td>
</tr>
<tr>
<td>Peter:</td>
<td>Instead of killing problem grizzlies, we should trap them and move them out of the area.</td>
</tr>
</tbody>
</table>

18. Which of the following best tells about the issue being discussed?
   a. Are grizzlies dangerous?
   b. Should grizzlies be killed?
   c. Should people leave the grizzlies’ territory altogether?
   d. What is the best way for humans and wildlife, like the grizzly bear, to live together?

19. The number of constituencies in the Province of Alberta is
   a. 83.
   b. 38.
   c. 300.
   d. 72.
20. The role of the opposition is

a. to criticize everything the government tries to do.
b. to go along with everything the government tries to do.
c. to challenge the government’s ideas and spark public debate about current issues.
d. to defend the government’s ideas to other provinces.

Use the information below to answer question 21 and 22.

Alberta Elections 2004 and 2008
Seats Won

<table>
<thead>
<tr>
<th>Party</th>
<th>2004</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive Conservative Party</td>
<td>62</td>
<td>72</td>
</tr>
<tr>
<td>Wild Rose Alliance Party</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>New Democratic Party</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Liberal Party</td>
<td>16</td>
<td>9</td>
</tr>
</tbody>
</table>

21. According to the information above which political party formed the government in 2008?

a. Progressive Conservative Party
b. Wild Rose Alliance Party
c. New Democratic Party
d. Liberal Party

22. A conclusion you can draw from the information in the table is that

a. There were more constituencies in Alberta in 2008 than in 2004.
b. Fewer people voted in the 2008 election than in the 2004 election.
c. Most people felt that the Progressive Conservative Party was doing a good job governing the Province.
d. The Wild Rose Alliance Party did not have any candidates running for election in 2008.

23. Voting by secret ballot means

a. you vote using a code that only you and the electoral officer knows.
b. you vote by saying “yes” or “no”.
c. you vote by raising your hands shoulder height.
d. you mark your vote in private.
Use the information below to answer question 24.

| Speaker 1: | I believe all constituencies should have the same population. |
| Speaker 2: | I believe all constituencies should have the same area. |
| Speaker 3: | The size of the constituencies has to take both population and area into consideration. |
| Speaker 4: | There should be an equal number of rural and urban constituencies. |

24. Which of the following BEST tells about the issue being discussed?

a. What is the best way to determine the size of constituencies?
b. Is it better to have more urban or more rural constituencies?
c. Which party has the most support in the cities?
d. Should farmers have more representation in the provincial government?

25. The premier of the province is

a. is elected by all voters in the province.
b. is the leader of the party that wins the greatest number of seats.
c. is chosen by the MLAs of the political party with the most number of seats.
d. is selected by all the MLAs.

26. Which of the following is **not** a responsibility of an MLA?

a. attend sessions of the Legislative Assembly
b. communicate with constituents
c. support needs of constituents
d. ensure that water and sewer is adequately provided to citizens.

27. How do MLAs show they are accountable to the people that elected them?

a. Communicate with their constituents about what kinds of activities they have been doing on their behalf.
b. Make sure they are taking at least one relaxing vacation every six months.
c. Make sure that the people who gave them money to run their campaign get everything they want.
d. Spend the wages they earn wisely.
### Use the following information to answer question 28.

<table>
<thead>
<tr>
<th>Citizen I</th>
<th>The government should lower our taxes and reduce services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizen II</td>
<td>I don’t think the government should spend so much on education and health. If people want a good education for their children and good health care, they should pay for it out of their own pockets. I’m tired of paying taxes to help other people pay for education and health care.</td>
</tr>
<tr>
<td>Citizen III</td>
<td>I am against richer people getting a better education for their children and better and quicker health care just because they can afford to pay for it. I think all Albertans are entitled to the same quality of education and the same level of health care. How much money you make shouldn’t make a difference.</td>
</tr>
<tr>
<td>Citizen IV</td>
<td>What in the world is wrong with people paying more for a better education for their children and better health care. If you work hard to get good paying job, that’s one of your rewards.</td>
</tr>
</tbody>
</table>

28. The person who most likely thinks government’s role is to make education and health care equitable is

   a. Citizen I.
   b. Citizen II.
   c. Citizen III.
   d. Citizen IV.

29. When people contact their MLA and express concern about a bill that the government is considering, they are exercising their

   a. rights as landowners.
   b. fundamental freedoms.
   c. representatives.
   d. mobility rights.
Use the following information to answer question 30.

**Lieutenant Governors Responsibilities**

- represent the monarch
- is impartial (does not take sides)
- opens, and later discontinues, a session of the Legislature
- reads the Speech from the Throne
- signs a bill to make it a law

30. From the above you can conclude that

a. the lieutenant governor most likely sees the queen daily.
b. the life of the lieutenant governor is quite uninteresting.
c. the lieutenant governor is not involved in decision making
d. the lieutenant governor must belong to one of the political parties.
Short Answer Questions

Answer two of these questions.

a. Do you think the premier should be elected by all citizens? Tell why you think so.

b. How should the boundaries for constituencies by determined?

c. What is the importance of having an opposition in the provincial government?

d. Why is it necessary to have cabinet ministers?

e. What are the steps involved when a bill becomes a law.

Essay Questions

Answer one of these questions.

a. How does the provincial government reflect the democratic principles of justice, equity, freedoms, and representation?

b. In what ways does the provincial government reflect direct democracy and in what ways does it reflect representative democracy?

c. Should voting be compulsory? Tell why or why not.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>11</td>
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<tr>
<td>2</td>
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<td>12</td>
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<td>3</td>
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<td>13</td>
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<td>4</td>
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<td>15</td>
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<td>18</td>
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<td>9</td>
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<td>19</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Social Studies Grade Six
Chapter Six: How Provincial Government Works

Test

1. 
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21. 
22. 
23. 
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8
Social Studies
Grade Six
Chapter Six: How Provincial Government Works

Test

1. b
2. k
3. c
4. j
5. d
6. t
7. u
8. i
9. e
10. g
11. h
12. T
13. T
14. T
15. F
16. T
17. F
18. d
19. a
20. c
21. a
22. c
23. d
24. a
25. b
26. d
27. a
28. c
29. b
30. c
Chapter Seven

Making a Just and Fair Canada

Inquiry Questions

- How does the Charter of Rights and Freedoms make Canada a fair society?
- Why is it important that the Charter protect the rights and freedoms of minorities?
Chapter Seven
Making a Just and Fair Canada

Contents
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Lesson Two  Values Change over Time 4
Lesson Three  The Charter of Rights and Freedoms 5
Lesson Four  Contributing to the Community 6
Lesson Five  How Our Constitutional Rights Are Protected 7
Lesson Six  Protecting Collective Rights: Language Rights 8
Lesson Seven  Protecting Collective Rights: Aboriginal Rights 9
Lesson Eight  La Grande Paix de Montréal 10
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Lesson Ten  Using a Comparison Organizer 12
Lesson Eleven  Collective Rights and the Inuit 13
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Lesson One

Concept: Introduction

Resources/Materials: Voices in Democracy, pages 154 and 155
Canadian Charter of Rights and Freedoms (teacher copy)
Worksheet #6.7.1 (easier) OR Line Master 7-1 (harder) (student copies)

Introduction: Hold up a copy of the Charter. Ask students if they remember what it is and its significance.

Explain that Canadians did not always enjoy these rights and freedoms. Long ago only a privileged few had any rights and freedoms to speak of. Gradually, and over time, these rights and freedoms belong to all Canadians.

Procedure:

1. Explain that Chapter 7 is about how we, as Canadians, developed the values and attitudes that eventually led to adopting the Charter.

2. Have students turn to textbook, page 154. Allow students a couple of minutes to flip through the chapter.

3. Ask the girls to imagine how it would feel if someone told them they couldn’t play soccer because their wore a shawl. Then explain that this chapter begins by describing a case where a girl was not allowed to play soccer because she wore a headpiece called a hijab.

4. Read textbook, pages 154 and 155 to students, discussing the content as you go.

5. Be sure that students understand the Inquiry Questions at the bottom of textbook, page 155.

6. Distribute either Worksheet #6.7.1 (easier) OR Line Master 7-1 (harder). Go over the directions, if necessary, especially for Line Master 7-1.

7. OPTIONAL. You might want students to make a title page for the chapter.

Assignments:

1. Read Voices in Democracy, pages 154 and 155.
2. Do either Worksheet #6.7.1 (easier) OR Line Master 7-1 (harder).
3. OPTIONAL. Make a title page for the chapter.
### Exploring an Issue

**Directions:** Use *Voices in Democracy*, pages 154 and 155 to help you fill in the chart.

<table>
<thead>
<tr>
<th>Issue:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the referee did:</td>
</tr>
<tr>
<td>How Asmahan, her teammates, and coach felt:</td>
</tr>
<tr>
<td>The Position of the Québec Soccer Association:</td>
</tr>
<tr>
<td>What Asmahan’s team did:</td>
</tr>
<tr>
<td>What four other teams did:</td>
</tr>
<tr>
<td>Reasons supporting the referee’s decision:</td>
</tr>
<tr>
<td>Reasons against the referee’s decision:</td>
</tr>
<tr>
<td>My Point of View (and my reason):</td>
</tr>
</tbody>
</table>
### Exploring an Issue

**Directions:** Use *Voices in Democracy*, pages 154 and 155 to help you fill in the chart.

<table>
<thead>
<tr>
<th>Issue: Should a person be allowed to play soccer while wearing a hijab?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What the referee did:</strong></td>
</tr>
<tr>
<td>- told Asmahan Mansour she had to leave the soccer game because she was wearing a hijab.</td>
</tr>
<tr>
<td><strong>How Asmahan, her teammates, and coach felt:</strong></td>
</tr>
<tr>
<td>- upset, felt it was discriminatory/unfair</td>
</tr>
<tr>
<td><strong>The Position of the Québec Soccer Association:</strong></td>
</tr>
<tr>
<td>- referee was following the rules → &quot;The wearing of the Islamic veil or any other religious item is not permitted&quot;</td>
</tr>
<tr>
<td><strong>What Asmahan’s team did:</strong></td>
</tr>
<tr>
<td>- walked out of the soccer tournament</td>
</tr>
<tr>
<td><strong>What four other teams did:</strong></td>
</tr>
<tr>
<td>- left the tournament</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons supporting the referee’s decision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All games have rules and rules must be followed</td>
</tr>
<tr>
<td>- Soccer players are not allowed to wear necklaces, rings, or earrings for safety reasons. Similarly, should not be allowed to wear hijab.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons against the referee’s decision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- followed the rule was anti-Muslim</td>
</tr>
<tr>
<td>- violated the charter because Asmahan’s rights and freedoms had been threatened.</td>
</tr>
</tbody>
</table>

**My Point of View (and my reason):**
### Exploring an Issue

**Issue**

Should girls be allowed to wear a hijab while playing soccer?

**Important Event(s)**

- Asmahan Mansour was playing soccer in a tournament while wearing her hijab.
- Referee would not allow her to play while wearing hijab.
- Asmahan’s team and four other teams left the tournament in protest.

**Stakeholders**

<table>
<thead>
<tr>
<th>Referee Impact</th>
<th>Asmahan Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Took much criticism just because he was enforcing the rules.</td>
<td>Rules forced her to violate her religious beliefs if she wanted to play soccer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach Impact</th>
<th>Teammate Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked hard with his team to prepare for the tournament, and now she had to pull the team.</td>
<td>Worked hard to prepare Impact for the tournament, and would not be playing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spectator Impact</th>
<th>Soccer Association Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Came to see teams from across Canada. Now five teams would not be participating.</td>
<td>Criticized for Impact they rules had to decide if the rules violated the charter.</td>
</tr>
</tbody>
</table>

**My Point of View (and my reasons)**

- [Your point of view and reasons here.]
- [Your point of view and reasons here.]
- [Your point of view and reasons here.]
- [Your point of view and reasons here.]

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Lesson Two

Concept: Values Change Over Time

Resources/Materials: Voices in Democracy, pages 156 – 159
Worksheets #6.7.2a and #6.7.2b (student copies)

Introduction: Ask students if they have ever been treated differently because of the way they dressed or because they were Hutterite. Use your own judgment as to whether you think it would be appropriate to ask this question. Ask students how it felt.

Recall with students the case of Asmahan Monsour, who was ordered to leave a soccer game because she wore a hijab. Explain that as Canada becomes more multi-cultural, more instances like this are bound to arise. However, the Charter of Rights and Freedoms helps us to make decisions about what should and should not be allowed.

Procedure:

1. Explain that changes come gradually. In the past the Canadian government did many things that would not be allowed today because of new laws and the Charter.

2. Have students turn to textbook, page 156. Guide the reading of pages 156 and 157 and the top paragraph of page 158, including the timeline.

3. Conclude that as Canadians’ values have changed, Canada has adopted practices and laws that match these values.

4. Distribute Worksheets #6.7.2a and #6.7.2b. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 156, 156, top paragraph of 158 and the timeline on pages 158 and 159.
2. Do Worksheets #6.7.2a and #6.7.2b.
**Values Change over Time**

**Directions:** Use *Voices in Democracy*, pages 156 – 159 to help you with the questions.

1. Page 156 lists some actions by government that today would not be allowed under the Charter. Fill in the chart to describe them.

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Whom It Happened To</th>
<th>When</th>
<th>Description of the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrimination for Immigration</td>
<td>Chinese immigrants</td>
<td>1885</td>
<td>had to pay head tax</td>
</tr>
<tr>
<td>Discrimination in Services</td>
<td>black man</td>
<td>1918</td>
<td>was refused a ticket in the best section in a theatre because he was black</td>
</tr>
<tr>
<td>The War Measures Act</td>
<td>Ukrainian- and Japanese-Canadians</td>
<td>1914-1918 1939-1945</td>
<td>interned to camps</td>
</tr>
<tr>
<td>Restricting Land Ownership</td>
<td>Hutterites</td>
<td>1942</td>
<td>not able to buy land</td>
</tr>
<tr>
<td>Restricting Political Parties</td>
<td>members of Communist Party</td>
<td>1940</td>
<td>the Party was outlawed in Quebec</td>
</tr>
</tbody>
</table>

2. Reread the first paragraph on page 157. On what belief were many discriminatory actions of the past based?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
3. Changes in values and beliefs meant changes in Canada’s actions. Use pages 157 and the time line of pages 158 and 159 to show these changes. The first one is done as an example.

<table>
<thead>
<tr>
<th>What Canada Did</th>
<th>What It Meant for Canadians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended voting rights to women and Canadians of</td>
<td>• <em>Made people more equal members of society</em></td>
</tr>
<tr>
<td>Asian descent, Inuit, and First Nations</td>
<td></td>
</tr>
<tr>
<td>Agreed with the United Nation’s <em>Universal Declaration of Human Rights</em></td>
<td>• <em>Supported basic rights for all people</em></td>
</tr>
<tr>
<td>Became more committed to human rights and people of</td>
<td>• <em>Canada became a pluralistic country where prejudice is not tolerated</em></td>
</tr>
<tr>
<td>all backgrounds were allowed to immigrate</td>
<td></td>
</tr>
<tr>
<td>Saskatchewan passed the <em>Saskatchewan Bill of Rights</em> Act in 1847</td>
<td>• <em>This was Canada’s first general law that made discrimination illegal</em></td>
</tr>
<tr>
<td>Ontario passed the <em>Female Employees Fair Remuneration Act</em> in 1951</td>
<td>• <em>Women in Ontario were given equal pay for work of equal value.</em></td>
</tr>
<tr>
<td>The federal government passed the <em>Canadian Bill of Rights</em> in 1960</td>
<td>• <em>Certain rights guaranteed to all Canadians</em></td>
</tr>
<tr>
<td>Québec passed the <em>Charter of Rights and Freedoms</em> in 1975</td>
<td>• <em>Every Canadian province now had its own human rights act.</em></td>
</tr>
<tr>
<td>The federal government passed the <em>Canadian Human Rights Act</em> in 1977</td>
<td>• <em>The act set up the Canadian Human Rights Commission to deal with complaints about discrimination</em></td>
</tr>
<tr>
<td>Queen Elizabeth II signed the <em>Constitution Act</em>, which includes the <em>Canadian Charter of Rights and Freedoms</em>, in 1982</td>
<td>• <em>The Charter recognized many of the same rights and freedoms as the Canadian Bill of Rights</em></td>
</tr>
</tbody>
</table>
Directions: Use *Voices in Democracy*, pages 156 – 159 to help you with the questions.

1. Page 156 lists some actions by government that today would not be allowed under the Charter. Fill in the chart to describe them.

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Whom It Happened To</th>
<th>When</th>
<th>Description of the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrimination for Immigration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination in Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The <em>War Measures Act</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricting Land Ownership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricting Political Parties</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Reread the first paragraph on page 157. On what belief were many discriminatory actions of the past based?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
3. Changes in values and beliefs meant changes in Canada’s actions. Use pages 157 and the time line of pages 158 and 159 to show these changes. The first one is done as an example.

<table>
<thead>
<tr>
<th>What Canada Did</th>
<th>What It Meant for Canadians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended voting rights to women and Canadians of Asian descent, Inuit, and First Nations</td>
<td>Made people more equal members of society</td>
</tr>
<tr>
<td>Agreed with the United Nation’s <em>Universal Declaration of Human Rights</em></td>
<td></td>
</tr>
<tr>
<td>Became more committed to human rights and people of all backgrounds were allowed to immigrate</td>
<td></td>
</tr>
<tr>
<td>Saskatchewan passed the Saskatchewan <em>Bill of Rights Act</em> in 1847</td>
<td></td>
</tr>
<tr>
<td>Ontario passed the <em>Female Employees Fair Remuneration Act</em> in 1951</td>
<td></td>
</tr>
<tr>
<td>The federal government passed the <em>Canadian Bill of Rights</em> in 1960</td>
<td></td>
</tr>
<tr>
<td>Québec passed the <em>Charter of Rights and Freedoms</em> in 1975</td>
<td></td>
</tr>
<tr>
<td>The federal government passed the <em>Canadian Human Rights Act</em> in 1977</td>
<td></td>
</tr>
<tr>
<td>Queen Elizabeth II signed the <em>Constitution Act</em>, which includes the <em>Canadian Charter of Rights and Freedoms</em>, in 1982</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Three

Concept: The Charter of Rights and Freedoms

Resources/Materials: Voices in Democracy, pages 158 and 159
Worksheet #6.7.3a (easier) OR Line Master 7-2 (harder) (student copies)
Worksheet #6.7.3b (optional, student copies)

Introduction: Review that it was changes in values and beliefs that led to changes in Canada’s laws and policies as the years passed. The Canadian Charter of Rights and Freedoms, adopted in 1982, has promoted equal rights in Canada. This is especially important in a multicultural nation like Canada.

Procedure:

1. Explain that the actual Charter is quite difficult to understand, but that the textbook has tried to make it simpler to understand.


3. Explain that the Charter has now been part of Canada’s Constitution for almost 30 years. It is possible that our values and beliefs may change, and this may result in changes to the Charter.

4. Distribute either Worksheet #6.7.3a (easier) OR Line Master 7-2 (harder). Go over the directions, if necessary. Note: Line Master 7-2 continues the study of the Asmahan Mansour case from the beginning of Chapter 7.

5. ALTERNATELY or OPTIONAL. As a class or in small groups have the class make a graphic organizer showing each of the rights and freedoms categories and then telling how it affects them. This can be done on Worksheet #6.7.3b or students can make a similar chart in their notebooks. You may want to assign various students one of the rights and freedoms and then illustrate how it affects them. Make a wall display, if you like.

Assignments:

1. Read Voices in Democracy, pages 158 and 159.
2. Do either Worksheet #6.7.3a (easier) OR Line Master 7-2 (harder)
3. ALTERNATELY or OPTIONAL. As a class or in small groups make a graphic organizer showing each of the rights and freedoms categories and explaining how it affects them. See #5 above for more detail.
### The Canadian Charter of Rights and Freedoms

**Directions:** Use *Voices in Democracy*, pages 158 and 159 to help you decide which section of the Charter of Rights and Freedoms could help you answer each of the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Section of the Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can I go to visit relatives in the United States?</td>
<td></td>
</tr>
<tr>
<td>2. Mr. Akita is always saying hateful things about people of other races. Is he allowed to do that?</td>
<td></td>
</tr>
<tr>
<td>3. Can a landlord refuse to rent an apartment to a person because he or she is of First Nations descent?</td>
<td></td>
</tr>
<tr>
<td>4. Why does someone at the post office have to be able to speak French?</td>
<td></td>
</tr>
<tr>
<td>5. How often does the federal government have to call an election?</td>
<td></td>
</tr>
<tr>
<td>6. Can the RCMP make a person of the Sikh religion take off his or her turban (a type of headgear)?</td>
<td></td>
</tr>
<tr>
<td>7. Can the Canadian government pass a law that bans some religious groups from flying in airplanes?</td>
<td></td>
</tr>
<tr>
<td>8. What rights does a person have if they are arrested?</td>
<td></td>
</tr>
<tr>
<td>9. Can an entire Hutterite colony move to another province and set up a colony there?</td>
<td></td>
</tr>
<tr>
<td>10. Can Inuit people hunt and fish without a license?</td>
<td></td>
</tr>
</tbody>
</table>

*Worksheet #6.7.3a*
The Canadian Charter of Rights and Freedoms

Directions: Use Voices in Democracy, pages 158 and 159 to help you answer the question.

Tell how each of the sections of the Charter of Rights and Freedoms affects you, your community, and/or your culture.

<table>
<thead>
<tr>
<th>Rights and Freedoms</th>
<th>How It Affect Me, My Community and/or My Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Freedoms</td>
<td></td>
</tr>
<tr>
<td>Democratic Rights</td>
<td></td>
</tr>
<tr>
<td>Mobility Rights</td>
<td></td>
</tr>
<tr>
<td>Legal Rights</td>
<td></td>
</tr>
<tr>
<td>Equality Rights</td>
<td></td>
</tr>
<tr>
<td>Language Rights</td>
<td></td>
</tr>
<tr>
<td>Other Rights</td>
<td></td>
</tr>
</tbody>
</table>
### The Canadian Charter of Rights and Freedoms

**Directions:** Use *Voices in Democracy*, pages 158 and 159 to help you decide which section of the Charter of Rights and Freedoms could help you answer each of the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Section of the Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can I go to visit relatives in the United States?</td>
<td>Mobility Rights</td>
</tr>
<tr>
<td>2. Mr. Akita is always saying hateful things about people of other races. Is he allowed to do that?</td>
<td>Fundamental Freedoms, Equality Rights</td>
</tr>
<tr>
<td>3. Can a landlord refuse to rent an apartment to a person because he or she is of First Nations descent?</td>
<td>Equality Rights</td>
</tr>
<tr>
<td>4. Why does someone at the post office have to be able to speak French?</td>
<td>Language Rights</td>
</tr>
<tr>
<td>5. How often does the federal government have to call an election?</td>
<td>Democratic Rights</td>
</tr>
<tr>
<td>6. Can the RCMP make a person of the Sikh religion take off his or her turban (a type of headgear)?</td>
<td>Fundamental Freedoms, Equality Rights</td>
</tr>
<tr>
<td>7. Can the Canadian government pass a law that bans some religious groups from flying in airplanes?</td>
<td>Fundamental Freedoms, Equality Rights</td>
</tr>
<tr>
<td>8. What rights does a person have if they are arrested?</td>
<td>Legal Rights</td>
</tr>
<tr>
<td>9. Can an entire Hutterte colony move to another province and set up a colony there?</td>
<td>Mobility Rights</td>
</tr>
<tr>
<td>10. Can Inuit people hunt and fish without a license?</td>
<td>Other Rights</td>
</tr>
</tbody>
</table>
Directions: Use *Voices in Democracy*, pages 158 and 159 to help you answer the question.

Tell how each of the sections of the Charter of Rights and Freedoms affects you, your community, and/or your culture. 

<table>
<thead>
<tr>
<th>Rights and Freedoms</th>
<th>How It Affect Me, My Community and/or My Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamental Freedoms</strong></td>
<td>can practice Hutterite religion/beliefs</td>
</tr>
<tr>
<td><strong>Democratic Rights</strong></td>
<td>can vote in provincial/federal/local elections</td>
</tr>
<tr>
<td><strong>Mobility Rights</strong></td>
<td>can travel within and out of country</td>
</tr>
<tr>
<td><strong>Legal Rights</strong></td>
<td>if arrested, have right to a speedy trial</td>
</tr>
<tr>
<td><strong>Equality Rights</strong></td>
<td>cannot be discriminated against because of culture/religion</td>
</tr>
<tr>
<td><strong>Language Rights</strong></td>
<td>must be able to communicate in English</td>
</tr>
<tr>
<td><strong>Other Rights</strong></td>
<td>can live in multicultural society</td>
</tr>
</tbody>
</table>

*Answers will vary*
Acting On Your Behalf

Client: Asmahan Mansour

Situation Summary:
Asmahan Mansour not allowed to play soccer if she wears a hijab.

Possible Violations to the Charter of Rights and Freedoms

<table>
<thead>
<tr>
<th>Fundamental Freedoms</th>
<th>Equality Rights</th>
<th>Other Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale/Case for Each Violation

<table>
<thead>
<tr>
<th>Should be able to wear hijab as it is part of religion</th>
<th>Soccer association is discriminating against Asmahan because of her religion</th>
<th>Rules must take into consideration the multicultural ideal of Canada</th>
</tr>
</thead>
</table>

Closing Statement
Not allowing Asmahan to play while wearing a hijab violates the Charter

Line Master 7-2 Acting on Your Behalf (to accompany Why Do Values Change Over Time?)
Lesson Four

Concept: Contributing to the Community

Resources/Materials: Voices in Democracy, pages 160 and 161
Worksheets #6.7.4a and #6.7.4b (student copies)
Line Master G-13 (optional, student copies)

Introduction: Ask students if they feel that all Canadians should have the right to basic needs: food, clothing, and shelter. Most students will say “yes”, yet these are not covered in the Charter.

Explain that today’s lesson discusses some of the rights and freedoms not covered in the Charter.

Procedure:

1. Have students turn to textbook, pages 160 and 161. You might want to have various class members read the parts of the students and Mr. Kahn.

2. Conclude that many of the rights and freedoms we enjoy are covered by laws and agreements not specifically covered by the Charter.

3. Distribute Worksheet #6.7.4. With students, read the section outlining some of the basic rights outlined in the Convention on the Rights of the Child.


5. ALTERNATELY. Have various students make posters telling about and illustrating the various rights as outlined on Worksheet #6.7.4a.

6. OPTIONAL. Do the “Over to You” activity found on textbook, page 161, individually or in small groups. Have students use Line Master G-13 to organize their thoughts.

Assignments:

1. Read Voices in Democracy, pages 160 and 161.
2. Read the Convention on the Rights of the Child on Worksheet #6.7.4a.
3. Do Worksheet #6.7.4b.
4. ALTERNATELY. Make a poster telling about and illustrating the various rights as outlined on Worksheet #6.7.4a.
5. OPTIONAL. Do the “Over to You” activity on page 161. Use Line Master G-13 to organize your thoughts.
The United Nations (UN) is an organization of most of the world’s countries. Its purpose is to promote world peace and make the world a better place to live. Canada is a member of the United Nations.

In November of 1989, the General Assembly of the United Nations voted to adopt the Convention on the Rights of the Child. The convention outlines many rights that the UN feels every child should be entitled to. These rights can be grouped into four major categories.

**Survival Rights**

These include the child’s right to life, and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and good health care.

**Development Rights**

These include the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience, and religion.

**Protection Rights**

These rights ensure children are treated properly. This includes being protected against extreme punishments, not being looked after properly, and being used unreasonably for work. Children should not be treated the same as adults would be treated if they are arrested. In these cases they have the right to have a specially trained person look after their rights. Children should not have to work instead of going to school. There should be help for those children who have suffered from abuse of any kind.

**Participation Rights**

These include children’s freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their abilities develop, children are to have increasing opportunities to participate in the activities of their society, in preparation for responsible adulthood.
Directions: Use *Voices in Democracy*, pages 158 – 161 to help you answer the questions.

1. Which parts of the Convention on the Rights of the Child are similar to those in Canadian Charter of Rights and Freedoms?

2. Tell one way that each of the rights affects you. For example, under Participation Rights you might say *I can play with whomever I want.*

<table>
<thead>
<tr>
<th>Rights</th>
<th>How It Affects Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survival Rights</td>
<td></td>
</tr>
<tr>
<td>Development Rights</td>
<td></td>
</tr>
<tr>
<td>Protection Rights</td>
<td></td>
</tr>
<tr>
<td>Participation Rights</td>
<td></td>
</tr>
</tbody>
</table>
**Convention on the Rights of the Child**

**Directions:** Use *Voices in Democracy*, pages 158 – 161 to help you answer the questions.

1. Which parts of the Convention on the Rights of the Child are similar to those in Canadian Charter of Rights and Freedoms?
   - Development Rights
   - Participation Rights

2. Tell one way that each of the rights affects you. For example, under Participation Rights you might say *I can play with whomever I want.*

<table>
<thead>
<tr>
<th>Rights</th>
<th>How It Affects Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survival Rights</td>
<td>I have food to eat, a house to live in, and good health care</td>
</tr>
<tr>
<td>Development Rights</td>
<td>I can go to school, have time to play, and follow my religion</td>
</tr>
<tr>
<td>Protection Rights</td>
<td>I am treated properly by my parents</td>
</tr>
<tr>
<td>Participation Rights</td>
<td>I am allowed to spend time with others in the community</td>
</tr>
</tbody>
</table>
Lesson Five

Concept: How Our Constitutional Rights Are Protected

Resources/Materials: Voices in Democracy, pages 164 – 167  
Worksheets #6.7.5a and #6.7.5b (student copies)  
Worksheets #6.7.5c and #6.7.5d (optional, student copies)

Introduction: With students go over a few of the rules that you have in your school. Explain that the purpose of rules in a school is to help everyone get along and to promote good learning. However, many school rules can be changed.

Discuss a rule in your school that could change with changing conditions. (new teacher, child with a disability, colony expectations, etc.)

Procedure:

1. Explain that Canada’s leaders did not want the rules outlined in the Charter to be changed easily. In fact, they wanted to make it next to impossible. To do this, they made it part of Canada’s Constitution. (The Constitution outlines the fundamental principles on which a country is founded. It also includes the responsibilities of various levels of government and the rights of individuals and groups.)

2. Have students turn to textbook, page 164. Guide the reading of the page.

3. Explain that situations come up on a regular basis where an organization like the Québec Soccer Federation has rules and regulations that may violate (go against) what is stated in the Charter. Another example: The Wilson Hutterite Colony, just outside Lethbridge, felt that the Alberta government’s requirement that a person’s photograph appear on his or her driver’s license, was a violation of the Charter. The Wilson Colony’s felt that the presence of the photograph went against their religious teachings.

4. When a case like Asmahan Mansour’s or the Wilson Colony’s comes up, a person or group can make a legal challenge to any rule or regulation. This means that you go to court and the court makes a decision.

5. Have students turn to textbook, page 165. Guide the reading of page 165 and the top part of page 166, if possible. Then have students read the rest of page 166 and 167 independently.

6. Distribute Worksheets #6.7.5a and #6.7.5b. Go over the directions, if necessary.

7. OPTIONAL. You may want students to investigate the Wilson Colony case further. If so, distribute and have students do Worksheets #6.7.5c and #6.7.5d.

Assignments:

2. Do Worksheets #6.7.5a and #6.7.5b.
3. OPTIONAL. Investigate the Wilson Colony case, using Worksheets #6.7.5c and #6.7.5d.
Directions: Use *Voices in Democracy*, pages 164 – 167 to help you with the questions.

1. The *Canadian Charter of Rights and Freedoms* is **entrenched** in the *Constitution Act*. What does this mean?

2. Make concept map like the one on pages 164. Instead of copying exactly what is written, try to put in just the main idea. Use point form.
3. Examine the flow chart at the bottom of page 165. Fill in the flow chart below. Give only the main ideas and use point form. NOTE: Split the second step in the flow chart into two separate steps: the decision and the appeal.
Social Studies Grade 6 Chapter 7 Worksheets

Alberta Versus Hutterian Brethren of Wilson Colony

Background Information

In 1974 the Province of Alberta began issuing driver’s licenses with the drivers’ photographs on them. At this time an exception was made for some groups. The Hutterites were told they did not have to have their photographs on their drivers’ licenses due to religious reasons.

Then in 2003 a new regulation came into force in Alberta requiring all people, including Hutterites, to have their photographs on their driver’s licenses. There were to be no exceptions. The Hutterian Brethren of Wilson Colony decided to challenge this regulation. They took their case to the Alberta Court of Appeal.

Viewpoint: The Hutterian Brethren of Wilson Colony

- The idea of having to have a photograph on a driver’s license goes against our religious beliefs. The Charter says that we have the freedom to practise our religion.
- We do not believe in willingly having our photographs taken. This goes against the second of the Ten Commandments which states “Ye shall not make for yourself a graven image.” We believe that a photograph is a form of graven image.
- We live on colonies in rural areas that are separate from other people. We are farmers. Without people with driver’s licenses, we cannot carry on. We need people to drive to town to get supplies and equipment and to deliver grain to the elevators. If we could live without driver’s licenses, we would.

Viewpoint: The Government of Alberta

- We need all drivers to have photographs on their driver’s licenses.
- In recent years identity theft has become a big problem. Someone can steal a driver’s license and pretend it is theirs. Driver’s licenses have a lot of information on them that criminal use to commit crimes.
- We keep all the driver’s license photographs in a file. If a police officer stops someone and his or her driver’s license photo does not look like the person, the police officer can get to the file to check it out.
- We realize that requiring the photo violates the Wilson Colony members’ rights under the Charter. However, we believe that we can require photographs under Section 1 of the Charter, which sets “reasonable limits on Charter rights and freedoms.

What Happened

- Wilson Colony took the case to the Alberta Court of Appeal. The Alberta Court of Appeal judged that Wilson Colony’s refusal to have photos on their licenses was right.
- The Province of Alberta did not accept the Alberta Court of Appeal’s decision. It took the case to the Supreme Court of Canada. The judges listened to all the reasons for and against. Then each of the nine judges made a decision. In the end the judges voted 5 to 4 in favour of the Province of Alberta being able to expect all people, including those of the Wilson Colony to have the photographs on their driver’s license.
**Viewpoint**

**Directions:** Read the article “Alberta Versus Hutterian Brethren of Wilson Colony”. Then complete the chart.

<table>
<thead>
<tr>
<th>Issue:</th>
<th>Viewpoint:</th>
<th>Viewpoint:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are your views on this issue? Give reasons to support your viewpoint.

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________
Directions: Use *Voices in Democracy*, pages 164 – 167 to help you with the questions.

1. The *Canadian Charter of Rights and Freedoms* is **entrenched** in the *Constitution Act*. What does this mean? 
   
   *firmly established (not easily changed)*

2. Make concept map like the one on pages 164. Instead of copying exactly what is written, try to put in just the main idea. Use point form.

   *Answers will vary*

   - How we keep our rights and freedoms safe
     - Governments must make laws consistent with Constitution
     - Changes to Constitution must involve provinces and federal government
     - Aboriginals involved in changes to Constitution that affect them
     - Courts make final decisions in cases of violations of Charter
     - English/French use protected
3. Examine the flow chart at the bottom of page 165. Fill in the flow chart below. Give only the main ideas and use point form. NOTE: Split the second step in the flow chart into two separate steps: the decision and the appeal.

- Case is taken to provincial court

- Provincial Court makes ruling

- Either side can appeal the ruling

Supreme Court of Canada makes final ruling
**Viewpoint**

**Directions:** Read the article “Alberta Versus Hutterian Brethren of Wilson Colony”. Then complete the chart.

<table>
<thead>
<tr>
<th>Issue: Should Hutterites be required to have their photos on their driver's licenses?</th>
<th>Viewpoint: Yes</th>
<th>Viewpoint: No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photos on driver's licenses help protect against identity theft</td>
<td></td>
<td>Having photo on license disobeys Second Commandment</td>
</tr>
<tr>
<td>Requiring photos on licenses is a reasonable limit on fundamental freedoms</td>
<td>Charter guarantees freedom of religion</td>
<td>Without driver’s licenses, we cannot survive as we need people to be able to drive to continue our lifestyle</td>
</tr>
</tbody>
</table>

What are your views on this issue? Give reasons to support your viewpoint.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Worksheet $6.7.5d$
Lesson Six

Concept: Protecting Collective Rights: Language Rights

Resources/Materials: Voices in Democracy, pages 168 and 169. Worksheets #6.7.6a and #6.7.6b (student copies)

Concept: Write the term collective rights on the board. Explain that under the Charter collective rights are granted to specific groups. These groups are Aboriginal peoples, Anglophones, and Francophones.

Today’s lesson deals with collective language rights given to Anglophones and Francophones.

Procedure:

1. Explain that there are two basic ideas that goes with language rights:
   - Business can be conducted with the federal government in either English or French. (If necessary, remind students that English and French are Canada’s official languages.)
   - Francophones who live in provinces where the most of the people speak English have the right to have their children educated in French if there are enough Francophones in a community to have a school. The same goes for Anglophones living in a province where the majority are Francophones. In this case, Québec.

2. Have students turn to textbook, page 168. Guide the reading of pages 168 – 171

3. Conclude that historical events are the main reason for their being two official languages and also the reason why language rights are in the Charter.

4. Distribute Worksheets #6.7.6a and #6.7.6b. Go over the directions.

Assignments:

1. Read Voices in Democracy, pages 168 – 171.
2. Do Worksheets #6.7.6a and #6.7.6b.
Minority Language Rights

Directions: Use Voices in Democracy, pages 168 – 171 to help you with the questions.

Each of the sentences below has to do with minority language rights in Canada. Unscramble the letters to make words that go in the spaces.

1. Collective rights give people access to certain (g h i r s t) ________________ because they belong to a group that has those rights.

2. The Charter gives collective rights to Francophones, Anglophones, and (A B g i l n o r s) ________________.

3. L’Hôpital Montfort was the only Francophone (a h i l o p s t) ________________ in Ontario.

4. The Ontario government announced that in order to save (e m n o y) ________________ it was planning to close l’Hôpital Montfort along with two other hospitals in the Ottawa area.

5. The Francophone (c i m m n o t u y) ________________ was determined to keep l’Hôpital Montfort opened. They formed a group called SOS Montfort.

6. Argument of SOS Montfort. Since the Charter gives a minority French or English community the right to education in its own language, it felt the minority linguistic community should also have the right to (a e h h l t) ________________ care services in its own language.

7. Argument of the Ontario Government. The Charter protects the right to education in either of Canada’s official languages. It does not (c e p o r t t) ________________ the right to health care in either language.

8. Ruling of the Court. The court ruled that because “respect for a protection of minorities is a fundamental constitutional value,” the (c e i n o p r v) ________________ must leave l’Hôpital Montfort open.
9. In 1977, the Québec government passed Bill 101, which said that French was to be the only language allowed on commercial (g i n s) ______________ in the province.

10. In 1993, Bill 86 was introduced, which allowed English on outdoor commercial signs only if the French lettering was at least (c e i t w) ______________ as large as the English.

**Democracy and Language Rights**

11. The majority of the Europeans who first settled here in Canada (e k o p s) ______________ English or French.

12. French and English are Canada’s two (a c f i l o) ______________ languages.

13. The *British North America Act* of 1867 permitted use of English or French in Parliament and the (c o r s t u) ______________.


15. The *Canadian Charter of Rights and Freedoms* of 1982 entrenched French and English language rights and (i i m n o r t y) ______________ language education rights in the Constitution.

16. The federal government felt protecting English and French was important because it (o p r s t u) ______________ democratic principles.

17. It was fair for the two languages to be valued equally and that education and other services in them be (d e i o p r v) ______________ wherever and whenever possible.
Directions: Use Voices in Democracy, pages 168 – 171 to help you with the questions.

Each of the sentences below has to do with minority language rights in Canada. Unscramble the letters to make words that go in the spaces.

1. Collective rights give people access to certain (g h i r s t) ______ rights because they belong to a group that has those rights.

2. The Charter gives collective rights to Francophones, Anglophones, and (a A b g i l n o r s) ______ Aboriginals ______.

The Case of SOS Montfort Versus the Province of Ontario

3. L’Hôpital Montfort was the only Francophone (a h i l o p s t) ______ hospital ______ in Ontario.

4. The Ontario government announced that in order to save (e m n o y) ______ money ______ it was planning to close L’Hôpital Montfort along with two other hospitals in the Ottawa area.

5. The Francophone (c i m m n o t u y) ______ community ______ was determined to keep L’Hôpital Montfort opened. They formed a group called SOS Montfort.

6. Argument of SOS Montfort. Since the Charter gives a minority French or English community the right to education in its own language, it felt the minority linguistic community should also have the right to (a e h h l t) ______ health ______ care services in its own language.

7. Argument of the Ontario Government. The Charter protects the right to education in either of Canada’s official languages. It does not (c e p o r t t) ______ protect ______ the right to health care in either language.

8. Ruling of the Court. The court ruled that because “respect for a protection of minorities is a fundamental constitutional value,” the (c e i n o p r v) _____ province ______ must leave L’Hôpital Montfort open.
9. In 1977, the Québec government passed Bill 101, which said that French was to be the only language allowed on commercial (g i n s s) ________ in the province.

10. In 1993, Bill 86 was introduced, which allowed English on outdoor commercial signs only if the French lettering was at least (c e i t w) ________ as large as the English.

Democracy and Language Rights

11. The majority of the Europeans who first settled here in Canada (e k o p s) ________ English or French.

12. French and English are Canada’s two (a c f i i l o) ________ languages.

13. The British North America Act of 1867 permitted use of English or French in Parliament and the (c o r s t u) ________.


15. The Canadian Charter of Rights and Freedoms of 1982 entrenched French and English language rights and (i m n o r t y) ________ language education rights in the Constitution.

16. The federal government felt protecting English and French was important because it (o p p r s t u) ________ democratic principles.

17. It was fair for the two languages to be valued equally and that education and other services in them be (d d e i o p r v) ________ wherever and whenever possible.
Lesson Seven

Concept: Protecting Collective Rights: Aboriginal Rights

Resources/Materials: Voices in Democracy, pages 172 and 173
Worksheet #6.7.7 (student copies)

Introduction: Review that the Charter includes collective language rights for Anglophones and Francophones.

Explain that the Charter also includes Aboriginals as groups that have collective rights. Under the Charter Aboriginals include First Nations, Métis, and Inuit peoples.

Procedure:

1. Explain that like many parts of the Charter, the sections having to do Aboriginal rights have been challenged.


3. Discuss with students that many of the natural resources that we, as Albertans, claim are actually on lands that First Nations claim are their territories. At the time of the signing of the Treaties, no one really knew how valuable these resources would become.

4. Have students make notes on two sources of aboriginal rights and freedoms.

5. Distribute Worksheet #6.7.7. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 172 and 173.
2. Make notes on the two sources of Aboriginal rights and freedoms, as stated in the Charter.
3. Do Worksheet #6.7.7.
Aboriginal Rights

Directions: Use Voices in Democracy, pages 172 and 173 to help you answer the questions.

Answer true or false.

1. ________ Aboriginals include Francophones, Anglophones, and First Nations.
2. ________ The Charter guarantees collective rights for Aboriginals.
3. ________ The Charter guarantees that nothing in it will take away from or cancel any aboriginal treaty or other rights and freedoms.
4. ________ The Royal Proclamation stated that First Nations are entitled to their own territories.
5. ________ The Royal Proclamation stated that First Nations lands could be taken over by Britain if they told the First Nations ahead of time.
6. ________ The Royal Proclamation stated that First Nations territories are part of British territory.
7. ________ Land agreements describe who owns land and the resources on them.
8. ________ Fortunately, there has always been agreement on who has a claim on the lands.

Tell whether each sentence is a fact or an opinion.

1. ________ The Royal Proclamation was signed in 1763.
2. ________ European explorers had a right to claim new territories for their home countries.
3. ________ European cultures were superior to First Nations cultures.
4. ________ It took 100 years to negotiate a land claim settlement between the Ta’an Kwach’an First Nation and the provincial and federal governments.
5. ________ Placing First Nations on reserves was for their own good.
6. ________ On October 13, 2007 the Bigstone Cree Nation and the surrounding communities signed an agreement-in-principle with the provincial and federal governments.
7. ________ There has been a great deal of confusion about exactly what claims many First Nations have to territories in Canada.
Aboriginal Rights

Directions: Use *Voices in Democracy*, pages 172 and 173 to help you answer the questions.

Answer true or false.

1. **true** Aboriginals include Francophones, Anglophones, and First Nations.
2. **true** The Charter guarantees collective rights for Aboriginals.
3. **true** The Charter guarantees that nothing in it will take away from or cancel any aboriginal treaty or other rights and freedoms.
4. **true** The Royal Proclamation stated that First Nations are entitled to their own territories.
5. **false** The Royal Proclamation stated that First Nations lands could be taken over by Britain if they told the First Nations ahead of time.
6. **true** The Royal Proclamation stated that First Nations territories are part of British territory.
7. **true** Land agreements describe who owns land and the resources on them.
8. **false** Fortunately, there has always been agreement on who has a claim on the lands.

Tell whether each sentence is a fact or an opinion.

1. **fact** The Royal Proclamation was signed in 1763.
2. **opinion** European explorers had a right to claim new territories for their home countries.
3. **opinion** European cultures were superior to First Nations cultures.
4. **fact** It took 100 years to negotiate a land claim settlement between the Ta'an Kwach'an First Nation and the provincial and federal governments.
5. **opinion** Placing First Nations on reserves was for their own good.
6. **fact** On October 13, 2007 the Bigstone Cree Nation and the surrounding communities signed an agreement-in-principle with the provincial and federal governments.
7. **fact** There has been a great deal of confusion about exactly what claims many First Nations have to territories in Canada.
Lesson Eight

Concept: La Grande Paix de Montréal

Resources/Materials: Voices in Democracy, pages 174 – 176
Worksheet #6.7.8a and #6.7.8b (easier) or Line Master 7-3, 2 pages (harder)
(student copies)
Worksheets #6.7.8c, #6.7.8b, and #6.7.8e (optional, student copies)

Introduction: Explain that much of the history of Canada has been about European explorers coming to First Nations territory and taking it over. This involves creating a win/lose situation, where the Europeans wanted to win and they wanted First Nations to lose.

However, there are some exceptions. One of these was La Grande Paix de Montréal. It means the Great Peace of Montréal. The governor of New France wanted to create a win/win situation.

Procedure:

1. Have students turn to textbook, page 174. Note with students the different types of dress and headgear, signifying different ethnic and First Nations groups.


3. Conclude conflict between so many First Nations threatened France’s fur trade, and this is what triggered the idea of La Grande Paix.

4. Distribute Worksheets #6.7.8a and #6.7.8b (easier) OR Line Master 7-3, 2 pages (harder). Go over the directions, if necessary.

5. OPTIONAL. If you would like students to have more background information about the circumstances leading up to La Grande Paix, have them do Worksheets #6.7.8c, #6.7.8d, and #6.7.8e.

6. OPTIONAL. Have students write short scenes about the lead up to La Grande Paix, that could be acted out. Have students act out the scenes.
Examples:
- Discussion between Louis-Hectare de Callière and Haudenosaunee leaders about the threat of other First Nations.
- A group of Mi’kmaq chiefs discussing whether or not to attend the meeting called by Callière.

Assignments:

1. Read Voices in Democracy, pages 174 – 176.
2. Do either Worksheets #6.7.8a and #6.7.8b (easier) OR Line Master 7-3, 2 pages (harder).
3. OPTIONAL. Do Worksheets #6.7.8c, #6.7.8d, and #6.7.8e.
4. OPTIONAL. Write short scenes about events that led to La Grande Paix. Act out the scenes.
La Grande Paix de Montréal

Directions: Use Voices in Democracy, pages 174 – 176 to help you with the question.

1. Read the section with the heading “Gathering to Solve a Problem”. Note that it has eight paragraphs. Underline the sentence that best gives the main idea of each paragraph.

Paragraph 1:

a. Fighting between the Haudenosaunee and the French and their allies disrupted the fur trade.
b. The Algonquins and Ouendat were allies of the French.
c. The Haudenosaunee and Algonquines were enemies.
d. France’s fur trade was based in Montréal.

Paragraph 2:

a. Louis-Hectare de Callière was the governor of New France.
b. The Haudenosaunee were at war with other First Nations.
c. The governor of New France, Louis-Hectare de Callière, wanted to stop the conflict between First Nations groups to protect the fur trade.
d. The Haudenosaunee and French had tried to become friends and allies.

Paragraph 3:

a. Governor Callière knew of 40 different First Nations.
b. Governor Callière thought Montréal was a good place for the fur trade.
c. Governor Callière decided that there must be input from many different First Nations if there was going to be peace.
d. France had both allies and enemies.

Paragraph 4:

a. In 1701 about 1300 First Nations representatives travelled to Montréal to meet.
b. Ambassadors are people who are chose by their nations to represent them at meetings with officials from other nations.
c. The First Nations used many different means to get to Montréal.
d. Some First Nations had to travel farther than others.

Paragraph 5:

a. The First Nations were not allowed inside the city.
b. There was a stockade or high wooden fence around Montréal.
c. The French welcomed all the First Nations with honour.
d. The French knew how to use cannons.
Paragraph 6:

a. European settlers had introduced influenza to the Aboriginal population.
b. Some First Nations were not able to attend the meeting because of an influenza epidemic had broken out.
c. Influenza can spread rapidly.
d. Some First Nations had planned to send one hundred eighty canoe-fuls of representatives.

Paragraph 7:

a. Each of the First Nations had its own culture and traditions.
b. First Nations groups were unable to read and write in English.
c. Sometimes a First Nation is named after where its people live.
d. The Menominee gathered and ate wild rice.

Paragraph 8:

a. First Nations have a collective identity.
b. First Nations people value freedom and individuality.
c. First Nations people did not like others to tell them what to do or say.
d. Even though each First Nation had its own ideas, it was expected that all would act responsibly for the common good.

2. Use the scale on the map to determine about how far each of the following travelled to get to Montréal.

a. Odawa _________________
b. Seneca _________________
c. Mississauga _________________
d. Innu _________________
e. Illinois _________________
f. Dakota _________________
g. Abenaki _________________
h. Menominee _________________
The Treaty of La Grande Paix de Montréal

Background

In the early 1700s both Britain and France had made claims to lands in North America. France had established a colony it called New France along the shores of the St. Lawrence River and around the Great Lakes. Britain had control of the lands around Hudson Bay and the Atlantic coast of what is today the United States. The French territories were sandwiched between the British territories. The king of France was afraid that the France could be squeezed out by Britain.

France and Britain had long been enemies, and they competed to see who could establish the most colonies around the world. They fought war after war.

In northern North America France had become friends with the Algonquin and Huron First Nations who lived around the Great Lakes. The French were at war with the Haudenosaunee who lived around the St. Lawrence River and south of Lake Ontario. Meanwhile, Britain had become friends with the Haudenosaunee. The lands in northern North America were desired by both Britain and France because they were a source of beaver furs, which could be sold in Europe for high prices.

The king of France reasoned that if he wanted to keep control of New France, he had better have the cooperation of all the First Nations in the territory France claimed. This included the Haudenosaunee. To do this he proposed that all First Nations in New France and France itself cooperate and become friends. The meeting and treaty that resulted was the "Treaty of La Grande Paix de Montréal.

This treaty was established with the idea that peace and respect among different peoples is much better that conflict and disrespect for everyone.

1. Match the sentence beginnings with the ending on the next page.

   a. Both France and Britain wanted lands in northern North America because...

   b. France had control of the lands around...

   c. Britain had control of the lands around...

   d. The French were friends with...

   e. The British were friends with...

   f. The king of France wanted to have peace with the First Nations peoples of New France because...

   g. The Treaty of La Grande Paix de Montréal was signed by both France and First Nations..
the St. Lawrence River and the Great Lakes.

so that all First Nations that lived in New France and France could cooperate and live in peace.

these lands were rich with beavers.

the Huron and Algonquin First Nations.

Hudson Bay and the Atlantic Coast.

the Iroquois.

he wanted to keep control of his lands and not get squeezed out by Britain.

2. The Iroquois and French were enemies. Why do you suppose the Iroquois signed a peace treaty with France?

3. It took four years between the time France thought of the idea of planning and negotiating such a peace treaty until the actually signing of the treaty. Why do you think it took so long?

4. On the map of New France 1701,
   - Colour British territories light blue and French territories light pink.
   - Label the Atlantic Ocean, Hudson Bay, and the St. Lawrence River.
   - Label Montréal.
   - Make a legend for the map.
La Grande Paix de Montréal

Directions: Use Voices in Democracy, pages 174 – 176 to help you with the question.

1. Read the section with the heading “Gathering to Solve a Problem”. Note that it has eight paragraphs. Underline the sentence that best gives the main idea of each paragraph.

Paragraph 1:

a. Fighting between the Haudenosaunee and the French and their allies disrupted the fur trade.
b. The Algonquins and Ouendat were allies of the French.
c. The Haudenosaunee and Algonquines were enemies.
d. France’s fur trade was based in Montréal.

Paragraph 2:

a. Louis-Hectare de Callière was the governor of New France.
b. The Haudenosaunee were at war with other First Nations.
c. The governor of New France, Louis-Hectare de Callière, wanted to stop the conflict between First Nations groups to protect the fur trade.
d. The Haudenosaunee and French had tried to become friends and allies.

Paragraph 3:

a. Governor Callière knew of 40 different First Nations.
b. Governor Callière thought Montréal was a good place for the fur trade.
c. Governor Callière decided that there must be input from many different First Nations if there was going to be peace.
d. France had both allies and enemies.

Paragraph 4:

a. In 1701 about 1300 First Nations representatives travelled to Montréal to meet.
b. Ambassadors are people who are chose by their nations to represent them at meetings with officials from other nations.
c. The First Nations used many different means to get to Montréal.
d. Some First Nations had to travel farther than others.

Paragraph 5:

a. The First Nations were not allowed inside the city.
b. There was a stockade or high wooden fence around Montréal.
c. The French welcomed all the First Nations with honour.
d. The French knew how to use cannons.
Paragraph 6:

a. European settlers had introduced influenza to the Aboriginal population.
b. Some First Nations were not able to attend the meeting because of an influenza epidemic that had broken out.
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Paragraph 7:

a. Each of the First Nations had its own culture and traditions.
b. First Nations groups were unable to read and write in English.
c. Sometimes a First Nation is named after where its people live.
d. The Menominee gathered and ate wild rice.

Paragraph 8:

a. First Nations have a collective identity.
b. First Nations people value freedom and individuality.
c. First Nations people did not like others to tell them what to do or say.
d. Even though each First Nation had its own ideas, it was expected that all would act responsibly for the common good.

2. Use the scale on the map to determine about how far each of the following travelled to get to Montréal.
   a. Odawa 500 km
   b. Seneca 400 km
   c. Mississauga 650 km
   d. Innu 450 km
   e. Illinois 1400 km
   f. Dakota 1550 km
   g. Abenaki 300 km
   h. Menominee 1200 km
2. The Iroquois and French were enemies. Why do you suppose the Iroquois signed a peace treaty with France?

- war was beginning to take its toll
- Iroquois could benefit more in fur trade by being at peace with French

3. It took four years between the time France thought of the idea of planning and negotiating such a peace treaty until the actually signing of the treaty. Why do you think it took so long?

- distances were long
- communication was by word of mouth or letter

4. On the map of New France 1701,
- Colour British territories light blue and French territories light pink.
- Label the Atlantic Ocean, Hudson Bay, and the St. Lawrence River.
- Label Montréal.
- Make a legend for the map.
What Was *La Grande Paix de Montréal*?

Determine the importance of each paragraph by summarizing the key event. Use one sentence. An example has been provided for you.

<table>
<thead>
<tr>
<th>Begins with... (1st paragraph)</th>
<th>First Nations and the French become fur-trade allies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads to...</td>
<td>French wanted to stop wars between First Nations to protect fur trade</td>
</tr>
<tr>
<td>Which leads to...</td>
<td>French inviting all First Nations to meet to form new political and economic partnership</td>
</tr>
<tr>
<td>And leads to...</td>
<td>First Nations representatives travelling to Montréal to meet</td>
</tr>
</tbody>
</table>

(continued)
What Was La Grande Paix de Montréal?  
(Cont’d.)

<table>
<thead>
<tr>
<th>And leads to…</th>
<th>French welcome First Nations at Montréal</th>
</tr>
</thead>
<tbody>
<tr>
<td>And leads to…</td>
<td>First Nations feeling respected</td>
</tr>
<tr>
<td></td>
<td>French showing respect during negotiations</td>
</tr>
<tr>
<td>And leads to…</td>
<td>La Grande Paix being negotiated by consensus and signed by French and all First Nations</td>
</tr>
</tbody>
</table>

Stop and Reflect

Think back to Chapter 4. How might the values and beliefs that led to the Iroquois Confederacy affect possible events in Montréal? Make your predictions about how people could get involved and work toward a resolution.

Work toward consensus

Peacemaker told Iroquois to be peaceful and to use consensus
The Treaty of La Grande Paix de Montréal

Directions: Use Voices in Democracy, pages 176 – 179 to help you with these questions.

1. Following is information about the Treaty of La Grande Paix de Montréal. Read the information. Then choose the headings from the box and write them in the correct places.

   What Took Place?
   Who Was Involved?
   How Was the Event Celebrated?
   What Was Gained by the Treaty?
   When and Where Did This Happen?
   Why Is the Treaty Still Important Today?
   How Do the Different Signatures Reflect Respect?

• Montréal, July 21, 1701 to August 9, 1701

• 1200 representatives from 39 First nations from the northeast of North America
  New France, represented by Louis-Hectare de Callière who was governor of New France and other officials from New France

• Signing of a peace settlement that ended 100 years of war between France and its First Nations allies and those First Nations who had been allied with Britain.
  Negotiations took place using consensus.
  The diplomacy of First Nations representatives made the treaty possible.

• All signing First Nations would benefit from having peace.
  The Nations agreed that they could all use the hunting grounds north and west of Lake Ontario.
  In the case of future disagreements, all sides agreed that the French governor would have the responsibility to mediate or settle them.
- Long speeches
- First Nations customs (e.g., smoking the calumet)
- New France customs (e.g., singing part of the Roman Catholic mass)
- Gifts of wampum belts to First Nations delegates
- A feast

- All parties signed in their traditional way
- Parties signed with the symbol of their nation

- Each First Nation and the French were recognized as equal and independent nations that had the right to make their own decisions.
- The collective identity and collective rights of each party that signed the treaty were recognized and respected.
- The right of the First Nations to their traditional territory was recognized by all parties to the peace treaty.
The Treaty of La Grande Paix de Montréal

Directions: Use Voices in Democracy, pages 176 – 179 to help you with these questions.

1. Following is information about the Treaty of La Grande Paix de Montréal. Read the information. Then choose the headings from the box and write them in the correct places.

   What Took Place?
   Who Was Involved?
   How Was the Event Celebrated?
   What Was Gained by the Treaty?
   When and Where Did This Happen?
   Why Is the Treaty Still Important Today?
   How Do the Different Signatures Reflect Respect?

When and Where Did This Happen?
- Montréal, July 21, 1701 to August 9, 1701

Who Was Involved?
- 1200 representatives from 39 First nations from the northeast of North America
- New France, represented by Louis-Hectare de Calière who was governor of New France and other officials from New France

What Took Place?
- Signing of a peace settlement that ended 100 years of war between France and its First Nations allies and those First Nations who had been allied with Britain.
- Negotiations took place using consensus.
- The diplomacy of First Nations representatives made the treaty possible.

What Was Gained by the Treaty?
- All signing First Nations would benefit from having peace.
- The Nations agreed that they could all use the hunting grounds north and west of Lake Ontario.
- In the case of future disagreements, all sides agreed that the French governor would have the responsibility to mediate or settle them.
How Was the Event Celebrated?

- Long speeches
- First Nations customs (e.g., smoking the calumet)
- New France customs (e.g., singing part of the Roman Catholic mass)
- Gifts of wampum belts to First Nations delegates
- A feast

How Do the Different Signatures Reflect Respect?

- All parties signed in their traditional way
- Parties signed with the symbol of their nation

Why Is the Treaty Still Important Today?

- Each First Nation and the French were recognized as equal and independent nations that had the right to make their own decisions.
- The collective identity and collective rights of each party that signed the treaty were recognized and respected.
- The right of the First Nations to their traditional territory was recognized by all parties to the peace treaty.
Lesson Ten

**Concept:** Using a Comparison Organizer

**Resources/Materials:** Voices in Democracy, page 180  
Worksheet #6.7.10 (student copies)

**Introduction:** Explain that two documents were used with regard to the collective rights of Aboriginal peoples: the Royal Proclamation of 1763 and La Grande Paix de Montréal pf 1701.

Tell students that today they will make a comparison chart to show how these two documents affected Aboriginal collective rights.

**Procedure:**

1. Have students turn to textbook, page 180. Guide the reading. (Page 181 gives directions on how to use a word processing document to create a chart.)

2. Distribute Worksheet #6.7.10. Go over the directions, if necessary.

**Assignments:**

1. Read *Voices in Democracy*, page 180.
2. Do Worksheet #6.7.10.
Using a Graphic Organizer

Directions: Use *Voices in Democracy*, pages 172 – 180 to help you complete the chart.

<table>
<thead>
<tr>
<th>Treaty</th>
<th>Collective Rights</th>
<th>Territorial Rights</th>
<th>Democratic Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>La Grande Paix de Montréal of 1701</em></td>
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<tr>
<td><em>Royal Proclamation of 1763</em></td>
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<td></td>
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</tr>
</tbody>
</table>
### Using a Graphic Organizer

**Directions:** Use *Voices in Democracy*, pages 172 – 180 to help you complete the chart.

<table>
<thead>
<tr>
<th>Treaty</th>
<th>Collective Rights</th>
<th>Territorial Rights</th>
<th>Democratic Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>La Grande Paix de Montréal of 1701</em></td>
<td>Each First Nation and the French recognized as equal</td>
<td>Each First Nation has rights to own traditional territory</td>
<td>Equity</td>
</tr>
<tr>
<td></td>
<td>Collective rights recognized</td>
<td></td>
<td>Representation</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Royal Proclamation of 1763</em></td>
<td>First Nations are independent political groups, entitled to own government</td>
<td>Entitled to own territories</td>
<td>Justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fields can’t be taken over by Britain unless First Nations agree to it</td>
<td>Equity</td>
</tr>
</tbody>
</table>

Worksheet #6.7.10
Lesson Eleven

Concept: Collective Rights and the Inuit

Resources/Materials: Voices in Democracy, pages 182 and 183
Worksheet #6.7.11 (student copies)

Introduction: Review that so far we have learned about the collective rights of Anglophones and Francophones and of First Nations. Explain that today’s lesson is about the collective rights of the Inuit as one of Canada’s aboriginal groups.

Procedure:

1. Explain that often the Inuit do not get as much attention as First Nations groups; but they too have been recognized by the Charter. Land claim settlements have also been an issue with the Inuit.

2. Have students turn to textbook, pages 182 and 183. Guide the reading.

3. Distribute Worksheet #6.7.11. Go over the directions, if necessary.

4. ALTERNATELY. Make point-form notes on the pages 182 and 183.

Assignments:

1. Read Voices in Democracy, pages 182 and 183.
2. Do Worksheet #6.7.11.
3. ALTERNATELY. Make point form notes.
Directions: Use Voices in Democracy, pages 182 and 183 to help you with the questions.

1. Fill in the chart about life for the Inuit.

<table>
<thead>
<tr>
<th>Life Before the Creation of Nunavut</th>
<th>The Nunavut Land Claim Agreement of 1993</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Compare the Government of Nunavut with the Government of Alberta by completing the chart. Some of the spaces have been filled in for you.

<table>
<thead>
<tr>
<th></th>
<th>Nunavut</th>
<th>Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Head of State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model on Which</td>
<td></td>
<td>British System of Government</td>
</tr>
<tr>
<td>Government is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Members Are</td>
<td>Individually</td>
<td></td>
</tr>
<tr>
<td>Elected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Premier is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chosen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship Among</td>
<td></td>
<td>Political parties compete</td>
</tr>
<tr>
<td>Opposing Sides</td>
<td></td>
<td>for popularity from voters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Who Paul Okalik? What are two facts about him?
Directions: Use Voices in Democracy, pages 182 and 183 to help you with the questions.

1. Fill in the chart about life for the Inuit.

<table>
<thead>
<tr>
<th>Life Before the Creation of Nunavut</th>
<th>The Nunavut Land Claim Agreement of 1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>governments controlled their affairs</td>
<td>created Nunavut in 1993</td>
</tr>
<tr>
<td>moved people to settlements far from traditional lands</td>
<td>capital was to be Iqaluit</td>
</tr>
</tbody>
</table>

2. Compare the Government of Nunavut with the Government of Alberta by completing the chart. Some of the spaces have been filled in for you.

<table>
<thead>
<tr>
<th></th>
<th>Nunavut</th>
<th>Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Head of State</td>
<td>commissioner</td>
<td>lieutenant governor</td>
</tr>
<tr>
<td>Model on Which Government is Structured</td>
<td>Inuit traditions</td>
<td>British System of Government</td>
</tr>
<tr>
<td>How Members Are Elected</td>
<td>Individually</td>
<td>by political party</td>
</tr>
<tr>
<td>How Premier is Chosen</td>
<td>elected by MLAs</td>
<td>chosen (elected) by party members</td>
</tr>
<tr>
<td>Relationship Among Opposing Sides</td>
<td>work cooperatively use consensus</td>
<td>Political parties compete for popularity from voters</td>
</tr>
</tbody>
</table>

3. Who Paul Okalik? What are two facts about him?

First Nunavut premier represented the Inuit during negotiations.

Youngest premier.
Lesson Twelve

Concept: Explore More! And Your Turn

Resources/Materials: Voices in Democracy, pages 184 and 185
Worksheet #6.7.12 (optional, student copies)

Introduction: Explain that Chapter 7 is almost completed, and that it is time to review some of the ideas learned.

Procedure:

1. Have students turn to textbook, pages 185 and 186.

2. With students go over the suggested activities. Decide on one or more they could do. (If you choose question 2 on textbook, pages 184, students can use Worksheet #6.7.12 to record their answers. They could also make their own charts in their notebooks.)

Assignments:

1. Read Voices in Democracy, pages 184 and 185.
2. Choose one or more activity to do.
**Directions:** Complete the chart to compare the Charter of Rights and Freedoms with La Grande Paix de Montréal.

<table>
<thead>
<tr>
<th></th>
<th>Charter</th>
<th>La Grande Paix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pays attention to individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects traditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects land rights</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**The Charter and the Great Peace**

**Directions:** Complete the chart to compare the Charter of Rights and Freedoms with La Grande Paix de Montréal.

<table>
<thead>
<tr>
<th>Pays attention to individuals</th>
<th>Charter</th>
<th>La Grande Paix</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Fundamental Freedoms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Equality Rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mobility Rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Democratic Rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Legal Rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Other Rights</td>
<td></td>
</tr>
<tr>
<td>Respects groups</td>
<td>Language Rights for Anglophones/Francophones</td>
<td>Collective rights for all groups</td>
</tr>
<tr>
<td></td>
<td>Rights for Aboriginals</td>
<td></td>
</tr>
<tr>
<td>Respects traditions</td>
<td>• Fundamental Freedoms</td>
<td>Each nation is equal and independent</td>
</tr>
<tr>
<td></td>
<td>• Equality Rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• recognizes Canada's multicultural heritage</td>
<td></td>
</tr>
<tr>
<td>Respects land rights</td>
<td>• recognizes Aboriginal land claims</td>
<td>Each nation had right to traditional lands</td>
</tr>
</tbody>
</table>
Lesson Thirteen

Concept: Chapter Seven Review

Resources/Materials: Chapter Seven Review Sheets (student copies)
Worksheet #6.7.13 (optional, student copies)

Introduction: Explain that Chapter Seven is now complete and it is time to prepare for the chapter test.

Procedure:

1. OPTIONAL. If you like, have students make up questions about the chapter. You can be as specific or as general as you like. For example, you can leave the task wide open OR you can say something like “Make up six questions, one for each of the 5 Ws and the H. Be sure to write the answers to the questions you make up.” Students can use Worksheet #6.7.13 for this.

   Use the questions any way you like. You can put them all in a big container and draw out questions for the class to try to answer.

2. Distribute the Chapter Seven Review Sheets. Check them in class, if you can.

Assignments

1. OPTIONAL. Make up questions for your classmates to answer. Use Worksheet #6.7.13, if you like.
2. Do the Chapter Seven Review Sheets.
Directions: Write a question for each of the 5 Ws and the H. Write the answer to each of your questions.

<table>
<thead>
<tr>
<th>Who</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>entrench</th>
<th>appeal</th>
<th>interpret</th>
<th>Supreme Court of Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>allies</td>
<td>ambassadors</td>
<td>diplomacy</td>
<td>plebiscite</td>
</tr>
</tbody>
</table>

- __________________________ force to stay
- __________________________ firmly establish
- __________________________ to explain or make sense of something
- __________________________ to ask a higher court to review a decision made by a court
- __________________________ the skilled management of discussion and agreement among groups
- __________________________ people or groups who work together
- __________________________ people who are chosen by their nations, governments, or leaders to represent them at meetings with officials from other nations
- __________________________ a direct vote by people on a specific concern that affects them
- __________________________ the highest appeal court in Canada

2. Explain why we do not allow discrimination today, even though citizens and governments discriminated against certain people and groups in the past.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
3. The **Canadian Charter of Rights and Freedoms** guarantees that individuals and groups will have certain rights and freedoms. Read the descriptions. Then tell which categories of rights and freedoms they are describing. Write the names of the categories **above** the descriptions.

a. __________________________________________________________________________

Everyone has the right to fair and equal treatment and cannot be discriminated against because of factors like age, gender, race, ethnic or cultural background, nationality, or physical or mental disability.

b. __________________________________________________________________________

Citizens have the right to enter, remain in, or leave Canada. They can move to any province or territory and work there.

c. __________________________________________________________________________

Canada is officially a bilingual country and people can communicate with the government in either English or French. People have certain official language education rights, depending on the language they speak.

d. __________________________________________________________________________

People in Canada can follow any religion they choose and think and believe what they like. They can also say what they think, and give their opinions in newspapers and other media, and meet peacefully with others.

e. __________________________________________________________________________

Aboriginal rights, Canada’s multicultural heritage, male and female equality rights, and other issues are covered.

f. __________________________________________________________________________

Citizens have voting rights. Governments must sit at least once a year. The same government cannot be in power for more than five years without an election.

g. __________________________________________________________________________

People have certain legal rights when they are arrested, when they are put on trial, and when they are imprisoned.
4. When we have rights and freedoms, we also have responsibilities. For each category of rights or freedoms, tell about at least one responsibility we have.

<table>
<thead>
<tr>
<th>Rights and Freedoms</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Freedoms</td>
<td></td>
</tr>
<tr>
<td>Democratic Rights</td>
<td></td>
</tr>
<tr>
<td>Mobility Rights</td>
<td></td>
</tr>
<tr>
<td>Legal Rights</td>
<td></td>
</tr>
<tr>
<td>Equality Rights</td>
<td></td>
</tr>
<tr>
<td>Language Rights</td>
<td></td>
</tr>
<tr>
<td>Other Rights</td>
<td></td>
</tr>
</tbody>
</table>

5. Underline all the sentences that tell how our constitutional rights are protected.

- Both provincial and federal leaders must negotiate any changes they want to make to the Constitution.
- Aboriginal peoples must be involved in changes to the Constitution that involve them.
- Governments must follow the rules laid out in the Constitution.
- The courts make the final decision when an individual or group claims to have been treated unfairly under the terms of the charter.
- The people in the armed forces are posted in Ottawa where the Constitution is stored.
- The status, rights, and privileges of Canada's two official languages are protected in all institutions of Parliament and government.
6. Following are sentences that tell about steps a person or group would follow if they felt their rights were violated under the Constitution. Number them in the correct order.

_____ A person or group who thinks a right or freedom has been taken away takes the case to provincial court.

_____ Either side can appeal if there is reason to believe the decision was unfair.

_____ The Supreme Court of Canada hears the appeal. Its decision is final.

_____ The provincial court makes a decision.

7. Write (T) true or (F) false about these sentences having to do collective rights in Canada.

_____ The Charter outlines collective rights for Francophones, Anglophones, and Aboriginal groups.

_____ English and French are Canada’s official languages.

_____ Francophones living in Alberta have the right to have French language education for their children if there are enough students to set up and operate a school.

_____ Collective language rights can extend to areas beyond education and communication with the federal government.

_____ Anglophones living in Québec do not have the right to have their children educated in English language schools.

_____ The Royal Proclamation of 1763 outlined collective rights for First Nations groups.

_____ The Numbered Treaties did not mention anything about First Nations land claims.

_____ La Grande Paix de Montréal was important in Canadian history because it was one of the first treaties developed by First Nations groups and France with the idea that all groups were respected and treated fairly.

_____ The territory of Nunavut was created recognizing Inuit collective rights to land.
8. **Short Answer Questions**

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

a. Name one of the categories of rights and freedoms outlined in the Charter. Explain what the right or freedom is and the responsibilities that go with having that right or freedom.

b. What are the steps a person or group goes through if the person or group feels a right has been taken away?

c. What questions do the justices of the Supreme Court of Canada consider once they agree to hear an appeal that involves a Charter right?

d. How did the Royal Proclamation of 1763 give collective rights to First Nations?

e. In what ways is the government of Nunavut different from the government of Alberta?

9. **Essay Questions**

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

a. What influences changed the way that Canada now treats its minority groups?

b. How are our rights and freedoms entrenched in the Constitution?

c. In what ways did La Grande Paix de Montréal reflect democratic principles?
1. Match the words and phrases in the box with their meanings.

- **inter** chance to stay
- **entrench** firmly establish
- **interpret** to explain or make sense of something
- **appeal** to ask a higher court to review a decision made by a court
- **diplomacy** the skilled management of discussion and agreement among groups
- **allies** people or groups who work together
- **ambassadors** people who are chosen by their nations, governments, or leaders to represent them at meetings with officials from other nations
- **plebiscite** a direct vote by people on a specific concern that affects them
- **Supreme Court of Canada** the highest appeal court in Canada

2. Explain why we do not allow discrimination today, even though citizens and governments discriminated against certain people and groups in the past.

   change in values and beliefs
3. The *Canadian Charter of Rights and Freedoms* guarantees that individuals and groups will have certain rights and freedoms. Read the descriptions. Then tell which categories of rights and freedoms they are describing. Write the names of the categories above the descriptions.

a. **Equality Rights**

Everyone has the right to fair and equal treatment and cannot be discriminated against because of factors like age, gender, race, ethnic or cultural background, nationality, or physical or mental disability.

b. **Mobility Rights**

Citizens have the right to enter, remain in, or leave Canada. They can move to any province or territory and work there.

c. **Language Rights**

Canada is officially a bilingual country and people can communicate with the government in either English or French. People have certain official language education rights, depending on the language they speak.

d. **Fundamental Freedoms**

People in Canada can follow any religion they choose and think and believe what they like. They can also say what they think, and give their opinions in newspapers and other media, and meet peacefully with others.

e. **Other Rights**

Aboriginal rights, Canada’s multicultural heritage, male and female equality rights, and other issues are covered

f. **Democratic Rights**

Citizens have voting rights. Governments must sit at least once a year. The same government cannot be in power for more than five years without an election.

g. **Legal Rights**

People have certain legal rights when they are arrested, when they are put on trial, and when they are imprisoned.
4. When we have rights and freedoms, we also have responsibilities. For each category of rights or freedoms, tell about at least one responsibility we have.

<table>
<thead>
<tr>
<th>Rights and Freedoms</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Freedoms</td>
<td>respect other people's freedoms (e.g. do not make judgments about other people's religion choice)</td>
</tr>
<tr>
<td>Democratic Rights</td>
<td>vote in elections</td>
</tr>
<tr>
<td>Mobility Rights</td>
<td>when leaving or entering Canada, be sure to follow all the rules (e.g. do not try to bring fresh meat home from the U.S.)</td>
</tr>
<tr>
<td>Legal Rights</td>
<td>be truthful when testifying in court</td>
</tr>
<tr>
<td>Equality Rights</td>
<td>do not discriminate against others based on age, gender, race, culture, and so on</td>
</tr>
<tr>
<td>Language Rights</td>
<td>be accepting of those who speak French and live in Alberta</td>
</tr>
<tr>
<td>Other Rights</td>
<td>accept and encourage others to maintain some cultural traditions</td>
</tr>
</tbody>
</table>

5. Underline all the sentences that tell how our constitutional rights are protected.

- Both provincial and federal leaders must negotiate any changes they want to make to the Constitution.
- Aboriginal peoples must be involved in changes to the Constitution that involve them.
- Governments must follow the rules laid out in the Constitution.
- The courts make the final decision when an individual or group claims to have been treated unfairly under the terms of the charter.
- The people in the armed forces are posted in Ottawa where the Constitution is stored.
- The status, rights, and privileges of Canada's two official languages are protected in all institutions of Parliament and government.
6. Following are sentences that tell about steps a person or group would follow if they felt their rights were violated under the Constitution. Number them in the correct order.

1. A person or group who thinks a right or freedom has been taken away takes the case to provincial court.
2. The provincial court makes a decision.
3. Either side can appeal if there is reason to believe the decision was unfair.
4. The Supreme Court of Canada hears the appeal. Its decision is final.

7. Write (T) true or (F) false about these sentences having to do collective rights in Canada.

T  The Charter outlines collective rights for Francophones, Anglophones, and Aboriginal groups.
T  English and French are Canada’s official languages.
T  Francophones living in Alberta have the right to have French language education for their children if there are enough students to set up and operate a school.
T  Collective language rights can extend to areas beyond education and communication with the federal government.
F  Anglophones living in Québec do not have the right to have their children educated in English language schools.
T  The Royal Proclamation of 1763 outlined collective rights for First Nations groups.
F  The Numbered Treaties did not mention anything about First Nations land claims.
T  La Grande Paix de Montréal was important in Canadian history because it was one of the first treaties developed by First Nations groups and France with the idea that all groups were respected and treated fairly.
T  The territory of Nunavut was created recognizing Inuit collective rights to land.
Lesson Fourteen

Concept: Chapter Fourteen Test

Resources/Materials: Chapter Fourteen Test (student copies)
Social Studies Grade 6 Chapter 7 Test

Social Studies
Grade Six
Chapter Seven: Making a Just and Fair Canada

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 words and phrases in the box to their meanings.

<table>
<thead>
<tr>
<th>a. allies</th>
<th>b. ambassadors</th>
<th>c. appeal</th>
<th>d. diplomacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. entrench</td>
<td>f. intern</td>
<td>g. interpret</td>
<td>h. plebiscite</td>
</tr>
<tr>
<td>i. Supreme Court of Canada</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. force to stay
2. firmly establish
3. to explain or make sense of something
4. to ask a higher court to review a decision made by a court
5. the skilled management of discussion and agreement among groups
6. people or groups who work together
7. people who are chosen by their nations, governments, or leaders to represent them at meetings with officials from other nations
8. a direct vote by people on a specific concern that affects them
9. the highest appeal court in Canada

Answer (T) for true and (F) for false.

10. Before the Canadian Charter of Rights and Freedoms there were no treaties or acts aimed at protecting people’s rights and freedoms.
11. La Grande Paix de Montréal established peace and respect among peoples of western Canada.
12. Canada’s treatment of minority groups changed because of changes in Canada’s values and beliefs.

13. The Charter helps to shape our identity as a country.

14. The Supreme Court of Canada can be called on to interpret whether a Charter right or freedom applies in certain situations.

15. Every minority group in Canada enjoys collective rights under the Charter.

16. The Royal Proclamation of 1763 entitled First Nations groups to their own government and territories.

17. The main decision making method used in making La Grande Paix de Montréal was voting.

For each question write the letter of the best answer.

18. Which document describes the common values that Canadians hold and is upheld by law?
   a. The Numbered Treaties
   b. La Grande Paix de Montréal
   c. Declaration of Independence
   d. Charter of Rights and Freedoms

19. How does the Canadian Charter of Rights and Freedoms protect the rights and freedoms of Canadians?
   a. Ideas in the Charter are protected by law.
   b. Ideas in the Charter can never be changed.
   c. Ideas in the Charter are enforced by police.
   d. Ideas in the Charter can be changed over time.

20. We say that the Canadian Charter of Rights and Freedoms is entrenched in the Canadian Constitution because
   a. it can easily be changed depending on the circumstances.
   b. it can never be changed.
   c. it is buried in a deep ditch near Ottawa along with the rest of the Constitution.
   d. it is difficult to change in any way, although parts of it can be changed if the citizens of the country feel it should be.
Use the following information to answer question 21.

Jackson is an African-Canadian who recently moved to Edmonton. He needed a place to live so he answered an advertisement in the newspaper for an apartment to rent. When he showed up to view the apartment, the landlord said, “I don’t rent to people like you.” Jackson was upset. He decided to go to the federal government office to complain. The official who looked after Jackson contacted the landlord and told him he had not right to refuse to rent the apartment to Jackson. Then the landlord was fined five thousand dollars.

21. A conclusion that can be drawn from the above story is

a. most people in Edmonton discriminate against African-Canadians.
b. the landlord was right not to rent his apartment to Jackson.
c. the Canadian Charter of Rights and Freedoms protects citizens’ rights.
d. the Canadian Charter of Rights and Freedoms does not help people like Jackson.

Use the following information to answer question 22.

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

22. A good heading for the list above would be

a. Fundamental Freedoms
b. Chinese and Canadian Rights
c. Our Constitution
d. Alberta’s Constitution

23. Today Canadian law no longer permits discrimination based on age, gender, ethnic or cultural background, race, or physical or mental disability. This has come about because

a. the United States government demanded that Canada change the way it treated these groups.
b. Canadians’ values and beliefs have changed.
c. minorities groups have threatened to leave Canada.
d. Canadians decided that it no longer wanted a multicultural nation.
24. If a person or groups thinks a right or freedom has been taken away, the first step is to
   a. take the case to the Supreme Court of Canada.
   b. consult the Royal Proclamation.
   c. contact a judge.
   d. take the case to a provincial court.

*Use the following information to answer question 25.*

- Was a right or freedom taken away?
- Is that right or freedom protected by the Charter?
- Was there a good reason for the right to be taken away?

25. The above is a list of questions that
   a. were answered by the Magna Carta.
   b. the Supreme Court of Canada considers before it agrees to hear an appeal that involves the Charter.
   c. the authors of the Charter asked themselves when writing the Charter.
   d. the Québec Soccer Federation most likely considered when it forbid girls from wearing a hijab while playing.

26. Under the Charter collective rights are protected for
   a. all minority groups.
   b. Francophones and Anglophones.
   c. Aboriginals, Francophones, and Anglophones.
   d. Francophones.

27. The main reason why Louis-Hectare de Callière wanted to establish peace among all the First Nations groups was
   a. England was doing something similar in the United States.
   b. he knew the fur trade could not operate smoothly if the First Nations were constantly fighting.
   c. the king of France had been doing similar things in the other French colonies.
   d. because as governor, he wanted to change Montréal into a city of over a million people.
Use the following information to answer question 28.

<table>
<thead>
<tr>
<th>The right to</th>
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<tr>
<td>• practice religion</td>
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<td>• express opinions</td>
<td>• access to the land</td>
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<tr>
<td>• vote for members of government</td>
<td>• have mediator to settle disputes</td>
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</table>

28. The best title for the above chart would be

a. Rights Granted in La Grande Paix de Montréal.
b. Rights Granted in the Charter of Rights and Freedoms

Use the information below to answer question 29.

![Cave painting](image_url)

29. From the above excerpt of La Grande Paix de Montréal, you can infer that the people who signed the treaty **most** valued

a. collective rights.
b. Individual rights.
c. collective identity.
d. Individual identity.
30. The formation of Nunavut in 1993 was a result of

   a. Inuit peoples settling land claims that were supported by the Charter.
   b. the Government of Canada no longer wanting the responsibility of looking after the north.
   c. conflict between the western and eastern parts of the Yukon Territory.
   d. Denmark laying claim to part of Canada’s north.
Part II

Short Answer Questions

Answer two of these questions.

a. Name one of the categories of rights and freedoms outlined in the Charter. Explain what the right or freedom is and the responsibilities that go with having that right or freedom.

b. What are the steps a person or group goes through if the person or group feels a right has been taken away?

c. What questions do the justices of the Supreme Court of Canada consider once they agree to hear an appeal that involves a Charter right?

d. How did the Royal Proclamation of 1763 give collective rights to First Nations?

e. In what ways is the government of Nunavut different from the government of Alberta?

Essay Questions

Answer one of these questions.

a. What influences changed the way that Canada now treats its minority groups?

b. How are our rights and freedoms entrenched in the Constitution?

c. In what ways did La Grande Paix de Montréal reflect democratic principles?
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Social Studies Grade 6 Chapter 7 Test

Social Studies
Grade Six
Chapter Seven: Making a Just and Fair Canada

Test

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Lesson Nine

NOTE: It is recommended that the textbook pages be read and discussed with students for this lesson.

Concept: Consensus and Respect

Resources/Materials: Voices in Democracy, pages 176 – 179
Worksheets #6.7.9a and #6.7.9b (student copies)
Line Master 7-4 (optional, student copies)

Introduction: Recall that the governor of New France, Louis-Hectare de Calièrè had gathered together almost 40 First Nations groups for a meeting with the idea of trying to negotiate some kind of peace among the First Nations. His goal was to develop a situation where the fur trade would do well. To do this, he needed to cooperation of the First Nations.

Procedure:

1. Today’s lesson has to do with how La Grande Paix was actually negotiated.

2. Recall with students how consensus was used by the Haudensaunee (Iroquois) as a decision making method. Explain that consensus was used by the First Nations groups who came together.

3. Have students turn to textbook, page 176. First note the picture on page 177 and read the caption to students. Discuss why First Nations did not sign the paper in French.

4. Guide the reading of pages 176 – 179. Discuss how some of the principles of democracy were evident. (Equity – all nations respected; Freedoms – nations free to share their views; Representation – all nations sent representatives to the meeting; Justice – efforts were made to ensure fairness to all)

5. Discuss how the Charter incorporates the terms of La Grande Paix to recognize Aboriginal collective rights.

6. Distribute Worksheets #6.7.9a and #6.7.9b. Go over the directions, if necessary.

7. OPTIONAL. If you like, have students draw illustrations depicting various aspect of La Grande Paix on the faces of the cube on Line Master 7-4.

Assignments:

1. Read Voices in Democracy, pages 176 – 179.
2. Do Worksheets #6.7.9a and 6.7.9b.
3. OPTIONAL. Illustrate various aspects of La Grande Paix on the faces of the cube on Line Master 7-4.
Chapter Eight

Voices for Change

Inquiry Questions

- How can individuals and groups hold elected representatives accountable for their actions?

- In what ways do associations and groups give citizens a stronger voice in decision making?
Lesson One

Concept: Introduction

Resources/Materials: Voices in Democracy, pages 186 and 187
Line Masters 8-1 and 8-2 (student copies)

Introduction: Ask students if there are some things they know of that just don’t seem fair or do not seem right.

Explain that in a democratic society, one of the responsibilities of everyday citizens is to strive towards making our country a better place by ensuring that the principles of democracy are being supported.

Explain that Chapter 8 gives students some examples and ideas of how we can do this.

Procedure:

1. Have students turn to textbook, pages 186 and 187. Guide the reading of the first two paragraphs on page 186. Have students come up with the issue.

2. Then guide the reading or read to the students, the viewpoints of the First Nations people and the logging companies.

3. Ensure that students understand the meaning of the inquiry questions.

4. Distribute Line Master 8-1. If possible, discuss the answers to the questions at the top of the sheet with students. (Note: If some students have not yet taken the grade five program, they will not know about the Cordillera Region. In that case, explain that the Cordillera Region covers the mountainous area of Western Canada. Much of the region is covered with forests and is home to countless plants, animals, and birds.)

5. Have students write the answers to the questions at the top of Line Master 8-1 in their notebooks. Then have students complete the rest of Line Master 8-1.

6. Distribute Line Master 8-2. Have students draw in and then shade in the area covered by the Great Bear Rainforest.

7. OPTIONAL. If you like, have students make a title page for the chapter.

Assignments:

1. Read Voices in Democracy, pages 186 and 187.
2. Do the questions at the top of Line Master 8-1 in notebooks. Then complete the rest of the sheet.
3. On Line Master 8-2, draw in and shade in the area covered by the Great Bear Rain Forest.
4. OPTIONAL. Make a title page for the chapter.
Exploration of an Issue

Geographic Background:
Where is the rainforest located?
What do I know about the Cordillera Region?
What do I know about the resources there?
How might it affect people in the region?

Historical Background:
Who has lived in the region?
What events have taken place?
What has happened in the past?
When did the issue first arise?

Point of View #1
- Logging industry provides jobs for many
- Forestry industry supplies wood for homes, furniture, paper

Point of View #2
- Logging is destroying ancient forest
- Great Bear Forest is traditional home of First Nations
- Logging destroys habitat of much wildlife

Great Bear Rainforest Issue:
To Cut or Not To Cut?

Solution:
Great Bear Rainforest Agreement (Feb. 7, 2006)
- 1/3 of rainforest immediately protected
- By 2009, "eco-system-based management will be practiced throughout the rest of the rainforest"
Lesson Two

**Concept:** Accountability

**Resources/Materials:** Voices in Democracy, pages 188 and 189
Worksheet #6.8.2 (easier) OR Line Master 8-3 (harder) (student copies)

**Introduction:** Discuss how a teacher knows if students have been making good use of their time in school (e.g., lots of work done, not visiting with others, engaged in assignments, do well on tests).

Explain that we expect people to take on responsibilities and we expect them to do what is expected. This is called being accountable.

**Procedure:**

1. Explain that we expect the people we elect to serve in government to be accountable to the people who elected them. Today’s lesson is about how elected representatives show they are accountable to the citizens.

2. Have students turn to textbook, page 188. Guide the reading of pages 188 and 189.

3. Distribute either Worksheet #6.8.2 (easier) or Line Master 8-3 (harder). Go over the directions, if necessary.

4. **OPTIONAL.** Have students write how they show they are accountable in their various roles. (i.e., as German school students, as English school students, as babysitters, house cleaners, gardeners, etc.)

**Assignments:**

1. Read Voices in Democracy, pages 188 and 189.
2. Do either Worksheet #6.8.2 (easier) OR Line Master 8-3 (harder).
3. Tell how you are accountable for the various responsibilities you have.
Directions: Use *Voices in Democracy*, pages 188 and 189 to help you with the questions.

1. What does it mean to be *accountable*?

2. Put a check mark (✓) in front of those sentences that tell how elected representatives can show they are accountable to the citizens.

   - [ ] Listen to the concerns of citizens.
   - [ ] Find out how citizens feel about certain issues.
   - [ ] Tell citizens that their concerns are not important.
   - [ ] Present the concerns of constituents at meetings and report back to constituents about what happened.
   - [ ] Communicate with constituents to let them know what you have been doing as their representative.
   - [ ] Assume that most citizens do not really care about what the government does.
   - [ ] Keep promises they made during the election.
   - [ ] Explain how the actions they have taken were in the best interests of the citizens.
   - [ ] Try to ensure that the government spends tax money wisely.

3. What are some ways that constituents can show they are unhappy with the actions of their representatives?
Accountability

Directions: Use Voices in Democracy, pages 188 and 189 to help you with the questions.

1. What does it mean to be accountable?

   "take responsibility for your actions"

2. Put a check mark (√) in front of those sentences that tell how elected representatives can show they are accountable to the citizens.

   √ Listen to the concerns of citizens.
   √ Find out how citizens feel about certain issues.
   ____ Tell citizens that their concerns are not important.
   √ Present the concerns of constituents at meetings and report back to constituents about what happened.
   √ Communicate with constituents to let them know what you have been doing as their representative.
   ____ Assume that most citizens do not really care about what the government does.
   √ Keep promises they made during the election.
   ____ Explain how the actions they have taken were in the best interests of the citizens.
   √ Try to ensure that the government spends tax money wisely.

3. What are some ways that constituents can show they are unhappy with the actions of their representatives?

   "do not re-elect the person"
   "write letters expressing concern"
Concept Definition Map: Accountability

What is it?
- Taking responsibility for your actions

Representatives show they are accountable by:
- Listening to constituents to find out what their needs are and how they feel about the issues
- Presenting concerns of constituents at government meetings and then reporting what happened to constituents
- Keeping constituents informed by reporting back to them, usually by newsletter
- Spend government tax dollars wisely

What are some examples?
- Sending out newsletters
- Keeping election promises
- Spend government tax dollars wisely

Answers will vary

My response/opinion about what this means to me:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Lesson Three

Concept: How Groups Can Affect Decision Making

Resources/Materials: Voices in Democracy, pages 190 and 191
Worksheets #6.8.3a and #6.8.3b (easier) or Line Master 8-4, 2 pages (harder) (student copies)

Introduction: Review with students the idea that even though the Charter exists, there are still many practices that continue that violate the Charter. In addition, there are other activities that are harmful to the environment. In a democratic society, people are encouraged to raise awareness of concerns they have.

Procedure:

1. Explain that today’s lesson has to do with ways that groups can affect decisions made by elected representatives.

2. Have students turn to textbook, pages 190 and 191. Guide the reading, and as you do so, write down the various ways groups can affect decision making that the book describes on the board.

3. Discuss the relative effectiveness and some possible risks of each of the methods. For example, public opinion can turn against protesters if they become violent.

4. Distribute either Worksheets #6.8.3a and #6.8.3b OR Line Master 8-4, 2 pages. Go over the directions, if necessary.

5. OPTIONAL. Do the “Thinking It Through” questions on textbook, page 191.

6. OPTIONAL or ALTERNATELY. Have the class make a wall display with the various types of strategies. Include illustrations.

Assignments:

1. Read Voices in Democracy, pages 190 and 191.
2. Do either Worksheets #6.8.3a and #6.8.3b OR Line Master 8-4, 2 pages.
3. OPTIONAL. Do the “Thinking It Through” questions on page 191.
4. OPTIONAL or ALTERNATELY. Make wall display depicting various type of strategies groups can use to affect decision making.
**Strategies that Influence the Public**

**Directions:** Read the following information and the information from *Voices in Democracy*, pages 192 and 193 to answer the questions.

There are several ways that citizens can influence their governments. Some can be done as individuals; others as part of a group.

1. **Work on a Campaign.** If you think a particular person would make a great representative, volunteer to work on that person’s election campaign. How does this influence local, provincial, or federal government? Your work on the campaign might get him or her elected.

2. **Vote in Elections.** Your candidate will not be successful unless you vote.

3. **Direct Contact.** If you would like a representative to know about a concern that you have, or if you just want to compliment him or her on a job well done; you can telephone, write a letter or e-mail, or make an appointment to see him or her in person.

4. **Speak at a Council Meeting.** This applies to local government. Individuals or groups can ask to speak at a council meeting. If you want to do so, you must make the arrangements ahead of time.

5. **Lobbying.** This occurs when a group appoints someone to try to influence someone in the government to make decisions that will help the group in some way.

6. **Petitions.** An individual or group can draw up and get signatures on a petition to show that there is support for an idea that the individual or group has. The petition in then presented to an elected official in person or at a council meeting.

7. **Demonstrations and Rallies.** A group who wants the citizens and government to understand their point of view will often hold demonstrations and rallies. These are designed to “drum up” support.

8. **Public Meetings.** Public meetings are designed to inform citizens of particular issues and give them an opportunity to offer suggestions.

9. **Blockades.** A group might set up a blockade to prevent people and vehicles from entering a particular site. Blockades are usually used as a way to stop an activity or work.

10. **Boycotts.** When people boycott a certain product or company, they decide not to purchase or use products of a certain type or made by a particular company.

11. **Involve Activists from Other Countries.** Sometimes individuals and groups find that their concerns are not unique to their country. People from other countries have similar concerns. Joining forces with those people can make your concerns to heard more effectively.
1. Some of the strategies described are more appropriately used by individuals, some by groups, and others by both individuals and groups. Classify the strategies in the chart below.

<table>
<thead>
<tr>
<th>Individuals</th>
<th>Groups</th>
<th>Both</th>
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2. Which strategy(s) do you think would be most effective when trying to influence your elected representatives or the public for each of the following?

   a. You would like a particular person to get elected as an MLA. __________________

   b. A group wants logging in a certain area to stop completely. __________________

   c. You and several others would like to know how the people in your neighbourhood feel about the school board’s plans to close the school in your neighbourhood.

   __________________

   d. You want to show the county council that a large portion of the citizens would like the county to close up the present landfill and build a new one.

   __________________

   e. A clothing maker uses child labour to manufacture its clothes. A group of concerned citizens feel that this is wrong and you want the clothing maker to know it.

   __________________

   f. You are concerned that oil companies are ruining the environment, not just in Canada, but all over the world. __________________

   __________________

   g. Farmers are worried because they feel the federal government is ignoring the problems that they are facing. Farmers want their elected representatives to vote in favour of bill where farm fuel bills would be subsidized by government.

   __________________
1. Some of the strategies described are more appropriately used by individuals, some by groups, and others by both individuals and groups. Classify the strategies in the chart below.

<table>
<thead>
<tr>
<th>Individuals</th>
<th>Groups</th>
<th>Both</th>
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<tbody>
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<td>vote in elections</td>
<td>lobbying</td>
<td>speak at council meetings</td>
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<tr>
<td>direct control</td>
<td>petitions</td>
<td>involve activists from other</td>
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<td>demonstrations</td>
<td>countries</td>
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<td></td>
<td>rallies</td>
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<td>public meetings</td>
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<td></td>
<td>blockades</td>
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<td></td>
<td>boycotts</td>
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</table>

2. Which strategy(s) do you think would be most effective when trying to influence your elected representatives or the public for each of the following?

a. You would like a particular person to get elected as an MLA. **work on a campaign**

b. A group wants logging in a certain area to stop completely. **blockade/demonstration**

c. You and several others would like to know how the people in your neighbourhood feel about the school board’s plans to close the school in your neighbourhood.  
   **public meeting**

d. You want to show the county council that a large portion of the citizens would like the county to close up the present landfill and build a new one.  
   **petition**

e. A clothing maker uses child labour to manufacture its clothes. A group of concerned citizens feel that this is wrong and you want the clothing maker to know it.  
   **boycott**

f. You are concerned that oil companies are ruining the environment, not just in Canada, but all over the world. **involve activists from other countries**

g. Farmers are worried because they feel the federal government is ignoring the problems that they are facing. Farmers want their elected representatives to vote in favour of bill where farm fuel bills would be subsidized by government.  
   **lobbying**
Lesson Four

Concept: Conflict Resolution.

Resources/Materials: Voices in Democracy, pages 192 and 193

Introduction: Explain that often two different groups of people want government to do two different things. For example:

School boards and teachers want to make sure the provincial government does not cut the amount it spends on education.
Many taxpayers feel that too much money is spent on education that is not necessary. They want the provincial government to reduce the amount it gives to school boards.

Today’s lesson involves ways to address these types of situations.

Procedure:


2. Then guide the reading of page 193. Be sure that students understand the issue.

3. Have students do the questions at the bottom of pages 193 in their notebooks. Note: This is quite a good exercise, not only because it helps students to think through the process of conflict resolution, but because they are required to organize their responses in a logical fashion. If you think your students might need guidance in organizing their work, it would be well worth your while to spend a few minutes giving them some ideas.

Assignments:

1. Read Voices in Democracy, pages 192 and 193.
2. Do the questions at the bottom of page 193.
Lesson Five

Concept: Viewpoints: An Ongoing Concern

Resources/Materials: Voices in Democracy, pages 194 and 195
Worksheets #6.8.5a and #6.8.5b (optional, student copies)

Introduction: Refer back to the Great Bear Rainforest situation described in the introduction to the chapter, and then to the subsequent efforts made by First Nations, environmental groups, and other interested people.

Explain that eventually an agreement was made among the various parties involved, but not everyone has the same opinion about the effectiveness of the changes that were being implemented.

Procedure:

1. Have students turn to textbook, pages 194 and 195. Guide the reading, noting that different groups have entirely different points of view.

2. If you have the time, do the questions at the bottom of page 195 orally, as a class.

3. Assign students to briefly explain the situation as described on textbook, pages 186 and 187, what protesters did, and finally the two points of view described on textbook, pages 194 and 195. Students can do this in their notebooks or on Worksheets #6.8.5a and #6.8.5b.

Assignments:

1. Read Voices in Democracy, pages 194 and 195.
2. Summarize the situation of the Great Bear Rainforest in your notebook:
   - What was the situation?
   - What did concerned people do?
   - What are two viewpoints on the agreement?
This assignment can alternately be done on Worksheets #6.8.5a and #6.8.5b.
Directions: Use *Voices in Democracy*, pages 186 and 187, 190 and 191, and 194 and 195 to help you do the questions.

1. Summarize the situation described on pages 186 and 187

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<th>Issue:</th>
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<td>Viewpoint of the Logging Companies:</td>
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<td>Viewpoint of the Nuxalk and Environmental Groups:</td>
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<td>Outcome:</td>
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2. Explain what actions that various groups took to influence the decisions of the British Columbia government (pages 190 and 191).

| Actions Taken: |
3. Tell about the two points of view regarding the effectiveness of the Great Bear Rainforest Agreement.

<table>
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<th>British Columbia Government and the Forestry Industry:</th>
<th>First Nations and Environmental Groups:</th>
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Directions: Use Voices in Democracy, pages 186 and 187, 190 and 191, and 194 and 195 to help you do the questions.

1. Summarize the situation described on pages 186 and 187.

### Issue: Should logging be allowed to continue in the Great Bear Rainforest

<table>
<thead>
<tr>
<th>Viewpoint of the Logging Companies:</th>
<th>Viewpoint of the Nuxalk and Environmental Groups:</th>
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<td>• logging provides jobs</td>
<td>• Great Bear Rainforest is traditional home of the Nuxalk</td>
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<tr>
<td>• forestry products include lumber for houses and furniture, paper</td>
<td>• Logging activity is destroying habitat of much wildlife</td>
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### Outcome: Great Bear Rainforest Agreement (2007)
- 1/3 would be protected from logging
- By 2009 ecosystem-based management will be practiced

2. Explain what actions that various groups took to influence the decisions of the British Columbia government (pages 190 and 191).

**Actions Taken:**
- blockades
- protests
- boycott
- public meetings
- putting up banners on ship carrying rainforest lumber; painting signs on hull of ship
3. Tell about the two points of view regarding the effectiveness of the Great Bear Rainforest Agreement.

<table>
<thead>
<tr>
<th>British Columbia Government and the Forestry Industry:</th>
<th>First Nations and Environmental Groups:</th>
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<tr>
<td>Rainforest agreement is good.</td>
<td>Rainforest agreement has helped very little</td>
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<td>It involves cooperation of all parties</td>
<td>still lots of clearcutting</td>
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<td>Everyone gets something</td>
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Lesson Six

Concept: Grassroots Organizations

Resources/Materials: Voices in Democracy, pages 196 – 199
Line Masters 8-6 and 8-7 (student copies)

Introduction: Explain that one of the ongoing conflicts in societies all over the world is one between business and environmental and human rights and freedoms.

Explain that the goal of business is to make money. However, in trying to make money, businesses often do not consider such things as the damage they might cause to the environment or to the factors relating to human rights. Examples might be:

The Western Forest Products company wanted to make money cutting down and selling logs. They were not as concerned with the ecosystem in the Great Bear Rainforest.
Another company might be in the business of selling shoes. The shoes might be made in a country in Asia or Africa and the shoes might actually be made using slave labour.

Procedure:

1. Many people think that if allowed to go unchecked, businesses, especially large ones can make lots of money for their owners, but ruin the environment or abuse human rights while they are doing making the money.

2. There need to be organizations that make sure businesses are acting responsibly. That is where grassroots and non-governmental organizations come in.

3. Have students turn to textbook, pages 196. Guide the reading. Discuss the questions as the bottom of the page.

4. Distribute Line Master 8-6. Go over the directions, if necessary.

5. Tell students to read independently, textbook, pages 197 – 199. They tell about an environmental activist named Colleen McCrory.

6. Distribute Line Master 8-7. Go over the directions. Note: Younger students may need you to review the difference between fact and inference.

Assignments:

1. Read Voices in Democracy, pages 196 – 199.
2. Do Line Masters 8-6 and 8-7.
Concept Definition Map: NGOs

What are they?
- Work independently of government on issues such as environment, health, human rights

Non-governmental Organizations (NGOs)

Characteristics

What do they do?
- Work to try to improve health, human rights, environment

How are they formed?
- People want to work on a particular issue

Who participates or belongs?
- Many are volunteers

What are some examples?
- Sierra Club
- Greenpeace
- Amnesty International

My response/opinion about what this means to me:
### Profile of an Environmentalist

**Guiding Question:** What factors led to Colleen McCrory becoming an environmentalist?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Facts from text</th>
<th>Inference I can make</th>
</tr>
</thead>
</table>
| **Family Background and Values** | - born and raised in Kootenays of BC.  
- loved wilderness               | - liked nature                        |
| **Experiences**                | - explored wilderness areas around her home                                    | - came to appreciate nature and to know how ecosystems worked  
- knew a lot about nature       |                                          |
| **Things She Did**             | - worked with other activists to saveing British Columbia's wilderness areas  
- successful in getting many areas designated as protected | - good communicator  
- determined                      |

In my opinion, her greatest accomplishment is ____________________________________________

because ____________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________
Lesson Seven

Concept: Métis Nation of Alberta Association

Resources/Materials: Voices in Democracy, pages 200 – 203
Worksheets #6.8.7a and #6.8.7b (student copies)
Line Master 8-8 (optional, student copies)

Introduction: Recall with students that grassroots organizations and NGOs give people an opportunity
to participate in decision making.

Recall that Francophones, Anglophones, and Aboriginal groups have collective rights. Explain that most
groups, even those recognized by the Charter, find it useful and essential to establish organizations that
can successfully advocate for their particular groups. The next few lessons are about some of these
organizations.

Procedure:

1. Explain that today’s lesson is about the Métis Nation of Alberta Association.

2. Explain that even though the Charter gives the Métis certain rights, individuals and governments
do not seem to be too eager to recognize these rights. The Métis Nation of Alberta Association
works to get these rights.

3. Have students turn to textbook, page 200. Guide the reading of pages 200 and the first half of
201.

4. Tell students to read about a specific case where the MNAA had to fight for the Charter rights of
the Métis and about a Métis activist named Audrey Poitras.

5. Distribute Worksheets #6.8.7a and #6.8.7b. Go over the directions, if necessary.

6. OPTIONAL. Distribute Line Master 8-8. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 200 – 203.
2. Do Worksheets #6.8.7a and #6.8.7b.
3. OPTIONAL. Do Line Master 8-8.
Social Studies Grade 6 Chapter 8 Worksheets

The Métis Nation of Alberta Association

Directions: Use Voices in Democracy, pages 200 – 203 to help you answer the questions.

1. Do the following on the map below.
   
   a. Label each of the MNAA zones.
   b. Label each of the Métis Settlements, using a colour code.
   c. Make a legend for your colour code.
   d. Draw in a compass rose.
   e. Finish the scale for the map.
   f. Give a title to your map.

2. Why was the Métis Nation of Alberta Association established?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
3. The concept map below shows how MNAA members elect their representatives.

Explanation of why the MNAA is an example of representative government: 

________________________________________________________________________
________________________________________________________________________

4. Which of the four principles of democracy (justice, equity, freedoms, representation) had to do with the case surrounding Steve and Roddy Powley? Tell why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Directions: Use Voices in Democracy, pages 200 – 203 to help you answer the questions.

1. Do the following on the map below.
   a. Label each of the MNAA zones.
   b. Label each of the Métis Settlements, using a colour code.
   c. Make a legend for your colour code.
   d. Draw in a compass rose.
   e. Finish the scale for the map.
   f. Give a title to your map.

2. Why was the Métis Nation of Alberta Association established?
   to represent the interest and concerns of Métis people in Alberta
3. The concept map below shows how MNAA members elect their representatives.

**ALL MNA MEMBERS**

- **Region 6**
  - Peace River President + Vice-President
- **Region 5**
  - Slave Lake President + Vice-President
- **Region 4**
  - Edmonton President + Vice-President
- **Region 1**
  - Lac La Biche President + Vice-President
- **Region 2**
  - Bonnyville President + Vice-President
- **Region 3**
  - Calgary President + Vice-President

**Provincial Council**
- acts on behalf of all MNA members
- follows the direction of the membership

**ALL MNA MEMBERS**

Explain why the MNAA is an example of representative government.

- each region elects a president and vice-president who serve on Provincial Council
- all members elect provincial president and vice-president

4. Which of the four principles of democracy (justice, equity, freedoms, representation) had to do with the case surrounding Steve and Roddy Powley? Tell why.

- justice - it was fair that the Powleys could hunt (Charter)
- equity - the Powleys hunted for food while others might be too old
- freedoms - Powleys were free to exercise their Charter rights
# Profile of an Activist

**Guiding Question:** What factors led to Audrey Poitras becoming an activist?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Facts from text</th>
<th>Inference I can make</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Background and Values</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  - born in Elk Point, a small community in NE Alberta  
  - descendant of Gabriel Dumont | 
  - pride in being Métis  
  - identifies with Métis struggle for equality and rights |
| **Experiences**               | 
  - Worked on negotiations with Alberta government for Métis harvesting rights | 
  - passionate about her work                                      |
| **Things She Did**            | 
  - started magazine  
  - established Métis Crossing  
  - formed group to provide skill training and employment | 
  - sees that there are many different things that need to be done to improve Métis life |

In my opinion, her greatest accomplishment is ____________________________________________

because ____________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Lesson Eight

Concept: L’Association canadienne française de l’Alberta

Resources/Materials: Voices in Democracy, pages 204 and 205
Worksheets #6.8.8a and #6.8.8b (student copies)

Introduction: Discuss with students that one of the major reasons that Hutterites chose to live on colonies, separate from other Canadians is that they felt it would be easier to preserve their culture.

Explain that Francophones living in Alberta would like to preserve their culture as well. However, unlike Hutterites, most Francophones live mixed in with other Albertans. Francophones were and continue to be afraid that if they and the government does not take certain steps, they will lose their culture. So they decided to form an organization called L’Association canadienne française de l’Alberta.

Procedure:

1. Recall with students that Francophones living in provinces where they are the minority have the right to have their children educated in French schools, provided there are enough students in the community to support a school.

2. Have students turn to textbook, page 204. Guide the reading of pages 204 and 205.

3. Conclude that even though Francophones have rights as stated in the Charter, they still must work towards getting these rights realized.

4. Distribute Worksheets #6.8.8a and #6.8.8b. Go over the directions, if necessary.

Assignments:

1. Read Voices in Democracy, pages 204 and 205.
2. Do Worksheet #6.8.8a and #6.8.8b.
L’Association Canadienne Française de l’Alberta (ACFA)

Directions: Use Voices in Democracy, pages 204 and 205 to help you with the questions.

1. Why was l’Association canadienne française de l’Alberta formed?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. The ACFA has been involved in many projects over the years. Describe one project for each category.
   a. Culture and Media: ______________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   b. Education: _____________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   c. Politics: ______________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

3. Examine the time line at the bottom of page 205. How long after the Charter were the Constitutional rights of Francophone parents implemented in Alberta?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

In what year did French immersion programs for Anglophones begin?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How long after the Supreme Court of Canada ruled in favour of Francophone-run schools were Francophone-run schools actually established in Alberta?

________________________________________________________________________
________________________________________________________________________
4. Complete the chart having to do with the Mahé v. Alberta case.

<table>
<thead>
<tr>
<th>Issue: Should the Alberta government be required to open public Francophones school with a Francophone school board?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents’ Viewpoint:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Supreme Court’s Ruling:</td>
</tr>
</tbody>
</table>
L'Association Canadienne Française de l’Alberta (ACFA)

Directions: Use Voices in Democracy, pages 204 and 205 to help you with the questions.

1. Why was l’Association canadienne française de l’Alberta formed?
   
   represent the Francophone community

2. The ACFA has been involved in many projects over the years. Describe one project for each category.  
   
   a. Culture and Media: ____________________________

   b. Education: ____________________________

   c. Politics: ____________________________

3. Examine the time line at the bottom of page 205. How long after the Charter were the Constitutional rights of Francophone parents implemented in Alberta?
   
   11 years

   In what year did French immersion programs for Anglophones begin?
   
   1970

   How long after the Supreme Court of Canada ruled in favour of Francophone-run schools were Francophone-run schools actually established in Alberta?

   10 years
4. Complete the chart having to do with the Mahé v. Alberta case.

**Issue:** Should the Alberta government be required to open public Francophones school with a Francophone school board?

<table>
<thead>
<tr>
<th>Parents’ Viewpoint:</th>
<th>Alberta Government’s Viewpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>- enough children of Francophone parent in Edmonton area to warrant a Francophone school.</td>
<td>- should not be allowed to have a school board, just a school</td>
</tr>
<tr>
<td>- Charter gives Francophones the right to have a public school</td>
<td></td>
</tr>
</tbody>
</table>

**Supreme Court’s Ruling:**
If the population is sufficient, have the right to have Francophone school and Francophone school board.
Lesson Nine

Concept: First Nations Authorities

Resources/Materials: Voices in Democracy, pages 206 – 208
Line Master 8-9 (student copies)

Introduction: Explain that it has been difficult for First Nations groups to realize their rights and freedoms under the Charter. It remains a constant struggle. One of the factors is that Europeans viewed First Nations peoples as being inferior. This attitude persists today.

Procedure:

1. Explain that an “authority” is an organization that is established to take responsibility for a certain aspect of a First Nations life.

2. Have students turn to textbook, page 206. Guide the reading of pages 206 – 208. The time line will give students an idea of the issues that continue to dog First Nations groups.


Assignments:

1. Read Voices in Democracy, pages 206 – 208.
<table>
<thead>
<tr>
<th>Summary</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations excluded from participating in Canadian democracy</td>
<td></td>
</tr>
<tr>
<td>First Nations have continually had to struggle to gain the right to control their own affairs</td>
<td></td>
</tr>
<tr>
<td>The Indian agent controlled the lives of First Nations people who lived on reserves</td>
<td></td>
</tr>
<tr>
<td>First Nation Authorities are a way that First Nations are taking charge of their own affairs</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Ten

Concept: Making Democracy Work

Resources/Materials: Voices in Democracy, pages 209–211
Worksheet #6.8.10 (student copies)

Introduction: Ask students to recall how the representatives we elect to government are accountable to us.

Explain that having a democratic system of government does mean that we elect people we think can best look after our interests in the way we would like. However, we cannot rely totally on our elected representatives. There are some things best done as individuals and groups who have similar views.

Procedure:

1. Explain that in a democratic society people have the right to express their opinions, especially if they think that injustices have been done. Today’s lesson has to do with the case of the mountain caribou, and how ordinary people and environmental groups worked together to prevent them from becoming endangered.


3. Distribute Worksheet #6.8.10. Go over the directions.

Assignments:

1. Read Voices in Democracy, pages 209–211.
2. Do Worksheet #6.8.10.
**Making Democracy Work**

**Directions:** Use *Voices in Democracy*, pages 209 – 211 to help you complete the chart.

<table>
<thead>
<tr>
<th>Year or Date</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
</tr>
<tr>
<td>May 31, 2005</td>
<td></td>
</tr>
<tr>
<td>October 24, 2006</td>
<td></td>
</tr>
<tr>
<td>October 25, 2006</td>
<td></td>
</tr>
<tr>
<td>October 16, 2007</td>
<td></td>
</tr>
</tbody>
</table>
### Directions:
Use *Voices in Democracy*, pages 209 – 211 to help you complete the chart.

<table>
<thead>
<tr>
<th>Year or Date</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Environmental groups call for end to logging</td>
</tr>
<tr>
<td>2002</td>
<td>BC government releases <em>Mountain Caribou Recovery Strategy</em></td>
</tr>
<tr>
<td>2003</td>
<td>BC government appoints a Species at Risk Coordinator</td>
</tr>
<tr>
<td>2004</td>
<td>Mountain Caribou Project formed by a coalition of environmental groups</td>
</tr>
<tr>
<td>May 31, 2005</td>
<td>Environmental groups claim that logging companies have received approval to log where mountain caribou live</td>
</tr>
<tr>
<td>October 24, 2006</td>
<td>BC government asks for input from all stakeholders</td>
</tr>
<tr>
<td>October 25, 2006</td>
<td>BC government decides to save caribou by killing its natural predators.</td>
</tr>
<tr>
<td>October 16, 2007</td>
<td>Stakeholders collaborate to try to save mountain caribou.</td>
</tr>
</tbody>
</table>
Lesson Eleven

Concept: Chapter Eight Review

Resources/Materials: Chapter Eight Review Sheets (student copies)

Introduction: Explain that Chapter Eight is almost at an end. It is time to prepare for the chapter test.

Procedure:

1. Distribute the Chapter Eight Review Sheets.
2. Check the review sheets in class, if possible.

Assignment:

1. Do the Chapter Eight Review Sheets.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>accountable</th>
<th>blockade</th>
<th>boycott</th>
<th>plebiscite</th>
</tr>
</thead>
<tbody>
<tr>
<td>stakeholder</td>
<td>status</td>
<td>coalition</td>
<td>charged</td>
</tr>
<tr>
<td>non-governmental organization</td>
<td></td>
<td>grassroots organization</td>
<td></td>
</tr>
</tbody>
</table>

- being accused of committing a crime
- taking responsibility for your actions
- a direct vote by people on a specific concern that affects them
- a group organized on a local, national, or international level that works independently of government on such issues as environment, health, or human rights
- a person who has a share or interest in an issue
- having certain collective rights based on Métis or First Nation heritage
- a barrier or obstacle to prevent people from getting into a particular place
- to refuse to buy or use a particular product or service
- a group made up of concerned individuals who work together on environmental, political, or social issues.
- a group of organizations working together for a common cause
2. What are three ways that elected representatives show they are accountable?
   a. 
   
   b. 
   
   c. 

3. What are three ways that elected representatives hold government leaders accountable?
   a. 
   
   b. 
   
   c. 

4. What can constituents do if they feel elected representatives are not representing their views and values?
   

5. What are four ways in which groups can affect decision making?
   
   
   
   

2
6. Answer true or false.

__________ People would join a grassroots organization if they wanted to get involved in affecting government decision making.

__________ The Sierra Club and Alberta Wilderness Association are NGOs.

__________ The main purpose of the Métis Nation of Alberta Association is to organize celebrations every summer.

__________ The MNAA has a provincial council made up of representatives from five out of the six MNAA zones in Alberta.

__________ Métis people have been very fortunate because unlike First Nations, they have not had to struggle to get their collective rights recognized.

__________ L’Association canadienne française de l’Alberta was formed to protect Francophone language and culture.

__________ Francophone Albertans were able to establish their own schools operated by their own school boards because of their collective rights under the Charter.

__________ From the earliest times, Canada’s government has always consulted with First Nations groups about decisions that affected them.

__________ When First Nations groups were placed on reserves, the Indian agent controlled what individuals and groups could do.

__________ First Nations Authorities are a way that First Nations are taking charge of their right to control their affairs.

__________ In a democracy, it is impossible for groups with different viewpoints to work to find solutions to problems.
7. Circle the newsletter that you think demonstrates the best example of accountability.

A

NEWS FROM THE HILL

Minister of the Environment

In poll after poll, Canadians identify the environment as their most important concern. Our government has been working hard to improve the environment, and I have had the privilege to be at the forefront of these efforts as the Minister of the Environment.

But I strongly object to the conclusions of an Environment Agency report, which suggested that development and investment in the Great Bear rainforest must be limited or even halted as a result of the risk from logging. I will continue to fight to ensure that the environment is protected!

B

NEWS FROM THE HILL

Minister of the Environment

In poll after poll, Canadians identify the environment as their most important concern. Our government has been working hard to improve the environment, and I have had the privilege to be at the forefront of these efforts as the Minister of the Environment.

I am hosting a town hall meeting to hear what constituents have to say about the Environment Agency report, which suggested that development and investment in the Great Bear rainforest must be limited or even halted as a result of the risk from logging. I will continue to fight to ensure that the environment is protected!

The newsletter I chose is the best example of an elected representative demonstrating accountability to constituents because
8. **Short Answer Questions**

You will be asked to answer two of these questions.

a. Explain why grassroots organizations are an important part of a democratic society.

b. What are the characteristics of an activist?

c. What are the characteristics of an NGO?

d. Explain the procedure that individuals or groups should follow when trying to resolve a conflict.

e. Why is it important for elected representatives to be accountable to their constituents?

9. **Essay Questions**

You will be asked to answer one of these questions.

a. Why is it that groups like the Métis, First Nations, and Francophones have had to struggle to realize their collective rights under the Charter?

b. What are the qualities of a good elected representative?

c. Explain the conflict over the Great Bear Rainforest and how it was eventually resolved.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>accountable</th>
<th>blockade</th>
<th>boycott</th>
<th>plebiscite</th>
</tr>
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</tr>
<tr>
<td>non-governmental organization</td>
<td>grassroots organization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **charged**: being accused of committing a crime
- **accountable**: taking responsibility for your actions
- **plebiscite**: a direct vote by people on a specific concern that affects them
- **non-governmental organization**: a group organized on a local, national, or international level that works independently of government on such issues as environment, health, or human rights
- **stakeholder**: a person who has a share or interest in an issue
- **status**: having certain collective rights based on Métis or First Nation heritage
- **blockade**: a barrier or obstacle to prevent people from getting into a particular place
- **boycott**: to refuse to buy or use a particular product or service
- **grassroots organization**: a group made up of concerned individuals who work together on environmental, political, or social issues.
- **coalition**: a group of organizations working together for a common cause
6. Answer true or false.

**true** People would join a grassroots organization if they wanted to get involved in affecting government decision making.

**true** The Sierra Club and Alberta Wilderness Association are NGOs.

**false** The main purpose of the Métis Nation of Alberta Association is to organize celebrations every summer.

**false** The MNAA has a provincial council made up of representatives from five out of the six MNAA zones in Alberta.

**false** Métis people have been very fortunate because unlike First Nations, they have not had to struggle to get their collective rights recognized.

**true** L'Association canadienne française de l'Alberta was formed to protect Francophone language and culture.

**true** Francophone Albertans were able to establish their own schools operated by their own school boards because of their collective rights under the Charter.

**false** From the earliest times, Canada's government has always consulted with First Nations groups about decisions that affected them.

**true** When First Nations groups were placed on reserves, the Indian agent controlled what individuals and groups could do.

**true** First Nations Authorities are a way that First Nations are taking charge of their right to control their affairs.

**false** In a democracy, it is impossible for groups with different viewpoints to work to find solutions to problems.
2. What are three ways that elected representatives show they are accountable?
   a. Listen to constituents to find what their needs are and how they feel about issues
   b. Present concerns of constituents at government meetings and report back
   c. Keep constituents informed about what is happening in government

3. What are three ways that elected representatives hold government leaders accountable?
   a. Keep promises made during election campaign
   b. Explain their actions and show how they are in best interest of citizens
   c. Make sure tax dollars are spent wisely

4. What can constituents do if they feel elected representatives are not representing their views and values?
   - Do not re-elect them
   - Communicate dissatisfaction through letters, e-mails, etc.

5. What are four ways in which groups can affect decision making?
   - Blockades
   - Boycotts
   - Protests
   - Public meetings
   - Demonstrations/rallies
   - Hire lobbyists
   - Petitions
7. Circle the newsletter that you think demonstrates the best example of accountability.

A

Minister of the Environment

In poll after poll, Canadians identify the environment as their most important concern. Our government has been working hard to improve the environment, and I have had the privilege to be at the forefront of these efforts as the Minister of the Environment.

But I strongly object to the conclusions of an Environment Agency report, which suggested that development and investment in the Great Bear rainforest must be limited or even halted as a result of the risk from logging. I will continue to fight to ensure that the environment is protected!

B

Minister of the Environment

In poll after poll, Canadians identify the environment as their most important concern. Our government has been working hard to improve the environment, and I have had the privilege to be at the forefront of these efforts as the Minister of the Environment.

I am hosting a town hall meeting to hear what constituents have to say about the Environment Agency report, which suggested that development and investment in the Great Bear rainforest must be limited or even halted as a result of the risk from logging. I will continue to fight to ensure that the environment is protected!

The newsletter I chose is the best example of an elected representative demonstrating accountability to constituents because

- wants to hear ideas of constituents
- accepts Environment Agency report
Lesson Twelve

Concept: Chapter Eight Test

Resources/Materials: Chapter Eight Test (student copies)
Part I

For each question from the letter of the best answer on the answer sheet. Do not write in this booklet.

Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>a. accountable</th>
<th>b. blockade</th>
<th>c. boycott</th>
<th>d. charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. coalition</td>
<td>f. grassroots organization</td>
<td>g. non-governmental organization</td>
<td></td>
</tr>
<tr>
<td>h. plebiscite</td>
<td>i. stakeholder</td>
<td>j. status</td>
<td></td>
</tr>
</tbody>
</table>

1. to refuse to buy or use a particular product or service
2. taking responsibility for your actions
3. a group of organizations working together for a common cause
4. being accused of committing a crime
5. a group made up of concerned individuals who work together on environmental, political, or social issues
6. a direct vote by people on a specific concern that affects them
7. a barrier or obstacle to prevent people from getting into a particular place
8. having certain collective rights based on Métis or First Nations heritage
9. a group organized on a local, national, or international level that works independently of government on such issues as environment, health, or human rights.
10. a person who has a share or interest in an issue
Answer T for true and F for false.

11. One way that elected representatives can show they are accountable is to show that they earn a lot of money.

12. Elected representatives show they are accountable to their constituents by sending out newsletters telling about what they have been doing.

13. In a democratic society like Canada it is against the law to hold demonstrations and rallies.

14. Greenpeace and the Sierra Club are examples of NGOs.

15. Grassroots organizations are important in a democratic society because they help to make sure that governments are accountable to the people.

16. The Métis Nation of Alberta Association is an example of direct democracy.

17. The main reason why l’Association canadienne française de l’Alberta is important to Franco-Albertans is that it takes measures to protect the French language and culture.

18. Francophones in Alberta set up their own schools operated by their own school boards in the same year that the Charter of Rights and Freedoms became part of Canada’s Constitution.

19. The First Nations Authorities enable First Nations peoples to take charge of all aspects of their lives.

20. When a coalition works together for a common cause, there must be compromises by all stakeholders.

Write the letter of the best answer to each question.

21. With any issue there are usually different viewpoints because
   a. different groups have different values, beliefs, and goals.
   b. some individuals and groups do not know what they are talking about.
   c. government always favours businesses over grassroots organizations.
   d. people usually have not studied the issue enough.
Use the information below to answer question 22.

- Make sure tax money is spent wisely.
- Keep election promises
- Explain actions and how they are in the best interests of the public

22. The best heading for the list above would be

   a. How Elected Representatives Expect Government Leaders to Show They Are Accountable
   b. Ideas for Finance Ministers
   c. Constituents’ Responsibilities
   d. United States Government

23. Blockades, protests, demonstrations, and rallies are all

   a. against the law in Canada.
   b. ways that individuals try to affect decision making.
   c. ways that groups try to affect decision making.
   d. proven to be ineffective methods of affecting decision making.

Use the information below to answer question 24.

The people in the town of Brantford cannot seem to agree on where the new highway through town should run. The Alberta government has told the people of Brantford that it will run either west of downtown or east of downtown. The government does want to get input from the citizens of Brantford before it makes a decision. It seems that everyone has an opinion.

24. The first thing the Alberta government should do is

   a. hold a plebiscite and go with the decision of the majority of citizens.
   b. have a public meeting to inform the citizens of the pros and cons of each route.
   c. choose the route that is preferred by the mayor and councillors.
   d. do what is best for the businesses of Brantford.

25. Non-governmental organizations are important in a democratic society because

   a. they are allowed to break the law to get what they want.
   b. they help to ensure that governments are held accountable for their actions.
   c. they employ thousands of people.
   d. they do not allow volunteers to be part of their organizations.
Use the information below to answer question 26.

Here are some of the things the MNAA has done under the leadership of Audrey Poitras:

- negotiated Métis harvesting rights with the Alberta government
- signed an agreement with the federal government in October 2004, in which the government promised to work toward treating the Métis as a nation.
- Started Otipemisiwak, a magazine to voice concerns of the Métis Nation and inform people of important events.
- Established Métis Crossing, a historic site 1.5 hours northeast of Edmonton, that attracts tourists from around the world.
- Formed a group that provides skill training and employment for Métis people.
- Increased the publications offered by the MNAA

26. You can conclude from the above that Audrey Poitras sees the purpose of the Métis Nation of Alberta Association to be

a. to preserve historic sites.
b. to get Charter rights for Métis people.
c. to inform Métis people about issues having to do with the Métis.
d. All of the above.

Use the information below to answer question 27.

Francophone Education in Alberta

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<tr>
<td>French-language instruction allowed for up to 50% of school day</td>
<td>French-language instruction allowed for up to 80% of school day; French Immersion programs started for Anglophones</td>
<td>Charter gives education rights to English and French linguistic minority populations</td>
<td>Supreme Court rules in favour of a Francophone-run education system</td>
<td>Constitutional rights of Francophone parents implemented in Alberta</td>
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27. You can infer from the information on the time line that

a. Francophone schools are more expensive to operate than English schools.
b. Since Confederation on 1867, Francophone education has been publicly funded in Alberta.
c. Most Francophone families in Alberta live in large cities.
d. It has been a gradual process for Francophones to realize their minority language education rights.
28. An observation you **cannot** make from the graph is

a. Most Albertans living in Calgary and Edmonton said their ethnic origin was something other than French.
b. The largest population in Edmonton is the Ukrainian population.
c. More people in Alberta's two largest cities said their ethnic origin was French rather than Scottish.
d. The German population in Edmonton is as large as the Chinese population in Calgary.

29. Which of the following can you infer from the information in the graph?

a. Calgary has a greater population than Edmonton.
b. The population of Alberta's two largest cities in 2001 was less diverse than in the past.
c. People in Edmonton could experience many types of cultural traditions and celebrations.
d. Scottish people like living in Edmonton more than they like living in Calgary.
May 31, 2005
Coalition [critizes] logging in endangered caribou habitat

October 24, 2006
Stakeholder input sought for mountain caribou recovery

October 25, 2006
Saving the mountain caribou means destroying natural enemies

October 16, 2007
UNIQUE COLLABORATION TO RECOVER MOUNTAIN CARIBOU

30. From reading the headlines and their dates, you can infer that

a. stakeholders had to cooperate and compromise to reach an agreement.
b. the logging companies were not consulted in the negotiations.
c. environmental groups were being unreasonable in their demands.
d. the mountain caribou never really were being threatened.
Part II

Short Answer Questions

Answer two of these questions.

a. Explain why grassroots organizations are an important part of a democratic society.

b. What are the characteristics of an activist?

c. What are the characteristics of an NGO?

d. Explain the procedure that individuals or groups should follow when trying to resolve a conflict.

e. Why is it important for elected representatives to be accountable to their constituents?

Essay Questions

Answer one of these questions.

a. Why is it that groups like the Métis, First Nations, and Francophones have had to struggle to realize their collective rights under the Charter?

b. What are the qualities of a good elected representative?

c. Explain the conflict over the Great Bear Rainforest and how it was eventually resolved.
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Wrapping Up
Lesson One

Concept: Reviewing the Chapters

Resources/Materials: Worksheets #6.WU.1a, #6.WU.1b, #6.WU.1c, #6.WU.1d, and #6.WU.1e (optional, student copies)

Introduction: Explain that the main part of the grade six social studies course is complete, and it is now time to review the year’s work.

Procedure:

1. Remind students that each chapter began with one or more inquiry questions. It is time to try to answer them, but just in a sentence or two.

2. Distribute Worksheets #6.WU.1a, #6.WU.1b, #6.WU.1c, #6.WU.1d, and #6.WU.1e. Read the directions. Then with the class, come up with an appropriate answer for the Chapter 1 inquiry question. Urge the students to respond to each question with sentence(s) that give the main idea. NOTE: Students can easily do this exercise in their notebooks. You may want students to work in pairs, as it may prove quite challenging for some.

3. Tell students to finish the worksheets.

Assignment:

On Worksheets #6.WU.1a, #6.WU.1b, #6.WU.1c, #6.WU.1d, and #6.WU.1e, answer each of the chapter inquiry questions in a sentence or two OR do the exercise in your notebook.
The Inquiry Questions

Directions: For each of the inquiry questions, write a sentence or two that expresses the main idea.

Chapter 1: Shaping Society Together

Why is it important for people and government to work together in a democracy?

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________________________________________________________________________

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Chapter 2: Democracy in Action

Why is it necessary to set out rights and freedoms in a democracy?

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How can active citizens bring about change in a democracy?

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Chapter 3: Democracy in Ancient Athens

What are the beliefs and values that shaped democracy in Ancient Athens?

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What role did citizens play in Athenian democracy?

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Chapter 4: The Iroquois Confederacy

How are democratic ideas about equality, equity, and participation part of the Iroquois Confederacy?

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________________________________________________________________________
________________________________________________________________________

To what extent was the Iroquois Confederacy a representative democracy?

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________________________________________________________________________
________________________________________________________________________
Chapter 5: How Does Local Government Work?

In what ways is local government part of a democracy?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How can citizens participate in local government? How can people organize themselves to meet needs not met by government?

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Chapter 6: How Provincial Government Works

In what ways does our provincial system of government reflect the principles of democracy: justice, equity, freedoms, and representation?

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________
Why does having candidates from a variety of political parties contribute to democracy?

Chapter 7: Making a Just and Fair Canada

How does the Charter of Rights and Freedoms make Canada a fair society?

Why is it important that the Charter protect the rights and freedoms of minorities?
Chapter 8: Voices for Change

How can individuals and groups hold elected representatives accountable for their actions?

________________________________________________________________________

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In what ways do associations and groups give citizens a stronger voice in decision making?

________________________________________________________________________

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The Inquiry Questions

Directions: For each of the inquiry questions, write a sentence or two that expresses the main idea.

Chapter 1: Shaping Society Together

Why is it important for people and government to work together in a democracy?

- government represents the people and is supposed to do things for the good of the people

Chapter 2: Democracy in Action

Why is it necessary to set out rights and freedoms in a democracy?

- helps to ensure the principles of democracy are being recognized in decision making

How can active citizens bring about change in a democracy?

- give guidance to elected representatives by personal contact, participating in elections, and demanding individual and collective rights
Chapter 3: Democracy in Ancient Athens

What are the beliefs and values that shaped democracy in Ancient Athens?

- People can be categorized into social classes
- All citizens are equal.

What role did citizens play in Athenian democracy?

- Vote on all issues
- Offer points of view on issues

Chapter 4: The Iroquois Confederacy

How are democratic ideas about equality, equity, and participation part of the Iroquois Confederacy?

- Men and women had different but equal roles in leadership.
- The six nations all viewed equitably and given equal rights and powers in decision making

To what extent was the Iroquois Confederacy a representative democracy?

- All six nations represented at Grand Council, although some nations had more representatives than others.
Chapter 5: How Does Local Government Work?

In what ways is local government part of a democracy?
- Citizens give guidance to and vote for elected representatives
- Regulations, laws, and practices must not violate the Charter

How can citizens participate in local government? How can people organize themselves to meet needs not met by government?
- Vote in elections; let local officials know of concerns
- Work as a group to do things that benefit those in need

Chapter 6: How Provincial Government Works

In what ways does our provincial system of government reflect the principles of democracy: justice, equity, freedoms, and representation?
- Court system ensures people being treated fairly (justice)
- Social programs, including education, health ensure equity
- People allowed to voice opinions and discrimination is not allowed
- We elected people to look after our interests
Why does having candidates from a variety of political parties contribute to democracy?

Different political parties have differing points of view. We vote for the party that most closely sees things as we do.

Chapter 7: Making a Just and Fair Canada

How does the Charter of Rights and Freedoms make Canada a fair society?

Allows all people to be treated equitably.

Why is it important that the Charter protect the rights and freedoms of minorities?

Ensures minorities are treated as equals.
Chapter 8: Voices for Change

How can individuals and groups hold elected representatives accountable for their actions?

- give feedback on decisions made; do not re-elect representatives whose performance is unsatisfactory

In what ways do associations and groups give citizens a stronger voice in decision making?

- can give more prominence to issues, especially those that need to be balanced by strong far-right or far-left tones
Lesson Two

Concept: Wrapping Up

Resources/Materials:  Voices in Democracy, page 216
                     Worksheet #6.WU.2a (student copies)
                     Worksheet #6.WU.2b (optional, student copies)

Introduction: Review with students that democracy takes many forms as it is practised in different cultures. Today’s lesson involves taking a quick look at the ones that were covered this year.

Procedure:

1. Briefly review democracy in Ancient Athens, the Iroquois Confederacy, and in local and provincial governments.


3. Distribute Worksheet #6.WU.2a. Tell students to complete the Venn diagram to show the similarities and differences among democracy in Ancient Athens, the Iroquois Confederacy and local and provincial governments.

4. Some students may have difficulty with completing the Venn diagram. If you suspect this may be the case, have them fill out the chart on Worksheet #6.WU.2b. Then have them use the information in the chart to complete the Venn diagram. Explain that things that occur in all three go in the very centre of the Venn diagram; things that occur in both Iroquois Confederacy and Ancient Athens go in the part where those two circles overlap, and so on.

Assignments:

1. Read Voices in Democracy, page 216.
2. Do Worksheet #6.WU.2a.
3. Do Worksheet #6.WU.2b, if necessary.
Comparing Democracies

Directions: Use the Venn diagram to show the similarities and differences about democracy in Ancient Athens, the Iroquois Confederacy, and Local and Provincial Governments.
Comparing Democracies

**Directions:** Complete the chart to show the similarities and differences about democracy in Ancient Athens, the Iroquois Confederacy, and Local and Provincial Governments.

<table>
<thead>
<tr>
<th>Decision Making</th>
<th>Ancient Athens</th>
<th>Iroquois Confederacy</th>
<th>Local and Provincial Government</th>
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<tbody>
<tr>
<td>Citizen Participation</td>
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<td>Political Structures</td>
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</table>
Comparing Democracies

Directions: Use the Venn diagram to show the similarities and differences about democracy in Ancient Athens, the Iroquois Confederacy, and Local and Provincial Governments.

Ancient Athens
- only men whose parents were born in Athens could vote
- direct democracy
- Council of 500 selected by lottery
- used voting
- citizens elect representatives
- political parties

Iroquois Confederacy
- used consensus to make decisions
- had clans
- representatives on Grand Council selected by clan mothers
- representative democracy
- citizens give input to leaders

Local and Provincial Governments

Worksheet #6.WU.2a
### Comparing Democracies

**Directions:** Complete the chart to show the similarities and differences about democracy in Ancient Athens, the Iroquois Confederacy, and Local and Provincial Governments.

<table>
<thead>
<tr>
<th></th>
<th>Ancient Athens</th>
<th>Iroquois Confederacy</th>
<th>Local and Provincial Government</th>
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<tbody>
<tr>
<td><strong>Decision Making</strong></td>
<td>voting</td>
<td>consensus</td>
<td>voting</td>
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<tr>
<td></td>
<td>direct democracy</td>
<td>representative democracy</td>
<td>representative democracy</td>
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<tr>
<td><strong>Citizen Participation</strong></td>
<td>voted on all issues</td>
<td>gave input to leaders</td>
<td>gave input to leaders</td>
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<tr>
<td></td>
<td>only people born in Athens</td>
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<td>elected representatives</td>
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<td></td>
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<td></td>
<td>ensure rights and freedoms are realized</td>
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<tr>
<td><strong>Political Structures</strong></td>
<td>Council of 500 represented all citizens — selected by lottery</td>
<td>Grand Council — members from each nation selected by clan mothers Clans</td>
<td>Municipal Council/ Legislative Assembly</td>
</tr>
<tr>
<td></td>
<td>The Assembly included all Citizens</td>
<td></td>
<td>Political parties</td>
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</table>
Lesson Three

Concept: Share What You Have Learned

Resources/Materials: Voices in Democracy, page 217

Introduction: Explain to students that they will now have an opportunity to create something so they can share with others, what they have learned in social studies this year.

Procedure:

1. Have students turn to textbook, page 217. With students go over the different options suggested. As colony students, your students will most likely not be able to present their information using electronic technology. However, they could come up with other ways. For example, the first option suggests making a power point presentation for six of the words from “Words Matter”. Instead of doing a power point presentation, perhaps students could make an illustrated dictionary of say, ten or more words.

2. You may choose to have the students do this individually or in pairs, etc.

Assignment:

1. Read Voices in Democracy, page 217.
2. Choose/adapt one of the activity suggestions.
Comprehensive Review I

**Directions:** Write the letter of the **BEST** answer on the answer sheet. **Do not write in this booklet.**

1. The four principles of democracy are
   a. freedoms, rewards, equity, justice
   b. freedoms, representation, equality, justice
   c. fairness, representation, equality, justice
   d. freedoms, representation, equity, justice

*Use the information below to answer questions 2 and 3.*

| Arnie: | I’m going to pick up all the litter around the yard. My dad will be so proud of me! |
| Fred:  | I hate picking up garbage! I am going to pick up the litter because if I don’t my dad’s going to give it to me! |
| Don:   | I don’t really like picking up garbage either. I guess we should because it will help the environment. |

2. Which boy decided to pick up litter because of the way it would make others feel?
   a. Arnie
   b. Fred
   c. Don
   d. All of the boys

3. Which boy decided to pick up litter because he knows that it is just the right thing to do?
   a. Arnie
   b. Fred
   c. Don
   d. All of the boys

4. When everyone votes on an issue, it is referred to as
   a. representative democracy.
   b. direct democracy.
   c. Athenian democracy.
   d. consensus.
Use the information below to answer question 5.

- Treat everyone with respect.
- Everyone gets a turn to speak.
- Everyone in the group is equal.
- Everyone must be willing to cooperate and compromise.

5. A good heading for this list would be
   b. Rules for Representative Government.
   c. What Bugs Me the Most.
   d. The Only Way to Make a Decision.

6. An advantage of making decisions using consensus is that
   a. it is a quick way to make group decisions.
   b. everyone gets their own way.
   c. everyone agrees that the best decision was made.
   d. some people don’t have to contribute.

7. Which of the following tells the difference between equality and equity?
   a. Equality is about everyone getting exactly the same; equity is about everyone getting the right amount based on their needs.
   b. Equity is about everyone getting exactly the same; equality is about everyone getting the right amount based on their needs.
   c. Equality means that everyone is treated exactly the same; equity means that some people are not treated fairly.
   d. Equality means that everyone gets exactly what they need; equity means that everyone is treated the same.

Use the information below to answer question 8.

one grade four girl
one grade four boy

STUDENT
COUNCIL

one grade six boy
one grade six girl

one grade five girl
one grade five boy
8. The diagram shows
   a. a government using direct democracy.
   b. a government using a dictatorship.
   c. a government using representative democracy.
   d. a government using Iroquoian democracy.

9. Governments usually provide services that
   a. most or all people need but would not be able to provide them for themselves.
   b. the poorest people need and cannot provide for themselves.
   c. the richest people need.
   d. MLAs need.

Use the information below to answer question 10.

For the past twenty years the City of Lethbridge has been encouraging its citizens to ride the bus instead of driving their own cars, take bottles and cans to the recycling depot, and provide special places for citizens to take refrigerators and freezers.

10. The City of Lethbridge most likely does these things because
   a. does not want the landfills to fill up too quickly.
   b. most people in Lethbridge do not own cars.
   c. it wants to provide more people with jobs.
   d. it is thinking about what is best for the environment.

11. The most important reason that governments collect taxes is
   a. to pay for services for its citizens.
   b. to make sure that its workers become wealthy.
   c. to pay for vacations by its employees.
   d. to make sure that citizens don’t spend money on foolish items.

12. The three main types of taxes are
   a. sales tax, income tax, import tax.
   b. income tax, property tax, library fees.
   c. sales tax property tax, import tax.
   d. property tax, income tax sales tax.
13. Which of the following is **not** a type of government?

   a. school board  
   b. association  
   c. county council  
   d. baseball team

14. One way a grade six student can take part in government is by

   a. influencing someone who has a vote.  
   b. voting in a provincial election.  
   c. volunteering to count the votes at a school board election.  
   d. writing a letter to a friend about a problem.

15. The main reason that they ancient Greeks became such expert seamen is because

   a. the land was not very fertile.  
   b. the land was very mountainous and so travel by sea was easier than travel by land.  
   c. the fishing in the waters around Greece was poor so they had to travel by sea to other waters to fish.  
   d. they loved to swim.

*Use the information below to answer question 16.*

![Map of Greece and the Mediterranean Sea](map)

16. According to the map Greece is

   a. north of the Mediterranean Sea and west of Italy.  
   b. south of the Mediterranean Sea and east of Italy.  
   c. north of the Mediterranean Sea and east of Italy.  
   d. south of the Mediterranean Sea and west of Italy.
17. The circled area of the city was mainly used for
   a. houses.
   b. training soldiers.
   c. shopping and visiting.
   d. travelling.

18. The shortest distance between the Temple of Olympian Zeus and Pnyx Hill is about
   a. 1000 m
   b. 1600 m
   c. 1200 m
   d. 800 m
Use the following information to answer question 19.

![Timeline of Ancient Athens](image)

19. According to the time line ancient Greece existed about

a. 1500 years ago.
b. 2000 years ago.
c. 2400 years ago.
d. 3000 years ago.

20. The class system in ancient Athens resulted in

a. a democracy where all residents of the city could vote.
b. men and women having equal rights.
c. slaves becoming educated and eventually citizens.
d. everyone clearly understanding their roles.

21. Which of the following statements provides an example of democracy as it was practised in ancient Athens?

a. A man takes power by force.
b. All of the rich men rule a city-state.
c. All male citizens share in the decision making process.
d. A nobleman’s son assumes his father’s duties when his father dies.

22. Which is true about children in ancient Athens?

a. Boys who were not slaves went to school and had military training. Girls stayed at home and learned household skills.
b. All boys went to school and got military training. Girls went to school, but got no military training.
c. Boys and girls who were not slaves went to school.
d. Boys and girls who were not metic or slaves went to school and got military training.
Use the information below to answer question 23.

My father is a citizen of Athens.
My mother was born in Corinth.
I am male.

23. In what way could this resident of ancient Athens participate in decision making?
   a. become a member of the Boule
   b. vote in the Assembly
   c. influence a citizen
   d. participate in government

24. Which statement is not correct about the Boule?
   a. Its members were elected.
   b. Only citizens could serve on the Boule.
   c. The Boule decided which decisions should be voted on by the Assembly.
   d. The 500 members of the Boule were selected in a draw from the citizens of Athens.

25. When the members of the Boule debated and voted on which issues to bring to the Assembly, this was an example of
   a. direct democracy.
   b. indirect democracy.
   c. representative democracy.
   d. Spartan democracy.

Use the following information to answer question 26.

- Do two years of military service, usually from ages 18 to 20.
- At age 20, participate in the Assembly.
- At age 30, serve on the Council and run for any public position.
- Pay taxes.
- Until the age of 60, be prepared to serve in the army or navy.

26. The best heading for this list would be.
   a. The Life of an Ancient Athenian
   b. Life in the Boule
   c. A Citizen's Guide to Responsibilities
   d. Equity in Ancient Athens
In ancient Athens when the Assembly met, any citizen could speak, but men over 50 spoke first. Speeches were timed and citizens voted by raising their hands.

27. You can conclude from the above that the quality most valued in a citizen was
   a. age.
   b. wealth.
   c. education.
   d. experience.

28. Voting in the Assembly is an example of
   a. direct democracy.
   b. indirect democracy.
   c. representative democracy.
   d. Spartan democracy.

29. A group of people possessing and occupying a particular territory under one government is a
   a. confederacy.
   b. nation.
   c. parliament.
   d. republic.

30. The main reason why the territories of the nations of the Iroquois Confederacy changed after 1720 was
   a. the Tuscarora moved into the area and joined the Iroquois Confederacy.
   b. European diseases killed many First Nations people.
   c. the British made peace with the nations of the Iroquois Confederacy.
   d. the Huron overtook the Iroquois Confederacy.

31. In the Iroquois Confederacy the clan system
   a. was the cause of many disagreements among the member nations.
   b. was used in three of the five nations.
   c. the clans were all named after land animals.
   d. Served to weave the nations of the Iroquois Confederacy together.
32. In a matrilineal society people trace their family history and ancestors through
   a. their mothers.
   b. their fathers.
   c. their uncles.
   d. their brothers.

*Use the information below to answer question 33.*

The longhouse was an important place in the government of the Iroquois. It was where men and women met in separate groups to discuss issues and events, and to advise their leaders. People were expected to attend these discussions.

33. A conclusion you can draw from reading the above passage is
   a. men and women never talked about issues with each other.
   b. men were more interested in talking about issues than women.
   c. both men and women could influence decision making.
   d. men and women did not really get along.

34. Children being allowed to listen to adults discuss issues led to
   a. children learning how decisions were made.
   b. children who knew more than their parents.
   c. children being responsible for looking after all the household chores.
   d. parents who had to discuss really important issues in private.

*Use the following information to answer question 35.*

These people chose and advised the Chiefs. They had a strong indirect influence on decisions that were made at the Grand Council.

35. The people being referred to in the above passage are
   a. chiefs.
   b. grand chiefs.
   c. The members of the Women’s Council.
   d. Clan Mothers.
36. In the Iroquois Confederacy decisions were made through
   a. direct democracy.
   b. representative democracy.
   c. consensus.
   d. dictatorship.

37. Which of the following BEST tells about how Clan Mothers were influenced?
   a. Both the Men’s Council and the Women’s Council advised the Clan Mothers.
   b. The Men’s Council advised the Clan Mothers.
   c. The Women’s Council advised the Clan Mothers.
   d. The Men’s Council advised the Women’s Council.

Use the following information to answer question 38.

The Clan Mothers chose and advised the Chief. If a Chief did not carefully consider the advice of his Clan Mother, she removed him and chose someone else.

38. You can tell from the above passage that
   a. the Chiefs were elected to their positions.
   b. the Chiefs were accountable to the Clan Mothers.
   c. the Chiefs did not usually make good decisions.
   d. the Clan Mothers were not always careful when choosing Chiefs.

39. Which of the following is not true about the Grand Council?
   a. They Grand Council discussed issues in a set order.
   b. All members of the Grand Council had to agree with a decision that was made.
   c. The Grand Council worked toward reaching a consensus.
   d. The Grand Council voted on the most important issues.
Use the following information to answer question 40.

The nations of Iroquois Confederacy had different numbers of Chiefs representing them on the Grand Council, but each nation was equal in the decision making process.

40. You can conclude from the above information that decision making on the Grand Council was
   a. equitable.
   b. consensual.
   c. unfair.
   d. time-consuming.

41. The Canadian Charter of Rights and Freedoms is entrenched in the
   a. Canadian Constitution.
   b. Bill of Rights.
   d. Royal Proclamation.

42. If you have a Canadian passport, you can go in and out of the country because of your
   a. legal rights.
   b. mobility rights.
   c. equality rights.
   d. minority language rights.

43. Which of the following is not one of our Fundamental Freedoms?
   a. have and express your opinion
   b. practise your religion
   c. belong to any group
   d. stay home from school

44. In Alberta communities where there is a large French-speaking population, the government will support and pay for schools where the teaching takes place in French. This is because of
   b. Official Languages of Canada Rights.
   c. Legal Rights.
   d. Democratic Rights.
Use the following information to answer question 45.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1215</td>
<td><strong>Magna Carta</strong></td>
</tr>
<tr>
<td></td>
<td>This was an English charter. Its ideas of protecting the rights of people, especially regarding unlawful imprisonment, are still in place in Canada.</td>
</tr>
<tr>
<td>1701</td>
<td><strong>The Treaty of La Grande Paix de Montréal</strong></td>
</tr>
<tr>
<td></td>
<td>This treaty established peace and respect among peoples in what is now eastern Canada.</td>
</tr>
<tr>
<td>1960</td>
<td><strong>Canada Elections Act</strong></td>
</tr>
<tr>
<td></td>
<td>All Aboriginal adults were given the right to vote.</td>
</tr>
</tbody>
</table>

45. A conclusion you can draw from this information is that

a. Aboriginal peoples have always been able to vote in Canadian elections.
b. the peoples in the western part of Canada did not treat each other with respect.
c. the Canadian Charter of Rights and Freedoms is rooted in the past.
d. the rights of people have always been protected.

46. The Treaty of La Grande Paix de Montréal is important to Canadians because

a. it happened in eastern Canada.
b. it was one of the first agreements where all parties were viewed equitably.
c. the British were not involved.
d. many people were involved.

47. How is it that The Canadian Charter of Rights and Freedoms protects Canadians, now and in the future?

a. The government cannot make new laws that go against what is stated in the Charter.
b. Only the courts can take away the rights stated in the Charter.
d. None of the above.

48. Which of the following is true about The Canadian Charter of Rights and Freedoms?

a. The Charter can never be changed.
b. The Charter can easily be changed.
c. A new government can change the Charter.
d. Governments can change the Charter but only after very careful consideration.
49. The main function of representatives is to

   a. express the ideas and vision of the people they represent.
   b. make decisions that will benefit older people.
   c. increase the power they have.
   d. make everyone wealthy.

Use the following information to answer questions 50 and 51.

Jacob: I thought when we chose Rob to be our representative on the council, he would do and say things so that our class would get more stuff.

Luke: As a council member, Rob is supposed to keep our class’s needs in mind, but he has to make decisions that are good for the whole school too.

Mark: Rob should put our class’s needs and wants over all the other classes in the school.

John: As our class representative, there are sometimes when Rob should really stick up for the needs of our class. However, there are times when he had to put the whole school first.

50. Which question best describes the issue the boys are discussing?

   a. Is Rob smart enough to be a representative?
   b. Should representatives be selected from each class?
   c. What should be the role of a representative?
   d. How many representatives should there be on a council?

51. One way that Rob can be accountable to the class that selected him to serve on the council is to

   a. ignore all the comments the others are making about him.
   b. let them know about the decisions the council has made and the reasons the decisions were made.
   c. write down how much money he has.
   d. give all the students presents so they will like him.

52. An association is

   a. group of elected people.
   b. a group of organizations or people who have a common interest and who elect their leaders.
   c. a group of people put together by the provincial government.
   d. a group of people who came to Canada from another country.
53. From the information above you can tell that L’Association canadienne-française de l’Alberta

a. practises direct democracy only.
b. practises representative democracy only.
c. practises both direct and representative democracy.
d. does not practise democracy.

54. One way that L’Association canadienne-française de l’Alberta helped Francophones exercise their historical and constitutional rights was

a. having regional organizations all over the province.
b. taking part in the building and running of a health centre that offers services in both French and English.
c. electing very wealthy people to local governments.
d. allowing Francophone children to learn Spanish and Russian in school.
55. The Métis Nation of Alberta is considered to be an organization because

a. it has a lot of members.
b. it is considered to be an Aboriginal group.
c. it officially speaks for Métis people in Alberta.
d. it is connected to other groups in the province.

Use the information below to answer question 56.

I see my role as president as an opportunity to give back to my community. My responsibility is to represent the Métis people of Alberta to the best of my abilities. I need to be knowledgeable about the concerns from all across the province, and to watch for opportunities that might better the lives of Métis Albertans.

-Audrey Poitras, President of the Métis Nation of Alberta

56. From the above information you can conclude that Audrey Poitras

a. feels she must be accountable to all Métis in the province.
b. is not really sure of what her job is.
c. likes her position.
d. was elected to her position.

57. One way in which the Métis Nation of Alberta and the Iroquois Confederacy are alike is that

a. all regions are represented on a council.
b. all regions have an equal number of representatives on the council.
c. the president and vice-president are elected by all members.
d. they both make decisions using consensus.

58. Which of the following does not tell about good interviewing skills?

a. Be polite and respectful when interviewing.
b. Ask questions where the person being interviewed will want to add lots of information.
c. Make an appointment ahead of time to conduct an interview.
d. Try to catch the person you are interviewing off guard so that he or she might get embarrassed.

59. The Métis Nation of Alberta sometimes lobby government officials. This means that

a. they try to influence what government officials decide.
b. they have tea or coffee with government officials at Legislature entrance.
c. they try to ignore what the government does.
d. they try to become buddies with government officials
Use the information below to answer questions 60 and 61.

The students at Fairville Colony were disgusted because so many people driving by on the road that went past the colony just threw their empty bottles and cans into the ditch. They decided to pick them up one Saturday. They ended up with 610 containers in all and a lot of other litter! One of their fathers took the containers to the bottle depot. They were told they could keep the money, but they decided to give it to the colony instead. The ditches were free of litter too! They felt good about volunteering.

60. The students at Fairville Colony learned that

a. you can buy a lot of candy with bottle depot money.
b. it is a lot of work to clean up the ditches.
c. 610 containers doesn't get you a lot at the bottle depot.
d. participation can mutually benefit a group.

61. By not keeping the money for themselves the students at Fairville Colony learned that

a. it feels good to be rich.
b. volunteering can play an important role in helping the environment.
c. it is foolish to spend money on candy.
d. you win some; you lose some.

62. When a person sees a homeless person and feels that for some people life is just not fair, that person is identifying

a. an injustice.
b. a compliment.
c. a solution.
d. an embarrassment.

Use the following information to answer question 63.

Shelley: I read about a twelve-year-old girl who decided to make blankets for really poor people. This girl actually went around and got extra cloth from friends and neighbours to make the blankets. I decided that I could do something like that too. So I convinced three of my friends to help me make blankets for poor people. We have made twelve of them so far. I hope the people who got the blankets are warm.

63. Shelley decided to make the blankets because she

a. had a role model.
b. lots of extra time.
c. good friends.
d. a wonderful mother.
64. The main purposes of a public meeting are

a. to meet the people in your community.
b. complain about a situation.
c. find out about an issue and think about possible solutions.
d. become friends with those you don’t know well.

Use the following information to answer question 65.

To get ready for a meeting, Jim and Sandy made the following list:

- telephone all the committee members
- arrange to have coffee and a snack
- make the agenda

65. Jim and Sandy are most likely getting ready for

a. a public meeting.
b. a rally.
c. a demonstration.
d. a committee meeting.

66. You are concerned. Your elderly grandmother cannot walk on the sidewalk in front of her house because it is in poor condition. The best thing for you to do is

a. telephone your town councillor.
b. draw up a petition.
c. hire someone to lobby your councillor.
d. hold a demonstration.

67. A mass meeting of supporters or persons having a common interest, to show support for a cause is called a

a. petition.
b. rally.
c. committee meeting
d. strike.
Use the following information to answer question 68.

<table>
<thead>
<tr>
<th>Name (Printed)</th>
<th>Address</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

68. The form above is most likely part of a

   a. guest book.
   b. petition.
   c. lobby form.
   d. sign-up sheet.

69. The main difference between urban and rural governments is that

   a. urban governments are responsible for Métis Settlements, and rural governments are not.
   b. urban governments are responsible for First Nations authorities, and rural governments are not.
   c. urban governments are responsible for cities, towns, or villages, and rural governments responsible for most areas outside cities, towns, or villages.
   d. urban governments always have more council members than do urban governments.

70. The main difference between a village, town, and city is

   a. the area they cover.
   b. their population.
   c. the number of industries they have.
   d. their locations.

71. Which is of the following is true about urban communities in Alberta?

   a. There are fewer cities than there are towns or villages.
   b. There are fewer villages than there are cities or towns.
   c. There are fewer towns than there are villages or cities.
   d. There are about an equal number of cities, towns, and villages.
Use the following information to answer questions 72 and 73.

<table>
<thead>
<tr>
<th>Municipality</th>
<th>Population</th>
<th>Area</th>
<th>Local Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Lethbridge</td>
<td>82 000</td>
<td>130 km²</td>
<td>Mayor and 8 Councillors. All citizens vote for all local representatives.</td>
</tr>
<tr>
<td>Mackenzie County</td>
<td>10 000</td>
<td>80 000 km²</td>
<td>Divided into 10 wards. Citizens in each ward elect a representative. The elected representatives elect a reeve from among themselves.</td>
</tr>
<tr>
<td>Loon River Cree Nation</td>
<td>450</td>
<td>52 km²</td>
<td>All citizens vote for a chief and 4 councillors.</td>
</tr>
</tbody>
</table>

72. From the chart above you can conclude that

a. the greater a municipality's population, the greater the number of elected representatives it elects.
b. the three municipalities all use a form of representative government.
c. the greater the area, the fewer representatives a municipality needs to select.
d. not all municipalities use voting to choose their leaders.

73. The most likely reason that Mackenzie County is divided into wards is that

a. it wants to ensure that all regions of the county are represented.
b. it wants to ensure that not all representatives are from the same family.
c. it wants to try to get an equal number of men and women on the council.
d. it wants to ensure that the environment is respected.

74. Which of the following would not come under the responsibility of a rural government?

a. a hamlet
b. a farm
c. an irrigation district
d. village

75. First Nations Authorities exist because

a. First Nations settlements are not large enough to be towns or cities.
b. of historical and other rights.
c. the Government of Canada does not want to have anything to do with them.
d. First Nations peoples do not want to govern themselves.
76. Which of the following list steps involved in an election in the correct order.

a. fundraising, nominating, electing, declaring the outcome
b. nominating, electing, declaring the outcome, campaigning
c. electing, campaigning, nominating, declaring the outcome
d. nominating, campaigning, electing, declaring the outcome

77. A person who has been approved to oversee the voting and counting in an election called

a. a returning officer.
b. a volunteer.
c. an engineer.
d. a watchman.

78. Voting in municipal elections is always done by secret ballot

a. so only election workers can see whom a person voted for.
b. because it gives more people an opportunity to work at election time.
c. so that people will free to vote the way they want.
d. it always makes an election more exciting.

79. The person chosen by the councillors of a county to be their leader is called a

a. chairperson.
b. chairman.
c. chair human.
d. reeve.

80. The list of items that outlines what a council will discuss at a meeting is called

a. the agenda.
b. the list.
c. the items.
d. the work.

81. One way that citizens can organize themselves to meet needs not met by local government is

a. by volunteering to become an MLA.
b. serving on a candidate's election campaign.
c. by forming a group whose aim is to help needy people in the community.
d. to write a letter to the federal finance minister.
82. Which of these is **not** a good way to have a voice in the decisions of local government?

   a. Telephone your councillor about the way you feel.
   b. Make a request to speak to the council at a council meeting.
   c. Try to embarrass the members of the council.
   d. Write a letter to a councillor or even the reeve.

83. The reason there is usually an odd number of people on a council is

   a. there is less chance of there being a tie if there is a vote.
   b. most tables in council chambers are designed to hold an odd number.
   c. it is a tradition.
   d. it is written in the Charter.

84. Which of the following areas are the responsibility of local government?

   a. libraries and roads
   b. schools and armed forces
   c. income tax collection and recycling depots
   d. law enforcement and highway maintenance

85. Which of the following methods would be the **best** method for citizens to take in order to influence councillors to vote for or against a proposed bylaw?

   a. Circulate a petition.
   b. Join a political party.
   c. Introduce another new law.
   d. Write a letter to the editor.

86. Which of the following words is used to describe the attempts of special interest groups to influence government decisions?

   a. consulting
   b. surveying
   c. lobbying
   d. debating

87. Local governments pay for the services they provide mainly through

   a. collecting property taxes.
   b. collecting sales taxes.
   c. collecting income taxes.
   d. collecting property and sales taxes.
88. Which of the following is true about the services that local governments provide?

a. By law, all local governments must provide the same services.
b. All local governments must provide fire protection services.
c. Most local governments provide some of the same services,
d. Local governments provide none of the same services.

89. When a town council votes in favour of a motion, it becomes a

a. by-law.
b. law.
c. recommendation.
d. survey.

90. An elected representative of a school board is called

a. a councillor.
b. a trustee.
c. an elder.
d. a principal.

91. A group of people who have similar ideas about how to run the government, and who have grouped together to take action is called a

a. lobby group.
b. a minority group.
c. a majority group.
d. a political party.

92. An area or district represented by one member of the legislature is called a

a. constituency or laboratory.
b. a riding or habit.
c. a riding or constituency.
d. a constituency or bureau.

93. A person who is elected in a provincial election in Alberta becomes a

a. mayor.
b. councillor.
c. Member of Parliament.
d. Member of the Legislative Assembly.
Election Results 2004

<table>
<thead>
<tr>
<th>Political Party</th>
<th>Number of MLAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal</td>
<td>16</td>
</tr>
<tr>
<td>New Democratic</td>
<td>4</td>
</tr>
<tr>
<td>Progressive Conservative</td>
<td>62</td>
</tr>
<tr>
<td>Wild Rose Alliance</td>
<td>1</td>
</tr>
</tbody>
</table>

94. According to the table, which political party will form the government?
   a. Liberal
   b. New Democratic
   c. Progressive Conservative
   d. Wild Rose Alliance

95. In Alberta the premier is
   a. the leader of the political party that elects the greatest number of MLAs.
   b. voted in by all citizens.
   c. elected by the MLAs.
   d. elected by the MLAs from his or her political party.

96. Which of the following is not a responsibility of an MLA?
   a. attend sessions of the Legislative Assembly
   b. communicate with constituents
   c. support needs of constituents
   d. making sure that constituents have jobs

Use the following information to answer question 97.

- Attend cabinet meetings
- Attend caucus meetings
- Attend meetings of the Executive Council

97. The above are part of the responsibilities of a
   a. minister.
   b. a Member of Parliament.
   c. a member of the Official Opposition.
   d. a member of the opposition.
98. Which of the following would most likely be something a member of the opposition would say?

a. “My job is to make sure the government decisions are fair and democratic.”

b. “I feel it is my duty to point out all the good things the government is doing.”

c. “I am relieved that I don’t have to be an MLA.”

d. “My job is to ensure that the constituents in my riding are wealthy.”

99. How many readings must a bill go through before becoming a law?

a. one

b. two

c. three

d. four

100. The lieutenant-governor of Alberta

a. represents the monarch.

b. lobbies the government.

c. must be a British citizen.

d. has no responsibilities.
Comprehensive Review I

1. ______ 21. ______ 41. ______ 61. ______ 81. ______
2. ______ 22. ______ 42. ______ 62. ______ 82. ______
3. ______ 23. ______ 43. ______ 63. ______ 83. ______
4. ______ 24. ______ 44. ______ 64. ______ 84. ______
5. ______ 25. ______ 45. ______ 65. ______ 85. ______
6. ______ 26. ______ 46. ______ 66. ______ 86. ______
7. ______ 27. ______ 47. ______ 67. ______ 87. ______
8. ______ 28. ______ 48. ______ 68. ______ 88. ______
9. ______ 29. ______ 49. ______ 69. ______ 89. ______
10. ______ 30. ______ 50. ______ 70. ______ 90. ______
11. ______ 31. ______ 51. ______ 71. ______ 91. ______
12. ______ 32. ______ 52. ______ 72. ______ 92. ______
13. ______ 33. ______ 53. ______ 73. ______ 93. ______
14. ______ 34. ______ 54. ______ 74. ______ 94. ______
15. ______ 35. ______ 55. ______ 75. ______ 95. ______
16. ______ 36. ______ 56. ______ 76. ______ 96. ______
17. ______ 37. ______ 57. ______ 77. ______ 97. ______
18. ______ 38. ______ 58. ______ 78. ______ 98. ______
19. ______ 39. ______ 59. ______ 79. ______ 99. ______
20. ______ 40. ______ 60. ______ 80. ______ 100. ______
Comprehensive Review II

Directions: For each question write the letter of the BEST answer. Write your answers on the answer sheet. Do not write in this booklet.

Use the following information to answer question 1.

Mary and her friends are unhappy. They think the older boys are bullying them. They talk about several different ways to solve the problem, but none of them seemed like they would work. In the end they decided to ask their teacher for advice.

1. You can conclude from the above that the girls will make a decision on
   a. how others will feel about them.
   b. what they know is right and wrong.
   c. their values.
   d. the advice of someone they know and respect.

Use the following information to answer question 2.

The boys’ soccer team isn’t sure what to do. Some boys feel they don’t get enough playing time, while others play every second of every game. The whole team decides they should sit down and discuss the matter. Each team member will have a chance to speak until they come to a solution that suits everyone.

2. From the information above you can tell that the method the boys are using to make a decision is
   a. direct democracy.
   b. consensus.
   c. representation.
   d. equity.

3. In direct democracy
   a. you choose people to make decisions on your behalf.
   b. everyone has to compromise on their position.
   c. there is no voting.
   d. everyone votes.
Use the following information to answer question 4.

The teacher handed the girls a box full of pencils and erasers and told them to give them out to the students.

Dora: Let’s give everyone an equal number of pencils and an equal number of erasers.

Rosa: I think we should give more pencils and eraser to the younger students than the older students because the older ones use pen and don’t need as many pencils and erasers.

4. You can conclude from the information that

a. Dora would like to distribute the pencils and erasers equally.
b. Dora would like to distribute the pencils and erasers equitably.
c. Rosa would like to distribute the pencils and erasers equally.
d. Rosa would like to distribute the pencils and erasers by using consensus.

5. Which of the following equations is correct?

a. Democracy = Freedoms, Repetition, Equity and Justice
b. Democracy = Friendship, Representation, Equity and Justice
c. Democracy = Freedoms, Repetition, Equity and Justice
d. Democracy = Freedoms, Representation, Equality and Justice

6. The three main functions of governments are

a. provide services, make laws, spend money.
b. make laws, collect taxes, provide income.
c. make laws, provide services, keep safe.
d. provide services, make laws, collect taxes.

Use the following information to answer question 7.

Pat: The government should take responsibility for the protection of the environment and establish waste-reduction programs. Most members of our community want to protect the environment and support recycling and other waste-reduction activities.

Chris: I think waste-reduction projects are important and necessary, but they should not be run by the government. Waste-reduction projects should be run for profit by business.
7. Pat and Chris disagree about
   a. government spending.
   b. environmental protection.
   c. the importance of recycling programs.
   d. the role of government in waste-reduction programs.

8. The main reason that governments provide services is because
   a. it would be difficult for individuals to provide them for themselves.
   b. they want to take more control of the lives of the citizens.
   c. they do not want citizens to have as much freedom.
   d. they feel that most citizens don’t really care.

9. What is the main way that governments have for paying for the services they provide?
   a. starting up businesses.
   b. collecting taxes.
   c. charging fees.
   d. asking newcomers for money.

10. Which of the following tells how you can take part in government
    a. serve on a council
    b. contact someone in the government if you have a concern
    c. attend a rally or demonstration
    d. all of the above

Use the information below to answer questions 11, 12, and 13.
11. The shortest distance from Greece to Portugal is approximately
   a. 500 km.
   b. 1500 km.
   c. 2500 km.
   d. 3500 km.

12. Russia is what direction from Greece?
   a. southwest
   b. northwest
   c. southeast
   d. northeast

13. The absolute location of Athens is
   a. 37° N 23° E.
   b. 37° N 33° W.
   c. 43° N 33° W.
   d. 43° S 23° E.

Use the following information to answer question 14.

Men in the Government of Ancient Athens

Citizens
- could participate in government
- could vote

Metics
- couldn’t participate in government
- couldn’t vote
- could influence citizens

Slaves
- couldn’t participate in decision making
- couldn’t vote
- had no influence
14. According to the chart which of the following is true?

   a. Only citizens could participate in the government.
   b. All male residents of ancient Athens could participate in government.
   c. All citizens and metics could participate in government.
   d. All male citizens and metics could participate in government.

15. Which of the following is true about ancient Athenian women?

   a. None of them could influence the government.
   b. All of them could influence the government.
   c. Wives of citizens and metics could influence the government.
   d. Only wives of citizens could influence the government.

*Use the information below to answer question 16.*

This group of 500 members is picked by drawing names at random. It is responsible for deciding what decisions should be brought before the Assembly.

16. The group being described is

   a. the Bouleterion.
   b. the agora.
   c. the Parthenon.
   d. the Boule.

17. In ancient Athens citizens who did not vote could be punished. This shows that

   a. the ancient Athenians viewed voting as a privilege and a responsibility.
   b. ancient Athens had a good police force.
   c. all citizens voted on every issue.
   d. the wives of citizens were responsible for making sure their husbands voted.

18. The Assembly voting at Pnyx Hill is an example of

   a. indirect democracy.
   b. representative democracy.
   c. direct democracy.
   d. a public meeting.
Use the following information to answer question 19.

- Liberty and equality are achieved when all persons share in government.
- Because men are equally free, they can claim to be absolutely equal.
- A democracy exists whenever those who are free, and not well-off – the majority – are in control of the government.

(Adapted from Aristotle, The Politics)

19. You can conclude from the above that the ancient Athenians valued a citizen’s

a. wealth over anything else.
b. slaves more than anything else.
c. education.
d. freedom, equality, and ability to participate in government.

20. In the Iroquois Confederacy society was organized into

a. families.
b. clans.
c. classes.
d. clubs.

21. The Iroquois society was considered to be matrilineal because

a. clan members traced their family history and ancestry through their sisters.
b. they did not allow brothers to live in the same longhouse.
c. they traced their ancestry through their uncles.
d. clan members traced their family history and ancestry through their mothers.

22. The decision making method most commonly used by the Iroquois was

a. consensus.
b. direct democracy.
c. representative democracy.
d. the pow wow.

Use the following information to answer questions 23 and 24.

Men’s and Women’s Councils met and then advised the Clan Mothers. Clan Mothers selected and advised men referred to as Chief. If a Clan Mother did not feel that a Chief did not put the needs of their people first, she could replace him.
23. From the information you can conclude that
   a. women were more respected than men.
   b. men were more respected than women.
   c. Chiefs were not respected.
   d. Women and men were equally respected.

24. From the information you can conclude that
   a. the Chiefs were accountable for their actions.
   b. the Men’s Council had more power than the Women’s Council.
   c. the Chiefs were more powerful than the Clan Mothers.
   d. the Iroquois used consensus to make decisions.

25. All nations of the Iroquois Confederacy had representatives on the Grand Council. To make a decision, the Grand Council discussed
   a. issues having to do with the most powerful nations first.
   b. things in a set order.
   c. and then voted on issues.
   d. the issues according to an agenda set by the Clan Mothers.

26. The Iroquois used the wampum belt to
   a. record important events, ideas, contracts, or treaties among nations.
   b. strictly for decoration.
   c. to show who had done something brave.
   d. as a peace offering to the Europeans.

*Use the following information to answer question 27.*

<table>
<thead>
<tr>
<th>Grand Council (50 Members)</th>
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<tbody>
<tr>
<td><strong>Nation</strong></td>
</tr>
<tr>
<td>Seneca</td>
</tr>
<tr>
<td>Mohawk</td>
</tr>
<tr>
<td>Onondaga</td>
</tr>
<tr>
<td>Cayuga</td>
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<tr>
<td>Oneida</td>
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</tbody>
</table>

Each nation was equal in the decision-making process.
27. What of the following best describes the representation on the Grand Council?
   a. equal
   b. equitable
   c. unfair
   d. justice

28. Which of the following best explains the meanings of the words “freedoms” and “rights” in a democracy?
   a. Freedoms mean that people can act without interference from others or the government.
      Rights are things specifically allowed, and they provide the protection to the people of a country by their government.
   b. Freedoms mean that people can act without interference from others or the government.
      Rights means you can do whatever you want whenever you want.
   c. Freedoms mean that you are allowed to do anything you please.
      Rights are things specifically allowed, and they provide the protection to the people of a country by their government.
   d. Freedoms mean that people can act without interference from others or the government.
      Rights are any things that you are allowed to do.

Use the following information to answer questions 29 and 30.

Donald: I am going to make some campaign signs and put them up on my lawn so that my favourite candidate will win in the election.

Jacob: In Canada a person is presumed to be innocent unless he or she is proven to be guilty.

Elsie: In Canada you can live free of discrimination and prejudice.

Marian: We are allowed to move anywhere in the country.
29. The person who is referring to democratic rights is
   a. Donald.
   b. Jacob.
   c. Elsie.
   d. Marian.

30. The person who is referring to equality rights is
   a. Donald.
   b. Jacob.
   c. Elsie.
   d. Marian.

31. The Treaty of La Grande Paix de Montréal is important to Canadians because
   a. it was the first time in Canada that First Nations people and Europeans actually sat
donw to talk.
   b. it was the first time in Canadian history that several different groups made an
   agreement with a feeling of respect and equality for each other.
   c. it made the Iroquois and English agree to friendship.
   d. it was the first time that First Nations made alliances with each other.

32. The Canadian Charter of Rights and Freedoms is important to Canadians because
   a. the government cannot suddenly decide to take away your rights and freedoms.
   b. it is the only paper existing that tells how Canadians should live their lives.
   c. it was signed by the Queen.
   d. it shows us how to live in a wealthy country.

33. How can citizens help to make sure that representatives do a good job?
   a. Make sure they communicate effectively with citizens and vote them in again only if
   they do a good job.
   b. Telephone them daily to let them know what decisions they should make.
   c. Make sure they communicate with the citizens about what they are doing and let them
   know they can represent you for a lifetime.
   d. Tell representatives how much you care for them.

34. An association is a group of people
   a. who enjoy each other’s company.
   b. who like to get together and have fun regularly.
   c. who hire people to try to influence the government.
   d. who have united for a joint purpose.
Use the following information to answer question 35.

L’Association canadienne-française de l’Alberta (ACFA) members elect a Board of Directors, with 13 representatives: 2 from their region, a president, and 4 members at large. At one time, elections were held during the Annual General Meeting, but this meant only those who attended the meeting could vote. Now, each member has a mail-in ballot.

35. From the above information you can conclude that the ACFA’s procedures show

a. they are unable to make up their minds.
b. some ACFA members are treated better than others.
c. the ACFA needs to change the way it chooses representatives.
d. they are trying to reflect fairness and equity.

36. The ACFA has been successful in

a. annoying all the government workers.
b. doing projects that help the Francophone citizens of Alberta protect their rights.
c. helping non-Francophones learn to speak French and German.
d. Electing several Francophone MLAs.

Use the following information to answer question 37.

Just by accident Hank found out that a lot of the kids that went to his school did not have breakfast. It was because their families were too poor to buy food for breakfast. He realized they would never be able to do their school work well without proper food. He told his mother. His mother told all her friends. The mothers in Hank’s school decided to have a breakfast program where each day students could go to school a little early and have breakfast.

37. Which statement best tells about the story above?

a. Individuals can identify an injustice and take action.
b. Poor people should not send their kids to school hungry.
c. There are many poor people living in any community.
d. Poor people should get an extra job so they can buy food.

38. In which of the following activities is a lobby group most likely to be involved?

a. going on strike
b. running for office
c. circulating a petition
d. conducting an election
39. A major responsibility of citizens in a democracy is to

   a. make laws.
   b. form lobby groups.
   c. elect representatives.
   d. hold political meetings.

*Use the following information to answer question 40.*

- Highways
- Education
- Health Care
- Social Services

40. This is a list of responsibilities of

   a. a town or city.
   b. a municipal district or county.
   c. the federal government.
   d. the provincial government.

41. Which of the following is **not** considered to have a form of local government?

   a. cities, towns, villages, MDs, and counties
   b. school boards
   c. Métis Settlement Councils and First Nations Authorities
   d. farm work crews

*Use the following information to answer questions 42.*

- **Population:** more than 10,000
- **Number in Alberta:** 16
- **Representatives:**
  - Mayor: head of government elected by all citizens
  - Councillors (minimum of 6): elected by all citizens (smaller centres), or elected to represent wards by the citizens who live in the wards (larger centres)

42. The above describes

   a. a municipal district.
   b. a county.
   c. a First Nations authority.
   d. a city.
43. Electing the mayor of a city, town, or village is done through
   a. direct democracy.
   b. representative democracy.
   c. a show of hands.
   d. appointment.

44. Local governments raise money to pay for services mainly through collecting
   a. income taxes.
   b. sales taxes.
   c. property taxes.
   d. import taxes.

45. The steps followed in a local election are
   a. campaigning, nominating, counting the votes.
   b. nominating, campaigning, voting.
   c. nominating, voting, preparing the polling stations.
   d. checking the eligibility list, nominating, voting

46. In local government a motion can become a by-law. In the provincial government a
   a. a motion can become a law.
   b. a motion can become a by-law.
   c. a bill can become a law.
   d. a bill can become a by-law.

47. The main way that the provincial government raises money to pay for services is through
   a. property taxes.
   b. import taxes.
   c. business licenses.
   d. income taxes.
Use the information below to answer question 48.

### 2012 Election Results

<table>
<thead>
<tr>
<th>Political Party</th>
<th>MLAs Elected</th>
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<tr>
<td>A</td>
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<td>B</td>
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<tr>
<td>C</td>
<td>2</td>
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<tr>
<td>D</td>
<td>16</td>
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48. According to the above election results which of the following would be true?

a. Party A forms the government; Party B forms the Opposition; Party C forms the Official Opposition.
b. Party D forms the government; Parties A, B, and C form the Opposition; Party A forms the Official Opposition.
c. Party B forms the government; Parties A, C, and D form the Opposition; Party A forms the Official Opposition.
d. Parties A, C, and D form the government; Party B forms the Opposition; Party D forms the Official Opposition.

49. The premier of the province is

a. chosen by all the MLAs in the Legislative Assembly.
b. chosen by the government MLAs.
c. the leader of the political party that forms the government.
d. elected by all the voters in the province.

Use the information below to answer question 50.

Mrs. Robinson was up and 4:00 a.m. She had a busy day morning ahead of her. First, she had a caucus meeting at 7:30. Following that she had a cabinet meeting. Finally, she was scheduled to meet with the other members of the Executive Council.

50. From the information given you can tell that Mrs. Robinson is

a. a member of the Official Opposition.
b. a minister.
c. an opposition MLA.
d. a lobbyist.
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Mini Textbook

Voices in Democracy

Review
Chapter One

Shaping Society Together

*Copy the above title into your notebook.*

**What Are Society's Rules?**

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What Are Society's Rules?

People in a society need rules to help them get along with one another. The basic rules in Canada are in our Constitution. The constitution is the supreme law of the land. It outlines the structure of the government, describes the powers of the government, and the rights of the people.

Who Makes Decisions About Rules?

In a democracy like Canada, the people have the power to make decisions about laws. These laws are based on our values and the principles that we share, such as equality, justice, respect for cultural differences, freedom, peace, equity, and fairness.

Who Are the Members of Canadian Society?

Canada is a multicultural country. This means that Canada is made up of many different kinds of people who trace their heritage to almost every part of the world. Canadians are from a variety of races, and religions, ethnic and cultural groups.

There are two ways you can be a citizen of Canada. First, everyone who is born in Canada is a citizen. Second, immigrants can become citizens after living in Canada for five years and taking an oath of citizenship. All residents of Canada can participate and contribute, but citizens are allowed certain rights and responsibilities such as voting.

Do We Need Government?

Government does three main things:

1. **Provide Services** – Government provides things people cannot provide for themselves like hospitals, schools, libraries, police, public transportation, and services for seniors.
2. **Protect Rights and Freedoms**
3. **Provide Leadership** – Government takes actions that affect our society in many ways.

**What Are Our Responsibilities as Citizens?**

People have the responsibility to inform the government of what they want and need. They have a responsibility to make their point of view known and listen to and try to understand the points of view of others.

**Telling Fact from Opinion**

In order to determine how reliable information about an issue is, you need to be able to tell the difference between fact and opinion.

- **Fact** – a statement that can be proven to be true
- **Opinion** – what someone believes to be true, but cannot be proven.

**Why Is It Important to Contribute?**

People can contribute to society in various ways:

1. become involved in actions that will benefit others in the community
2. learn about issues in your community and school and take action
3. become aware of and take action to get rid of injustices
4. support actions that government takes to try to improve society.

**What Are the Principles of Democracy?**

There are four principles upon which democracy is based:

1. **Justice** – the fair treatment of individuals and groups
2. **Equity** – individuals and groups have the same opportunities in life
3. **Freedom** – people have the right to think and speak as they wish
4. **Representation** – elected representatives act on behalf of citizens

**Assignments:**

Do Worksheets #6.R.1a and #6.R.1b.
Chapter Two

Democracy in Action

*Copy the above title into your notebook.

What Are Our Rights and Freedoms?

The rights and freedoms that Canadians enjoy are written in the Canadian Charter of Rights and Freedoms.

Individual Rights

*Individual rights* are rights you are entitled to as a person. The Charter guarantees our rights and freedoms, but they are subject to reasonable limits. This means that the government can limit a person’s rights or freedom, if it can show why it is necessary.

All people who live in Canada have all the rights and freedoms stated in the Charter with the exception of democratic rights and mobility rights. Only citizens have these rights.

Equality Rights

*Equality*, or regarding all people the same, is an important value to most Canadians. It means that 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. When people in a democracy believe that they are being denied those rights, they can seek protection.

Treating people equally means providing each individual or group with respect and equal opportunity. For example, for those with special needs, equally means accommodating their disabilities.

Collective Rights

*Collective rights* protect a group. They are based on the idea that a certain group has a claim to particular rights. The Charter gives collective rights to three groups:

Anglophones and Francophones – English and French are Canada’s official languages, and both languages have equal status in the Government of Canada

Aboriginals- have rights to their traditional territories.
Democracy and Participation

In democracy, all citizens can participate in shaping their communities and society. They can participate in making and changing the rules they live by. When people become involved in an issue that benefits them personally, their actions often benefit others as well. When citizens participate to make things better for many people, they are contributing to the common good.

What Are Our Democratic Rights?

The Charter states these things about democratic rights. Only citizens have democratic rights.

1. All Canadian citizens have the right to vote for representatives for federal and provincial government. They also have the right to run for office.

2. Federal and provincial elections must be held at least once every five years, except in emergencies.

3. Federal and provincial governments must meet at least once every 12 months.

Participation and Voting

In Canada, we choose people to form the government by using representative democracy. This means that citizens elect people to represent them in government. The representatives make decisions on behalf of the people.

Winning the Right to Vote

Today all Canadian citizens can vote. But this was not always the case. The time line below shows some important dates that tell when particular groups gained suffrage (the right to vote).

Canada Votes

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<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>
<td></td>
</tr>
</tbody>
</table>
How Does Democracy Support the Rule of Law?

The rule of law is a basic part of democracy and means that laws apply to everyone equally. The idea of the rule of law started with a document called the Magna Carta which was signed in 1215.

Making Rules

Copy the following into your notebook.

Making Rules

The following steps have to be followed that allow people to participate fairly. Under the rule of law:

- Citizens have a say in making and changing the law.
- People are informed about the law.
- People are treated equally under the law, regardless of their race, national or ethnic origin, colour, religion, gender, age, or mental or physical disability.
- People participate in applying the law. That is, ordinary citizens serve on juries which help to determine someone’s guilt or innocence.

How Can People Make a Difference?

One of the responsibilities of living in a democratic society is become involved in making the world a better place. This means doing things to make sure that all citizens have equal opportunities to lead a more healthful and productive life.

Examples:
- Volunteering to help clean up the colony.
- Helping to make food to take to the food bank.
- Sticking up for those who have special needs

Detecting Bias

Bias means having a particular point of view on an issue or toward a subject. When reading or listening to information, it is important to be able detect bias because when someone is biased, they usually present information such a way that their information supports their own personal beliefs.

Assignments:

Chapter Three

Democracy in Ancient Athens

*Copy the title above into your notebook.

Who Were the Ancient Athenians?

Ancient Athens was part of a very mountainous country called Greece. Greek cities developed in the valleys and because it was difficult to cross the rugged mountains, each ancient Greek city developed its own government, its own laws, and built up its own army. Independent communities like these were called *city-states*. No place in Greece was far from the ocean. It was easier for the Greeks to travel by sea than by land. For this reason, the ancient Greeks became expert seamen.

Ancient Athens was one of Greece’s city-states. While some of the city-states were controlled by rich and powerful rulers called *tyrants*, Athens developed a system of government that allowed citizens to participate in making important decisions. Ancient Athens is sometimes referred to as the birthplace of democracy. Ancient Athens was at its peak between about 400 BCE to about 300 BCE.
Who Were the Citizens of Ancient Athens?

Copy the following into your notebook.

The Social Structure of Ancient Athens

The Athenian social structure divided people into three social classes. Each class had well-defined rights and responsibilities.

1. Citizens
   - Parents were both born in Athens
   - Only males could participate in voting and decision making
   - Young man became citizen after he finished military service at age 20
   - Women were married to citizens, and could influence their husbands, but could not vote

2. Metics
   - Residents of Athens who had been born outside the city.
   - Could influence citizens, but could not vote

3. Slaves
   - Owned by private individuals or by the city-state
   - Often people who were taken as prisoners of war
   - Could not influence citizens nor vote

Roles of Men and Women

Boys were more valued than girls. Both boys and girls spent their early years in the women's part of the house. At the age of seven, they went their separate ways. Sons of citizens went off to school to learn to read and write, do math, and learn sports. Girls stayed home to learn how to take care of the house and be a good mother.

Women's jobs had to do with running a household. They involved cooking, cleaning, spinning, weaving, and child care. Wealthy women rarely went out in public. Every woman had a male guardian who was in charge of her life.

Men spent the day out of the house earning a living or discussing issues in the agora, a large market place. Citizens were expected to be active in decision making.
Was Fairness Part of Athenian Democracy?

These ideas of fairness, equity, and rights were part of Athenian democracy:

- It is fair that citizens be allowed to rule themselves.
- Majority rule is fair.
- People who belong to the same social class should have equal rights.
- All citizens (males) should have the right to vote in the Assembly.
- Slavery was accepted.
- Individual and minority rights were not part of Athenian democracy.

Primary and Secondary Sources

There are two types of sources of information:

1. **Primary Sources** – writings and objects that were created by people living at a certain time or event.
   - Written, visual or audio accounts created by someone who live at the time of the event
   - Oral history where care is taken to preserve an accurate recounting
   - Objects such as artifacts, clothing, personal items, or buildings

2. **Secondary Sources** – writings and objects created by people after a certain time or event.
   - Written, visual, or audio accounts created after the event
   - “Second-hand” recounting

How Were Athenian Citizens Involved in Decision Making?

![Diagram of the Pillars of Athenian Democracy]

The Assembly

The Council Of 500

The Court

The Pillars of Athenian Democracy

Historians refer to these three institutions as the "pillars" of Athenian democracy.
The Assembly

All citizens could attend the Assembly. Assembly meetings took place about 40 times a year. At the Assembly citizens would vote on many issues, big and small. There needed to be at least 6000 members present for there to be discussion and a vote.

The Assembly would meet at a large open area on a hill called the *Pynx*. There the members would make speeches, debate, listen, discuss, and finally vote. Because all citizens could vote directly on government decisions, this kind of democracy is called **direct democracy**.

Every member of the Assembly had an equal right to speak and each vote counted equally. Voting was often done by show of hands, but it was sometimes done by casting stones of particular colours into large containers.

The Council of 500

The Council of 500 was the full-time government of Athens. It was known as the *Boule* and met in the Bouleuterion at the *agora* or marketplace. The Council of 500 was responsible for planning the agenda for the Assembly meetings and for supervising the running of the government. They also discuss and vote on decrees that would then be presented to the Assembly for approval.

Fifty-members from each of Athens’ ten tribes were represented in the Council of 500. These people were selected by conducting a *lottery* so that everyone in a tribe had an equal chance of being picked. A citizen could only serve on the council twice. The chairman had his position for only 24 hours.

The Courts

If someone felt they had been wronged by someone, or if they thought that someone was not acting in the best interests of society, they would bring their complaint to a *magistrate*. Magistrates would set a fine as punishment or send them to trial.

If there was a trial, a jury of between 501 and 1500 men was selected by lottery to decide on person’s innocence or guilt. The *plaintiff* (person bringing the complaint) and the *defendant* (person accused of the crime) each had a chance to tell their side of the story. The jury would then vote. If the defendant was found guilty, the jury also voted on the punishment.

Assignments:

Chapter Four

The Iroquois Confederacy

*Copy the above headings into your notebook.

What Was the Iroquois Confederacy?

Copy these notes into your notebook.

The Iroquois Confederacy

The Iroquois Confederacy was a group of six First Nations who were united by the Great Law of Peace. They lived in the general area south of the St. Lawrence River and south of Lake Ontario. The people of the Iroquois Confederacy called themselves the Haudenosaunee. The Iroquois Confederacy was first started in 1142 and was made up of only five nations: the Mohawk, the Oneida, the Onondaga, the Cayuga, and the Seneca. The Tuscarora joined in 1702.

The Great Law of Peace outlined the decision-making process that the Haudenosaunee should use when deciding on issues that affect all six nations. All people had some say in the decisions that were to be made. The primary decision making process used was consensus.

What Was Iroquois Society Like?

The original five Iroquois Confederacy nations had much in common with one another. Their homes, social structure, and daily life in their villages were very similar.

The Longhouse

- centre of Iroquois society
- long homes with wood frames covered with elm bark
- Each nation was divided into as many as nine clans named after animals or birds. All people living in a particular longhouse were of the same clan.
- A particular clan from one nation was related to the same clan in the other nations.
- All people living in a particular longhouse were descendants of the same clan mother.
- As the family grew larger, the longhouse would be extended.
The Role of Iroquois Women

- had positions of respect
- raised children
- planted, raised, and harvested garden ("Three sisters" were corn, beans, and squash, which were main food supply.)
- When woman got married, her husband came to live in her family's longhouse. Their children were part of the mother's clan.

The Importance of Clan Mothers

- Clan mothers were the leaders of the clan.
- Haudenosaunee society was *matrilineal*, meaning that the title of clan mother was usually passed on to a female relative like a daughter or sister.
- had the responsibility of selecting the chiefs for their clan

The Role of Iroquois Men

- served as chiefs on the Grand Council, which was the government of the Iroquois
- organized hunting and fishing
- organized sports
- fought in wars

What Was Wampum Used For?

*Wampum* is strings or belts made up of white and purple beads. They were used to record important events, ideas, contracts, pledges or treaties among nations, and were made by weaving specific patterns with shell beads. The use of wampum suggested the seriousness of the message.

Wampum belts helped the Haudenosaunee to remember and honour events and ideas. There was a wampum keeper whose job it was to care for and read it. Much of the meaning in the wampum is woven in symbols, which the wampum keeper must know.

Interpreting Maps

1. Political Maps – tell you about the location of countries and cities.
2. Historical Maps – tell you what an area was like in the past.
3. Physical Maps – provide information about features like rivers, mountains, and land elevation.
How the Iroquois Confederacy Was Structured

The Chiefs

• Leaders in Haudensaunee society
• Duty was to be teachers and spiritual guides
• Treated with respect because of their wisdom and other special qualities
• Considered the same as everyone else in society (not better or worse)
• Looked after the welfare of their people, ran the affairs of the clan, the nation, and the Confederacy
• Upheld the rule of law

War Chiefs – selected by each nation to sit on Grand Council. In wartime, had to gather warriors for fighting.
Pine Tree Chiefs – showed special abilities or had an interest in public affairs. They were selected to join the Grand Council by its chiefs.

The Grand Council

• Made up of 50 chiefs who represented the nations of the Confederacy.
• Each nation had a certain number of chiefs on the Grand Council. The number depended on the nation
• Clan mother could remove a chief who was not doing his job properly
• New chiefs were chosen by the clan mothers
• At the Grand Council, clan mothers ensured that all decisions made agreed with the Great Law of Peace.

The Seventh Generation

• Chiefs of Grand Council had to keep in mind how the decisions they made would affect the lives of people seven generations from now

How Were Decisions Made in the Confederacy?

The Great Law of Peace ensured that

• there was equality among the different nations.
• authority was shared between men and women.
• no one nation could ever take over the Confederation. This was because people in each nation belonged to various clans, and their loyalty was split between their clan and their nation.
Making Decisions by Consensus

When decisions are made by consensus, all people affected by the decision have an equal voice. There is discussion and the final agreement represents a process that everyone agrees to. Consensus requires people to be open-minded. They have to be willing to think deeply and to listen to the ideas of others. The decision may not represent their first choice, but they must be willing to support it in the best interests of all groups.

Decision Making in the Grand Council

The process of Grand Council decision making was laid out in the Great Law of Peace. The chiefs were divided by nation for the discussions and each nation had a role. At each step in the process, consensus had to be reached before it could go on to the next step. Making decisions by consensus took a long time, but it did take all points of view into consideration.

Consulting the Clans

All Iroquois (Haudenosaunee) had the right to participate in decision making.

MinORITY RIGHTS

All nations kept their own festivals and laws. The chiefs of the nations had the right to settle the affairs to their nations. Taking the rights of minorities into consideration in decision making was an important way of keeping society fair.

Chapter Five

How Does Local Government Work?

Local Government refers to the administration of a city or municipality by elected officials who make decisions and laws about local issues and services.

Why Do We Have Local Government?

Local governments have three basic responsibilities.

1. Provide Services
   - Streets and roads
   - Libraries
   - Seniors’ facilities
   - Public transportation
   - Fire protection
   - Waste disposal
   - Parks and recreation
   - Animal control

2. Collect Taxes
   In order to pay for the services it provides, a local government must raise money. It does so through property taxes. If a person owns any property in the municipality, he or she must pay taxes on it. The more the property is worth, the more taxes he/she pays. The money the government raises is called its revenue or income. Its expenses are called expenditures.

3. Make Laws
   Laws are necessary to help people get along. They keep people safe and help communities run smoothly. The laws passed by a local government are called bylaws.
   New bylaws or changed to existing bylaws are usually introduced by a councillor at a council meeting. He/she makes a motion that the bylaw be passed. The council must consider the motion three different times. This gives the council a chance to hear people’s opinions on the motion. The motion is revised, if necessary. In the end, the council members vote on the motion. If the majority of councillors vote in favour, the motion becomes a bylaw.

Local Government Gives People a Voice

Local government gives people the opportunity to express their ideas about local issues. They can do this by voting for people running for local council, running for office, or by making suggestions and providing feedback to those elected.
How Are Local Governments Organized?

Alberta is divided into municipal areas that have their own local governments. There are four types:

<table>
<thead>
<tr>
<th>Local Government</th>
<th>Top Elected Official</th>
<th>Council</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Urban</strong></td>
<td>Mayor</td>
<td>Councillors</td>
</tr>
<tr>
<td>Cities, towns, villages</td>
<td>- Elected by voters</td>
<td>- Cities (7 – 15)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Towns (7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Villages (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Elected by voters</td>
</tr>
<tr>
<td><strong>Rural</strong></td>
<td>Reeve</td>
<td>Councillors</td>
</tr>
<tr>
<td>Municipal districts or</td>
<td>- A councillor elected as chief officer by the council</td>
<td>- Between 7 and 15</td>
</tr>
<tr>
<td>counties</td>
<td></td>
<td>- Elected by voters</td>
</tr>
<tr>
<td><strong>First Nations</strong></td>
<td>Chief</td>
<td>Councillors</td>
</tr>
<tr>
<td></td>
<td>- Elected by voters in the First Nations community</td>
<td>- Number depends on size of First Nation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Selected by community</td>
</tr>
<tr>
<td><strong>Métis Settlement</strong></td>
<td>Chairperson</td>
<td>Council of 5</td>
</tr>
<tr>
<td></td>
<td>- Selected by council members</td>
<td>- Selected by community</td>
</tr>
</tbody>
</table>

Making Decisions for the Community

Mayors, reeves, and councillors represent the electors of the community. During council meetings they discuss and debate issues and then make decisions about programs, services, and bylaws.

In order to make good decisions, a council must know what the members of the community want. For this reason people are invited to speak to the council or give presentations. Councillors also serve on advisory committees that advise council on specific issues. Members of the public can apply to serve on these committees.

Delivering Services to the Community

The council makes decisions on programs, services, and bylaws, but it is civil servants who carry out these decisions. Civil servants are people hired by government. The head of the civil servants is called the chief administrative officer.

How Are Local Governments Elected?

Local government elections must be held once every three years. In order to run for office you must be at least 18 years old, a Canadian citizen, and have lived in the municipal area where you want to be a candidate. You must be nominated by those who think you will do a good job. Then you campaign to try to get people to vote for you. Finally, there is the vote that takes place on election day. Then the winner is declared. Whoever gets the most votes wins.
How Can You Participate at the Local Level?

For democracy to work, people need to participate. Students are not too young to participate in democracy at the local level.

1. **Telephone** – call the mayor or one of the councillors with your idea or concern
2. **Petition** – a written request that contains the signatures of people who support the request
3. **Letters** – write letters or emails to the reeve or councillors telling about your idea
4. **Presentation** – put together charts and pictures that explain your ideas. You must arrange ahead of time to make a presentation

Getting Involved in the Community

Local governments do not always meet all the needs of all the people in the community. They just do not have the time or money. Ordinary citizens can help by volunteering where it is needed.

Why Do We Have School Boards?

School boards are elected to make decisions about the schools. A person elected to serve on a school board is called a **trustee**. The school board hires a **superintendent** to ensure that its decisions are being carried out. School boards have several responsibilities.

- Make decisions about services and programming
- Make decisions about building and student transportation
- Listen to people’s complaints and make fair judgements
- Make sure the provincial curriculum is taught
- Decide how the budget is spent
- Listen to what people think is important for their children’s education
- Make rules and policies for the schools

Choice of Schools

There are several different types of schools that governments fund.

1. **Public Schools** - open to all students; most are English language schools.
2. **Separate Schools** - most have instruction in the Roman Catholic faith
3. **Francophone Schools** – run by Francophone school boards
4. **Charter Schools** – same curriculum as public schools but have a specialized focus, like music, science, religion, or athletics
5. **First Nations Schools** – on reserves and operated by the reserve’s school board

Assignments:
Chapter Six

How Provincial Government Works

Why Do We Need Provincial Government?

Provincial governments have three main responsibilities:

1. Provide services.
2. Collect taxes.
3. Make laws.

Providing Services

The provincial government is responsible for providing many different kinds of services:

- Health and wellness
- Children's services
- Aboriginal relations
- Sustainable resources (mostly renewable resources)
- Agriculture and food
- Tourism and provincial parks
- Seniors and community support
- Education
- Energy (mostly non-renewable resources like oil and gas)

**2006–07 Province of Alberta Expenses**

Total expenses were $28.3 billion.

Albertans who have low incomes, are seniors, or have disabilities are given subsidies to help them pay for programs and services.
Collecting Taxes

The Alberta government gets its revenue from two types of taxes:

1. **Property Taxes** – part of the money local governments get from property taxes is forwarded to the provincial government to pay for education.
2. **Income Taxes** – taxes are collected according to how much money a person makes. The more you make, the more income tax you pay.

Making Laws

The elected representatives in the provincial government are called **Members of the Legislative Assembly** (MLAs). MLAs are responsible for making laws. The steps in making laws are:

1. **First Reading.** An MLA introduces a **bill** in the Legislative Assembly.
2. The MLAs get a chance to study the bill and get input from the public on the bill.
3. **Second Reading.** The bill is read again. MLAs debate it and then vote on it. If a majority supports the bill, it is sent to a committee for further study. The committee may make changes to the bill, if necessary.
4. **Third Reading.** MLAs discuss and then vote on the bill again.
5. If the majority of MLAs vote in favour of the bill, it is sent to the Lieutenant Governor for signing. Then it is officially a **law.**

How Is the Provincial Government Elected?

**Political Parties** – Alberta has several political parties. Each political party has its own ideas about how the province should be governed.

**Constituencies** – Alberta is divided into 83 areas called **electoral districts, ridings,** or constituencies. The voters in a constituency are called **constituents.** The constituents in each riding elect an MLA. The electoral districts are divided in such a way that they have roughly the same population.

**Members of the Legislative Assembly** – are the elected members of the provincial government. A person running for office is called a **candidate.** Most candidates belong to one of the political parties. Their responsibilities are in two main areas:
- Serving the needs of the people in their constituency.
- Taking part in government.
Becoming a Candidate

Candidates have to meet certain requirements.
- Be an eligible voter
- Get a form signed by at least 25 electors (voters) in their district

Being a Voter

Voters must meet certain requirements.
- Live in the riding where you want to vote
- Be a Canadian citizen
- Be at least 18 years old
- Live in Alberta at least 6 months before election day

The Election Process

The election process is as follows:
1. Nomination – at least 25 voters from the riding must sign to show support
2. Campaign – convince people to vote for the candidate
3. Vote – vote by secret ballot on election day at the polling station
4. Declare the Winner – the deputy returning officer and polling clerks count the ballots. The candidate with the most votes wins.

The Government – the political party that wins the most ridings (or seats) forms the government.

The Premier – the leader of the political party that forms the government is the premier. The leader of each political party is elected by the members of the party.

The Cabinet – the premier of selects the members of the cabinet. The members of the cabinet are called ministers. Each minister is in charge of a government department.

The Opposition – the MLAs from the parties that do not form the government form the opposition. The role of the opposition is to challenge the actions and decisions of the government.

Result of the 2004 Alberta Election

<table>
<thead>
<tr>
<th>Political Party</th>
<th># of Candidates Elected</th>
<th>% of Votes Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive Conservative</td>
<td>62</td>
<td>46.8</td>
</tr>
<tr>
<td>Liberal</td>
<td>16</td>
<td>29.4</td>
</tr>
<tr>
<td>New Democratic Party</td>
<td>4</td>
<td>10.2</td>
</tr>
<tr>
<td>Alberta Alliance</td>
<td>1</td>
<td>8.7</td>
</tr>
<tr>
<td>Other Parties</td>
<td>0</td>
<td>4.9</td>
</tr>
</tbody>
</table>
Copy these notes into your notebook.

**The Alberta Legislature**

- **Lieutenant Governor**, Queen's Representative
  - Appointed by premier

- **Premier**, leader of the government

- **Cabinet**, responsible for departments
  - Selected by premier from the MLAs

- **Members of the Legislative Assembly**, elected by voters
  - Make up the Legislative Assembly

**What Is the Role of the Lieutenant Governor?**

Canada is a constitutional monarchy, which means that the queen or king (monarch) is the head of state. The monarch's representative in the provincial government is called the lieutenant governor. His/her duties include:

- Inviting the leader of the party that wins the election to become premier.
- Issuing the Royal Proclamation that calls the Legislature into session.
- Reading the Speech from the Throne. It describes the government's plans for the next session of the Legislature.
- Signing bills into laws.
- Dissolving or closing the Legislative Assembly so elections can be held.

In Alberta, the people chosen for the position reflects the multicultural character of Alberta.

**How Can People Participate at the Provincial Level?**

The residents of the province can participate by bringing concerns and issues to the attention of MLAs and offer ideas for solutions to problems. They can help by cooperating in government's efforts to improve life in the province.

**Assignments**

Chapter Seven

Making a Just and Fair Canada

*Copy the above headings into your notebook.

Why Do Values Change Over Time?

The rights and freedoms that we take for granted today were not guaranteed in the past. Gradually Canadian values began to change, and for several reasons:

1. People took efforts to gain equality for minority groups.
2. Other countries in the world began to change their way of thinking about minorities and their rights and freedoms.
3. Canada’s immigration policies changed to allow people from all ethnic backgrounds to immigrate to Canada, resulting in a more pluralistic country where prejudice is not tolerated.

Our Charter Rights

In 1982 the Canadian Charter of Rights and Freedoms became part of the Canadian Constitution.

Copy the following into your notebook.

<table>
<thead>
<tr>
<th>Charter of Rights and Freedoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Fundamental Freedoms</strong> – to have and express your opinion, to belong to any group, to organize peaceful meetings and demonstrations, to practice your religion</td>
</tr>
<tr>
<td>2. <strong>Democratic Rights</strong> – Citizens can vote and run for office; elections must be held at least every five years; government must meet at least once a year</td>
</tr>
<tr>
<td>3. <strong>Mobility Rights</strong> – Citizens have the right to enter, stay in, or leave Canada as they wish. People can move to other provinces and work.</td>
</tr>
<tr>
<td>4. <strong>Equality Rights</strong> – to live free of discrimination or prejudice, no matter your race, national or ethnic origin, colour, religion, gender, age, or physical or mental disability</td>
</tr>
<tr>
<td>5. <strong>Legal Rights</strong> – to feel free and safe, to have a fair and quick public trial, to be assumed innocent until proven guilty</td>
</tr>
<tr>
<td>6. <strong>Language Rights</strong> – to communicate and receive services in either official language; have certain official education rights, depending on the language they speak</td>
</tr>
<tr>
<td>7. <strong>General Rights</strong> – to uphold existing Aboriginal and treating rights; to uphold the multicultural heritage of Canadians</td>
</tr>
</tbody>
</table>
How Are Our Constitutional Rights Protected?

The Charter is entrenched in the Constitution. This means that it is extremely difficult to change. Changes can only be made with extensive consultations with all stakeholders that the changes affect.

The Charter is a legal document. That means the courts decide if a practice, regulation, expectation, or law violates the Charter. If an individual or group feels that its rights and freedoms have been violated, they can address the situation by doing the following:

1. Go to the Human Rights Commission.
2. If that fails, take the case to a provincial court.
3. The provincial court makes a decision. Either side can appeal.
4. One side or the other can take the case to the Supreme Court of Canada. The Supreme Court’s decision is final.

Why Are Collective Rights Protected?

Aboriginal people and people who speak French or English and are the minority in the province where they live, have collective rights in Canada. These rights are rooted in history.

Minority Language Rights

Canada has two official languages, English and French. This means that government business can be conducted in either language.

Francophones living in provinces where they are the minority have the right to have their children attend Francophone schools run by Francophone school boards. Anglophones living in Québec have similar rights. This only goes if there are enough minority language students to actually have a school.

English and French language rights began hundreds of years ago when European nations were first settling in Canada. Various laws and agreements have guaranteed language rights for Anglophones and Francophones.

Aboriginal Rights

In Canada, Aboriginals include First Nations, Inuit, and Mètis peoples. Like language rights, rights for Aboriginals have a long history. The Charter respects and recognizes these laws and treaties. Three of the most important are:

- La Grande Paix de Montréal of 1701 recognized each First Nation and the French as equal and independent nations that had a rights to make their own decisions and have their own territories.
- The Royal Proclamation of 1763 which described First Nations as independent political groups who are entitled to their own governments and territories
- The Numbered Treaties which involved agreements between the governments of Britain, Canada, and Aboriginal people.
What Was *La Grande Paix de Montréal*?

The roots of Aboriginal collective rights in the Charter go back to *La Grande Paix de Montréal* of 1701. It was an agreement between the French and the First Nations groups that lived in eastern and central Canada.

The French governor at the time felt that the only way to make the fur trade successful was if all First Nations groups were on peaceful terms with the French and with each other. His name was Louis-Hector de Callière. The fur trade had created conflict among many of the First Nations. This was because as demand for furs went up, First Nations began trapping on other First Nations’ territories.

Callière called a meeting of nearly 40 First Nations. They met in Montréal. The meeting was quite extraordinary because it was held in the spirit of respect and cooperation and not confrontation and conflict, which was often the case. First Nations leaders and ambassadors who came to Montréal were chosen because they were skilled at speaking for their people.

In the end, a peace agreement was reached through consensus. This means that no one group may have got all of what it wanted, and each group was willing to compromise to achieve a settlement that all could live with. The collective identity and collective rights of each party that signed the treaty were recognized and respected. The rights of the First Nations to their traditional territory was recognized by all parties to the peace treaty.

What Effect Have Collective Rights Had on Inuit?

Long before Europeans came to North America, the Inuit had governed their territories. By the 1970s, the Inuit no longer had much say. The Canadian government controlled their affairs.

The Charter recognized the Inuit’s rights to traditional territories and their right to more self-government. This led to the eastern part of the Northwest Territories becoming its own territory – Nunavut. Unlike the other territories and the provinces, Nunavut’s government is based on Inuit traditions. There are no political parties and Members of the Legislative Assembly work cooperatively to solve problems.

Assignments:

Chapter Eight

Voices for Change

*Copy the headings above into your notebook.

**What is Accountability?**

Copy the following into your notebook.

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**Accountability**

Being accountable means taking responsibility for your actions. Elected representatives are accountable to their constituents. They show accountability by:

- Finding out what their constituents’ needs are and how they feel about issues.
- Presenting constituents’ concerns at government meetings.
- Keeping constituents informed of their activities.

Elected representatives hold government leaders accountable:

- for keeping election promises.
- by asking how their actions are in the best interests of citizens.
- by demanding that government money is spent wisely.

---

**How Can Groups Affect Decision Making?**

In a democratic society like Canada, groups have the right to express their feelings and opinions. Group action is often more effective than individual efforts.

1. **Blockades** – are used to prevent people and vehicles from entering certain places.
2. **Protests** – are rallies where groups express how they feel about a particular issue.
3. **Public Meetings** – are held to inform the people of the issues and discuss different ways to address the issues.
4. **Petitions** – are statements that show how a group of people feel about an issue. Those who sign a petition must also print their names and addresses on the actual petition.
5. **Including People from Other Countries** – is usually used when an issue affect more than one country.
Conflict Resolution

In conflict resolution the people involved in a conflict present their points of view. They then try to come up with a solution both sides can live with. Conflict resolution most often results in a solution where both sides get some of what they want, but not everything. They have to compromise.

What is a Grassroots Organization?

Grassroots organizations are made up of concerned individuals who work together on environmental, political, or social issues. Grassroots organizations want to influence government decisions.

Non-governmental organizations (NGOs) are groups that work independently of governments. They can be organized on a local, national, or international level. They are most often concerned about issues involving the environment, health, and human rights. Examples of NGOs are
- The Sierra Club
- The Alberta Wilderness Association
- Amnesty International
- Greenpeace

Influence by Collective Rights Groups

Groups with collective rights under the Charter find themselves in the position of having to assert these rights.

Métis Nation of Alberta Association (MNAA)

The Provincial Council of the MNAA represents all Métis in Alberta. It is made up of an elected president and vice-president and elected zone presidents and vice-presidents from each of six zones across Alberta. The MNAA promotes Métis culture and rights. It has done this by
- Signing an agreement with the federal government in which the government promised to work toward treating the Métis as a nation.
- Publishing a magazine and other publications concerning issues and news items of interest to Métis people.
- Establishing Métis Crossing, a historic site that attracts tourists from around the world.
- Forming groups that provide skill training and employment for Métis people.
L’Association canadienne-française de l’Alberta (ACFA)

The ACFA exists to promote and protect their language and culture. It has been involved in many projects over the years, in three main categories:

1. Culture and Media – French radio and television, books
2. Education – promote education in French; creating Francophone school boards
3. Politics – raise awareness of bilingualism in Canada; lobby to make Alberta officially bilingual, work to establish the Secrétariat francophone to represent the Francophone community

First Nations Authorities

First Nations authorities are a way for First Nations to have more of a say in their own affairs. Although treaties and laws have long given First Nations a right to self-government, this has not always been practised.

The federal government has been reluctant to allow First Nations to have total control over their nations. Through negotiation and with the help of the Charter, First Nations are gaining more control over how their affairs are run.

First Nations Authorities are one way this is happening. There are many different types such as:

- First Nations Police Governance Authority – provides training workshops for First Nations police services and ensures that the police services are properly serving their communities.
- The Alberta Treaty 8 Health Authority.
- The First Nations Finance Authority which lends money to build community services such as water, sewers, and roads.

Making Democracy Work

To make democracy work:
- Elected representatives must make decisions in the best interests of citizens.
- Citizens must get involved by voting.
- Citizens must make their concerns known. If they do not, governments assume citizens are satisfied with the way things are.
- Citizens must be willing to take action where government is often not able. Government do not always have the money to provide services that some people need.

Assignments:

Chapter One
Shaping Society Together

What Are Society’s Rules?

Fill the spaces with words that make sense.

We need __________________ to help us get along with one another. In Canada the supreme law of the land is the __________________. It outlines the structure of __________________, describes the powers of government, and the rights of the __________________.

In a democracy like Canada, the people have the ________________ to make decisions about laws. These laws are based on the ________________ and ________________ that we share, such as ________________, justice, respect for cultural differences, ________________, peace, equity and fairness.

Who Are the Members of Canadian Society?

Canada is a multicultural country. What does this mean?

________________________

________________________

What are two ways you can be a Canadian citizen?

________________________

________________________
Do We Need Government?

What are the three main things that government does?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What are two responsibilities that Canadians have as citizens?

________________________________________________________________________

________________________________________________________________________

Telling Fact from Opinion

Decide whether each of the following tells about a fact or an opinion.

__________ Our colony has the best food of all the colonies in Alberta.

__________ There are 127 people living at Greenland Colony.

__________ Three of our vans burn gasoline; the others burn diesel fuel.

__________ People in Alberta are nicer than people in Saskatchewan.

What Are the Principles of Democracy?

Decide which principle of democracy each situation tells about.

_________________________ The adult men vote on who will be the preacher and colony boss.

_________________________ The city made a wheelchair ramp at the city hall so people in wheelchairs can get into the building.

_________________________ You get a speeding ticket if you are driving over the speed limit.

_________________________ In Canada we can express our opinions and follow the religion of our choice.
Chapter Two
Democracy in Action

What Are Our Rights and Freedoms?

Answer true or false.

__________ Our rights and freedoms are written in the Canadian Charter of Rights and Freedoms.

__________ Individual rights are rights you are entitled to as a person.

__________ The government can never limit a person’s rights or freedoms.

__________ All residents of Canada are entitled to the same rights and freedoms.

__________ Equality means treating 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.

__________ Collective rights protect a group.

__________ The Charter identifies seven groups that have collective rights. Three of them are Aboriginals, Francophones, and Anglophones.

Democracy and Participation

What does it mean when people contribute to the common good. Give an example.

________________________________________________________________________

________________________________________________________________________

What Are Our Democratic Rights?

What three things does the Charter state about democratic rights?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Worksheet #6.R.2a
What is a representative democracy?

Examine the time line on Mini Textbook, page 5. You can tell that

a. women gained suffrage in 1918.
b. people serving prison terms are not allowed to vote.
c. Canada has always voted using secret ballot.
d. many Inuit do not care about voting.

From examining the time line, which of the following can you infer?

a. Asian-Canadians were given the vote in 1948.
b. The majority of Canadians had the vote when Canada first became a country in 1867.
c. Until recently the majority of Canadians were not considered to be equal to men of European descent.
d. The federal government is considering lowering the voting age to 16.

How Can People Make a Difference?

Tell about one thing you could do to make a difference.

Detecting Bias

Mr. Ronald: It shouldn’t matter who you are, you should be treated equally, and that goes for having the right to vote. Canada needs to have all different kinds of ideas and input if it is to be a great democratic country.

Mr. Donald: Immigrants to Canada should not have the right to vote. When people move to Canada from other countries, they should know ahead of time that they won’t have this right. As a country we would be better off without all the influences these foreigners bring.

Which person has a bias in favour of multiculturalism? Tell how you know.
Who Were the Ancient Athenians?

*Underline the best answer to each question.*

1. City-states developed in Ancient Greece because
   a. the mountains made it difficult to travel and communicate among city-states.
   b. the people all spoke different languages.
   c. they had not invented the wheel.
   d. they had no horses.

2. The Greeks became expert seamen because
   a. it was easier to travel by land than by sea.
   b. it was easier to travel by sea than by land.
   c. they had trees to make boats.
   d. they lived far from the ocean.

3. Using the scale on the map on Mini Textbook, page 7, determine the approximate distance between Mount Olympus and Athens.
   a. 500 km
   b. 200 km
   c. 300 km
   d. 250 km

4. Ancient Athens was at its peak about
   a. 2000 years ago.
   b. 3000 years ago.
   c. 2400 years ago.
   d. 1600 years ago.

5. Why is Ancient Athens often referred to as the birthplace of democracy?
   a. It is the first system of government that we know of where citizens were allowed to take part in decision making.
   b. It is the place where tyrants ruled their city-state.
   c. It is the place where all residents of a country were allowed to vote.
   d. People were allowed to own slaves.
Who Were the Citizens of Ancient Athens?

Who does each of the following describe? (citizen, metic, slave, woman, boy, girl)

1. ____________________________
   
   My mother was born in Athens, but my father was born in Sparta. I earn a living as a carpenter.

2. ____________________________
   
   Today I must attend the Assembly at the Pnyx. I will probably be there most of the day as there is going to be big debate about whether we should go to war or not. After the debate all of us will be voting on the issue.

3. ____________________________
   
   I will turn seven next year, and that means I will be going to school to learn all kinds of things, like how to read and write. I will be memorizing long poems and be taught how to do mathematics questions. I am looking forward to participating in all kinds of sports.

4. ____________________________
   
   I was captured in a war with Athens. Now I work helping to build new houses. It is very hard work, and I only get food and a place to stay in return. I do not get paid. I like my master, so I hope he does not sell me.

5. ____________________________
   
   I do not get out of the house much. I spend my days looking after the household, spinning and weaving and making meals. I am going to talk to my husband because there is talk that Athens may go to war. I do not want that to happen. If it does, my son will have to fight. I’m going to try to convince my husband not to vote against war.

6. ____________________________
   
   I am looking forward to ten o’clock. That is the time each day that one of the slaves teaches me how to read. Most of the other girls never learn to read or write. The rest of the day I help around the house with the cleaning and cooking. Yesterday, my mother and I got to go to the agora. We do not go very often and we had to have my grandfather go with us.
Examine the information in the box. Then pick the best heading.

- Do military service, usually from age 18 to 20.
- At age 20, participate in the Assembly.
- At age 30, serve on the Council and run for any public position.
- Pay taxes.
- Until the age of 60, be prepared to serve in the army or navy.
- The Responsibilities of Athenian Men
- The Responsibilities of Athenian Residents
- A Citizen’s Guide to Responsibilities
- The Social Structure of Ancient Athens

Was Fairness Part of Athenian Democracy?

Underline all the sentences that are true about the Athenians’ idea of fairness.

- We should do what the majority want.
- Slavery is okay.
- Citizens should be allowed to be part of the decision making process.
- We should ask all residents of Athens for ideas on what they think should be done.
- All people, regardless of social class, should have equal rights.
- Citizens should be allowed to rules themselves.

Primary and Secondary Sources

Tell whether each of the following is a primary or a secondary source.

________________________ a vase excavated by an archaeologist
________________________ your teacher’s description of life in Ancient Athens
________________________ a mural found on the wall of a cave, painted by an Ancient Athenian artist
________________________ a movie made about life in Ancient Athens
________________________ a poem written by a famous Ancient Athenian
How Were Athenian Citizens Involved in Decision Making?

Following are the headings for the graphic organizer. Write them in the correct places.

Women and Metics

- selected by lottery
- 500 citizens chosen in a draw
- debated and voted

chooses issues for

Citizens

- all citizens
- debated and voted
- direct democracy

Assembly

- Athenian-born men free with Athenian-born parents
- had power and influence

Boule

- Athenian-born women
- Foreign-born men and women
- had no power, but had influence

Slaves

- men and women owned by others
- had not power or influence

The Courts

The government official who works for the court is the ____________________.

A group of citizens who decide if the defendant is innocent or guilty is a ____________________.
Social Studies Grade 6 Review Worksheets

Chapter Four
The Iroquois Confederacy

What Was the Iroquois Confederacy?

1. What is the relative location of the Iroquois Confederacy?

2. How long ago was the Iroquois Confederacy started?

3. What decision making process was most used?

What Was Iroquois Society Like?

Answer T for true and F for false.

_____ Haudenosaunee society was matrilineal.

_____ The longhouse could be extended if the family got larger.

_____ Many clans were the same from nation to nation.

_____ Men were considered to be more important than women.

_____ Clan mothers selected the chiefs.

_____ The “three sisters” belonged to the most important clan.

_____ Men served as chiefs on the Grand Council.

_____ People living in a longhouse were all descendants of the same clan mother.

_____ Iroquois men helped to plant, raise, and harvest the garden.

_____ When a woman got married, her husband came to live in her family’s longhouse.

_____ Men organized and participated in sporting events.

_____ Clan members of one nation were related to the same clan members in another nation.

Worksheet #6.R.4a
What Was Wampum Used For?

What was wampum and why was it important?

Interpreting Maps

Examine the historical map below. Then answer the questions.

1. From the map above you can tell that
   a. there were few bodies of water in the area where the Haudensauenee lived.
   b. the Seneca was the largest of the Iroquois Confederacy nations.
   c. the Mohawk occupied the lands that were farthest to the east.
   d. the Tuscarora joined the Iroquois Confederacy after the Confederacy was formed.

2. From the map you can infer that
   a. the people of the Iroquois Confederacy did not like European settlers.
   b. Europeans liked to establish settlements next to bodies of water.
   c. European settlers learned how to survive from the Haudenosauenee.
   d. The Six Nations lived by the Great Law of Peace.
How the Iroquois Confederacy Was Structured

Use the words in the box to fill the spaces.

| chiefs leaders | clan society | clan mother | rule of law | decisions teachers | guides wisdom |

The chiefs were the ___________________________ in Haudensaunee society. Their duties were to act as ________________ and spiritual __________________ to their people.

Chiefs were selected because of their ___________________________ and other special qualities.

They were considered the same as everyone else in ___________________________. They looked after the welfare of their people, ran the affairs of the ___________________________, the nation, and the Confederacy.

They upheld the ___________________________.

The Grand Council was made up of 50 __________________ who represented the nations of the Confederacy. Each nation had a certain number of chiefs on the Grand Council. A ___________________________ could remove a chief whom she felt was not doing his job properly. At the Grand Council, clan mothers ensured that all ___________________________ made agreed with the Great Law of Peace.

How Were Decisions Make in the Confederacy?

1. Number the sentences in order to show how clans were consulted.

______ The clan chief carried the decision to the Council of Chiefs.

______ At the clan meeting, everyone had a chance to speak.

______ The Council of Chiefs came to a consensus and brought their decision to the Grand Council.

______ The clan mother informed the clan chief of the decision reached by the clan.
Use the following information to answer question 2.

Children were never shoo-ed away. Even when the men and women were in their separate groups discussing important issues, children were allowed to stay in the background and listen in. Group discussions could last for many hours, sometimes days, until everyone agreed.

2. You can conclude from the above that

   a. children were not respected by the Iroquois.
   b. children grew up hearing about issues and learning how a group arrives at a consensus.
   c. Iroquoian children did not have any toys to play with.
   d. men and women ignored their children so they could have meetings.

Use the following information to answer question 3.

The Men’s Council of a clan and the Women’s Council of a clan met separately to discuss the same issues. The Iroquois knew that both points of view were important. Each met until they came to a consensus.

3. From the information you can conclude that the reason Men’s and Women’s Councils met separately is because

   a. they could not get along.
   b. there were too many of them to meet as a single group.
   c. they realized that men and women often see the same issue from different points of view.
   d. they did not want the children to hear the discussions.

Use the following information to answer questions 4 and 5.

<table>
<thead>
<tr>
<th>The Iroquois Confederacy (1500 CE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nation</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Seneca</td>
</tr>
<tr>
<td>Cayuga</td>
</tr>
<tr>
<td>Onondaga</td>
</tr>
<tr>
<td>Oneida</td>
</tr>
<tr>
<td>Mohawk</td>
</tr>
</tbody>
</table>

When the Chiefs met in the Grand Council, each nation was equal in the decision-making process.
4. From the information above you can conclude that the number of chiefs from each nation on the Grand Council depended on

a. the number of clans.
b. the population of the Confederacy.
c. the population of each nation.
d. the distance from the Onondaga.

5. When looking at the number of chiefs on the Grand Council and how much influence each nation had in the decision-making process, you can conclude that

a. all nations had an equal number of representatives.
b. all nations had an equitable number of representatives.
c. the number of representatives gave some nations more power than others.
d. the Seneca were the weakest of the nations.

6. Which of the following is not true of decision making in the Grand Council?

a. After a great deal of debate, the final decision came down to a vote.
b. Decision making was done through consensus.
c. The Grand Council discussed issues in a set order.
d. Once appointed as a chief, a man always kept that position for life.

7. Clan Mothers made sure that a chief was accountable to the people by

a. telling him to do exactly as he pleased.
b. removing him from his position if he did not carefully consider her advice.
c. asking him to remember what the Men’s Councils had told him.
d. asking him to remember what the Women’s Councils had told him.

8. The Great Law of Peace of the Iroquois Confederacy is equivalent to

a. the Official Languages Act.
b. the Canadian Constitution.
c. the Royal Proclamation of 1763.
d. La Grande Paix de Montréal.
Chapter Five
How Does Local Government Work?

What is local government?


Why Do We Have Local Government?

1. What are the three main responsibilities of local government?


2. Put a check mark (✓) in front of those things a local government would be responsible for

   _____ catching stray dogs
   _____ building and operating libraries
   _____ hospitals
   _____ highways
   _____ a drop-in centre for seniors
   _____ airports
   _____ keeping streets repaired
   _____ making sure street lights are replaced
   _____ a community centre

3. How does a local government get its revenue?


4. What is the name for a law passed by a local government?

5. What is the name for a proposed law?

How Are Local Governments Organized?

1. What are four categories of local governments in Alberta?

2. Use the clues to decide whether each tells about a city, town, village, county, First Nations Authority, or Métis Settlement.
   - Reeve, 6 councillors, farms
   - Chief, 3 councillors, come from historical agreements
   - Mayor, elected by all citizens, 2000 population
   - Chairperson, 5 councillors
   - 800 000 population, 14 councillors, mayor

3. Following are some special procedures of the First Nations authorities:
   - Many consult with elders as part of the decision making process.
   - They set their own rules about how often to hold elections.
   - Major decisions are made by a vote of the entire membership.

   Underline the procedure that reflects instances when the FNA uses direct democracy.

4. Why do you think FNAs would like non-Aboriginals to learn more about First Nations cultures?
Making Decisions for the Community

Use the following information to answer questions 5 and 6.

The Town of Arkville has council meetings the first and third Tuesdays of each month. Issues to go before the council must be submitted, in writing, the Thursday before a regular council meeting. If you want to speak at the council meeting, you must limit your presentation to 15 minutes.

5. Why do you think the councillors want you to make your submission in writing ahead of time?

6. Why do you think presentations have a time limit?

Delivering Services to the Community

7. What are civil servants?

How Are Local Governments Elected?

1. What are the criteria a person must meet before he/she can run for local council?

2. How often are local government elections held?

3. Number the steps in a local government election in the correct order.

   _____ campaigning          _____ voting
   _____ nomination          _____ declaring a winner
How Can You Participate at the Local Level?

What are four ways that you can show the local government how you feel about your concerns?


Why Do We Have School Boards?

1. The main responsibility of a school board is
   a. to teach classes in the area schools.
   b. to manage the schools.
   c. to clean up the schools.
   d. to protect the schools.

2. A member of a school board is called a
   a. trustee.
   b. reeve.
   c. councillor.
   d. headmaster.

3. The five main categories of school boards are public, separate, Francophone, First Nations, and
   a. Protestant.
   b. Christian.
   c. charter.
   d. private.

4. Which of the following would best describe a school board?
   a. dictatorship
   b. association
   c. direct democracy
   d. representative democracy
Use the following information to answer question 5.

**School Board Responsibilities**

- Make budget decisions.
- Make decisions about school building.
- Make decisions about student transport.
- Appoint a superintendent.
- Ensure staff are hired and trained.
- Ensure the provincial curriculum is taught.

5. Which of the responsibilities would have the most to do with spending money wisely?

   a. Make budget decisions.
   b. Appoint a superintendent.
   c. Ensure the provincial curriculum is taught.
   d. Ensure staff are hired and trained.

Use the information below to answer question 6.

In rural parts of the province the area a school is responsible for can be very large. For this reason, the school board’s region is divided into zones. The residents of each zone can elect one, two, or three trustees, depending on the population of that zone.

6. Which principles of democracy are reflected in the above?

   a. representation and equity
   b. freedom and justice
   c. representation and justice
   d. equity and justice
Chapter Six
How Provincial Government Works

Why Do We Need Provincial Government?

1. What are the three main responsibilities of provincial government?

2. Circle all services that are the responsibility of the provincial government
   - post office
   - education
   - seniors
   - army
   - garbage
   - health
   - children's services
   - Aboriginal relations
   - tourism
   - streets and sidewalks
   - sustainable resource
   - highways
   - agriculture
   - energy
   - airports
   - immigration

3. Which two departments use up the majority of the Alberta budget?

4. What is the connection between equity and subsidies?

Use the following information to answer questions 5 and 6.

<table>
<thead>
<tr>
<th>Annual Income</th>
<th>Tax Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - $10 000</td>
<td>0%</td>
</tr>
<tr>
<td>$10 001 - $25 000</td>
<td>10%</td>
</tr>
<tr>
<td>$25 001 - $40 000</td>
<td>17%</td>
</tr>
<tr>
<td>$40 001 - $64 500</td>
<td>28%</td>
</tr>
<tr>
<td>$64 501 and over</td>
<td>40%</td>
</tr>
</tbody>
</table>

Worksheet #6R.6a
5. Another title that could be used for the table is
   a. Canada’s Tax Table.
   b. Provincial Income Tax Rates.
   c. Property Tax Rates.

6. Which of the following can you conclude from examining the information?
   a. Everyone pays the same amount of taxes.
   b. The more money you make, the higher the rate of tax you pay.
   c. The more money you make, the lower the rate of tax you pay.
   d. Everyone pays too much tax.

7. Think about the steps involved in making a bill into a law. The main reason that the Legislative Assembly goes through these steps is
   a. the MLAs love to debate.
   b. it has always been done that way.
   c. it ensures that a bill has been carefully examined before it becomes a law.
   d. there would not be enough for MLAs to do if the process was any faster.

8. The lieutenant governor must give Royal Assent before a bill is passed. However, that is largely a custom and the lieutenant governor does this because of Canada’s past ties to Britain. This means that the role of the lieutenant governor is
   a. rooted in history.
   b. a waste of taxpayers’ money.
   c. rather silly.
   d. no good.

How Is the Provincial Government Elected?

For questions 1 – 14 fill the spaces with words from pages 19 – 21 of your mini-textbook.

1. Political parties are groups of people who have their own ________________ of how the province should be governed.

2. The province is divided into 83 ________________ or electoral districts.

3. Each electoral district elects an ________________.

4. A person running for office is called a ________________.

5. Most candidates belong to one of the ________________ ________________.
6. A Member of the Legislative Assembly has two main responsibilities: serving the needs of the people in their ________________ and taking part in ____________________.

7. Together the MLAs form the ________________ ________________.

8. The political party that wins the most ________________ forms the government.

9. The ________________ is the leader of the political party that wins the most ridings.

10. The premier selects ________________ from the MLAs to run the government departments. Together these people form the cabinet.

11. MLAs who are from parties that do not form the government, form the ________________.

12. Alberta is said to have an representative democracy because the citizens ________________ people to act on their behalf in the government.

13. According to the table on mini textbook, page 20, the political party that formed the government in 2004 was the ________________ Party.

14. The political party that formed the largest part of the Opposition was the ________________ Party.

15. List the steps in the election process.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Use the following information to answer question 16.

<table>
<thead>
<tr>
<th>Nominating for Provincial Elections</th>
<th>Nominating for Local Elections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In each constituency, members of political parties vote to choose a candidate for election.</td>
<td>• Individuals are nominated. There are no connections to political parties involved in the process.</td>
</tr>
<tr>
<td>• Individuals can be nominated as independent candidates.</td>
<td>• Candidates must be knowledgeable about the required duties for a mayor/reeve, or councillor/alderman.</td>
</tr>
<tr>
<td>• Candidates must be knowledgeable about the required duties for a Member of the Legislative Assembly (MLA).</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6-R.6c
16. According to the information, people nominated for local and provincial elections must

a. both belong to a political party.
b. Be at least 18 years old and a resident of Alberta.
c. Be eligible to vote.
d. Know about the duties of the position for which they are running.

Use the information below to answer question 17.

Campaigning for Provincial Elections
- Candidates are supported by their political party members.
- Campaign costs are supported by political party donations.
- Campaign literature identifies the political party and candidate.
- Candidates must go door to door, attend forums and give media interviews.

Campaigning for Local Elections
- Candidates are not supported by a political party.
- Campaign costs are not supported by political party donations.
- Campaign literature, colours, slogans or icons are candidate choices.
- Candidates must go door to door, attend forums and give media interviews.

17. According to the information, a difference between campaigns for local and provincial candidates is

a. what the campaign is designed to do.
b. who pays for the expenses of the campaign.
c. why campaigning is done.
d. how campaigning is done.

Use the information below to answer question 18.

How Constituencies Are Determined

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of provincial constituencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>0.5</td>
<td>10.0</td>
</tr>
<tr>
<td>1.0</td>
<td>20.0</td>
</tr>
<tr>
<td>1.5</td>
<td>40.0</td>
</tr>
<tr>
<td>2.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>

18. According to the information above, what is the connection between the population and the number of constituencies?

a. The cities are required to have fewer MLAs than the rest of the province.
b. The greater the population, the more constituencies.
c. Rural areas must always have more MLAs than the big cities.
d. There is no connection.
Chapter Seven
Making a Just and Fair Canada

Our Charter Rights

Under what category in the Charter would each of the following fall?

1. ___________________________ No one can discriminate against you because of your religion.

2. ___________________________ You are free to join any association you want.

3. ___________________________ You can express your opinion.

4. ___________________________ You have the right to feel free and safe.

5. ___________________________ You have the right to get services from the federal government in either English or French.

6. ___________________________ If you have a passport, you can go in and out of the country as you please.

7. ___________________________ You can hold festivals and celebrations that reflect your cultural heritage.

8. ___________________________ You can run for a seat on town council.

9. ___________________________ First Nations groups can negotiate land claim settlements according the Numbered Treaty that affects them.

10. ___________________________ If there are enough Francophones in the area, they can set up a French-language school, and the government will pay for it.

How Are Our Constitutional Rights Protected?

Answer true or false.

________ The Charter of Rights and Freedoms is part of the Canadian Constitution.

________ The Charter is not a legal document.

________ In order to change any part of the Charter, all stakeholders whom the change will affect must agree to the change.

________ The Supreme Court of Canada has the final say as to whether a right or freedom has been violated or not.

Worksheet #6.R.7a
The Roots of Collective Rights

Use the information below to answer question 1.

**Magna Carta** (1215) – protected the rights of people, especially regarding unlawful treatment  
**Slavery Abolition Act** (1834) – abolished slavery in Canada and in other countries belonging to Britain  
**The Numbered Treaties** (1871 – 1921) – recognized the rights of First Nations  
**Persons Act** (1029) – entitled women to become members of the Senate  
**Canada Elections Act** (1960) – gave all Aboriginals the right to vote

1. From the information above you can conclude that
   a. achieving fairness and equity for all the people of Canada developed over a long time.  
   b. Canadians have always enjoyed passing laws.  
   c. Canadians have always enjoyed rights and freedoms.  
   d. many Canadians are being given freedoms and rights they don’t deserve.

Use the information below to answer question 2.

**Québec Act** (1774) – guaranteed the practice of the Roman Catholic faith and the use of French civil law in Québec  
**Constitution Act** (1867) – both English and French can be used in Canada’s Parliament  
**Official Languages Act** (1969) – English and French have equal status in the federal government; all services provided by the federal government must be available in both French and English

2. From the information above you can infer that
   a. most Canadians do not feel official bilingualism is a good policy.  
   b. the French-speaking population has too many rights.  
   c. maintaining French culture and language has been an issue that began long ago.  
   d. English is an easier language to learn than French.

3. France felt that peace with the First Nations would be good for the
   a. British.  
   b. cod fishery.  
   c. fur trade.  
   d. United States.
4. Why were some of the First Nations groups fighting with each other?
   a. They did not want the English to establish any more settlements.
   b. Many wanted the Europeans to leave the area.
   c. Their farms were not doing well.
   d. Some were trapping in other’s territories.

Use the following information to answer question 5.

This is a calumet. It is a sacred pipe used by many First Nations at treaty ceremonies as a symbol of peace and friendship.

5. According to the information you can conclude that
   a. most First Nations people were addicted to nicotine.
   b. treaty ceremonies were a time to show respect.
   c. the First Nations did not really have a religion.
   d. First Nations people did not know how to write.

6. The Treaty of La Grande Paix de Montréal was important to Canada’s history because
   a. it was the first time that a European country had signed an agreement of peace, respect, and friendship with First Nations.
   b. it took place in Montréal.
   c. the king of France was not just looking out for his own country.
   d. for the first time in history the First Nations tried to help a European nation.

7. The formation of the territory of Nunavut
   a. was a result of the Constitution Act of 1867.
   b. was a result of the Magna Carta of 1215.
   c. was a result of the Charter of Rights and Freedoms of 1982.
   d. did not improve the lives of Canadians.
Use the following information to answer questions 8 and 9.

First Nations delegates signed the Treaty of La Grande Paix de Montréal with symbols of their First Nation or Clan. The French governor signed with his name and rank.

8. The First Nations signing the treaty with symbols of their clans or First Nation was important because

   a. it showed they could not read nor write English.
   b. it showed they could not read nor write French.
   c. it showed they were trying to sign like Europeans.
   d. it showed that France respected the way First Nations signed the treaty.

9. For each clan or First Nation, signing with a symbol was important for

   a. collective rights.
   b. collective identity.
   c. gaining more territory in the future.
   d. becoming friendlier with the English.
Chapter Eight
Voices for Change

1. What does it mean to be accountable?

2. What are three ways that your elected representatives can show accountability?
   a. 
   b. 
   c. 

3. Read about how some groups are trying to affect decisions the government is making. Then tell what kind of action is being described. (Use mini textbook, page 25.)
   a. 
      Many people are in a large room at the Community Centre. People are taking turns giving information about a particular issue. Those attending have the opportunity to express their point of view about what should be done.
   b. 
      A group of people have parked their vehicles so no cars and trucks can get through.
   c. 
      At the shopping mall a group of people has set up a table. On the table is a sheet of paper that people are signing. They want to show support for a particular action that they believe the town council should take.
   d. 
      A large crowd is standing in front of the Legislature. They are shouting slogans and holding up signs that show their unhappiness with a particular issue.
   e. 
      A group of people concerned with the changing environmental conditions in Canada's Arctic has invited people from other northern countries to Canada so that the Government of Canada will understand that more than one country is concerned.
Conflict Resolution

How can the following conflict be resolved that both sides get some of what they want, but both sides also have to be willing to compromise.

The playground at Buttermint Colony School is small. That means if the boys want to use it to play their favourite game, soccer, then the girls can’t play their favourite game which is kickball. If the girls want to play kickball, the boys can’t play soccer. The children went to their teacher to get help resolving this conflict. The teacher told them they would have to find a solution where each side would get part of what they wanted, and where each side would have to compromise.

What solution can you suggest?

Grassroots Organizations


Grassroots organizations are made up of ________________ individuals who work together on ________________, political, or social issues. They try to influence government ________________.

NGOs work ________________ of governments. They can be organized on a local, national, or ________________ level. They are most often concerned about issues involving the environment, ________________, and ________________ rights.

Influence by Collective Rights Groups

Read each of the following. Decide if the sentences tell about the MNAA, the ACFA, or a First Nations Authority (FNA).

1. ________________

   This group is concerned with maintaining Francophone language and culture.

2. ________________

   This group worked to establish the Secrétariat.
3. ________________

This group has established an organization that provides training workshops for police services.

4. ________________

This group provides skill training and employment for Métis people.

5. ________________

This group has established the Treaty 8 Health Authority

6. ________________

This group wants to raise awareness of bilingualism

7. ________________

This group has a tourist attraction called Métis Crossing.

8. ________________

This group is involved in lending money to communities for services such as water, sewer, and roads.

**Making Democracy Work**

Underline all the things citizens can and should do to help democracy work.

- Vote in elections.
- Hold elected representatives accountable.
- Let government officials know of concerns that you have.
- Be willing to take action if government is ignoring your concerns.
- Get together with other individuals with similar concerns to take action as a group.
- Always keep in mind that we should do things that are for the common good and just for ourselves.
Chapter One
Shaping Society Together

What Are Society’s Rules?

Fill the spaces with words that make sense.

We need _____ rules _______ to help us get along with one another. In Canada the supreme law of the land is the _____ Constitution _______. It outlines the structure of government_______, describes the powers of government, and the rights of the people_______.

In a democracy like Canada, the people have the power________ to make decisions about laws. These laws are based on the values_______ and principles_______ that we share, such as equality_______, justice, respect for cultural differences, freedom_______, peace, equity and fairness.

Who Are the Members of Canadian Society?

Canada is a multicultural country. What does this mean?

• made up of people from many different heritages

What are two ways you can be a Canadian citizen?

• be born in Canada

• live in Canada for 5 years and take out of citizenship
Do We Need Government?

What are the three main things that government does?

- provide services
- protect rights and freedoms
- provide leadership

What are two responsibilities that Canadians have as citizens?

- tell government what we want and need
- make point of view known and listen to what others want and need

Telling Fact from Opinion

Decide whether each of the following tells about a fact or an opinion.

**opinion** Our colony has the best food of all the colonies in Alberta.

**fact** There are 127 people living at Greenland Colony.

**fact** Three of our vans burn gasoline; the others burn diesel fuel.

**opinion** People in Alberta are nicer than people in Saskatchewan.

What Are the Principles of Democracy?

Decide which principle of democracy each situation tells about.

**representation** The adult men vote on who will be the preacher and colony boss.

**equity** The city made a wheelchair ramp at the city hall so people in wheelchairs can get into the building.

**justice** You get a speeding ticket if you are driving over the speed limit.

**freedoms** In Canada we can express our opinions and follow the religion of our choice.
Chapter Two
Democracy in Action

What Are Our Rights and Freedoms?

Answer true or false.

true___ Our rights and freedoms are written in the Canadian Charter of Rights and Freedoms.

true___ Individual rights are rights you are entitled to as a person.

false___ The government can never limit a person’s rights or freedoms.

false___ All residents of Canada are entitled to the same rights and freedoms.

true___ Equality means treating 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.

true___ Collective rights protect a group.

false___ The Charter identifies seven groups that have collective rights. Three of them are Aboriginals, Francophones, and Anglophones.

Democracy and Participation

What does it mean when people contribute to the common good. Give an example.

people take actions to make things better for many people

Example: make blankets for the homeless

What Are Our Democratic Rights?

What three things does the Charter state about democratic rights?

all citizens have right to vote and run for office

elections must be held at least once every five years

government must meet at least once a year

Worksheet #6.R.2a
What is a representative democracy?

- citizens elect people to represent them in government

Examine the time line on Mini Textbook, page 5. You can tell that

a. women gained suffrage in 1918.
b. people serving prison terms are not allowed to vote.
c. Canada has always voted using secret ballot.
d. many Inuit do not care about voting.

From examining the time line, which of the following can you infer?

a. Asian-Canadians were given the vote in 1948.
b. The majority of Canadians had the vote when Canada first became a country in 1867.
c. Until recently the majority of Canadians were not considered to be equal to men of European descent.
d. The federal government is considering lowering the voting age to 16.

How Can People Make a Difference?

Tell about one thing you could do to make a difference.

Answers may vary

Detecting Bias

Mr. Ronald: It shouldn’t matter who you are, you should be treated equally, and that goes for having the right to vote. Canada needs to have all different kinds of ideas and input if it is to be a great democratic country.

Mr. Donald: Immigrants to Canada should not have the right to vote. When people move to Canada from other countries, they should know ahead of time that they won’t have this right. As a country we would be better off without all the influences these foreigners bring.

Which person has a bias in favour of multiculturalism? Tell how you know.

Mr. Ronald: → all peoples should be treated equally

→ Canada needs different ideas and input
Who Were the Ancient Athenians?

*Underline the best answer to each question.*

1. City-states developed in Ancient Greece because
   a. the mountains made it difficult to travel and communicate among city-states.
   b. the people all spoke different languages.
   c. they had not invented the wheel.
   d. they had no horses.

2. The Greeks became expert seamen because
   a. it was easier to travel by land than by sea.
   b. it was easier to travel by sea than by land.
   c. they had trees to make boats.
   d. they lived far from the ocean.

3. Using the scale on the map on Mini Textbook, page 7, determine the approximate distance between Mount Olympus and Athens.
   a. 500 km
   b. 200 km
   c. 300 km
   d. 250 km

4. Ancient Athens was at its peak about
   a. 2000 years ago.
   b. 3000 years ago.
   c. 2400 years ago.
   d. 1600 years ago.

5. Why is Ancient Athens often referred to as the birthplace of democracy?
   a. It is the first system of government that we know of where citizens were allowed to take part in decision making.
   b. It is the place where tyrants ruled their city-state.
   c. It is the place where all residents of a country were allowed to vote.
   d. People were allowed to own slaves.
How Were Athenian Citizens Involved in Decision Making?

Following are the headings for the graphic organizer. Write them in the correct places.

**Women and Metics**
- Athenian-born women
- Foreign-born men and women
- had no power, but had influence

**Citizens**
- Athenian-born men free with Athenian-born parents
- had power and influence

**Boule**
- selected by lottery
- 500 citizens chosen in a draw
- debated and voted

chooses issues for

**Assembly**
- all citizens
- debated and voted
- direct democracy

**Slaves**
- men and women owned by others
- had not power or influence

The Courts

The government official who works for the court is the **magistrate**.

A group of citizens who decide if the defendant is innocent or guilty is a **jury**.
Who Were the Citizens of Ancient Athens?

Who does each of the following describe? (citizen, metic, slave, woman, boy, girl)

1. **metic**

   My mother was born in Athens, but my father was born in Sparta. I earn a living as a carpenter.

2. **citizen**

   Today I must attend the Assembly at the Pnyx. I will probably be there most of the day as there is going to be big debate about whether we should go to war or not. After the debate all of us will be voting on the issue.

3. **boy**

   I will turn seven next year, and that means I will be going to school to learn all kinds of things, like how to read and write. I will be memorizing long poems and be taught how to do mathematics questions. I am looking forward to participating in all kinds of sports.

4. **slave**

   I was captured in a war with Athens. Now I work helping to build new houses. It is very hard work, and I only get food and a place to stay in return. I do not get paid. I like my master, so I hope he does not sell me.

5. **woman**

   I do not get out of the house much. I spend my days looking after the household, spinning and weaving and making meals. I am going to talk to my husband because there is talk that Athens may go to war. I do not want that to happen. If it does, my son will have to fight. I’m going to try to convince my husband not to vote against war.

6. **girl**

   I am looking forward to ten o’clock. That is the time each day that one of the slaves teaches me how to read. Most of the other girls never learn to read or write. The rest of the day I help around the house with the cleaning and cooking. Yesterday, my mother and I got to go to the agora. We do not go very often and we had to have my grandfather go with us.
Examine the information in the box. Then pick the best heading.

- Do military service, usually from age 18 to 20.
- At age 20, participate in the Assembly.
- At age 30, serve on the Council and run for any public position.
- Pay taxes.
- Until the age of 60, be prepared to serve in the army or navy.

- The Responsibilities of Athenian Men
- The Responsibilities of Athenian Residents
- A Citizen’s Guide to Responsibilities
- The Social Structure of Ancient Athens

Was Fairness Part of Athenian Democracy?

Underline all the sentences that are true about the Athenians’ idea of fairness.

- We should do what the majority want.
- Slavery is okay.
- Citizens should be allowed to be part of the decision making process.
- We should ask all residents of Athens for ideas on what they think should be done.
- All people, regardless of social class, should have equal rights.
- Citizens should be allowed to rules themselves.

Primary and Secondary Sources

Tell whether each of the following is a primary or a secondary source.

- primary a vase excavated by an archaeologist
- secondary your teacher’s description of life in Ancient Athens
- primary a mural found on the wall of a cave, painted by an Ancient Athenian artist
- secondary a movie made about life in Ancient Athens
- primary a poem written by a famous Ancient Athenian
Chapter Four
The Iroquois Confederacy

What Was the Iroquois Confederacy?

1. What is the relative location of the Iroquois Confederacy?
   - south of St. Lawrence River
   - south of Lake Ontario

2. How long ago was the Iroquois Confederacy started?
   - 866 years ago (as of 2010)

3. What decision making process was most used?
   - consensus

What Was Iroquois Society Like?

Answer T for true and F for false.

T  Haudenosaunee society was matrilineal.
T  The longhouse could be extended if the family got larger.
T  Many clans were the same from nation to nation.
F  Men were considered to be more important than women.
T  Clan mothers selected the chiefs.
F  The “three sisters” belonged to the most important clan.
T  Men served as chiefs on the Grand Council.
T  People living in a longhouse were all descendants of the same clan mother.
F  Iroquois men helped to plant, raise, and harvest the garden.
T  When a woman got married, her husband came to live in her family’s longhouse.
T  Men organized and participated in sporting events.
T  Clan members of one nation were related to the same clan members in another nation.
What Was Wampum Used For?

What was wampum and why was it important?

- strings or belts made of beads
- recorded important events, ideas, contracts, pledges, treaties

Interpreting Maps

Examine the historical map below. Then answer the questions.

1. From the map above you can tell that
   a. there were few bodies of water in the area where the Haudensauenee lived.
   b. the Seneca was the largest of the Iroquois Confederacy nations.
   c. the Mohawk occupied the lands that were farthest to the east.
   d. the Tuscarora joined the Iroquois Confederacy after the Confederacy was formed.

2. From the map you can infer that
   a. the people of the Iroquois Confederacy did not like European settlers.
   b. Europeans liked to establish settlements next to bodies of water.
   c. European settlers learned how to survive from the Haudenosaunee.
   d. The Six Nations lived by the Great Law of Peace.
How the Iroquois Confederacy Was Structured

Use the words in the box to fill the spaces.

chiefs
leaders
clan
rule of law
clan mother
society
decisions
teachers
guides
wisdom

The chiefs were the leaders in Haudensaunee society. Their duties were to act as teachers and spiritual guides to their people. Chiefs were selected because of their wisdom and other special qualities. They were considered the same as everyone else in society. They looked after the welfare of their people, ran the affairs of the clan, the nation, and the Confederacy. They upheld the rule of law.

The Grand Council was made up of 50 chiefs who represented the nations of the Confederacy. Each nation had a certain number of chiefs on the Grand Council. A clan mother could remove a chief whom she felt was not doing his job properly. At the Grand Council, clan mothers ensured that all decisions made agreed with the Great Law of Peace.

How Were Decisions Make in the Confederacy?

1. Number the sentences in order to show how clans were consulted.

   3. The clan chief carried the decision to the Council of Chiefs.

   1. At the clan meeting, everyone had a chance to speak.

   4. The Council of Chiefs came to a consensus and brought their decision to the Grand Council.

   2. The clan mother informed the clan chief of the decision reached by the clan.

Worksheet #6.R.4c
Use the following information to answer question 2.

Children were never shoo-ed away. Even when the men and women were in their separate groups discussing important issues, children were allowed to stay in the background and listen in. Group discussions cold last for many hours, sometimes days, until everyone agreed.

2. You can conclude from the above that
   a. children were not respected by the Iroquois.
   b. children grew up hearing about issues and learning how a group arrives at a consensus.
   c. Iroquoian children did not have any toys to play with.
   d. men and women ignored their children so they could have meetings.

Use the following information to answer question 3.

The Men’s Council of a clan and the Women’s Council of a clan met separately to discuss the same issues. The Iroquois knew that both points of view were important. Each met until they came to a consensus.

3. From the information you can conclude that the reason Men’s and Women’s Councils met separately is because
   a. they could not get along.
   b. there were too many of them to meet as a single group.
   c. they realized that men and women often see the same issue from different points of view.
   d. they did not want the children to hear the discussions.

Use the following information to answer questions 4 and 5.

<table>
<thead>
<tr>
<th>The Iroquois Confederacy (1500 CE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nation</strong></td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Seneca</td>
</tr>
<tr>
<td>Cayuga</td>
</tr>
<tr>
<td>Onondaga</td>
</tr>
<tr>
<td>Oneida</td>
</tr>
<tr>
<td>Mohawk</td>
</tr>
</tbody>
</table>

When the Chiefs met in the Grand Council, each nation was equal in the decision-making process.
4. From the information above you can conclude that the number of chiefs from each nation on the Grand Council depended on

   a. the number of clans.
   b. the population of the Confederacy.
   c. the population of each nation.
   d. the distance from the Onondaga.

5. When looking at the number of chiefs on the Grand Council and how much influence each nation had in the decision-making process, you can conclude that

   a. all nations had an equal number of representatives.
   b. **all nations had an equitable number of representatives.**
   c. the number of representatives gave some nations more power than others.
   d. the Seneca were the weakest of the nations.

6. Which of the following is **not** true of decision making in the Grand Council?

   a. **After a great deal of debate, the final decision came down to a vote.**
   b. Decision making was done through consensus.
   c. The Grand Council discussed issues in a set order.
   d. Once appointed as a chief, a man always kept that position for life.

7. Clan Mothers made sure that a chief was accountable to the people by

   a. telling him to do exactly as he pleased.
   b. removing him from his position if he did not carefully consider her advice.
   c. asking him to remember what the Men’s Councils had told him.
   d. asking him to remember what the Women’s Councils had told him.

8. The Great Law of Peace of the Iroquois Confederacy is equivalent to

   a. the Official Languages Act.
   b. **the Canadian Constitution.**
   c. the Royal Proclamation of 1763.
   d. La Grande Paix de Montréal.
Chapter Five
How Does Local Government Work?

What is local government?

administration of a municipality by elected officials who ______ make decisions about local issues and services.

Why Do We Have Local Government?

1. What are the three main responsibilities of local government?

   provide services
   collect taxes
   make laws

2. Put a check mark (✓) in front of those things a local government would be responsible for

   ✓ catching stray dogs
   ✓ building and operating libraries
   □ hospitals
   □ highways
   ✓ a drop-in centre for seniors
   □ airports
   ✓ keeping streets repaired
   ✓ making sure street lights are replaced
   ✓ a community centre

3. How does a local government get its revenue?

   property taxes

Worksheet #6R.5a
4. What is the name for a law passed by a local government?
   bylaw

5. What is the name for a proposed law?
   motion

**How Are Local Governments Organized?**

1. What are four categories of local governments in Alberta?
   - urban, rural, First Nations, Métis settlement

2. Use the clues to decide whether each tells about a city, town, village, county, First Nations Authority, or Métis Settlement.
   - **county (or municipal district)**
     - Reeve, 6 councillors, farms
   - **First Nations**
     - Chief, 3 councillors, come from historical agreements
   - **Town**
     - Mayor, elected by all citizens, 2000 population
   - **Métis settlement**
     - Chairperson, 5 councillors
   - **city**
     - 800 000 population, 14 councillors, mayor

3. Following are some special procedures of the First Nations authorities:
   - Many consult with elders as part of the decision making process.
   - They set their own rules about how often to hold elections.
   - Major decisions are made by a vote of the entire membership.

Underline the procedure that reflects instances when the FNA uses direct democracy.

4. Why do you think FNAs would like non-Aboriginals to learn more about First Nations cultures?
   promote acceptance and respect of First Nations
Making Decisions for the Community

Use the following information to answer questions 5 and 6.

The Town of Arkville has council meetings the first and third Tuesdays of each month. Issues to go before the council must be submitted, in writing, the Thursday before a regular council meeting. If you want to speak at the council meeting, you must limit your presentation to 15 minutes.

5. Why do you think the councillors want you to make your submission in writing ahead of time?
   - have time to become familiar with the situation

6. Why do you think presentations have a time limit?
   - so presenter will not go on and on.
   - need time for other business

Delivering Services to the Community

7. What are civil servants?
   - people hired to carry out local government's decisions/services

How Are Local Governments Elected?

1. What are the criteria a person must meet before he/she can run for local council?
   - 18 years old
   - lived in area for 6 months
   - Canadian citizen

2. How often are local government elections held?
   - every three years

3. Number the steps in a local government election in the correct order.
   2  campaigning
   1  nomination
   3  voting
   4  declaring a winner

Worksheet #6.R.5c
How Can You Participate at the Local Level?

What are four ways that you can show the local government how you feel about your concerns?

- telephone
- organize petition
- write letters
- make presentation

Why Do We Have School Boards?

1. The main responsibility of a school board is
   
a. to teach classes in the area schools.
b. to manage the schools.
c. to clean up the schools.
d. to protect the schools.

2. A member of a school board is called a
   
a. trustee.
b. reeve.
c. councillor.
d. headmaster.

3. The five main categories of school boards are public, separate, Francophone, First Nations, and
   
a. Protestant.
b. Christian.
c. charter.
d. private.

4. Which of the following would best describe a school board?
   
a. dictatorship
b. association
c. direct democracy
d. representative democracy
Use the following information to answer question 5.

**School Board Responsibilities**
- Make budget decisions.
- Make decisions about school building.
- Make decisions about student transport.
- Appoint a superintendent.
- Ensure staff are hired and trained.
- Ensure the provincial curriculum is taught.

5. Which of the responsibilities would have the most to do with spending money wisely?
   - a. Make budget decisions.
   - b. Appoint a superintendent.
   - c. Ensure the provincial curriculum is taught.
   - d. Ensure staff are hired and trained.

Use the information below to answer question 6.

In rural parts of the province the area a school is responsible for can be very large. For this reason, the school board’s region is divided into zones. The residents of each zone can elect one, two, or three trustees, depending on the population of that zone.

6. Which principles of democracy are reflected in the above?
   - a. representation and equity
   - b. freedom and justice
   - c. representation and justice
   - d. equity and justice
Why Do We Need Provincial Government?

1. What are the three main responsibilities of provincial government?
   - provide services
   - collect taxes
   - make laws

2. Circle all services that are the responsibility of the provincial government
   - post office
   - education
   - garbage
   - health
   - seniors
   - children’s services
   - army
   - Aboriginal relations
   - tourism
   - streets and sidewalks
   - sustainable resource
   - energy
   - agriculture
   - airports
   - highways
   - immigration

3. Which two departments use up the majority of the Alberta budget?
   - Health
   - Education

4. What is the connection between equity and subsidies?
   - The provincial gives subsidies to those with low incomes, seniors, and disabilities to achieve equity for all citizens

Use the following information to answer questions 5 and 6.

<table>
<thead>
<tr>
<th>Annual Income</th>
<th>Tax Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - $10 000</td>
<td>0%</td>
</tr>
<tr>
<td>$10 001 - $25 000</td>
<td>10%</td>
</tr>
<tr>
<td>$25 001 - $40 000</td>
<td>17%</td>
</tr>
<tr>
<td>$40 001 - $64 500</td>
<td>28%</td>
</tr>
<tr>
<td>$64 501 and over</td>
<td>40%</td>
</tr>
</tbody>
</table>
5. Another title that could be used for the table is
   a. Canada’s Tax Table.
   b. Provincial Income Tax Rates.
   c. Property Tax Rates.

6. Which of the following can you conclude from examining the information?
   a. Everyone pays the same amount of taxes.
   b. The more money you make, the higher the rate of tax you pay.
   c. The more money you make, the lower the rate of tax you pay.
   d. Everyone pays too much tax.

7. Think about the steps involved in making a bill into a law. The main reason that the Legislative Assembly goes through these steps is
   a. the MLAs love to debate.
   b. it has always been done that way.
   c. it ensures that a bill has been carefully examined before it becomes a law.
   d. there would not be enough for MLAs to do if the process was any faster.

8. The lieutenant governor must give Royal Assent before a bill is passed. However, that is largely a custom and the lieutenant governor does this because of Canada’s past ties to Britain. This means that the role of the lieutenant governor is
   a. rooted in history.
   b. a waste of taxpayers’ money.
   c. rather silly.
   d. no good.

**How Is the Provincial Government Electe**d?
For questions 1 – 14 fill the spaces with words from pages 19 – 21 of your mini-textbook.

1. Political parties are groups of people who have their own ideas of how the province should be governed.

2. The province is divided into 83 constituencies (riding) electoral districts.

3. Each electoral district elects an MLA.

4. A person running for office is called a candidate.

5. Most candidates belong to one of the political party.
6. A Member of the Legislative Assembly has two main responsibilities: serving the needs of the people in their {constituency} and taking part in ___________.

7. Together the MLAs form the Legislative ___________.

8. The political party that wins the most ___________ forms the government.

9. The ____________ is the leader of the political party that wins the most ridings.

10. The premier selects ____________ from the MLAs to run the government departments. Together these people form the cabinet.

11. MLAs who are from parties that do not form the government, form the ___________.

12. Alberta is said to have an representative democracy because the citizens ___________ people to act on their behalf in the government.

13. According to the table on mini textbook, page 20, the political party that formed the government in 2004 was the ____________ Party.

14. The political party that formed the largest part of the Opposition was the ____________ Party.

15. List the steps in the election process.

   Nomination
   Campaigning
   Voting
   Declaring a Winner

Use the following information to answer question 16.

<table>
<thead>
<tr>
<th>Nominating for Provincial Elections</th>
<th>Nominating for Local Elections</th>
</tr>
</thead>
<tbody>
<tr>
<td>In each constituency, members of political parties vote to choose a candidate for election.</td>
<td>Individuals are nominated. There are no connections to political parties involved in the process.</td>
</tr>
<tr>
<td>Individuals can be nominated as independent candidates.</td>
<td>Candidates must be knowledgeable about the required duties for a mayor/reeve, or councillor/alderman.</td>
</tr>
<tr>
<td>Candidates must be knowledgeable about the required duties for a Member of the Legislative Assembly (MLA).</td>
<td></td>
</tr>
</tbody>
</table>
16. According to the information, people nominated for local and provincial elections must
   a. both belong to a political party.
   b. Be at least 18 years old and a resident of Alberta.
   c. Be eligible to vote.
   d. Know about the duties of the position for which they are running.

Use the information below to answer question 17.

<table>
<thead>
<tr>
<th>Campaigning for Provincial Elections</th>
<th>Campaigning for Local Elections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates are supported by their political party members.</td>
<td>Candidates are not supported by a political party.</td>
</tr>
<tr>
<td>Campaign costs are supported by political party donations.</td>
<td>Campaign costs are not supported by political party donations.</td>
</tr>
<tr>
<td>Campaign literature identifies the political party and candidate.</td>
<td>Campaign literature, colours, slogans or icons are candidate choices.</td>
</tr>
<tr>
<td>Candidates must go door to door, attend forums and give media interviews.</td>
<td>Candidates must go door to door, attend forums and give media interviews.</td>
</tr>
</tbody>
</table>

17. According to the information, a difference between campaigns for local and provincial candidates is
   a. what the campaign is designed to do.
   b. who pays for the expenses of the campaign.
   c. why campaigning is done.
   d. how campaigning is done.

Use the information below to answer question 18.

How Constituencies Are Determined

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of provincial constituencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>10</td>
</tr>
<tr>
<td>1.0</td>
<td>20</td>
</tr>
<tr>
<td>1.5</td>
<td>30</td>
</tr>
<tr>
<td>2.0</td>
<td>40</td>
</tr>
</tbody>
</table>

18. According to the information above, what is the connection between the population and the number of constituencies?
   a. The cities are required to have fewer MLAs than the rest of the province.
   b. The greater the population, the more constituencies.
   c. Rural areas must always have more MLAs than the big cities.
   d. There is no connection.
Our Charter Rights

Under what category in the Charter would each of the following fall?

1. **Equality Rights**  
   No one can discriminate against you because of your religion.

2. **Fundamental Freedoms**  
   You are free to join any association you want.

3. **Fundamental Freedoms**  
   You can express your opinion.

4. **Legal Rights**  
   You have the right to feel free and safe.

5. **Language Rights**  
   You have the right to get services from the federal government in either English or French.

6. **Mobility Rights**  
   If you have a passport, you can go in and out of the country as you please.

7. **Equality Rights**  
   You can hold festivals and celebrations that reflect your cultural heritage.

8. **Democratic Rights**  
   You can run for a seat on town council.

9. **General Rights**  
   First Nations groups can negotiate land claim settlements according the Numbered Treaty that affects them.

10. **Language Rights**  
    If there are enough Francophones in the area, they can set up a French-language school, and the government will pay for it.

How Are Our Constitutional Rights Protected?

Answer true or false.

- **true**  
  The Charter of Rights and Freedoms is part of the Canadian Constitution.

- **false**  
  The Charter is not a legal document.

- **true**  
  In order to change any part of the Charter, all stakeholders whom the change will affect must agree to the change.

- **true**  
  The Supreme Court of Canada has the final say as to whether a right or freedom has been violated or not.
The Roots of Collective Rights

Use the information below to answer question 1.

- **Magna Carta** (1215) – protected the rights of people, especially regarding unlawful treatment
- **Slavery Abolition Act** (1834) – abolished slavery in Canada and in other countries belonging to Britain
- **The Numbered Treaties** (1871 – 1921) – recognized the rights of First Nations
- **Persons Act** (1029) – entitled women to become members of the Senate
- **Canada Elections Act** (1960) – gave all Aboriginals the right to vote

1. From the information above you can conclude that

   a. achieving fairness and equity for all the people of Canada developed over a long time.
   b. Canadians have always enjoyed passing laws.
   c. Canadians have always enjoyed rights and freedoms.
   d. many Canadians are being given freedoms and rights they don’t deserve.

Use the information below to answer question 2.

- **Québec Act** (1774) – guaranteed the practice of the Roman Catholic faith and the use of French civil law in Québec
- **Constitution Act** (1867) – both English and French can be used in Canada’s Parliament
- **Official Languages Act** (1969) – English and French have equal status in the federal government; all services provided by the federal government must be available in both French and English

2. From the information above you can infer that

   a. most Canadians do not feel official bilingualism is a good policy.
   b. the French-speaking population has too many rights.
   c. maintaining French culture and language has been an issue that began long ago.
   d. English is an easier language to learn than French.

3. France felt that peace with the First Nations would be good for the

   a. British.
   b. cod fishery.
   c. fur trade.
   d. United States.
4. Why were some of the First Nations groups fighting with each other?
   a. They did not want the English to establish any more settlements.
   b. Many wanted the Europeans to leave the area.
   c. Their farms were not doing well.
   d. Some were trapping in other’s territories.

Use the following information to answer question 5.

This is a calumet. It is a sacred pipe used by many First Nations at treaty ceremonies as a symbol of peace and friendship.

5. According to the information you can conclude that
   a. most First Nations people were addicted to nicotine.
   b. treaty ceremonies were a time to show respect.
   c. the First Nations did not really have a religion.
   d. First Nations people did not know how to write.

6. The Treaty of La Grande Paix de Montréal was important to Canada’s history because
   a. it was the first time that a European country had signed an agreement of peace, respect, and friendship with First Nations.
   b. it took place in Montréal.
   c. the king of France was not just looking out for his own country.
   d. for the first time in history the First Nations tried to help a European nation.

7. The formation of the territory of Nunavut
   a. was a result of the Constitution Act of 1867.
   b. was a result of the Magna Carta of 1215.
   c. was a result of the Charter of Rights and Freedoms of 1982.
   d. did not improve the lives of Canadians.
First Nations delegates signed the Treaty of La Grande Paix de Montréal with symbols of their First Nation or Clan. The French governor signed with his name and rank.

8. The First Nations signing the treaty with symbols of their clans or First Nation was important because

   a. it showed they could not read nor write English.
   b. it showed they could not read nor write French.
   c. it showed they were trying to sign like Europeans.
   d. it showed that France respected the way First Nations signed the treaty.

9. For each clan or First Nation, signing with a symbol was important for

   a. collective rights.
   b. collective identity.
   c. gaining more territory in the future.
   d. becoming friendlier with the English.
Chapter Eight
Voices for Change

1. What does it mean to be accountable?

   *take responsibility for your actions*

2. What are three ways that your elected representatives can show accountability?
   a. find out concerned needs of constituents
   b. present constituents' needs at government meetings
   c. keep constituents informed of activities

3. Read about how some groups are trying to affect decisions the government is making. Then tell what kind of action is being described. (Use mini textbook, page 25.)
   a. **Public Meeting**
   
      Many people are in a large room at the Community Centre. People are taking turns giving information about a particular issue. Those attending have the opportunity to express their point of view about what should be done.
   
   b. **Blockade**
   
      A group of people have parked their vehicles so no cars and trucks can get through.
   
   c. **Petition**
   
      At the shopping mall a group of people has set up a table. On the table is a sheet of paper that people are signing. They want to show support for a particular action that they believe the town council should take.
   
   d. **Demonstration**
   
      A large crowd is standing in front of the Legislature. They are shouting slogans and holding up signs that show their unhappiness with a particular issue.
   
   e. **Include People from Other Countries**
   
      A group of people concerned with the changing environmental conditions in Canada’s Arctic has invited people from other northern countries to Canada so that the Government of Canada will understand that more than one country is concerned.
Conflict Resolution

How can the following conflict be resolved that both sides get some of what they want, but both sides also have to be willing to compromise.

The playground at Buttermint Colony School is small. That means if the boys want to use it to play their favourite game, soccer, then the girls can’t play their favourite game which is kickball. If the girls want to play kickball, the boys can’t play soccer. The children went to their teacher to get help resolving this conflict. The teacher told them they would have to find a solution where each side would get part of what they wanted, and where each side would have to compromise.

What solution can you suggest?

Answer: will vary: Examples

- alternate days
- divide up play periods during the day so that each group gets equal time

Grassroots Organizations


Grassroots organizations are made up of ______ concerned ______ individuals who work together on ______ environmental ______, political, or social issues. They try to influence government ______ decisions ______.

NGOs work ______ independently ______ of governments. They can be organized on a local, national, or ______ international ______ level. They are most often concerned about issues involving the environment, ______ health ______, and ______ human ______ rights.

Influence by Collective Rights Groups

Read each of the following. Decide if the sentences tell about the MNAA, the ACFA, or a First Nations Authority (FNA).

1. ______ ACFA _______

   This group is concerned with maintaining Francophone language and culture.

2. ______ ACFA _______

   This group worked to establish the Secrétariat.
3. FNA
   
   This group has established an organization that provides training workshops for police services.

4. MNA
   
   This group provides skill training and employment for Métis people.

5. FNA
   
   This group has established the Treaty 8 Health Authority.

6. ACFA
   
   This group wants to raise awareness of bilingualism.

7. MNA
   
   This group has a tourist attraction called Métis Crossing.

8. FNA
   
   This group is involved in lending money to communities for services such as water, sewer, and roads.

**Making Democracy Work**

Underline all the things citizens can and should do to help democracy work.

- Vote in elections.
- Hold elected representatives accountable.
- Let government officials know of concerns that you have.
- Be willing to take action if government is ignoring your concerns.
- Get together with other individuals with similar concerns to take action as a group.
- Always keep in mind that we should do things that are for the common good and just for ourselves.