



Preview – Information



**Thank you for your interest in this bundle.
Within this preview, you will see:**

- ✓ **A selection of worksheets included in each workbook. Keep scrolling to find the next resource included in the bundle.**

When you make a purchase, you will receive a folder with the .pdf workbook files inside.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Workbook Preview



Grade 6 – Social Studies Unit

Time and Place

Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.	
Guiding Question	How can history provide insight into modern democracies?	
Learning Outcome		
TP6.1		
TP6.2	Identify the similarities and differences between Athenian democracy and the Roman Republic.	46-52, 55-63
TP6.3	Compare direct and representative democracy.	18-21, 50-51, 62-63
TP6.4	Discuss ways legislation and agreements have advanced principles of democracy.	33-35, 53-54, 64-76
TP6.5	Explain roles of Chiefs and Clan Mothers in decision making in the Haudenosaunee Confederacy	77-94

Preview of 75 pages from
this product that contains
138 pages total.

NAME: _____

TIME AND PLACE

PREVIEW



Democracy – What Is It?

Democracy – What Does That Mean?

Democracy is a type of government where the people have the power. In a democracy, the citizens choose their leaders through free and fair elections. These leaders then make decisions on behalf of the people.

Key Principles of Democracy

- **Equality under the Law:** Everyone is treated the same, no matter their background or where they live. The law applies to everyone.
- **Justice:** Laws are applied equally. Courts ensure justice is served.
- **Freedom:** People can express their opinions, practice religion, and gather peacefully. Freedom of speech and press are important.
- **Representation:** Citizens elect representatives to make decisions on their behalf. These representatives make decisions on behalf of the people.



Direct Democracy

There are two forms of democracy that give the people a voice. In a **direct democracy**, every citizen votes on important issues. This is common in ancient civilizations like Athens, Greece, where citizens gathered to vote directly on issues.

Representative Democracy

In a **representative democracy**, people elect officials to run the government. These officials explain their plans, called **platforms**. Voters must know each candidate's platform to make informed choices. Voting for representatives allows citizens to have a voice in the government without voting on every issue directly.

How Democracy Works

- **Voting:** Citizens vote to choose their leaders.
- **Participation:** Citizens join meetings, parties, and protests.
- **Informed Decision-Making:** Citizens learn about issues before voting.

Name: _____

7

Curriculum Connection
TP6.1

True or False

Is the statement true or false?

1) Equality under the law means everyone is treated the same.	True	False
2) Platforms are the plans explained by candidates to voters.	True	False
3) Representative democracy means citizens vote on all issues directly.	True	False
4) Direct democracies are ideal for large countries.	True	False
5) Canada uses a representative democracy.	True	False

Question

What does democracy mean, and what are its key principles?

PREVIEW

Compare

What is the difference between a direct and a representative democracy?

Direct Democracy	Representative Democracy
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Personal Opinion

Which form of democracy do you think is best? Why?

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

What does democracy mean,
and what are its key principles?

Name: _____

Mark

What does democracy mean,
and what are its key principles?

Name: _____

Mark

What does democracy mean,
and what are its key principles?

Name: _____

Mark

What does democracy mean,
and what are its key principles?

Memory Game: Fundamental Principles of Democracy

Objective

What are we learning about?

To reinforce students' understanding of fundamental democratic principles such as equality, justice, freedom, and representation by matching terms with their definitions or key characteristics.

Material

What you will need for the activity.

- Set of Memory Game cards (terms and definitions) (provided)
- A small table or clear area on the floor



Instructions

How you will complete the activity

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided.)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

Fundamental Principle	Description
Equality	Everyone is treated the same under the law.
Fairness	Fairness in how people are treated and how laws are applied.
Freedom	The right to make choices and express opinions without fear.
Representation	Citizens choose leaders to make decisions for them.
Rule of Law	Everyone must follow the law, even leaders.

Cards

Memory Game Cards

Fundamental Principle	Description
Majority Rule	The choice of most people is followed, but minority rights are protected.
Minority Rights	People not in the majority still have their rights protected.
Accountability	Leaders are responsible for their actions and must answer to the people.
Transparency	Government actions are open and clear so people can understand them.
Participation	Citizens are involved in the decisions that affect them, like voting.

Cards

Memory Game Cards

Fundamental Principle	Description
Fair Elections	Elections are honest, with everyone having an equal chance to vote.
Human Rights	Basic rights like freedom and safety are protected for all people.
Separation of Powers	Power is divided among different branches to prevent abuse.
Checks and Balances	Each part of the government can limit the power of the others.
Civic Responsibility	Citizens should be informed and active in their community and government.

**Quiz
Check-In**

This quiz will help assess the students' understanding of the fundamental principles of democracy from the memory game activity.

Name: _____

Mark

Explain the meanings of the terms below.

Justice	
Accountability	
Transparency	
Checks and Balances	

Name: _____

Mark

Explain the meanings of the terms below.

Justice	
Accountability	
Transparency	
Checks and Balances	

Interview: What Was the Draconian Constitution?

Student: Hi! I've been reading about ancient Athens. What exactly was the Draconian Constitution?

Historian: The Draconian Constitution was the **first set of written laws** in Athens. It was created by a man named **Draco** in **621 BCE**. Before that, laws were not written down, and powerful aristocrats made their own rules. That often meant poor citizens were treated unfairly.

Student: Was writing laws such a big deal?

Historian: Written laws gave people a way to know the rules and understand their rights. They also helped protect people from being punished without cause. The Draconian Constitution was a big step toward a **legal system** that applied to everyone—but Draco's laws were incredibly strict.

Student: How strict were the laws?

Historian: Very! Draco gave harsh punishments for many minor crimes—even things like stealing fruit. Almost everything had the death penalty. People thought that was extreme. Today we use the word "**draconian**" to describe rules or punishments that are too harsh.

Student: Did everyone have to follow these laws?

Historian: Yes, but the laws mostly protected the **aristocrats**—wealthy landowners—and punished ordinary people. The system didn't give much **justice** to the poor, and it didn't treat everyone equally.

Student: What happened after that? Did they change the laws?

Historian: Yes. Draco's laws caused **public unrest**. People wanted laws that were fair. Later leaders like **Solon** and **Cleisthenes** introduced new reforms. Solon cancelled many of Draco's laws and gave more rights to the poor. Cleisthenes helped develop **democracy**, where citizens could vote and have a say in government.

Student: So Draco's laws were harsh, but they helped start change?

Historian: Exactly. The Draconian Constitution showed the need for fair, written laws. It was the **first step** toward Athenian democracy and influenced legal systems for centuries.



True or False

Is the statement true or false?

1) Draco created Athens' first written laws in 621 BCE.	True	False
2) Draco's laws gave more rights to the poor.	True	False
3) The word "draconian" means very fair and kind.	True	False
4) Aristocrats were powerful, wealthy landowners in Athens.	True	False
5) The Draconian Constitution punished small crimes with death.	True	False

Questions

Answer the questions below.

1) Why did people want written laws?

2) What was the problem with Draco's constitution?

Fill in the Blanks

Use the word bank to fill in the blanks.

Constitution	draconian	death	Draco	wealthy	aristocrats
--------------	-----------	-------	-------	---------	-------------

1. _____ wrote the first set of laws in Athens.

2. The Draconian _____ was created in 621 BCE.

3. Before Draco, only _____ controlled the laws.

4. Draco's laws gave the _____ penalty for minor crimes.

5. The word "_____ " means overly harsh or unfair.

6. Draco's laws mostly protected the _____ citizens.

Ancient Athens - Government

Birthplace of Democracy

2500 years ago in Athens, Greece, the Greeks started the first form of a democratic government where citizens had the right to participate. The democratic governments that exist around the world today have been shaped by the same principles that the Greeks established 2500 years ago.



GREECE
ATHENS

Athenian Democracy

Ancient Athens was the first democracy, which made it distinct from other Greek city-states. In Athens, all male citizens who were 18 years old or older could participate in the Assembly. Here, they had the right to talk about and vote on laws and other decisions affecting the city. This system was different from other forms of government in Greece.

Sparta, for example, followed a different form of government called an oligarchy. This meant that a small group of powerful leaders controlled the government, with an emphasis on war and military strength. These leaders made the decisions for the city-state, and citizens did not have the same level of involvement as in Athens.

Mycenae, on the other hand, had a monarchy, a system of government where the city-state was led by a king who held the primary authority and made the decisions for the city-state. In a monarchy, power was often passed down through a family, and citizens had little to no input in the decision-making process.

Citizens

There were three categories of people that lived in Greece.

- 1) The citizens were the top category. They were men who were over the age of 20 and had completed their required military service. Only these citizens could have the power to participate in the government.
- 2) The middle category were the metics who were born outside of the city-state of Athens. They could not become citizens regardless of how powerful or wealthy they were.
- 3) The bottom category were the slaves that were owned by the rich Athenians or the city-state. People often became slaves if they were captured in war or if they were caught stealing/breaking the law.

Questions

Use information from the text to support your answer

1) What does a democratic government mean?

2) Describe the different government styles in the Greek cities below.

Athens

Sparta

Mycenae

True or False

Circle whether the statement is true or false

1) Democracy started around 2500 years ago

True

False

2) Democracy was first born in Athens, Ancient Greece.

True

False

3) Mycenae had a military-focussed government

True

False

4) Sparta had a military-focussed government

True

False

5) Metics had the most power in Ancient Athens

True

False

Explain

Describe each category of people in Athens, Greece.

Citizens

Metics

Slaves

Direct Democracy in Athens

The Assembly

The Assembly meetings took place every 8 to 10 days throughout the year. During this time, Athens had a male population of 60,000 citizens in which approximate six thousand would participate.

The six thousand would meet on the Pnyx Hill in a dedicated space and anyone who wanted to speak, or vote could do so by raising their hand. The majority would win in all matters. Once a year, citizens could meet to decide whether or not to exile a citizen of Athens.

One of the ways they would choose someone who didn't participate in the assembly was by scratching down the name of who they wanted to exile on a broken piece of pottery called an ostrakon. Exile was forcing someone to leave forever. The English language got the word ostracize from ostrakon.



Direct Democracy

This form of participating in government is called Direct Democracy. Every member at the assembly had the right to speak and vote on issues. The citizens who participated in the government took it very seriously, and even looked on the citizens who were allowed to participate, but chose not to.

This type of democracy differs from the Representative Democracy we use today, where only elected officials get to pass laws and make decisions for the government.

How to Vote

Voting was usually done by a show of hands. Each citizen's vote counted as one vote, regardless of their status in society. Another method they used was to drop either a brown or white stone in a jug.

- ☒ A brown stone would mean voting one way
- ☒ A white stone meant they voted the other way.

At the end of the voting, the stones were counted, and the decree was announced.



Questions

Use information from the text to support your answer

1) What is direct democracy? How did it work in Athens?

2) How did citizens vote in the assembly?

Multiple Choice

Circle the correct answer

1. Who was allowed to vote in Athens?

Everyone

Citizens

2. Where was the assembly held?

Phys

Agora

3. What was the name of the broken pottery?

Ostr

Acise

4. How many citizens participated in the assembly?

6

5. They voted using their...

Ballets

Hands

Questioning

What questions do you have after reading the information?

1)

2)

Activity – Direct Versus Representative Democracy

Background

What is the activity about?

We will learn about the differences between direct and representative democracy.

Materials

What you will need to complete the activity

- Two parts of the "Issues" multiple choice page (next page)
- Sticky notes for students to use to vote for their representatives
- Timer



Procedure

What you will do to complete the activity

- 1) Begin by introducing the concepts of representative and direct democracies, explaining the differences between them.
- 2) Divide the students into two groups for each form of democracy.
- 3) On the "Representative Democracy" side, the students elect representatives to make decisions on their behalf. Hand each group a list of issues and have them vote for who they want to represent them in decision making. Choose an appropriate number of representatives (~1 for every 5 students). Do not tell the students how long it takes to elect the representatives. Do not tell the students you are timing them (we don't want them to rush the process).
- 4) On the "Direct Democracy" side, the students will vote directly on various issues and policies.
- 5) Provide each group the list of issues. For the representative group, the smaller group will discuss and debate each issue before coming to a consensus. For the direct democracy group, ensure all members come to a consensus. This is a good opportunity for the teacher to explain what consensus means.
- 6) Time how long it takes them to complete the list. They should have one person from each group circle the solution they decided on. Do not tell the students you are timing them (we don't want them to rush the process).
- 7) After both groups have made their decisions, compare the outcomes of the two forms of democracy. Discuss the strengths and weaknesses of each form. Let them know how long it took each group to complete the activity.

Multiple Choice

Circle the best answer

1) How much homework should teachers give? A. Assign a large amount of homework everyday B. Assign a reasonable amount of homework that is appropriate for the age and grade level C. Eliminate homework altogether	2) Should students be suspended for bad behaviour? A. Yes B. No
3) Should schools have standardized tests? A. Yes B. No	4) Should students have to wear uniforms? A. Yes B. No
5) How many kids should be in a classroom? A. 10 B. 20 C. 25 D. 30	6) Should students be allowed to bring their pets to school? A. Yes B. No C. Only if they are trained
7) How should a teacher teach the subject material? A. Using worksheets B. Using hand-on activities C. Using both worksheets and activities	8) How should a teacher deal with bullying? A. Suspend the bully B. Teach the bully how to stop C. Teach students the effects of bullying D. All of the above
9) Should parents be allowed to volunteer? A. Yes B. No C. Sometimes	10) How can teachers help students with stress? A. Play more games in school B. Allow students to work with friends more C. Give more recess time D. Allow students to talk to a professional

Life in Athens: Primary Sources

Caption This

Explain the picture



Pnyx Hill

- Small rocky hill
- Located 110 m high
- Gathering place for assemblies
- Was used in 507 BC
- Power went to the citizens, away from the king
- The *vema* or *bema* is the stepping stone that the speaker would stand on to talk to the audience
- Over 6000 citizens would gather here to participate in the government

What do you notice in the picture? What is interesting to you? What are you wondering?

Quote

What did Plato mean by the quote?

"One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors" - Plato

"Good people don't need laws to tell them to act responsibly... and bad people will always find ways around laws" - Plato

Social Structure in Athens

Background

Although Athens was forward thinking in their government, they still did not provide equality to the people in their society. Women, slaves, and metics were treated very differently than citizens. Very rarely could people move classes as it took the majority of citizens to vote for a slave or metic to become a citizen. Women were never allowed to become a citizen, and therefore could not participate in the government.

Boys and Girls

Men were valued in Athens, and their birth was even celebrated. When a man gave birth to a boy, the family hung an olive branch to indicate victory! When a girl was born, they attached a piece of wool indicating her future as a homemaker.

Both boys and girls were raised by their mother and played with toys like dolls, rattles, and spinning wheels. At the age of 7, the boys went to school to learn reading and math, while the girls stayed home to be educated in their mother. The mom taught them how to read and write. They also learned skills like weaving, spinning, and childcare.

When a girl turned 15, the father would choose a husband for them and they would go live with his family! When a boy turned 18, they were required to serve in the military. At the age of 20, they became citizens of Athens.

The rights men and women had were very different. Women were forced to have a male guardian who made important decisions for them. The male was usually her father, husband, brother, or son and they were in charge of the women's life.

Slaves

Slavery was part of the society in Athens. Each citizen of Athens owned several slaves who were forced to work for free. Even the poor Athenians owned two or three slaves! Slaves performed various tasks, including household chores, farming, and mining. They also served as tutors, nurses, and entertainers.

Key Terms

Slave

Someone who is owned by the city-state or a wealthy person.

Metic

Someone who was not born in Athens but moved there.

Citizen

A man in Athens who was born there, over 20 years old, and performed his required military service.

Male Guardian

A man needed a male guardian to protect them. Women were not in charge of their own life, their male guardian was.

Olive Branch

Branch on an olive tree. Used to indicate a boy was born to the family who hung it on their front door. Symbolized victory for the family.



Questions

Use information from the text to support your answer

1) Who had more rights in Athens, men or women? Explain.

2) How were the lives of boys and girls in Athens different? Explain.

Multiple Choice

Choose the correct answer

- | | | |
|---|-------|--------|
| 1) Who couldn't become Athenian citizen? | Women | Metics |
| 2) What represented a boy's birth? | Wool | Olive |
| 3) Athenian boys' military service age? | | 20 |
| 4) Women's guardian in Athens? | | Friend |
| 5) Did poor Athenian citizens own slaves? | | No |

Matching

Draw a line from the term to the description

Term	Description
Citizen	Someone who was born outside of Athens.
Metic	A symbol of victory when a boy was born.
Slave	When a man had control over another woman.
Olive Branch	A man who was born in Athens and could vote.
Male Guardian	Someone who was owned by the State of Athens or another person.

Athens – Government Structure

3 Pillars of Government

The three pillars of government in Athens were:

- (1) Assembly – all citizens can participate and vote on matters
- (2) Council of 500 – full-time government of Athens
- (3) Court – decided someone's guilt or innocence and punishments for breaking laws

Council of 500

The council of 500 was known as the boule because it met in the Bouleuterion at the Agora, a public place. The citizens in Athens were divided into 10 tribes. Each tribe could send 50 members to serve on the council. Members needed to be at least 30 years old. For 1/10 of the year (50 days), the members from a tribe would be in charge of the city.



Agora

Membership in the council was a democratic process for the following reasons:

- 1) The council was chosen in a lottery system where names were chosen randomly, therefore everyone had an equal chance to be selected.
- 2) Citizens could only serve on the council twice, which allowed people a chance to get on council.
- 3) The Chairman or leader of the council was chosen randomly in a lottery and would only serve for 24 hours.

The Council had the important job of planning the agenda for the Assembly. When 6000 citizens attended the Assembly, an agenda was necessary to keep meetings organized. The agenda outlined what would be discussed and voted on during the meeting.

Court System

If Athenians felt they were wronged by someone, they could bring their complaint to the magistrate. Magistrates were citizens and officers of the court who were chosen by lottery for a one-year term.

Magistrates could set a fine for punishment, or they could send a case to trial. A trial would have a jury of between 501 to 1500 people on it who would listen to the defendant and the plaintiff explain their case.

Wealthy Athenians would hire professional speech writers to help them make effective arguments. If found guilty by the jury, they would be sentenced to death, or face imprisonment. Many fled Athens to avoid the death penalty.

Questions

Use information from the text to support your answer

1) How does using a lottery give everyone a chance to participate in government?

2) What problems might arise if any man over 30 could become a magistrate?

Multiple Choice

Circle the correct answer

- | | | |
|---|---------------|----------------|
| 1. The Assembly had how many people participate? | 500 | 6000+ |
| 2. The Council was made up of people over the age of... | 30 | 60 |
| 3. Council members were chosen from a... | Lottery | Voting |
| 4. The Council had the important job of setting the... | Assembly laws | Assembly rules |
| 5. A magistrate could fine or send a case to... | Assembly | Court |

Explain

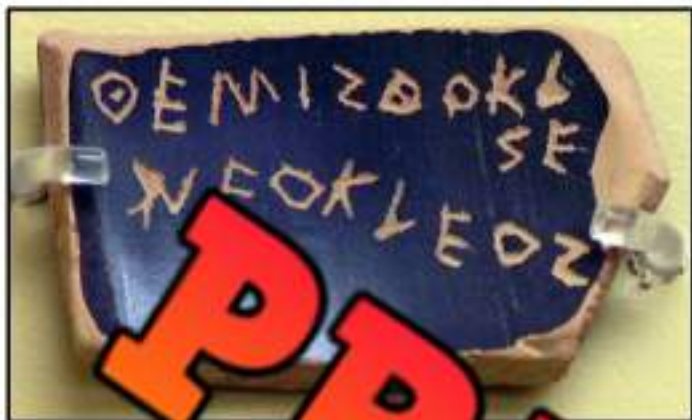
Describe each part of the government's structure

The Assembly	
Council of 500	
Court	

Life in Athens: Primary Sources

Caption This

Explain the picture



Thémistocle was a General in Athens who was voted to be exiled. He was forced to leave Athens for 10 years! He could return after that and get his property back.



Another vote for Thémistocle to be exiled. He was exiled from Athens and Athens's enemy, King Artabanus of Persia, promoted him to Governor of Asia.

What do you notice in the pictures? What is interesting to you? What are you wondering?

Quote

What did Plato mean by the quote?

"Just because you do not take an interest in politics doesn't mean politics won't take an interest in you!" – Pericles: Orator and General in Athens

"Society is well governed when its people obey the magistrates, and the magistrates obey the law." – Solon: Lawmaker and Poet

The Challenges of Direct Democracy in Athens

The Challenges of Direct Democracy in Athens

In ancient Athens, direct democracy faced significant challenges that affected its effectiveness.



1) Limited Participation

One major challenge was the **limited participation** in the decision-making process. Only free male citizens could vote and take part in the government. This meant that a large portion of the population was excluded, including women, slaves, foreigners (metics), and children. As a result, only about 10-20% of the population had the right to participate. This exclusion meant that the decisions made by the government often did not reflect the needs of most Athenians, creating a significant gap between the government and the general population.

2) Time-Consuming Nature

Another challenge was the **time-consuming** nature of the decision-making process in direct democracy. The Athenian Assembly required the presence of a large number of citizens, often more than 6,000, to discuss and vote on issues. Every citizen had the right to speak, which often led to:

- **Lengthy debates** lasting hours or even days
- **Delays in decision-making** that made it hard to act quickly

3) Inefficiencies During Crises

Direct democracy also struggled during crises. The need for extensive debate and consensus among citizens meant that Athens was often slow to respond to urgent situations. For example:

- **In wartime**, the lengthy decision-making process could delay critical military actions.
- **During emergencies**, the time taken to reach a consensus often reduced the effectiveness of the city's response.

Questions

Answer the questions below using evidence from the text.

1) How did the exclusion of certain groups affect Athenian democracy?

2) Describe the problems caused by Athens' slow decision-making process.

3) Why was the decision-making process in Athens considered time-consuming?

True or False

Is the statement true or false?

1) The majority of Athens' population participated in government decisions.	True	False
2) Women were not allowed to participate in the Athenian Assembly.	True	False
3) Decisions in Athens were made quickly due to efficient debates.	True	False
4) Athens' decision-making process was faster during emergencies.	True	False
5) Athenian democracy was a model of quick and efficient governance.	True	False

**Making
Connections**

Write a short paragraph about how you would feel if you were excluded from voting in Athens.

Interview: Athenian Democracy's Lasting Impact

Enduring Features of Athenian Democracy

Publish Date: August 11, 2024

Reporter: Today, we're discussing the enduring features of Athenian democracy. I'm joined by Dr. Carter, a historian specializing in ancient Greece, and Mr. Lucas Harper, a city council member with experience in modern democratic processes. Thank you both for being here.

Reporter: Dr. Carter, could you explain how Athenian democracy worked?

Dr. Carter: Certainly! Athenian democracy was a direct democracy, meaning citizens voted directly on laws and decisions, rather than electing representatives. One key feature was majority rule, where the option with the most votes won. They also used secret ballots to ensure fairness, preventing others from influencing how someone voted.

Reporter: Mr. Harper, how do we see these features in today's democracies?

Mr. Harper: Many modern democracies, including ours, have adapted these ideas. For example, majority rule is still used in voting. When we hold elections, the candidate with the most votes wins. Secret ballots are also common, allowing people to vote without pressure. This ensures everyone's vote counts equally, just like in ancient Athens.

Reporter: Dr. Carter, how large was the voting population in Athens?

Dr. Carter: Estimates suggest that about 40,000 male citizens could vote out of a population of 300,000. However, women, slaves, and non-citizens were excluded, which is different from today's inclusive democracies.

Reporter: Mr. Harper, do you think Athenian democracy still influences us today?

Mr. Harper: Absolutely. The principles of fairness, equal voting rights, and majority rule are all rooted in Athenian democracy. These ideas continue to shape how we govern our societies today.

Questions

Answer the questions below using evidence from the text.

1) In what ways do modern democracies use ideas from Athenian democracy?

2) Can you list ideas modern democracies improved from the Athenian democracy?

**Venn
Diagram**

Create a Venn diagram showing similarities and differences between Athenian democracy and modern democracy.

Summarize

Write two main points that you've learned from the reading.

1)	<hr/> <hr/>
2)	<hr/> <hr/>

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Are the ideas of Athenian democracy below adopted into modern democracy?

1) Majority Rule:	Yes
	No
2) Direct Voting:	Yes
	No
3) Exclusion of Women:	Yes
	No
4) Secret Ballots:	Yes
	No

Name: _____

Mark

Are the ideas of Athenian democracy below adopted into modern democracy?

1) Majority Rule:	Yes
	No
2) Direct Voting:	Yes
	No
3) Exclusion of Women:	Yes
	No
4) Secret Ballots:	Yes
	No

Name: _____

Mark

Are the ideas of Athenian democracy below adopted into modern democracy?

1) Majority Rule:	Yes
	No
2) Direct Voting:	Yes
	No
3) Exclusion of Women:	Yes
	No
4) Secret Ballots:	Yes
	No

Name: _____

Mark

Are the ideas of Athenian democracy below adopted into modern democracy?

1) Majority Rule:	Yes
	No
2) Direct Voting:	Yes
	No
3) Exclusion of Women:	Yes
	No
4) Secret Ballots:	Yes
	No

Case Study: The Lottery System in Ancient Athens

Introduction to Sortition

In Ancient Athens, "**sortition**," or the lottery system, was used to randomly select citizens for public roles. This method ensured that every eligible man had an equal chance to serve in government positions, promoting fairness and preventing power from concentrating in the hands of a few.

How the System Worked

In Athens, male citizens over the age of 30 were eligible to be selected for various public roles, such as government officials. The process was designed to be random and impartial. Special machines called **Kleroteria** were used to draw lots. These machines had slots for tokens representing a citizen. When the tokens were drawn, those selected were notified. The process was intended to give every eligible citizen a fair chance to participate in government, regardless of wealth or status.

Purpose of the Lottery System

The primary goal of the lottery system was to prevent the concentration of power. By selecting officials randomly, Athens avoided situations where the rich or influential could control the government. This method supported the principle of meaning equality under the law. It allowed ordinary citizens to have a voice in decision-making, which was considered vital for a true democracy.

- **Fair Representation:** The system ensured that all eligible citizens had an equal chance of serving.
- **Preventing Corruption:** Random selection made it difficult for any group to dominate the political scene.
- **Citizen Involvement:** It encouraged active participation in civic duties among Athenian men.
- **Promoting Equality:** The lottery system allowed even the poorest male citizens to become officials or jurors, making it a step towards a more inclusive government.



Kleroteria

Define

Explain the meanings of the terms below.

Sortition

Kleroteria

Isonomia

Questions Answer the questions below using evidence from the text.

1) What was the purpose of the lottery system in Athens?

2) How did Athens' lottery system promote equality among citizens?

3) What role did age play in the eligibility for selection in Athens?

**Making
Connections**

Do you think a lottery system could work in your family for deciding who does chores? Why or why not?

The Social & Govt Structure of the Roman Republic

Social Classes in the Roman Republic

In the **Roman Republic**, society was divided into two main social classes: **patricians** and **plebeians**. Patricians were the wealthy and powerful families who owned a lot of land. They had special privileges, such as being the only ones allowed to hold important government positions. On the other hand, plebeians were the common people. They



PATRICIANS



PLEBEIANS

were farmers, craftsmen, and merchants. While they made up most of the population, they had fewer rights than patricians. However, over time, plebeians fought for and gained more rights, like the right to elect their own leaders called **tribunes**.

Government Structure of the Roman Republic

The Roman Republic had a complex government with three main branches: the **Senate**, the **Consuls**, and the **Assemblies**. The Senate was made up of patricians and was the most powerful branch. It controlled money and foreign policy. There were two officials who acted like presidents, and they were elected every year. They were responsible for leading the army and running the government. The Assemblies were made up of all citizens, including plebeians, and could vote on laws and elect officials.

Civic Participation in the Roman Republic

Civic participation was important in the Roman Republic. Citizens could vote, hold public office, and serve in the military. Here's a list of the ways citizens could participate:

- **Voting** - Citizens could vote in the Assemblies on important matters.
- **Holding Office** - Patricians could be **senators**, while plebeians could be **tribunes**.
- **Military Service** - All male citizens were required to serve in the army, which was seen as a duty and honour.

The Roman Republic's representative democracy allowed citizens to have a say in how their society was governed, though the level of influence depended on their social class.

Define

Explain the meanings of the terms below.

Patricians**Plebeians****Tribunes****True or False** Write the statement true or false?

1) Patricians could be elected to office in Roman Republic.	True	False
2) Plebeians had the right to vote in the Roman Assemblies.	True	False
3) Consuls in the Roman Republic were elected for two years.	True	False
4) The Senate controlled the army in the Roman Republic.	True	False
5) Plebeians were the only citizens required to serve in the military.	True	False

Questions

Answer the questions below using evidence from the text.

1) Explain why the Roman Republic is considered a representative democracy.	
<hr/> <hr/> <hr/>	
2) What roles could Patricians and Plebeians hold in the Roman Republic's government?	
Patricians	Plebeians
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Roman Republic – 3 Branches of Government

How the Roman Republic Was Organized

The Roman Republic was one of the first governments in history to divide power between different groups. This helped make sure that no one person or group became too powerful. Their system had three branches of government, and each had its own important job. This structure is still used in many countries today, including Canada.

The Executive Branch: Leaders in Charge

The executive branch was led by two officials called consuls. These consuls were elected annually. They were in charge of the army and also helped run the daily business of the government. Having two consuls instead of one meant they had to share power, which helped prevent abuse. If one consul tried to make a bad decision, the other could block it, something called a veto.

The Legislative Branch: Making Laws

The legislative branch was made up of the Senate and the Assemblies. The Senate was mostly made up of patricians, who were the wealthy class. They had a lot of power and controlled things like money, foreign relations, and the military. The Assemblies were where citizens could vote on new laws and elect government leaders. However, the richer classes still had more influence.

The Judicial Branch: Keeping Order

The judicial branch included magistrates and judges. The laws were followed fairly. Magistrates handled small court cases and made decisions on punishments. Bigger cases went to judges. These people helped keep peace and make sure the laws were clear.

Important Ideas from the Roman System

The Roman Republic gave the world many important ideas about how to run a government. These ideas included:

- Separation of powers
- Checks and balances
- Civic duty
- Elections and voting
- Written laws and fairness in court

These principles still help shape democracies around the world today.



Define

Explain the meanings of the terms below.

**Legislative
Branch**

**Executive
Branch**

**Judicial
Branch**

True or False Write the statement true or false?

1) The Roman Republic had three branches of government.

True

False

2) Consuls were chosen by the Senate, not by the people.

True

False

3) The Assemblies allowed citizens to vote.

True

False

4) Judges worked in the executive branch.

True

False

5) The Senate controlled money and foreign decisions.

True

False

Questions

Answer the questions below using evidence from the text.

1) What were the jobs of the two consuls in the executive branch? What were their powers?

2) Why did the Romans divide their government into 3 different groups? Why was this a good idea?

Challenges of Representative Democracy in Rome

Challenges of Representation in the Roman Republic

The Roman Republic, one of the earliest examples of **representative democracy**, faced several significant challenges that affected its effectiveness. Although the system allowed for citizen participation, certain aspects of its structure created problems that limited its ability to remain democratic and stable.



1) **Limited Representation:** One of the major challenges was **limited representation**. In the Roman Republic, **patricians**, who were wealthy and powerful landowners, held most of the political power. They were the only ones allowed to serve in the **Senate**, which was the most influential branch of government. The **plebeians**, or common citizens, made up the majority of the population but had much less influence. Although plebeians could elect their own leaders, called **tribunes**, these tribunes had limited power compared to the patrician-controlled Senate.

2) **Frequent Elections:** Another challenge was the **frequent elections**. The **consuls**, the highest-ranking officials in the Republic, were elected every year. While this allowed for frequent input from the citizens, it also led to instability. With only one year to implement their policies, which made it difficult to create lasting change or long-term plans. As a result, there was often short-term thinking and inconsistency in the government's actions.

3) **Power Imbalance:** The **power imbalance** between the Senate and other branches of government further weakened the democratic process. The Senate, made up entirely of patricians, had more control over decisions than the Assemblies or the consuls. This imbalance of power meant that the interests of the patricians were often prioritized over those of the plebeians.

Matching

Match each branch of the Roman government with its primary responsibility.

Senate☐ Controlled money and foreign policy**Consuls**☐ Voted on laws and elected officials**Assemblies**☐ Led the army and ran the government**True or False**

Is the statement true or false?

1) The Senate was open to all citizens, including plebeians.	True	False
2) Patricians were the only ones allowed to serve as consuls.	True	False
3) Consuls had a one-year term and could not implement their policies.	True	False
4) The frequent elections helped to create consistent long-term policies.	True	False
5) Tribunes held more power than the Senate in the Roman Republic.	True	False

Making Connections

Answer the questions below.

1) How did limited representation affect the plebeians in the Roman Republic?

2) Why were frequent elections a challenge for the Roman Republic?

3) How did the power imbalance between the Senate and other branches impact the Govt?

Role-Play: The Roman Republic Governance

Objective

What are we learning about?

Students will simulate the election of officials and the decision-making process in the Roman Senate to understand the structure and operation of representative democracy in Ancient Rome.

Materials

What you will need for the activity.

- Scenario cards for specific situations related to Roman Republic governance (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete the activity

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Debate Over Land Reform	In the Roman Republic, a heated debate arises in the Senate about the distribution of public land to the poor citizens, known as Plebeians. The wealthy Patricians argue that giving away land will weaken Rome's economy and reduce their own power. Meanwhile, the Plebeians are growing desperate, demanding fair access to land to support their families. Tensions rise as Plebeians protest outside the Senate, demanding change. The Consuls must mediate the heated discussion, as the Plebeians threaten to rebel if their demands are not met. Senators must weigh the risks of angering the Plebeians against the interests of the Patricians, deciding the future of Rome's land.
2	Crisis of Leadership After a Defeat	Rome has suffered a significant military defeat against the Samnites, a powerful nation to the southeast. The Republic is in chaos, and the Senate is in a panic as they gather to choose a new leader to guide Rome through this crisis. The Plebeians, worried about their safety, demand that the general will protect their homes from further attacks. The Patricians, however, push for a leader who will restore Rome's honour by launching a counter-attack against the Samnites. As the Senators argue, the word spreads that the Samnites may be planning another assault. The Senate must make a quick decision, knowing that the survival of Rome is at stake. The tension in the room grows as each Senator presents their case, with some demanding immediate action and the Patricians urging caution.
3	The Plebeian Revolt	Frustrated by their lack of rights and representation, the Plebeians organize a massive protest outside the Senate, threatening to leave Rome and form their own city on the Aventine Hill if their demands are not met. The Senate is thrown into turmoil as they debate whether to give in to the Plebeians' demands for more power or to use force to keep them in line. The Consuls must decide whether to send soldiers to stop the protest or to negotiate with the Plebeian leaders. As the Senate debates, the Plebeians grow more restless, chanting and demanding immediate changes. Some Senators see this as an opportunity to strengthen the Republic by giving the Plebeians more say in government, while others fear that giving in will weaken their own power.

Scenario Cards

Cut out the topics below.

	Scenario	Description
4	Debate on Expanding the Republic	Rome is considering expanding its territory by conquering the rich lands of Etruria, a region to the north. In the Senate, some Senators argue that expansion will bring more wealth and power to Rome, allowing them to build new roads and temples. Others worry that expanding into Etruria will stretch the Republic's resources too thin and provoke dangerous enemies like the Gauls. The Plebeians, concerned about their sons being sent to fight in distant lands, begin to voice their concerns. As the debate intensifies, news arrives that the Etruscans are forming alliances with other tribes, adding pressure to Sulla's decision. The Senators must weigh the benefits of expansion against the potential risks and the impact on Roman society.
5	Passing a New Law to Limit Power	A powerful and ambitious man, Cornelius Sulla, has been using his influence to control important decisions in Rome, causing unrest among the Senate and Plebeians. To prevent any one person from becoming too powerful, a group of Senators proposes a new law that would limit how long anyone can serve as a consul. The debate is intense, with some Senators fearing this law will weaken Rome's ability to act in times of crisis, while others believe it is necessary to protect the Republic's democratic principles. As the debate unfolds, the Plebeians gather outside the Senate, demanding that the new law be passed to ensure fair representation. Sulla himself makes a final plea to keep his position, arguing that the law is the only way to save the Republic.
6	The Corruption Scandal	A scandal breaks out when a Senator, Marcus Licinius Crassus, is accused of accepting bribes from a wealthy merchant in exchange for political favours. The Plebeians are outraged, demanding justice and stricter rules to prevent corruption. The Senate must decide how to deal with Crassus and whether to introduce new laws to prevent future corruption. As evidence is presented, Crassus denies all charges, while witnesses come forward to testify against him. The Plebeians begin to chant outside the Senate, calling for Crassus's removal. Some Senators argue that harsh punishment is necessary to restore trust in the government, while others warn that too much control could lead to fear and distrust within the Republic. Crassus makes a final defence, claiming that the accusations are part of a political plot against him.

Scenario Cards

Cut out the topics below.

	Scenario	Description
7	The Trial of a War Hero	A Roman general, Gaius Marius, once celebrated as a hero for his victories against the Germanic tribes, is now accused of treason after failing to follow orders in a recent conflict with the Teutones. The Senate must decide his fate in a trial that has captured the attention of the entire city. The Plebeians see him as a champion of the people, believing he acted in their best interest, while the Patricians view his actions as a threat to the Republic's stability. As the trial begins, Marius presents his case, explaining why he disobeyed orders and what he hoped to achieve. The Plebeians rally outside the Senate, demanding his acquittal, while the Patricians call for his execution. The Senators listen to the evidence carefully, knowing their decision will set a precedent for future cases are handled.
8	Negotiating Peace with a Rival City	After years of conflict, the city of Carthage offers peace to Rome, but the terms require substantial and significant concessions. Some Senators argue for acceptance to end the bloodshed and focus on rebuilding Rome, while others believe Rome should continue fighting until victory is assured. The Plebeians, weary of war and eager for peace, support the idea of negotiating. As the consequences of accepting a deal that could weaken Rome's power become clear, negotiations begin. Carthaginian envoys arrive at the Senate with their demands, including the return of captured territories and a large tribute. Meanwhile, the Roman generals argue for more time to secure a better deal. The Senate must navigate the delicate balance between peace and strength, knowing that their decision will shape Rome's future.
9	The Election of a New Consul	The term of one of Rome's Consuls is ending, and the Senate must elect a new leader. Several candidates are vying for the position, each with different ideas about how to lead Rome. The Plebeians favour Gaius Gracchus, a candidate who promises to improve their living conditions by building new homes and providing jobs. The Patricians, however, support Lucius Cornelius Sulla, a candidate with strong military experience who plans to expand Rome's territory through conquest. The election campaign becomes heated, with candidates making passionate speeches, alliances forming, and accusations flying. The Plebeians gather in the Forum to hear the candidates speak, while the Patricians hold private meetings to secure votes. As election day approaches, tensions rise, and the Senate must ensure a fair and just election, knowing that the outcome will shape Rome's future leadership.

**Two Stars
And A Wish**

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two strengths and one weakness of your group's performance.

PREVIEW



Athenian Democracy and the Roman Republic

@historykid2024 

Okay team—who lowkey had the better system: Athenian democracy or the Roman Republic? I need facts, not fluff.

8:30 AM - 21/03/2025 - 1,229 SHARES 4,921 LIKES



3 LIKES

@civicchloe: Athens kinda *got the crown* for letting every male citizen over 18 vote directly. It was straight-up citizen power—no middleman.



5 LIKES

@civicchloe: But Rome was *built different*. They had *representative* democracy, so elected leaders to speak for them. That's basically how we run today.



10 LIKES

@thinklikeapatrician: But Rome had a class system. *Patricians* had more power than *plebeians*. Plebeians had to hard just to elect *tribunes* who could protect their rights.



9 LIKES

@civicchloe: Athens was *really* for all citizens, so they used *sortition*—a lottery system—to randomly choose government jobs like the Council of 500. Everyone had an equal chance to participate.



6 LIKES

@romerules: In Rome, leaders were elected by *choosing* people. That sounds fair too, but elections often favoured the rich and powerful. They tried to avoid that.



12 LIKES

@civicchloe: And both left people out. Women, slaves, and foreigners were totally excluded. Being a citizen = being in the game. No status, no say.



25 LIKES

@thinklikeapatrician: Both systems had citizen participation and voting. Rome also had *three branches* of government: executive, legislative, and judicial. That's where ideas like *checks and balances* come from. Still iconic.



7 LIKES

@romerules: Athenian democracy was fast-moving but messy. Rome's structure allowed for long-term planning, even if it was slower to give power to regular people.



85 LIKES

@civicchloe: Either way, both systems were *OGs of democracy*. They gave us *voting, debate, laws, and civic duty*. That's legacy, no cap.

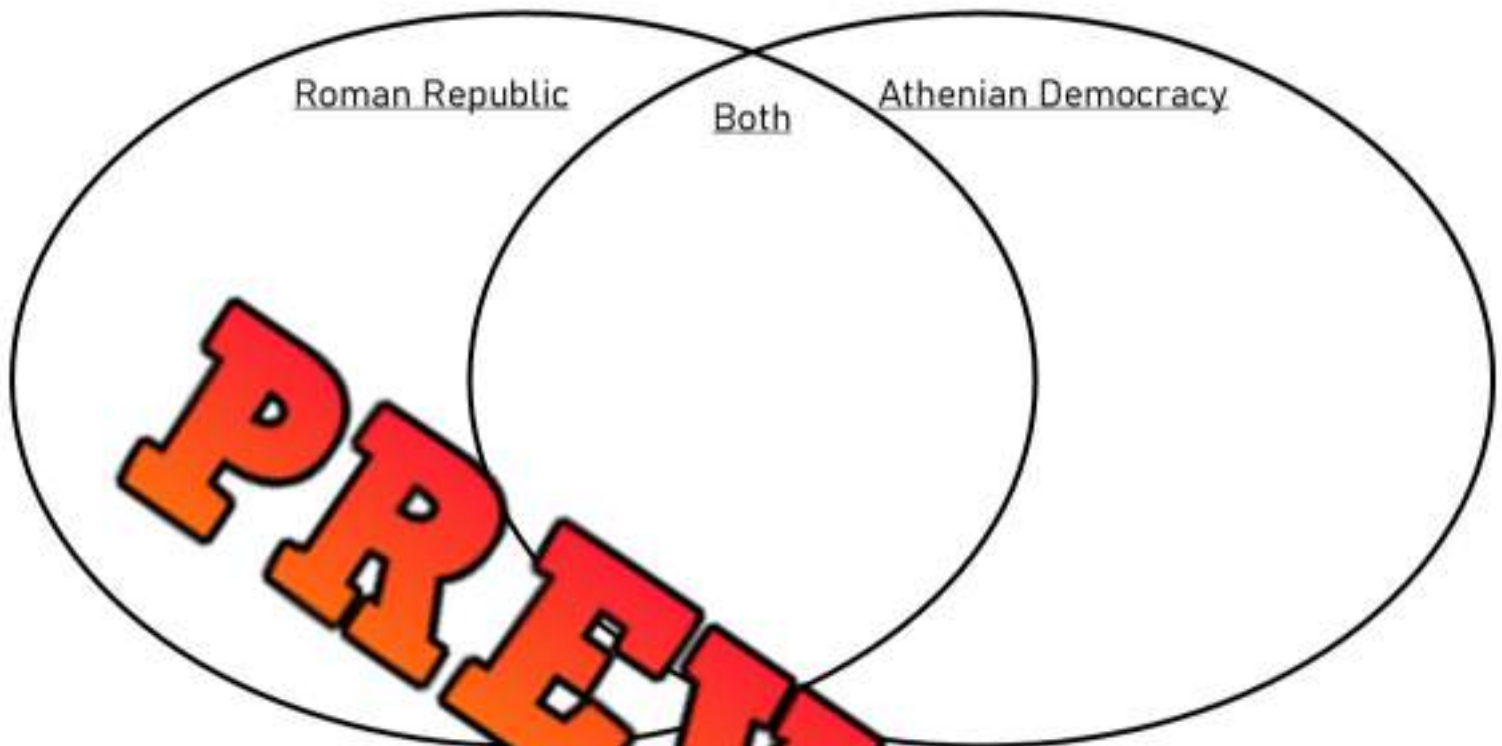


32 LIKES

@historykid2024: Okay, okay—Athens had the people's voice, Rome had the system. This thread's got more knowledge than my textbook. Respect.

Venn Diagram

Compare the Roman Republic with the Athenian Democracy below



True or False

Is the statement true or false?

1) Athens used direct democracy where citizens voted on laws.	True	False
2) Rome chose government officials using a lottery system.	True	False
3) Plebeians in Rome could vote but had limited power.	True	False
4) Athens' Council of 500 was selected by election.	True	False
5) Patricians were wealthy landowners in ancient Rome.	True	False

Opinion

Write a comment that you would add to this conversation

Username: _____

Date: _____

The Magna Carta

The Magna Carta: A Turning Point in History

In 1215, the **Magna Carta** was signed by King John of England. This document is considered one of the most significant legal milestones in history. It was created by a group of **English barons** (powerful landowners in medieval England with significant influence) who were unhappy with King John's rule. They forced him to agree to the Magna Carta, which limited his power and protected their rights. This was the first time in England that a ruler was legally restricted by his subjects.

Key Provisions of the Magna Carta

The Magna Carta included several important provisions that have shaped modern democracies. Some of the most significant ones include:

- **Rule of Law:** The Magna Carta established that everyone, including the king, must follow the law.
- **Right to Fair Trial:** It introduced the principle that no one should be imprisoned or punished without a fair trial.
- **Protection of Property:** The Magna Carta protected the rights of landowners by stating that their property could not be taken away without legal procedures.
- **Consent to Taxation:** The Magna Carta required the king to obtain the consent of his barons before imposing taxes. This principle laid the groundwork for the idea that taxation should only occur with the approval of the people's representatives.



The Development of Parliament

The signing of the Magna Carta also led to the formation of England's first **parliament**. The document required the king to seek the advice of his barons on important matters. This requirement laid the foundation for a parliamentary system, where elected representatives make decisions on behalf of the people. Today, parliaments around the world, including Canada's, follow principles that can be traced back to the Magna Carta.

Questions

Answer the questions below using evidence from the text.

1) Why was the Magna Carta a significant document in history?

2) What does "rule of law" mean according to the Magna Carta?

3) What does the Magna Carta say about fair trials?

Multiple Choice

Answer the questions below.

1) In which year was the Magna Carta signed?

A) 1215

B) 1066

C) 1492

2) Who was forced to sign the Magna Carta?

A) King John

B) King Henry VIII

C) King Richard III

3) Who were the powerful landowners with significant influence in medieval England?

A) Clergy

B) Barons

C) Peasants

4) The Magna Carta is often considered a foundation for:

A) Modern democracy

B) Absolute monarchy

C) Military dictatorship

Summarize

Write two main points that you've learned from the reading.

1) _____
_____2) _____

The Habeas Corpus Act

The Habeas Corpus Act: A Milestone in Legal History

In 1679, the **Habeas Corpus Act** was passed by the English Parliament. This law is one of the most important legal protections in history. The term "Habeas Corpus" means "you shall have the body" in Latin. This act was designed to prevent unlawful imprisonment by ensuring that anyone detained had the right to appear before a judge. The judge would then determine whether the imprisonment was lawful. If the imprisonment was not justified, the person would be released.

Key Provisions of the Habeas Corpus Act

The Habeas Corpus Act introduced several important legal protections that are still in use today. Some of the most significant ones include:

- **Right to Challenge Imprisonment:** The Act gave individuals the right to challenge their detention in court.
- **Prompt Court Appearance:** It required that a person detained must be brought before a judge quickly.
- **Protection Against Unlawful Detention:** The Act ensured that no one could be held in prison without a valid reason.
- **Requirement for Specific Charges:** The Act required that specific charges be presented to justify detention, preventing vague or unjustified imprisonment.



The Act's Long-Lasting Influence

The Habeas Corpus Act has had a lasting impact on legal systems around the world. Its principles are the foundation of modern legal protections against unlawful imprisonment. In Canada, for example, the right to challenge unlawful detention is enshrined in the **Canadian Charter of Rights and Freedoms**. The Habeas Corpus Act established that the government cannot detain individuals without providing a legal reason, a concept that remains crucial in maintaining justice and individual freedom today.

Questions

Answer the questions below using evidence from the text.

1) What does "Habeas Corpus" mean in Latin?

2) How did the Habeas Corpus Act protect against unlawful imprisonment?

3) How do the Habeas Corpus Act relate to modern legal systems?

Choose

Put a check mark beside the correct answer(s) for each question.

1) What did the Habeas Corpus Act require for someone to be detained?

- ☐ Specific charges presented
- ☐ Approval from a judge
- ☐ Immediate imprisonment without reason

2) Which of the following statements about the Habeas Corpus Act are true?

- ☐ It was passed in 1679
- ☐ It allowed people to be imprisoned without trial
- ☐ It protected against unlawful detention

3) The Habeas Corpus Act's principles are still used in which of the following places?

- ☐ Canada
- ☐ France
- ☐ United States

4) Which documents are based on the principles of the Habeas Corpus Act?

- ☐ Canadian Charter of Rights and Freedoms
- ☐ The Magna Carta
- ☐ The Bill of Rights of 1689

Questioning

Write 2 questions you have about the reading.

1) _____

2) _____

The Bill of Rights (1689)

The Bill of Rights: A Landmark in Civil and Parliamentary Rights

In 1689, the English Parliament passed the **Bill of Rights**, a monumental document that established several key civil and parliamentary rights. The Bill of Rights was created following the **Glorious Revolution**, which saw the overthrow of King James II and the ascension of William III and Mary II to the throne. This document was crucial in limiting the powers of the monarchy and formalizing the rights of Parliament and citizens.

Key Provisions of the Bill of Rights

The Bill of Rights established several significant provisions that have influenced modern democratic governance. Some of the most important include:

- **Free Elections:** The Bill of Rights established that members of Parliament would be freely elected, without interference from the monarch. This principle is a cornerstone of democratic governance, where the people elect their representatives.
- **Free Speech in Parliament:** The Bill of Rights granted members of Parliament the right to speak freely during parliamentary debates without fear of punishment from the king or queen. This right is essential for open and honest discussion.
- **Limitations on the Monarchy:** The Bill of Rights imposed limitations on the powers of the monarchy, preventing the king or queen from suspending laws or maintaining an army without Parliament's consent.

The Bill of Rights' Lasting Influence

The principles of the Bill of Rights have profoundly influenced legal systems and democratic governance worldwide. In Canada, the rights to free elections and free speech are protected under the **Canadian Charter of Rights and Freedoms**. The Bill of Rights also influenced the **U.S. Bill of Rights** and other constitutions, shaping the idea of a government accountable to its people and ensuring citizens have a voice in decisions impacting their lives.



Questions

Answer the questions below using evidence from the text.

1) What limitations did the Bill of Rights place on the monarchy?

2) Which rights were specifically protected by the Bill of Rights in Parliament?

3) How did the Bill of Rights influence modern legal systems like Canada's?

Multiple Choice

Answer the questions below.

1) In which year was the Bill of Rights passed?

A) 1689

B) 1776

2) Who was overthrown during the Glorious Revolution?

A) King James II

B) King Henry VIII

3) The Bill of Rights ensured that members of Parliament would be:

A) Appointed by the monarchy

B) Freely elected

C) Selected by the clergy

4) Which right was granted to Parliament members by the Bill of Rights?

A) Free speech

B) Freedom of religion

C) Right to bear arms

5) The Bill of Rights placed limitations on the powers of the:

A) Monarchy

B) Nobility

C) Judiciary

6) The Bill of Rights was created following which event?

A) The Magna Carta

B) The Glorious Revolution

C) The French Revolution

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Is the statement true(T) or
false(F)?

- | | |
|--|---|
| 1) The Bill of Rights was passed by the English Parliament in 1689. | T |
| | F |
| 2) The Glorious Revolution resulted in King James II remaining on the throne. | T |
| | F |
| 3) The Bill of Rights allowed the king to levy taxes without Parliament's consent. | T |
| | F |
| 4) The Bill of Rights limited the powers of the English monarchy. | T |
| | F |

Name: _____

Mark

Is the statement true(T) or
false(F)?

- | | |
|--|---|
| 1) The Bill of Rights was passed by the English Parliament in 1689. | T |
| | F |
| 2) The Glorious Revolution resulted in King James II remaining on the throne. | T |
| | F |
| 3) The Bill of Rights allowed the king to levy taxes without Parliament's consent. | T |
| | F |
| 4) The Bill of Rights limited the powers of the English monarchy. | T |
| | F |

Name: _____

Mark

Is the statement true(T) or
false(F)?

- | | |
|--|---|
| 1) The Bill of Rights was passed by the English Parliament in 1689. | T |
| | F |
| 2) The Glorious Revolution resulted in King James II remaining on the throne. | T |
| | F |
| 3) The Bill of Rights allowed the king to levy taxes without Parliament's consent. | T |
| | F |
| 4) The Bill of Rights limited the powers of the English monarchy. | T |
| | F |

Name: _____

Mark

Is the statement true(T) or
false(F)?

- | | |
|--|---|
| 1) The Bill of Rights was passed by the English Parliament in 1689. | T |
| | F |
| 2) The Glorious Revolution resulted in King James II remaining on the throne. | T |
| | F |
| 3) The Bill of Rights allowed the king to levy taxes without Parliament's consent. | T |
| | F |
| 4) The Bill of Rights limited the powers of the English monarchy. | T |
| | F |

Activity: Historical Documents Impact Debate

Objective

What are we learning about?

Students will debate and justify which event—the signing of the Magna Carta, the Habeas Corpus Act, or the Bill of Rights—had the largest impact on the advancement of democracy.

Materials

What you will need for the activity.

- Pre-written debate topic slips about each historical document (provided)
- Sentence starter cards (provided)
- Debate notes (provided)



Instructions

How you will complete the activity.

1. Divide the class into three groups. Assign each group a different topic: the Magna Carta, the Habeas Corpus Act, or the Bill of Rights.
2. Distribute the pre-written debate topic slips to each group. Each group will be justifying the impact of their assigned document on the advancement of democracy.
3. Provide each group with sentence starter cards to help structure their arguments effectively.
4. Allow time for students to research and prepare their arguments using the provided debate notes sheets.
5. Have each group present their arguments, focusing on why their assigned document had the largest impact on advancing democracy.
6. Facilitate a round of rebuttals, allowing groups to challenge each other's positions.
7. Conclude with a class discussion on the role of these documents in shaping democratic societies.

Debate Topics

Cut out the topics below.

Debate Topics

1	Magna Carta	The Magna Carta, signed in 1215 by King John of England, was one of the first documents to limit the power of a ruler. It required the king to follow certain laws and gave rights to his subjects, like the right to a fair trial and protection from being imprisoned without cause. This was a groundbreaking change at the time because it challenged the idea that the king had absolute power. The Magna Carta also included clauses that protected the church and promised that justice would not be sold, denied, or delayed. This document was a direct result of the barons' revolt against the king's excessive taxes and arbitrary rule. This charter laid the groundwork for many legal systems around the world and is considered a cornerstone of constitutional government.
2	Habeas Corpus Act	The Habeas Corpus Act of 1679 was a significant law passed by the English Parliament to protect individuals from being imprisoned without a valid reason. The Act required that anyone arrested must be brought before a judge or court to determine whether their detention was lawful. This law came about because people were being arrested without trial or even being told the reason for their arrest. The word 'habeas corpus' means 'you shall have the body' in Latin, referring to the legal principle that a prisoner must be brought before the court. The Habeas Corpus Act became an integral part of English law and was a key development in ensuring that the government could not detain individuals without just cause.
3	Bill of Rights	The Bill of Rights, passed by the English Parliament in 1689, was a crucial document that outlined the rights and freedoms of individuals and placed limits on the powers of the monarchy. It was created after the Glorious Revolution, which saw the overthrow of King James II, and aimed to prevent future monarchs from abusing their power. The Bill of Rights included important provisions such as the right to free elections, freedom of speech in Parliament, and the prohibition of cruel and unusual punishment. It also ensured that no taxes could be levied without Parliament's consent. The Bill of Rights was a key step in the development of constitutional monarchy in England and has had a lasting influence on other countries' legal systems.

Sentence Starters

Use the sentence starters to help get you thinking.

1	I believe that...
2	In my opinion...
3	I think that...
4	From my point of view...
5	My perspective is...
6	It seems to me that...
7	I feel strongly that...
8	To me, it looks like...
9	I am convinced that...
10	Based on what I know...
11	After considering the situation...
12	Listening to others, I realize...
13	When I think about it more...
14	Reflecting on this, I understand...
15	Given the circumstances...

Disagreeing

Use these sentence starters when you disagree with a classmate.

1	I see what you're saying, but I think...
2	That's an interesting point, however...
3	I understand your perspective, but I feel...
4	I'm not sure I agree with you because...
5	From my experience, I've found that...
6	Can I offer a different view? What if...
7	I respect your opinion, but I have a different thought...
8	It's good you brought that up, we should consider...
9	I see it differently because...
10	That's one way to look at it, but what about...
11	I appreciate your point, but I think...
12	Let's look at it from another angle...
13	That makes sense, but I read that...
14	I hear what you're saying, but my view is...
15	I'm not convinced because...

Debate Notes

Answer the following questions in your preparation for the debate:

1) What is the main idea of the document?

2) Why was this document created?

3) Who benefited from this document?

4) What long-term impact did this document have?

5) How can you argue this document had the biggest impact on the world?

6) What counterarguments might the other teams use, and how can you respond?

PREVIEW

Haudenosaunee Confederacy

The Haudenosaunee Confederacy

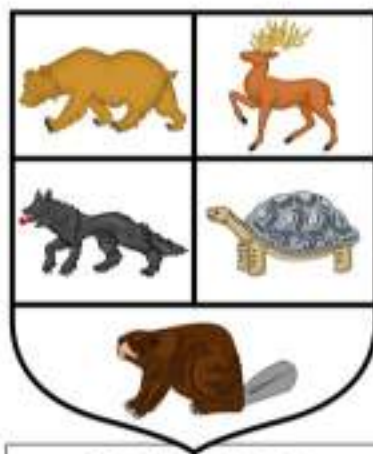
They were called the Iroquois Confederacy by the French, and the League of Five Nations by the English, but the proper name is the Haudenosaunee Confederacy, which means "people of the long house".

The **Haudenosaunee Confederacy** is the peaceful uniting of five nations under one government. In other words, five communities came together and agreed they would be better off working together to make important decisions.

The 5 Nations of the Haudenosaunee

The confederacy consisted of five First Nations, the Mohawks, Oneida, Onondaga, Cayuga, and the Senecas.

Over time, the Tuscarora joined the confederacy, and it became known as the Six Nations.



Haudenosaunee
Coat of Arms



Hiawatha

How the Haudenosaunee Confederacy Started

The exact date the confederacy started is unknown, but it is believed to have started by the prophet known as the Great Peace, who was sent by the Creator to lead the nations, which means good mind. He travelled with Hiawatha, to teach the laws of peace to the Haudenosaunee (5 Nations). His goal was to stop the fighting between the nations and promote peace.

They travelled from First Nation to First Nation, asking the Chiefs of each nation to join in the only government that has a direct connection to the Creator. They succeeded by promising them that all issues related to the nations in the confederacy would be fairly discussed and deliberated.

The Haudenosaunee Today

Today, the Haudenosaunee Confederacy still thrives. The Six Nations still have their system of government, but they also have a Band Council that is recognized by the Canadian federal government. This means the Haudenosaunee have a voice in decisions made by the Canadian government.

Questions

Answer the questions below using evidence from the text.

1) Who started the Haudenosaunee Confederacy? Why did they start it?

2) Does the Haudenosaunee Confederacy still exist today? Explain.

True or False

Is this statement true or false?

1) The Haudenosaunee started with 6 nations.

True False

2) The Haudenosaunee prefer to be called the Six Nations.

True False

3) The Haudenosaunee confederacy promoted peace between nations.

True False

4) The Tuscarora joined the confederacy later and now have 11 nations.

True False

5) The Peacemaker was sent by the Creator to spread the Kariv.

True False

Questioning

Write 3 questions you have about the reading.

1)	<hr/> <hr/> <hr/>
2)	<hr/> <hr/> <hr/>
3)	<hr/> <hr/> <hr/>

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Is the statement true(T) or false(F)?

- | | |
|--|---|
| 1) The Haudenosaunee Confederacy was also called the League of Six Nations. | T |
| | F |
| 2) The Haudenosaunee Confederacy was started by the prophet known as Hiawatha. | T |
| | F |
| 3) The Confederacy's name means "people of the short house." | T |
| | F |
| 4) The Six Nations have a Band Council as part of their government. | T |
| | F |

Name: _____

Mark

Is the statement true(T) or false(F)?

- | | |
|--|---|
| 1) The Haudenosaunee Confederacy was also called the League of Six Nations. | T |
| | F |
| 2) The Haudenosaunee Confederacy was started by the prophet known as Hiawatha. | T |
| | F |
| 3) The Confederacy's name means "people of the short house." | T |
| | F |
| 4) The Six Nations have a Band Council as part of their government. | T |
| | F |

Name: _____

Mark

Is the statement true(T) or false(F)?

- | | |
|--|---|
| 1) The Haudenosaunee Confederacy was also called the League of Six Nations. | T |
| | F |
| 2) The Haudenosaunee Confederacy was started by the prophet known as Hiawatha. | T |
| | F |
| 3) The Confederacy's name means "people of the short house." | T |
| | F |
| 4) The Six Nations have a Band Council as part of their government. | T |
| | F |

Name: _____

Mark

Is the statement true(T) or false(F)?

- | | |
|--|---|
| 1) The Haudenosaunee Confederacy was also called the League of Six Nations. | T |
| | F |
| 2) The Haudenosaunee Confederacy was started by the prophet known as Hiawatha. | T |
| | F |
| 3) The Confederacy's name means "people of the short house." | T |
| | F |
| 4) The Six Nations have a Band Council as part of their government. | T |
| | F |

Selecting the Chief

Describe

Describe the pictures:

**Chief Hiawatha**

- Was the leader of the Mohawk First Nation
- He is responsible for co-founding the Haudenosaunee Confederacy
- He was chosen by a Clan Mother to become Chief

What is different about
Hiawatha vs our leader
(Prime Minister)?

Clan Mothers Criteria for Chief

- Honesty and kind-heartedness
- Ability to think clearly
- Loyalty to family
- Knowledge of traditional customs and ceremonies
- Ability to uphold the Great Law
- Ability to represent his people
- Ability to accept criticism



Why do you think Clan Mothers would choose this list of criteria? Someone who has these qualities be a good leader?

Quote

Based on the quote below, how does the Haudenosaunee view women/mothers?

Haudenosaunee Clan Mother Alice Papineau Dewasenta once said, "We are the givers of life. We own the land, the mother. We are honoured in a ceremony four times a year with the changing of the seasons. The ceremony lasts six days and there are songs and dances especially dedicated to the mothers. Because a mother is a mother to everybody, we say Ethinoha'. It means 'our mothers,' an honourable word."

Haudenosaunee Confederacy - Democracy

Haudenosaunee Democracy

The Haudenosaunee Confederacy was the first government to use the idea of democracy.

Democracy means the government listens to all of the people that they represent, giving everyone a voice in decision making. In Canada, we have a democracy because we get a voice in electing (choosing) who we want to make decisions for us.

The Great Law of Peace – Democracy

The Great Law of Peace was written by Hiawatha to ensure that decisions are made democratically. The following democratic principles are used:

- Decisions about war were made based on peace, not fighting and settlements.
- Even though each nation had their own chiefs, all chiefs met in the Grand Council, each chief had an equal voice and authority.
- Authority was equal between men and women. Only men could be on the Grand Council, but it was the clan mothers who chose the chiefs and could remove them.



Democratic Decision Making

Canada uses a representative democracy where we vote for the candidate who receives the most votes. When government officials pass a law, they need the support of the majority of votes (51%).

The Haudenosaunee Confederacy was different. They required a **consensus** when making decisions. A consensus means everyone needs to agree on the decision being made. The chiefs in the Grand Council needed to have an open mind so decisions could be made. If anyone was too stubborn, they could ruin the decision-making process.

Chiefs were willing to think deeply about issues and listen to the ideas of others. They negotiated diplomatically by compromising and doing what was best for the Confederacy. **Diplomacy** refers to the respectful management of relationships between nations. The Haudenosaunee mastered diplomacy because they were able to put the needs of everyone ahead of themselves.

Questioning

Write 3 questions you have about the reading.

1) _____
_____2) _____
_____3) _____
_____**Questioning**

Write information from the text to support your answer.

1) How did both men and women have equality in the Haudenosaunee Confederacy?

2) What is a consensus? What would happen if you didn't agree on everything?

True or False

Is the statement true or false?

1) A consensus means only a majority of people needed to agree.	True	False
2) Diplomacy means everyone listens to each other and negotiate fairly.	True	False
3) Do you think all countries act diplomatically in today's world?	True	False
4) The chiefs voted based on what was best for their nation, only.	True	False
5) Men had more power because they were the chiefs.	True	False

The Great Law of Peace

A Promise to End Fighting

The **Great Law of Peace** is the founding law of the Haudenosaunee Confederacy. Hundreds of years ago, the nations were trapped in a cycle of war, revenge, and fear. People were hurt, homes were destroyed, and no one felt safe. Then a man called the Peacemaker brought a new idea. He said the nations could stop fighting and live together under a single law. This law would be based on peace, unity, and fairness. That message became known as the Great Law of Peace.

What the Law Says

The Great Law of Peace is a set of rules, teachings, and values that the nations agreed to follow. It includes instructions for how to live and govern. Here are some of its key promises:

- Do not take revenge. Conflicts must be solved through calm discussion.
- Leaders must be honest, and their actions must be for the benefit of seven generations ahead.
- Clan Mothers have the power to choose and remove Chiefs.
- People must listen respectfully and follow the law.
- No one can make a decision alone. Consensus is required.
- Everyone in the Confederacy must protect the peace.
- Even people outside the Confederacy can join if they agree to the law.

The law teaches that living in balance with others is more powerful than violence. It creates responsibilities not just for leaders, but for all citizens.

Symbols That Keep It Alive

The Great Law is passed down through stories and wampum belts—carefully crafted bead belts that record agreements and history. The **Hiawatha Belt**, for example, shows five nations joined by a white line of peace. Another important symbol is the Tree of Peace, where weapons were buried to show that fighting had ended forever.

The Great Law of Peace still matters today. Its ideas helped shape democratic values like equality, shared power, and justice in countries like Canada and the United States.



Word Search

Find the words in the word search.

Great	Law
Peace	Revenge
Conflict	War
Nations	Peacemaker
Liste	Clan
Moth	nsensus

L C U U B A P E A C E M A K E R
 I O S K W R C O N F L I C T S O
 S N N L Y W A R F R A H Q B R H
 T S O B U D T S R E W P J D E C
 E E I I W B G F D V S B L N H E
 N N T T H E R C G E P O A C T C
 N S A I Y J E J A N P L J L O A
 X U N N Y R A R X G L Y F A M E
 Y S A H C N T G G E U N U N Y P

True or False

State if true or false?

1) The Great Law of Peace was made by the Haudenosaunee.	True	False
2) Wampum belts were used to pass on the law.	True	False
3) Decisions in the Confederacy were made by majority vote.	True	False
4) The Peacemaker said violence builds strong nations.	True	False
5) The Hiawatha Belt represents the unity of five nations.	True	False

Questions

Answer the questions below using evidence from the text.

1) What is the Great Law of Peace, and what does it do?

2) How did the Haudenosaunee use wampum belts to pass on the law?

Decision Making In The Grand Council

What is the Grand Council?

The **Grand Council** is when the 6 nations would meet to discuss issues that arose in the 6 different nations. When the nations arrived, each nation had a role in the meeting.

The **Onondaga** were the Fire Keepers and were responsible for opening the Grand Council. They welcomed everyone and announced what they were discussing. The Mohawk and Seneca were known as the **Older Brothers** because they were the first to join the Confederacy. The Oneida and Cayuga were known as the **Younger Brothers**.



Process of Decision Making

During meetings of the Grand Council, a speaker from the Mohawk, Onondaga, or Seneca nations would be chosen to speak each day. The next day, a new speaker would be chosen. While the chief spoke, his clan mother and faith keepers sat behind him to advise and remind him of his responsibility to his people.

When a speaker was invited to address the council, he explained his nation's stance. The other chiefs listened and formed their own opinions. Everyone listened and respected the speaker. If a consensus was reached, the next issue could be brought to the audience by the same speaker or a new one.

If everyone didn't agree, the issue could be set aside until the chiefs could get advice from their communities. This is democracy in action, as everyone in the community has a voice in how the community should move forward.

Democracy in Action – Everyone has a Voice

Everyone had a voice in the Haudenosaunee Confederacy. Each nation would have clan meetings where men, women, and children could speak. The clan mothers would inform the chiefs of issues that needed to be change. The chief would bring these issues to the Grand Council.



Tree of Peace – The Chiefs sat beneath and deliberated

Visualization

What were you picturing while you were reading? Explain it.

Questions Use evidence from the text to support your answer.

1) What role did the 5 nations have at the Grand Council?

2) How did all people – men, women, and children have a voice in decision making?

True or False

Circle whether the statement is true or false.

1) The Onondaga were responsible for keeping the fire going.	True	False
2) Seneca, Mohawk and the Oneida were the first nations to join.	True	False
3) Decisions needed to be agreed upon by consensus.	True	False
4) All men, women, and children had a voice in the Haudenosaunee nations.	True	False
5) Other members would often interrupt the speaker if they disagreed.	True	False

Assignment – Tree Of Peace

Scavenger Hunt

Research the answers to the questions about the Tree of Peace

1) Which chief planted the Great Tree of Peace?

D _____

2) What type of tree did he plant?

3) What did he place on top of the tree of peace?

4) Why were weapons buried under the tree of peace?

5) What did the roots of the tree represent?

6) What kind of problems do you think the Tree of Peace helped solve?

7) What does the Tree of Peace teach us?

8) If you could ask the Peacemaker one question, what would it be?

Role-Play: Haudenosaunee Confederacy

Objective

What are we learning about?

To understand the principles of representation and collective decision-making within the Haudenosaunee Confederacy. Students will simulate a council meeting, engaging in discussions and reaching consensus on various scenarios.

Materials

What you will need for the activity.

- Scenario cards with specific situations related to the Haudenosaunee Confederacy (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete the activity

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	War or Peace Decision	The Iroquois Confederacy faces a threat from a neighbouring nation. The Council of Clan Mothers must decide whether to go to war or seek a peaceful solution. The Onondaga clan suggests peace, while the Mohawk clan argues for war, recalling recent attacks. During the council, clan members share stories of past conflicts, discuss the consequences of war, and debate how to protect their people. The council must reach consensus, considering both the desire for peace and the need for security.
2	Famine and Food Distribution	A severe drought has struck the land, and the Haudenosaunee Council must decide how to distribute the remaining food. The Seneca clan argues for equal distribution, while the Cayuga clan argues that the food should go to those in need. Clan members discuss the struggles of their people, recount past hardships, and weigh the implications of their decisions. The council must find a way to ensure everyone's survival, considering fairness, tradition, and the harsh reality of famine.
3	Trade with Europeans	A new trade opportunity with Europeans offers valuable goods in exchange for furs. The Cayuga clan supports the deal, while the Oneida clan fears it could disrupt their way of life. The council discusses the benefits and risks, sharing their experiences with past trades, concerns about cultural change, and hopes for future prosperity. The council must decide whether to engage in the trade, balancing economic gain with the preservation of their traditions.
4	Adopting an Outsider	The council is meeting to discuss adopting an outsider into the Haudenosaunee Confederacy. The individual has shown loyalty and respect for the Confederacy's traditions, but there are concerns about how their inclusion might affect the balance of power. Clan members debate the potential benefits of strengthening alliances versus the risks of disrupting unity. The council must carefully consider the outsider's background, their contributions, and how their inclusion might impact the Confederacy's future.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Dispute Over Hunting Territory	A conflict has erupted between the Mohawk and Seneca clans over hunting territory. The council must mediate the dispute, with each clan presenting their claims. The Mohawk clan recalls their ancestors hunting the land first, while the Seneca clan emphasizes their need for food. As tensions rise, the council members must navigate past grievances, consider the impact on both clans, and find a solution that respects tradition while ensuring peace cultures.
6	Welcoming a New Clan	The Haudenosaunee Confederacy is considering whether to accept a new clan to join. This group has lived on the edges of the Confederacy and seeks membership for protection and support. One clan, the last to join, supports the new addition, but the Onondaga clan is cautious. The council discusses the potential impact on power dynamics, hears the new clan's plea, and weighs the benefits of expansion against the need to maintain balance and harmony among the existing clans.
7	Saving the Sacred Tree	A sacred tree in the center of the village has been struck by lightning, causing significant damage. The council must decide whether to cut it down and replace it or try to save it. The tree is deeply important to the community, and the Onondaga clan is divided. Some members believe it has passed, while others see it as a symbol of their ancestors. The council must consider the spiritual significance, consult the villagers' opinions, and decide how best to honor the tree's legacy.
8	Alliance with a Neighbouring Nation	The Haudenosaunee Confederacy has been approached by another Indigenous nation seeking an alliance. This nation is under attack and needs military support. The Mohawk clan, known for their warriors, advocate for helping, while the Oneida clan urges caution, having suffered losses in past conflicts. The council discusses the risks and benefits, considers the moral responsibility to help, and debates whether to engage in the conflict, knowing it could draw them into a larger war.

Peer Assessment

Mark your group members using the checklist below.

My Name _____

Who I Am Assessing _____

Criteria	Description	Stars (1: Needs Improvement, 5: Best)
Stayed in Character	The student remained in character throughout the performance.	☆☆☆☆☆
Listened to Others	The student listened carefully and responded appropriately to others.	☆☆☆☆☆
Supported Others	The student accepted others' ideas and supported the scene.	☆☆☆☆☆
Showed Creativity	The student demonstrated creativity in their costumes and props.	☆☆☆☆☆
Used Body Language	The student used body language to express their character and actions.	☆☆☆☆☆
Spoke Clearly	The student spoke loudly and clearly enough to be heard by everyone.	☆☆☆☆☆
Contributed to the Story	The student helped to develop and move the story forward.	☆☆☆☆☆
Reacted to Situations	The student reacted appropriately to the situations presented in the scene.	☆☆☆☆☆

Learn and Question

Learn: Write two things you learned from the role-play.

Question: Ask one question you have from the role-play.

Learn	<hr/> <hr/>
Learn	<hr/> <hr/>
Question	<hr/> <hr/>

Unit Test – Time and Place

Mark

Total

/ 10

/ 35

Multiple Choice

<p>1. Which of the following is not a key principle of democracy?</p> <p>a) Equality Under the Law</p> <p>b) Justice</p> <p>c) Freedom</p> <p>d) Discrimination</p>	<p>2. Which form of democracy does not involve voting on every issue directly?</p> <p>a) Direct Democracy</p> <p>b) Representative Democracy</p> <p>c) Constitutional Monarchy</p> <p>d) Absolute Monarchy</p>
<p>3. What form of government did Athens use?</p> <p>a) Direct Democracy</p> <p>b) Representative Democracy</p> <p>c) Constitutional Monarchy</p> <p>d) Absolute Monarchy</p>	<p>4. Which city used sortition to assign jobs?</p> <p>a) Rome</p> <p>b) Athens</p> <p>c) Onondaga</p> <p>d) The United States</p>
<p>5. How many consuls led the Roman Republic?</p> <p>a) One</p> <p>b) Two</p> <p>c) Five</p> <p>d) Ten</p>	<p>6. The Habeas Corpus Act of 1679 was passed by the English Parliament to prevent unlawful imprisonment.</p> <p>a) Magna Carta</p> <p>b) The Bill of Rights</p> <p>c) The Bill of Rights</p> <p>d) None of the above</p>
<p>7. In the Roman Republic, patricians were:</p> <p>a) The enslaved population</p> <p>b) The military leaders</p> <p>c) The common people</p> <p>d) The wealthy and powerful families</p>	<p>8. One is false about Julius Caesar.</p> <p>a) Assassinated by the Senate</p> <p>b) Appointed dictator for life</p> <p>c) Expanded Roman territory</p> <p>d) Established the Roman Empire</p>
<p>9. What is the Haudenosaunee Confederacy's system of decision-making called?</p> <p>a) Majority Vote</p> <p>b) Consensus</p> <p>c) Dictatorship</p> <p>d) Monarchy</p>	<p>10. Free people who were not born in Athens and could not own land or participate in govt...</p> <p>a) Citizens</p> <p>b) Metics</p> <p>c) Slaves</p> <p>d) Archons</p>

Define

What do the terms below mean? Each question is worth 2 marks.

Mark

/ 6

Term	Definition – What does it mean?
Democracy	_____

The Magna Carta	_____

Haudenosaunee	_____

Short Answer

Answer the questions below – Each question is worth 3 marks.

Mark

/ 9

1) What is the role of a Clan?

2) What was the Draconian Constitution?

3) List and explain three challenges of direct democracy in ancient Athens.

1) Describe the similarities and differences between Athenian Democracy and the Roman Republic.

PREVIEW

2) What is the Great Law of Peace? How does it guide the Haudenosaunee Confederacy?

PREVIEW



Workbook Preview



Grade 6 – Social Studies Unit

Systems

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.	
Guiding Question	How are the principles of democracy part of governments in Canada?	
Learning Outcome	Students analyze democracy in Canada	
	<div style="text-align: center; color: red; font-size: 1.2em;"> Preview of 75 pages from this product that contains 162 pages total. </div>	
S6.1		
S6.2		
S6.3	Describe the process by which provincial, territorial, and federal governments in Canada are elected.	47-66
S6.4	Justify the role of an Official Opposition.	N/A
S6.5	Describe responsibilities of MPs and MLAs.	67-70, 92-107
S6.6	Differentiate between provincial and federal decision-making authority.	15-46, 81-91, 108-112
S6.7	Justify the independence of the judicial system	71-78

NAME: _____

SYSTEMS



Democracy – What Is It?

Government – Why do we need a government?



We need a **government** to make sure we can live safe and comfortable lives. The government does this by making laws and deciding how to enforce these laws.

The government also provides services to its citizens.

Schools, hospitals, police, libraries, courts of law, community centers, and public transportation are all services that the government provides.

The people who work for the government must make decisions about which services to spend money on and what laws they should have. They make important decisions. Citizens are the ones who have to follow the laws they make and place.



Democracy – What does that mean?

The word **democracy** means *rule by the people*. It is used to describe a type of government where the citizens have a voice in how the government is run. It comes from the power they have to vote for government officials.

In Canada, we have a democratic government. Any Canadian citizen over 18 can vote for the candidate they think will do the best job. Therefore, they have a voice in who makes the laws and which services the government offers to its citizens.



When a candidate decides to run for an elected job, they have to tell the people what they plan to do. They tell us how they will spend our tax money and which laws they want to get rid of and which ones they want to make. When citizens vote for the candidate they think will make the best decisions, democracy is in action.

Questions

Use information from the text to support your answer.

1) Why do we need a government?

2) What does democracy mean?

Fill in the Blanks

Fill in the blanks with the correct word.

- 1) The government makes laws and decides how to _____ these laws.
- 2) Citizens get to vote for the _____ who they think is the best job.
- 3) The term democracy is used to describe a form of _____.
- 4) In Canada, the government is democratic because the citizens get _____.
- 5) Democracy means rule by the _____.

True or False

Circle whether the statement is true or false.

1) Anyone over the age of 18 can vote in an election.	T	F
2) Citizens have a voice because they get a vote in who is in government.	T	F
3) Government officials need to decide what services to spend tax money on.	T	F
4) Services that the government provides are: schools, hospitals, and police.	T	F
5) The government provides restaurants for its citizens.	T	F

How Canada's Democracy Was Formed

Canada's Government Came from Britain

Canada's system of government is based on the British parliamentary system. This means we follow many of the same rules and traditions that are used in the United Kingdom. When Canada became a country in 1867, it chose to copy parts of the British system to help create a fair and organized way to make laws and lead the country.

In the British system, people vote to choose Members of Parliament (MPs). These MPs meet in a group called the House of Commons to make laws. The political party that wins the most seats in the House of Commons forms the government. The leader of that party becomes the prime minister.

Canada's Head of State is the Monarch

Even though Canada has its own leaders, we still recognize the British monarch. Today, the monarch is King Charles III, but he does not actually run the country. Instead, the Governor General represents the monarch in Canada. The Governor General signs bills into law and gives speeches, but does not make decisions. These roles come from Britain, where the king or queen also does not run the government directly.

What Is the Official Opposition?

In Canada's government, there is a group called the Official Opposition. This is the political party that came in second during the election. Their job is to question the government and speak for people who did not vote for the winning party. This helps keep the government honest and balanced. The Official Opposition is a key part of the British system that Canada uses.

Earlier Systems Also Had an Impact

Before Canada was a country, there were other forms of government that helped shape our system. In Ancient Athens, citizens voted directly on decisions. The Haudenosaunee Confederacy chose leaders and made decisions by agreement, or consensus. These ideas influenced Canada's belief in fair leadership and giving people a voice.

Important British Terms to Know

- Prime Minister – The leader of Canada's government
- House of Commons – Where elected MPs meet to make laws
- Members of Parliament (MPs) – People elected to represent Canadians
- Monarch – The king or queen of Britain
- Governor General – The monarch's representative in Canada
- Official Opposition – The party that questions and challenges the government



Word Search

Find the words in the word search.

Official	Opposition
Prime	Minister
Member	Parliament
Monarch	Governor
General	Athens
British	King

U I V N K C O O C D F T B G X S O A
 S H O P P O S I T I O N E U Y H L Z
 E P M N A Z H U N R Y Z T B C G J S
 E D D H X A X A K E V H Y R P K U B
 G O V E R N O R O B Z Q A I R Z Q C
 Z X C P A R L I A M E N T T I M X Z
 M I N I S T E R J E O W C I M U G Z
 D O F F I C I A L M E V R S E N S F
 D G I S Y A R N J P A Z Y H I Z N B
 Q P Y W Y W W S C C Z O I K L J G W
 I B X G E N E R A L A T H E N S M X

True or False

State if true or false?

1) Canada's government is based on a parliamentary system.	True	False
2) MPs are chosen by the Governor General.	True	False
3) The House of Commons is where MPs meet.	True	False
4) The prime minister is chosen by the monarch.	True	False
5) The party with the most seats forms government.	True	False

Questions

Answer the questions below using evidence from the text.

1) How is Canada's government similar to the British parliamentary system?

2) What other systems had an impact on Canada's government?

Social Media Post – Democratic Examples in Canada

@curiouskyle06 ✓

Ok fr—how do we actually see democracy happening today in Canada? Not just like voting every few years. What does it look like in real life?

3:15 PM - 03/07/2025 - 3,325 SHARES 12,414 LIKES

2 LIKES **@jessyrules:** Voting is still big, though! Every adult can vote in federal, provincial, and school board elections. That's how we help choose laws and leaders. 🗳️

5 LIKES **@jessyrules:** My older sis voted in the last provincial election and said there were different parties with different platforms. You pick the one that matches your values.

20 LIKES **@jessyrules:** There's also peaceful protests. People march for climate action, Indigenous rights, etc. All legal, all protected. That's pure democracy 🇨🇦

29 LIKES **@maplemonkey23:** School board meetings about school funding. Teachers and students together. Police presence but it was peaceful.

16 LIKES **@jessyrules:** That's part of the **Charter of Rights and Freedoms**. It protects freedom of speech, religion, protest, and more. Canada follows it. 🇨🇦

32 LIKES **@curiouskyle06:** So like, if the gov makes a rule that's too strict it can get struck down? That's power.

28 LIKES **@maplemonkey23:** Yep! Courts can cancel laws if they go against the Charter. That's called judicial review. Even the gov has limits! 🏛️

15 LIKES **@jessyrules:** Town halls and public surveys are cool too. Regular people give feedback before changes happen. My dad got to speak on a local housing plan.

21 LIKES **@curiouskyle06:** Also didn't we get new rules for accessibility because people with disabilities spoke up? That's democracy too. Inclusion = 🍌

63 LIKES **@maplemonkey23:** MPs and MLAs have to answer our letters. Our class emailed ours about environmental laws and she actually replied with her opinion. 🔥

132 LIKES **@jessyrules:** It's not just voting—it's having a voice *all the time*. Protests, letters, court cases, surveys, rights. That's how we *live* democracy in Canada.

Questions

Answer the questions below using evidence from the text.

1) What are three ways people can participate in democracy besides voting?

2) How does the Charter of Rights and Freedoms protect Canadians?

3) What is an example of a peaceful protest in Canada?

True or False

Is the statement true or false?

1) Peaceful protests are protected in Canadian democracy.	True	False
2) Protests, letters, and voting are all democratic actions.	True	False
3) The Charter of Rights and Freedoms protects free speech.	True	False
4) School walkouts are never allowed in Canada.	True	False
5) People can write to their MP about issues.	True	False

Opinion

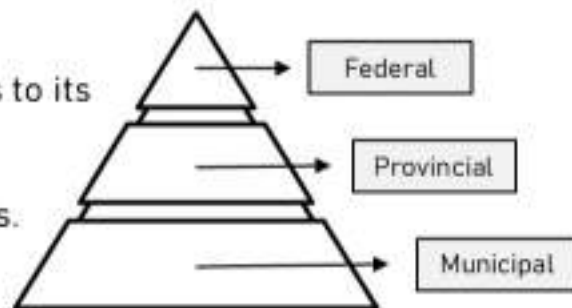
Write a comment that you would add to this conversation

Username: _____ Date: _____

Levels Of Government

The Government of Canada

Canada has 3 levels of government that give services to its citizens. These levels are: **municipal**, **provincial**, and **federal**. Each level has its own jobs to help Canadians.



Municipal

The **municipal government** runs the cities in Canada. The leader is called the Mayor. The Mayor works with city councillors to hear from the people and make changes. Mayors and Councillors are elected by the people. The municipal government is in charge of garbage pickup, libraries, rec centres, parks, snow removal, fire, police, and more.



Provincial

The **provincial government** runs each province in Canada. The leader is the Premier. The Premier works with elected members of the Legislative Assembly (MLAs) to make decisions. Some services include schools, hospitals, roads, police, energy, tourism, and more.



Federal

The **federal government** runs the whole country. The leader is the Prime Minister who works in Ottawa. The Prime Minister listens to all Canadians and passes laws that help most people. The Prime Minister is elected and works with cabinet leaders and the Senate. The federal government handles things like immigration, international relations, national defence, labour, the economy, police, and more.

Shared

Some services are shared by all 3 levels of government. For example, police services are shared: Federal – RCMP, Provincial – OPP, and Municipal – local police. Other shared jobs include roads, parks, and tourism.



Levels of Government

Is it a Federal, Provincial, Municipal or Shared responsibility?

1) Responsible for education (schools)	
2) Responsible for garbage pickup	
3) Responsible for international relations	
4) Responsible for police	
5) Responsible for recreational centers (arenas)	
6) Responsible for national defence	

Questions: Answer the questions below.

1) Why do you think we have 3 levels of government? What might happen if we just had one that dealt with everything?

2) What are shared responsibilities? Provide some examples.

Two Truths and a Lie

Read each group. Tick ✓ the two true ones. Mark X the one lie.

<input type="checkbox"/>	The Premier makes decisions for the whole country.
<input type="checkbox"/>	The Mayor works with councillors to help the city.
<input type="checkbox"/>	The Prime Minister is elected and works in Ottawa.

<input type="checkbox"/>	Police services are handled by more than one level.
<input type="checkbox"/>	The municipal government takes care of national defence.
<input type="checkbox"/>	Hospitals and schools are provincial responsibilities.

Research

Who is the leader of each level of government?

Did you know?

Canada has 3 levels of government that run our country:

MunicipalProvincialFederal

	Jurisdiction	Location	Leader
Municipal	City, Towns	Varies	Mayor, Reeve
Provincial	Province	Varies	Premier
Federal	Entire Country	Ottawa	Prime Minister

Research

Who is the leader of each level of government? Choose the city and province you live in to research who the leaders are. Find their email address in case you ever need to contact them.

	Leader	Email Address
Municipal		
Provincial		
Federal		

Questions

Answer the questions below.

1) Who do these leaders represent? Why do they need to listen to us?

2) Why is it easy to contact these leaders? Are we allowed to send them a message?

Directions

Write M for Municipal, P for Provincial, and F for Federal

When you have an issue with a government service, you can call the government and ask for help. So, which level of government would you call?



	Scenario	M, P, F
1)	Your garbage isn't being picked up.	
2)	You have a problem with the Alberta school curriculum.	
3)	You have a problem for the military.	
4)	You wait in an emergency room at a hospital.	
5)	The park down the street is not being maintained.	
6)	The major highway speed limit is too low.	
7)	You think we should become military partners with Russia.	
8)	Your basement is flooding due to a sewerage pipe issue.	
9)	The library needs to update its computers.	
10)	The road you live on is not being plowed enough.	

Your Turn

What are some other reasons that you would call each level of government?

Level	Scenario
Municipal	_____ _____
Provincial	_____ _____
Federal	_____ _____

**Government Job
Application**

Choose one of these jobs: Mayor, Premier, or Prime Minister. Fill out this job application to tell us why you are the best person for the job!

1) Which job are you applying for? ☐ Mayor ☐ Premier ☐ Prime Minister

2) What city, province, or country would you like to lead?

3) Why do you want this job? (Write at least 2 sentences)

4. What makes you a leader? (Write 2-3 qualities. Example: "I listen to people...")

5. What are 3 services you want to improve or fix? (Example: schools, parks, roads, hospitals, immigration, garbage pickup, libraries)

6. Write one new rule or law you would make.

7. Draw a picture of yourself doing the job you picked.

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Which level of government is responsible for each service below?

(M = Municipal, P = Provincial, F = Federal)

1) Garbage collection	M	P	F
2) Immigration rules	M	P	F
3) Water services	M	P	F
4) Border security	M	P	F
5) School & education	M	P	F
6) Citizenship process	M	P	F
7) Hospital funding	M	P	F
8) Snow removal	M	P	F

Name: _____

Mark

Which level of government is responsible for each service below?

(M = Municipal, P = Provincial, F = Federal)

1) Garbage collection	M	P	F
2) Immigration rules	M	P	F
3) Water services	M	P	F
4) Border security	M	P	F
5) School & education	M	P	F
6) Citizenship process	M	P	F
7) Hospital funding	M	P	F
8) Snow removal	M	P	F

Name: _____

Mark

Which level of government is responsible for each service below?

(M = Municipal, P = Provincial, F = Federal)

1) Garbage collection	M	P	F
2) Immigration rules	M	P	F
3) Water services	M	P	F
4) Border security	M	P	F
5) School & education	M	P	F
6) Citizenship process	M	P	F
7) Hospital funding	M	P	F
8) Snow removal	M	P	F

Name: _____

Mark

Which level of government is responsible for each service below?

(M = Municipal, P = Provincial, F = Federal)

1) Garbage collection	M	P	F
2) Immigration rules	M	P	F
3) Water services	M	P	F
4) Border security	M	P	F
5) School & education	M	P	F
6) Citizenship process	M	P	F
7) Hospital funding	M	P	F
8) Snow removal	M	P	F

Municipal Government

Why We Need a Municipal Government

We need a **municipal government** to take care of the services and laws that relate to our towns and cities. If we only had one level of government for all of Canada, it would be difficult to manage all of the small cities and towns.

Municipal Governments – Taxes

Imagine waking up to over a metre of snow and not having anyone plowing the roads. The people would be upset because they need to get to work. We need services that we need.

Services cannot be provided without money. The municipal government collects taxes in many ways:

- Property taxes
- User fees
- Tickets from parking
- Money collected from municipal police (ex. speeding tickets)
- Money from other levels of government



The municipal government spends money on roads, parks, agriculture, administration, and waste and water management.

Municipal Governments – Laws

The municipal government makes rules that are called **bylaws** to tell the people in the city what they can and cannot do. An example would be a parking sign that tells citizens where they can park and for how long.

Every city has its own bylaws, which vary from one town to another. In Calgary, it's illegal to feed wildlife within city limits. In Edmonton, residents must clear snow from sidewalks within 48 hours of snowfall. People in these cities must follow the bylaws or face fines.



A bylaw is created or changed at a city council meeting. The councillors who have been elected into municipal government vote on the bylaw. Depending on who proposed the bylaw, a presentation is made to try to convince the councillors to vote in their favour.

Councillors will ask questions and make comments before the motion is put to a vote. If the majority of councillors vote in favour of the bylaw, it will be passed.

Questions

Answer the questions below using evidence from the text.

1) Why do we need a municipal government? What services do they provide?

2) How does the government make money? What do they spend money on?

True or False

Is the statement true?

1) The municipal government is responsible for plowing snow on roads.	True	False
2) The municipal government makes bylaws that bind the entire city.	True	False
3) A bylaw is only in effect in the city that it is passed in.	True	False
4) The mayor alone passes bylaws at city council meetings.		False
5) In Oshawa, they have made it illegal to climb a tree.		False

Making Connections

What does this remind you of in your life?

Provincial Government

Why We Need a Provincial Government

Just like the local or municipal government, the **provincial government** also offers services for everyone in Alberta.

The provincial government has elections for voters to choose representatives that make decisions on what services and laws to provide for their citizens.

The provincial government requires citizens to pay taxes to provide these services. Healthcare is the most expensive service, followed by education.

Healthcare

The provincial government spends 42% of the tax money they collect on offering free healthcare, building and maintaining the hospitals, and hiring the doctors and nurses. The Alberta government also spends less than 3% of the healthcare budget on educating the population on living a healthy lifestyle. Have you seen any of their advertisements?

These public service advertisements promote anti-smoking, exercise, healthy eating and more. They believe they can save on hospital bills if they get people living healthier lives!

Education

The provincial government in Alberta runs the education system in the province. Teachers, educational assistants, principals, and all other staff work for the provincial government.

The province decides what is learned by each grade in the curriculum. They also buy supplies like textbooks, pencils, pens, and paper for the students to ensure that students can be successful.

The Alberta department of education is the section of government that runs the education system in Alberta. They give money to local school boards, support students with special needs, and certify teachers who have graduated teacher's college.

Law Making

The people who are elected to the provincial government are known as **Members of the Legislative Assembly** or MLAs. The MLAs create laws that need to be followed by all the citizens in Alberta.

MLAs propose and pass laws specific to the needs and demands of Alberta citizens. For example, Alberta has enacted laws and policies aimed at environmental conservation, given its unique geography and natural resources.



Questions

Answer the questions below using evidence from the text.

1) What are the three main responsibilities of the provincial government?

2) How is a law passed?

Matching

Draw a line from the word to the description

Bill	<input type="checkbox"/> Members of the government to give to the government for
Taxes	<input type="checkbox"/> Members of the Legislative Assembly – create and change laws
Department of Education	<input type="checkbox"/> A bill that has been passed by the government
Act	<input type="checkbox"/> The section of the government that is responsible for education.
MLA	<input type="checkbox"/> A proposal or a motion for a bill to be passed

Summarize

Write the important details from the reading passage.

Research

Learn about the leaders of your provincial government.

1) Who is the premier of Alberta?	
2) When did they get elected (or become the leader of the government)	
3) Which political party are they part of?	
4) Who is your member of your electoral district?	
5) What political party do they belong to?	
6) What year did they first get elected?	
7) How many electoral districts are there in Alberta?	
8) How many MLAs are there in Alberta?	
9) Where does the provincial government work in Alberta?	
10) Who is the leader of the opposition?	
11) Who is the Minister of Health in Alberta?	
12) Who is the Minister of Labour in Alberta?	
13) Who is the Minister of Education in Alberta?	
14) Who is the Minister of Forests in Alberta?	
15) Who is the Lieutenant Governor of Alberta?	

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Two Truths and a Lie – Can you find the one that's not true?

	MLAs are elected to help make laws in Alberta.
	The provincial government is responsible for hospitals and healthcare.
	Alberta's government spends most of its money on roads and highways.

Name: _____

Mark

Two Truths and a Lie – Can you find the one that's not true?

	MLAs are elected to help make laws in Alberta.
	The provincial government is responsible for hospitals and healthcare.
	Alberta's government spends most of its money on roads and highways.

Name: _____

Mark

Two Truths and a Lie – Can you find the one that's not true?

	MLAs are elected to help make laws in Alberta.
	The provincial government is responsible for hospitals and healthcare.
	Alberta's government spends most of its money on roads and highways.

Name: _____

Mark

Two Truths and a Lie – Can you find the one that's not true?

	MLAs are elected to help make laws in Alberta.
	The provincial government is responsible for hospitals and healthcare.
	Alberta's government spends most of its money on roads and highways.

Federal Government

Why We Need a Federal Government

A **federal government** is necessary in Canada to ensure that the country runs smoothly. It is responsible for making laws that apply to all Canadians, regardless of which province or territory they live in. Without a federal government, each province and territory would have to create its own laws, which could lead to confusion.



The federal government is also responsible for protecting the country's borders, ensuring the safety and security of Canadians. It manages the country's money, including collecting taxes and spending money on essential services, like healthcare and education.

Federal Government Responsibilities

- ✓ **National defence:** The federal government is responsible for ensuring that Canada is protected against threats from other countries. This includes maintaining a strong military and working with other countries to promote peace and stability.
- ✓ **Economic policy:** The federal government is responsible for managing Canada's economy, and for promoting economic growth and stability.
- ✓ **Social programs:** The federal government provides funding for social programs like healthcare, education, and social assistance.
- ✓ **International Relations:** The federal government represents Canada on the world stage, engaging in diplomatic relations with other countries, participating in international organizations, and promoting Canada's interests abroad.
- ✓ **Indigenous relations:** The federal government has a special responsibility to work with Indigenous peoples to address the legacy of residential schools and colonialism, and to support their self-determination and reconciliation efforts.

Questions

Answer the questions below using evidence from the text.

1) Why do we need a federal government?

2) What are some of the responsibilities of the federal government?

True or False

the statement is true or false?

1) Without the federal government, each province would make its own laws.	True	False
2) The federal government keeps our borders safe.	True	False
3) The federal government is responsible for garbage collection.	True	False
4) The federal government protects against threats from other countries.	True	False
5) The federal government has no control over Canada's economy.	True	False

Word Search

Find the words in the word search.

Federal	Government
Canada	Province
Territory	National
Stability	Security
Healthcare	Education
Minister	Executive
Defence	Trade

V K H O L S Y T I L A T S
 I H E A L T H C A R E W H D L
 B N O I T A C U D E H F X E A
 N P R O V I N C E C Q E H F N
 X G O V E R N M E N T A E E O
 H B T E R R I T O R Y Z X N I
 S E C U R I T Y A D A N A C T
 M I N I S T E R T R A D E E A
 I F E D E R A L L U W Y Z K N
 W T E X E C U T I V E Z A C A

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Why is it important for Canada
to have a federal government?

Name: _____

Mark

Why is it important for Canada
to have a federal government?

Name: _____

Mark

Why is it important for Canada
to have a federal government?

Name: _____

Mark

Why is it important for
to have a federal government?

Role-Play: Levels of Government

Objective

What are we learning about?

Students will understand the distinct roles and responsibilities of municipal, provincial, and federal governments by role-playing scenarios that require decision-making and cooperation.

Materials

What you will need for the activity.

- Scenario card that poses a specific issue, such as education, health care, or road regulations (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete the activity

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines an issue related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below:

	Scenario	Description
1	The Community Park Renovation	The local park is falling apart. The benches are broken, the playground equipment is rusty, and the paths are unsafe. The municipal government wants to fix it, but they don't have enough money. They decide to ask the provincial government for a grant, but the province wants to make sure the renovations are environmentally friendly. Meanwhile, the federal government is also involved because the park is a historical site. The community holds a town meeting where parents, local businesses, and environmental groups share their opinions on what changes should be made. Some want more playgrounds, while others want more walking paths. The different levels of government must decide who will pay for what and how to balance everyone's needs.
2	Provincial Health Care Funding Crisis	A province is struggling. The doctors and nurses are overworked, and patients are waiting too long to be seen. The provincial government is worried because flu season is coming, and they need to hire staff and buy equipment. They ask the federal government for emergency funding, but the federal government wants the province to cut costs elsewhere first. In the meantime, people are organizing protests outside the hospital. The provincial health minister visits the hospital to speak with doctors, nurses, and patients to find out what is needed. The municipal government also gets involved, as the local clinic is overwhelmed with patients who can't get into the hospital.
3	Education Policy Disagreement	The provincial government wants to change the school curriculum to include more technology and coding classes. They believe this will prepare students for future jobs. However, some teachers and parents are worried that other important subjects, like history and art, will be cut. The municipal government is concerned because they don't have enough computers or trained teachers to support the new curriculum. A public meeting is held where parents, teachers, and students share their views on the changes. Some students love the idea of more tech classes, while others worry they won't have time for their favourite subjects. The provincial education minister must decide whether to push forward with the changes or find a compromise.

Scenario Cards

Cut out the topics below.

	Scenario	Description
4	Federal Trade Agreement Dispute	The federal government is negotiating a new trade deal with a foreign country that could bring more business to the province. However, small business owners in the province are worried that the deal will hurt their shops and workers. The provincial government is caught in the middle, as they want to support local businesses but also see the potential for new jobs from the deal. The municipal government organizes a town hall where local shop owners, workers, and government representatives discuss the pros and cons of the trade deal. Some people are excited about the new opportunities, while others fear losing their jobs. The debate continues as everyone tries to protect their interests.
5	Municipal Waste Management Overhaul	The city's current waste management system isn't working well. Trash is piling up, and recycling rates are low. The municipal government wants to introduce a new system that includes stricter recycling rules and composting programs. They seek the provincial government's help to pass new environmental regulations. The federal government offers a grant to help fund the program, but only if the city can reduce its waste by a certain amount. The municipal government holds a meeting with residents, business owners, and environmental groups to discuss the changes. Some people are worried about the extra work, while others are excited to see the city become cleaner. The city council must decide if everyone is on board with the new plan.
6	Provincial Highway Expansion Plan	A major highway that runs through small towns in the province is set to be expanded to reduce traffic jams. The provincial government supports the plan, saying it will make travel safer and faster. However, the towns along the highway are worried about the impact on their communities, such as more noise and pollution. The municipal government of one town organizes a public hearing where local residents, business owners, and environmentalists express their concerns. Some people want the highway expansion because it will bring more customers to their businesses, while others are afraid it will harm local wildlife. The provincial government has to consider all these opinions before moving forward with the project.

Scenario Cards

Cut out the topics below.

	Scenario	Description
7	Disaster Response Coordination	A coastal town has been hit by a severe flood, leaving homes and businesses underwater. The municipal government is overwhelmed and calls for help from the provincial government, which sends emergency responders. The federal government also steps in, offering disaster relief funds, but there's confusion about how the money should be spent. Local residents are desperate for food, water, and shelter, and volunteers are working around the clock to help. The town holds an emergency meeting where government officials, volunteers, and residents discuss the best way to use the resources and rebuild the town. There's tension as everyone argues over who should get help first and how to prevent future floods.
8	Housing Development Debate	A developer wants to build a large housing complex on farmland just outside a town. The municipal government supports the project because it would provide much-needed housing, but the provincial government is concerned about losing valuable farmland. The local community is divided: some people want the new housing because it's close to the town, while others worry about traffic and losing green space. Environmentalists are also worried about the impact on nearby wetlands. The municipal government holds a public forum where developers, environmentalists, and residents discuss the pros and cons of the project. The provincial government must decide whether to approve the project or protect the farmland.
9	Education Strike Negotiations	Teachers across the province have gone on strike, demanding better pay and smaller class sizes. The provincial government is under pressure to negotiate a deal, but they argue that there isn't enough money in the budget. The municipal government is also involved, as the strike is affecting local schools and families. Parents are struggling to find childcare, and students are missing school. The teachers' union holds a rally outside the provincial parliament, while government officials work behind closed doors to come up with a solution. The provincial education minister meets with teachers, parents, and students to hear their concerns and try to find common ground.

Peer Assessment

Mark your group members using the checklist below.

My Name _____

Who I Am Assessing _____

Criteria	Description	Stars (1: Needs improvement, 5: Best)
Stayed in Character	The student remained in character throughout the performance.	☆☆☆☆☆
Listened to Others	The student listened carefully and responded appropriately to others.	☆☆☆☆☆
Supported Others	The student accepted others' ideas and supported the scene.	☆☆☆☆☆
Showed Creativity	The student demonstrated creativity in their costumes and props.	☆☆☆☆☆
Used Body Language	The student used body language to express their character and actions.	☆☆☆☆☆
Spoke Clearly	The student spoke loudly enough to be heard by all.	☆☆☆☆☆
Contributed to the Story	The student helped to develop and move the story forward.	☆☆☆☆☆
Reacted to Situations	The student reacted appropriately to the situations presented in the scene.	☆☆☆☆☆

Learn and Question

Learn: Write two things you learned from the role-play.

Question: Ask one question you have from the role-play.

Learn	<hr/> <hr/>
Learn	<hr/> <hr/>
Question	<hr/> <hr/>

Election Process

Elected Jobs vs Appointed Jobs

Canada's government is made up of citizens who are either elected or appointed to their jobs. **An elected official** is someone who needs votes to get the job. **An appointed official** is chosen because of their skills and experience.

Appointed

The Governor General represents the King/Queen in Canada. This person is appointed by the Queen and the Prime Minister. The Senate has 105 members appointed by the Governor General. These members are appointed by the Governor General on the advice of the Prime Minister.



Elected Jobs

Most people in Canada's government are elected. This is done because they speak for the citizens of Canada.

Canada uses the **"First Past the Post"** system, which means a candidate only needs more votes than the second-place candidate to win. They do not need 50% of the votes—just one more than second place! Elections take place every four years on voting day.

- An election happens when the term of a worker is ending. The election is held every 4 years. Then, another election is called.
- A list of voters is made.
- Any citizen over 18 can run in an election. They must have support from their community or party. Then, they are called a candidate.
- Candidates campaign to win votes. They might knock on doors or be in debates on TV, depending on which level of government they want to join.
- On voting day, people go to polling stations and vote for the person they want to win. Voters need to learn about the candidates so they can make a smart choice.
- The votes are counted, and the person with the most wins. That person is now elected by Canadians to make decisions for the people.

Questions

Use information from the text to support your answer.

1) Why do we have elections? Who do the candidates represent?

2) Why is it important to be an informed citizen before we vote?

True or False

Circle whether each statement is true or false.

1) Someone is elected to an appointed position.	True	False
2) Anyone over the age of 18 can be a candidate for governor or politician.	True	False
3) You need over 50% of the votes to win an election.	True	False
4) The Governor General represents the king/queen.	True	False
5) The Governor General is an appointed position.	True	False

Ordering

Number the steps of the election process from 1 to 5.

	People go to vote for their favourite candidate.
	The election is called because a government term is ending.
	Candidates start their campaign and tell voters their plans.
	People over 18 can sign up to run in the election.
	The candidate with the most votes is chosen to lead.



Federal Election Process

An **election** is the process of voting for a candidate to win a job in the government/parliament. The 3 main elections are held for the following jobs: Prime Minister, Member of Parliament (MP), and Member of Provincial Parliament (MPP).

Why do you think we have elections for these positions? Hint: Who do they represent?

There are 6 stages in the federal election process. Each stage is written below, but in the wrong order! Put the stages in order by numbering them 1 to 6, with 1 being the first stage and 6 being the last.

Stage	Order
Enumeration – A list of all the citizens who can vote is created.	
Nomination – A candidate for each political party is chosen. The candidate will be the leader who is trying to receive votes (be elected).	
Dissolution – The Governor General dissolves (ends) the current parliament, creating a need for a new Prime Minister.	
Tabulation – The votes are counted, and the Prime Minister and MPs are chosen based on who has the most votes. The Prime Minister will be the leader of the political party that won the most ridings.	
Campaigning – Leaders must let the voters know who they are and what they will do for their area. They try to convince voters to vote for them.	
Balloting – Voters go to the polling station to vote for one of the candidates. They vote for the candidate they want to represent their area in the House of Commons.	

Pros/Cons

What are the pros and cons of the First-Past-the-Post election system?

Pros	Cons

Who Am I?

Read the descriptions and write the name of the election stage it describes.

1) I happen when we make a list of people who can vote. We check who is old enough and who lives in Canada. Who am I?	
2) I am when political parties choose their candidates. The people running for office are picked in this step.	
3) I'm the first step in the election. The Governor General says it's time to end Parliament. A new election is called. Who am I?	
4) I am when all the votes are counted. The person with the most votes wins and becomes the new leader. Who am I?	
5) I am when candidates give speeches and posters go up to get people to vote for them. Who am I?	
6) I am when voters go to polling stations and cast their vote. It's the big day when Canadians choose their leaders. Who am I?	

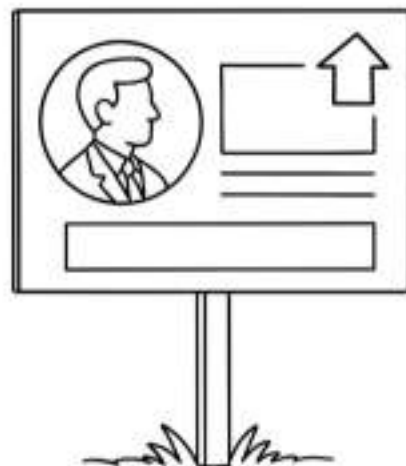
Yes or No

Answer the following questions with either "Yes" or "No".

1) Do candidates start campaigning before they are officially nominated?	Yes	No
2) Can the Prime Minister call an election without the Governor General?	Yes	No
3) Do voters get to choose more than one candidate?	Yes	No
4) Do different steps in the election happen on different days?	Yes	No
5) Can a person vote without being on the official voter list?	Yes	No
6) Is enumeration only used to count the number of votes?	Yes	No

Provincial Election Process

When a provincial election is called, campaign signs begin to pop up everywhere! Candidates need to market themselves to spread the word that they want our vote! On these signs are the name of the candidate and the political party they belong to. A **political party** is an organization made up of like-minded people who agree on governing the province.



Alberta is made up of 87 voting districts. That means we have 87 representatives in the Member of the Legislative Assembly (MLA) to represent the people. These regions are called constituencies. When you vote, you choose one candidate to represent you in the Legislative Assembly of Alberta. Your vote helps them help make the laws in our province!

In the 2023 provincial election, the **Conservative Party (UCP)** won 49 out of the 87 seats. The **New Democratic Party (NDP)** won 38 seats. This means the UCP has 49 MLAs working in the Legislative Assembly, and the NDP has 38. Since the UCP won more than half of the total seats, they formed a majority government. A majority government can usually pass laws more easily because they have more votes than their own. The NDP became the Official Opposition, which means their job is to challenge the government's decisions to make sure all laws are fair and helpful for Albertans.

True or False

Circle whether the statement is true or false.

1) You can vote for more than one candidate each election.	True	False
2) The Official Opposition's job is to challenge the government's decisions	True	False
3) Every candidate must belong to a political party to run.	True	False
4) Alberta has 98 MLAs in total.	True	False
5) One MLA represents a voting district.	True	False

Questions

Use information from the text to support your answer.

1) What is a majority government? Why is it easier to pass bills in a majority government?

2) Why do you think only one MLA represents each area?

Matching

Draw a line from the term to the definition.

- Election ☐
- Candidate ☐
- Political Party ☐
- Constituency ☐
- Legislative Assembly ☐
- Campaign ☐
- Voting District ☐
- MLA ☐
- Majority ☐

- ☐ A group of people with shared ideas about how the government should work.
- ☐ A person who represents one voter in the legislature.
- ☐ A process where people choose a person for government.
- ☐ A region or area that elects a representative to the government.
- ☐ A region where people vote for one local candidate in an election.
- ☐ When a political party has more than 50% of the total seats.
- ☐ A person who wants to be elected and is running in the election.
- ☐ The work a candidate does to get people to vote for them.
- ☐ The place where elected members meet to make or change provincial laws.

Behind The Scenes: Election Campaigns

Understanding Election Campaigns in Canada

Election campaigns are a vital part of Canadian politics. During an election campaign, candidates work hard to win votes so they can represent the people in government. Campaigns offer a way for citizens to engage in the political process, ensuring their voices are heard in shaping the country's future.



One of the most critical roles in an election campaign is the **candidate**. Candidates are the individuals running for office, sharing their **platforms**—detailed plans of what they will do if elected—with voters. However, a successful campaign requires many other key roles, including:

1. **Campaign Manager:** The person who oversees the entire campaign, planning strategies, organizing events, and ensuring everything runs smoothly.
2. **Volunteers:** People who support the campaign by doing tasks such as handing out flyers, making phone calls, canvassing neighborhoods, and organizing events.
3. **Fundraisers:** Individuals responsible for raising money to pay for advertisements, campaign materials, and other expenses.
4. **Pollsters:** Professionals who conduct surveys to understand voter opinions and provide insights to help shape campaign strategies.
5. **Social Media Coordinators:** Experts who manage the campaign's online presence, creating and sharing messages on platforms like Twitter, Facebook, and Instagram.
6. **Speechwriters:** They craft speeches for the candidates, helping them effectively communicate their ideas and vision to the public.
7. **Communications Directors:** They manage how the campaign is presented to the media and the public, ensuring that the candidate's message is clear and consistent.

By participating in a campaign—whether as a candidate, volunteer, or in any other role—citizens contribute to democracy, learn about important issues, express their opinions, and help shape the future of their community and country.

Define

Explain the meanings of the terms below.

Election Campaigns**Candidate****Platforms****Matching**

Match the terms with their correct descriptions.

Campaign Manager ☐Pollster ☐Social Media Coordinator ☐Fundraiser ☐☐ Conducts surveys to understand voter opinions and trends.☐ Raises money to support campaign expenses like advertisements.☐ Oversees the entire campaign and develops strategy.☐ Manages the campaign's online presence on platforms like Twitter.**Questions**

Answer the questions below using evidence from the text.

1) Why do you think election campaigns are important in a democracy?

2) If you could participate in an election campaign, which role would you choose and why?

Active Citizenship - Electing Class President

Objective

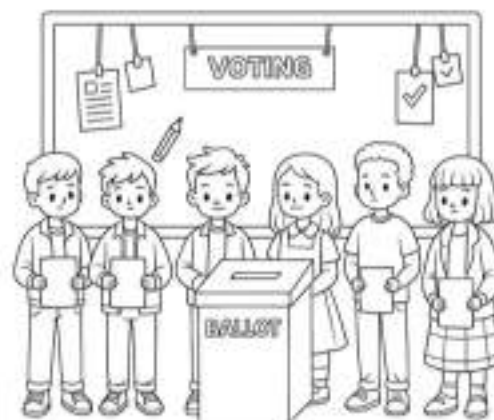
What are we learning about?

Students will learn about the democratic process, the importance of voting, and the role of elections in governance by participating in a mock election to elect a class president. This activity will simulate active citizenship in society.

Materials

What will we need for the activity?

- Election ballots (provided)
- Pens or pencils, glue, and markers
- Two large sheets of paper (for ballot boxes)
- Construction paper to create voting booths (optional)



Instructions

How will we let them know?

- 1) Begin with a discussion on why elections are important to the concept of voting and democracy and how these practices enable a citizen to participate in society.
- 2) Divide the students into small groups and have them nominate candidates from their group to run for class president. Each group will present their candidate and explain why they should be elected.
- 3) Once candidates are finalized, explain the process of making a vote. Each student will use their ballot by writing the names of the candidates and marking their chosen candidate.
- 4) Show the students how to fold their ballots to keep their vote secret.
- 5) Using construction paper, tape, or glue, help the students create simple voting booths to ensure privacy.
- 6) Set up the ballot boxes where students will drop their completed ballots.
- 7) Conduct the voting process, ensuring each student casts their vote privately in the voting booth and then places their ballot in the ballot box.
- 8) Count the votes in front of the class once everyone has voted, to maintain transparency.
- 9) Announce the winner and discuss the importance of respecting the results.

Ballots

Class President Election Ballot

Class President Election Ballot

Please mark your choice with an "✓" (checkmark) next to the candidate's name.

☐ Candidate 1: _____☐ Candidate 4: _____☐ Candidate 2: _____☐ Candidate 5: _____☐ Candidate 3: _____☐ Candidate 6: _____

Thank you for participating in our class election!

Vote!

Class President Election Ballot

Please mark your choice with an "✓" (checkmark) next to the candidate's name.

☐ Candidate 1: _____☐ Candidate 4: _____☐ Candidate 2: _____☐ Candidate 5: _____☐ Candidate 3: _____☐ Candidate 6: _____

Thank you for participating in our class election!

Class President Election Ballot

Please mark your choice with an "✓" (checkmark) next to the candidate's name.

☐ Candidate 1: _____☐ Candidate 4: _____☐ Candidate 2: _____☐ Candidate 5: _____☐ Candidate 3: _____☐ Candidate 6: _____

Thank you for participating in our class election!

Vote!

Candidate Profile Page

Class President Candidate Planning Page

1) Name of the candidate:

2) Group name:

3) What are three promises or goals you have?

4) What makes you a good leader?

5) What is your campaign slogan?

6) Draw your campaign logo here. Use a symbol or picture that shows you

PREVIEW

Name: _____

60

Curriculum Connection
56.3

Campaign Poster

Now it's time to design your campaign poster! Use the big box below to draw your poster. Make sure to show your campaign slogan, a picture of yourself or your logo, and one or two things that make you a great leader.

PREVIEW

Reflection

Answer the questions below.

1) **Self-Assessment Form:** Rate your own participation in the mock election activity by filling in the stars for each statement

I participated actively in group discussions.



I helped my group to choose a candidate.



I listened to others' opinions during the activity.



I listened to others' presentations attentively.



I kept my voice and stayed on task.



I understood the importance of active participation.



2) What did you learn about the voting process today?

3) Why is it important to be an active participant in a society?

4) How can you be an active participant in your school and society?

Political Parties

What are Political Parties?

Political parties are groups of people who share ideas about how the country should run. In federal elections, Canadians vote for a candidate in their district to represent them in the House of Commons. Each candidate belongs to a party. The party that gets the most candidates (MPs) elected wins! The leader of that party becomes the Prime Minister.

There are three main political parties in Canada: the **Conservative Party**, the **Liberal Party**, and the **New Democratic Party**. Each one has different beliefs and ideas.

Conservative Party

The Conservative Party started in 1867. Their beliefs include low taxes, a strong military, less government, law and order, and more traditional views on human rights. **Pierre Poilievre**, the Conservative leader, is known for focusing on the economy and the cost of living.



Liberal Party

The Liberal Party is Canada's oldest political party and has been in power for most of the past 100 years. It's also been the most successful. Their ideas include making big changes to the country, spending more to grow the economy, and supporting social programs.

Mark Carney, Prime Minister since 2025, is the leader of the Liberal Party. They support refugees, high immigration, and fairness for everyone, including the LGBTQ+ community.

New Democratic Party (NDP)

The NDP has never won a federal election, so they've never had a Prime Minister. In 2011, their leader Jack Layton finished in second place, beating the Liberals. The NDP believes the economy should be run by the people (a free market), but with strong rules and taxes. They focus on taxing the rich, protecting the environment, and offering affordable services to the lower and middle class.



Questions

Use information from the text to support your answer.

1) How are the Conservative and Liberal Parties different?

2) Which party would you vote for? Use evidence from the text.

Multiple Choice

Circle the correct answer.

1) Members of a political party share common _____.	Ideas	Morals
2) In the federal election, the leader of the winning political party becomes _____.	Prime Minister	
3) The Conservative Party started in _____.	2003	2003
4) Jack Layton was which party's leader?	Liberal	NDP
5) Which party is the oldest?	Liberal	NDP

Identify

Who supports each of the following? Write 'C' for Conservative, 'L' for Liberal, and 'N' for New Democratic Party (NDP)

1) Supports low taxes and less government control...	
2) Supports refugees and high immigration...	
3) Cares most about helping the middle and working class...	
4) Wants Canada to have more traditional values...	
5) Believes the economy should be run by the people...	

The Path To Political Influence: Mark Carney

Joining Political Parties: Mark Carney's Path to Influence

Mark Carney is Canada's 24th Prime Minister. He is a great example of how someone can enter politics later in life and still make a big difference. He didn't start in government. First, he worked in banks, helping to manage Canada's and the world's money. Mark was Governor of the **Bank of Canada** and then Governor of the **Bank of England**.

Mark was born in the Northwest Territories and grew up in Edmonton. He studied at Harvard and Oxford and worked for many years as a banker. He was known for making smart financial decisions.



In early 2023, Mark decided to use his skills to help people in a new way. He had seen what was happening in Canada — rising prices, climate change, and people losing trust in the government. He wanted to take action. He joined the **Liberal Party** because he agreed with their values, like helping the middle class and protecting the environment.

At first, some people weren't sure if he was really for them. But Mark spoke with Canadians across the country. He held town halls, listened to families and students, and shared his ideas with party members. People saw that he was thoughtful and had smart ideas. Soon, the Liberal Party chose him as their new leader.

Even though Mark had never been a Member of Parliament before, he was elected Prime Minister in March 2025. This shows that political parties sometimes choose leaders who have real-world experience.

As Prime Minister, Mark ended the carbon tax but kept the rebates for families. He also worked to protect Canada's economy during global changes and invited world leaders to visit Canada. His leadership is based on facts, teamwork, and making fair decisions.

Mark's story shows that joining a political party gives people a chance to help shape the laws and decisions in Canada. Like Mark Carney, anyone who works hard and cares about their country can have a big impact by getting involved in politics.

Questions

Answer the questions below using evidence from the text.

1) Why do you think people were unsure about Mark Carney at first?

2) How did Mark Carney show that he was ready to lead?

3) How does being a political party help you make changes?

Multiple Choice

Circle the correct answer.

1) What political party did Mark Carney join? ☐ Liberal ☐ Conservative2) What job did Mark have before joining politics? ☐ Banker ☐ Teacher3) Where was Mark born? ☐ NWT ☐ Ontario4) What kind of tax did Mark change? ☐ Sales ☐ Carbon5) What year did Mark become Prime Minister? ☐ 2025 ☐ 2023**Summarize**

Write two main points that you've learned from the reading.

1) _____
_____2) _____

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Is the statement true(T) or false(F)?

1) Mark Carney started his political career as a Member of Parliament.

T

F

2) He became Prime Minister without joining any political party.

T

F

3) He kept the carbon tax and removed family rebates.

T

F

4) Mark's ideas included helping the middle class and environment.

T

F

Name: _____

Mark

Is the statement true(T) or false(F)?

1) Mark Carney started his political career as a Member of Parliament.

T

F

2) He became Prime Minister without joining any political party.

T

F

3) He kept the carbon tax and removed family rebates.

T

F

4) Mark's ideas included helping the middle class and environment.

T

F

Name: _____

Mark

Is the statement true(T) or false(F)?

1) Mark Carney started his political career as a Member of Parliament.

T

F

2) He became Prime Minister without joining any political party.

T

F

3) He kept the carbon tax and removed family rebates.

T

F

4) Mark's ideas included helping the middle class and environment.

T

F

Name: _____

Mark

Is the statement true(T) or false(F)?

1) Mark Carney started his political career as a Member of Parliament.

T

F

2) He became Prime Minister without joining any political party.

T

F

3) He kept the carbon tax and removed family rebates.

T

F

4) Mark's ideas included helping the middle class and environment.

T

F

The Judicial Branch of Alberta's Government

Understanding the Judicial Branch of Alberta's Government

The **judicial branch** is one of the three main parts of Alberta's government. It is responsible for interpreting and applying the laws made by the legislative branch. This means that the judicial branch makes sure the laws are followed correctly and that everyone is treated fairly under the law. The judicial branch is made up of courts and judges who ensure justice is served.

The **Role of Judges**

Judges have a very important job in the judicial branch. They are responsible for deciding what the law means in different situations. When there is a disagreement about the law, or someone is accused of breaking the law, a judge listens to both sides of the story and makes a decision based on the law. Judges must be fair and unbiased, meaning they should not let their own feelings or opinions influence their decisions. This is why having an independent judiciary is so important. It makes sure that judges make decisions based on the law, not on what the government or the people want.

Importance of an Independent Judiciary

An **independent judiciary** is crucial because it protects the rights and freedoms of all people. Judges are not influenced by the government or any other group, which allows them to make decisions that are fair and just. This helps maintain the rule of law, which means that everyone must follow the law, including the government.

A Case Study: Interpreting Laws in Alberta

- A judge in Alberta needed to determine if a new traffic safety law was being enforced fairly, as some people believed it was too strict on drivers.
- After listening to both sides, the judge concluded that the law was fair because it aimed to protect the public from dangerous driving.

This case demonstrates how judges interpret and apply laws, ensuring they are fair and just for everyone involved.



Define

Explain the meanings of the terms below.

**The Judicial
Branch**

Judges

**Independent
Judiciary**

Questions

Answer the questions below using evidence from the text.

1) What are the main responsibilities of the Judicial Branch?

2) Why is an independent judiciary important in Alberta?

Multiple Choice

Answer the questions below.

1) Who interprets the laws in Alberta?

A) Judges

B) MLAs

C) Police

2) What is the main job of the judicial branch?

A) The Premier

B) Interpreting laws

C) Enforcing laws

3) Where do judges work?

A) Courts

B) City Hall

C) Legislative Assembly

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Is the statement true(T) or false(F)?

1) The judicial branch is responsible for making laws.

T

F

2) An independent judiciary means judges are not influenced by others.

T

F

3) Judges in Alberta are chosen by the people in elections.

T

F

4) All judges must follow orders from the Premier.

T

F

Name: _____

Mark

Is the statement true(T) or false(F)?

1) The judicial branch is responsible for making laws.

T

F

2) An independent judiciary means judges are not influenced by others.

T

F

3) Judges in Alberta are chosen by the people in elections.

T

F

4) All judges must follow orders from the premier.

T

F

Name: _____

Mark

Is the statement true(T) or false(F)?

1) The judicial branch is responsible for making laws.

T

F

2) An independent judiciary means judges are not influenced by others.

T

F

3) Judges in Alberta are chosen by the people in elections.

T

F

4) All judges must follow orders from the Premier.

T

F

Name: _____

Mark

Is the statement true(T) or false(F)?

1) The judicial branch is responsible for making laws.

T

F

2) An independent judiciary means judges are not influenced by others.

T

F

3) Judges in Alberta are chosen by the people in elections.

T

F

4) All judges must follow orders from the Premier.

T

F

Courtroom Role-Play: The Judicial Branch

Objective

What are we learning about?

Students will simulate a courtroom trial to understand how the Judicial Branch interprets and applies the law, focusing on the importance of fair trials in upholding justice and the rule of law.

Materials

What you will need for the activity.

- Scenario cards with fictional court cases (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete the activity.

1. Divide the class into groups of 10 to 12 students.
2. Provide each group with a scenario card that contains a situation related to the topic being studied.
3. Assign roles to each student in the group, such as Judge, Lawyer (Prosecution and Defense), Defendant, Witnesses, Jury Members, Police Officer, etc. If needed, allow students to choose their roles within the group.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, lead a class discussion to reflect on the different approaches, outcomes, and interpretations of the law observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	The Case of the Stolen Laptop	Jake, a student, claims that his laptop was stolen from his locker during lunch. He accuses Emily, who was seen near his locker around the time the laptop went missing. Emily denies the accusation, saying she was just passing by. The school's security guard later found the laptop hidden in a classroom closet, adding more mystery to the case. Sam, a classmate, says he saw Emily near the closet, but another student, Mia, insists that Emily was never in the cafeteria the whole time. During the trial, the jury will need to question each witness to uncover the truth, and the judge will have to decide whether Emily is guilty or if someone else is responsible.
2	The Case of the Damaged School Property	The gymnasium wall was found covered in spray paint, and students Ben and Sarah were suspected of causing the damage. Ben was seen in the gym earlier in the day, and Sarah was spotted near the gym before the damage was discovered. Both students deny involvement, with Ben claiming he was helping a friend paint a poster and Sarah stating she was simply walking by. The janitor found a spray can matching the colour used on Ben's backpack, which complicates his story. The judge will need to ask the janitor more questions, and the jury will have to decide who is responsible for the vandalism.
3	The Case of the Cheating Scandal	During a math exam, a student named Noah is accused of cheating because his answers were found to be identical to those of another student, Grace, who sat nearby. Noah insists he didn't cheat and that it's just a coincidence, while Grace denies sharing her answers with him. The teacher noticed that both students finished the test unusually quickly, which raises suspicion. Lucas, another student, says he saw Noah glancing at Grace's paper, but Noah denies this. The court will need to hear from the teacher and students involved, as the lawyers argue whether the matching answers are evidence of cheating or just a coincidence. The jury will then decide if Noah cheated or if he is innocent.

Scenario Cards

Cut out the topics below.

	Scenario	Description
4	The Case of the Injured Student	During a recess soccer game, Olivia was injured after she claims that another student, Ryan, pushed her on purpose, causing her to fall and hurt her arm. Ryan denies pushing Olivia, saying it was just an accident during the game. Ethan, a witness, says he saw Ryan push Olivia, but another student, Zoe, insists it looked like they just bumped into each other by mistake. The school nurse's report shows that Olivia's injuries match what could happen from a fall. The lawyers will need to question both witnesses and the judge listens carefully to determine what happened. The jury must decide whether Ryan is responsible for hurting Olivia or if it was just a game accident.
5	The Case of the Accidental Fire	In science class, a small fire broke out, and Jack, a student, claimed it by mishandling chemicals. Jack claims he was just following instructions and that the fire was just an accident. The science teacher claims that Jack was working on an experiment involving flammable materials but insists that all safety procedures were in place. Mia, a classmate, says she saw Jack accidentally knock over a bottle of chemicals just before the fire started. The police officer will investigate the fire report, and the lawyers will cross-examine Jack and Mia to figure out what really happened. The court must decide if Jack is guilty of negligence or if the fire was an unavoidable accident.
6	The Case of the Disputed Group Project	In history class, a group project led to conflict when Chloe accused Alex of not contributing to the work but still wanting credit. Alex argues that he did his share, but Chloe claims she ended up doing most of the project on her own. The teacher noticed that Chloe did most of the speaking during the presentation, but the project materials show some contributions from both students. Mia, another group member, says that Alex missed several group meetings and didn't help much. The lawyers will need to question the group members about their roles in the project, while the judge ensures everyone gets a fair hearing. The jury will decide whether Alex deserves credit or if Chloe's claims are true.

Scenario Cards

Cut out the topics below.

	Scenario	Description
7	The Case of the Disputed Inheritance	In a fictional family case, Tom is fighting with his cousin, Lily, over a valuable watch that their grandfather left behind. Tom claims that his grandfather promised the watch to him, while Lily argues that the will clearly states it was left to her. However, the will's wording is unclear, and both Tom and Lily have different interpretations of what their grandfather meant. The family lawyer found a handwritten note in the grandfather's belongings mentioning both Tom and Lily, but it doesn't specify who should get the watch. The police officer might have to discuss the will's clarity, and the lawyers will argue over who has the rightful claim to the watch. The jury will decide who gets the family watch.
8	The Case of the Alleged Assault	Grace, a student, claims she was pushed and verbally threatened by Jake, another student, during an argument in the hallway. Jake denies the accusation, saying that Grace was the one who started the argument and that he only defended himself. Ben, a witness, says he saw Jake push Grace, but Sarah, another witness, says she saw Grace pushing Jake. The school's security cameras captured part of the incident, but the footage doesn't show the actual push. The police officer will need to discuss the evidence, and the lawyers will cross-examine the witnesses to get the full story. The court must decide if Jake is guilty of assaulting Grace or if it was a case of self-defense.
9	The Case of the Contested School Election	During a student council election, Emily is accused of bribing students with candy to get their votes. Liam, who lost the election, brought the accusation, claiming that Emily's actions were unfair and against the rules. Emily denies the accusation, saying she handed out candy as a friendly gesture, not as a bribe. Some students say they received candy from Emily, but they weren't sure if it was meant as a bribe or just a gift. The police officer might discuss the rules of the election, and the lawyers will question the students involved to determine if the election was fair. The jury will decide whether Emily's actions influenced the election unfairly or if Liam's accusations are unfounded.

**Two Stars
And A Wish**

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two strengths and one weakness of your group's performance.

PREVIEW



Lieutenant-Governor: A Letter from Salma Lakhani

Dear Grade 6 Students,

My name is Salma Lakhani, and I have the honour of serving as Alberta's Lieutenant-Governor. You might wonder what a Lieutenant-Governor does, so I'm here to explain!



As Lieutenant-Governor, I represent the King in Alberta. My role connects our province to the British monarchy. My duties are ceremonial but important, and I work closely with both the legislative and executive branches of government to ensure everything runs smoothly.

One of my most important duties is giving Royal Assent. This is the final step in making a bill into a law. After the Legislative Assembly (MLAs) debate and vote on a bill, it comes to me. When I give Royal Assent, the bill officially becomes law in Alberta. This is how I help oversee the legislative process and make sure new laws fit our democratic principles.

In addition to my legislative role, I have a role in the executive branch. For example, I swear in the Premier and Cabinet Ministers at the start of our government. This ceremony ensures these leaders are ready to serve Alberta's people and uphold our values.

My role also involves representing Alberta at events and ceremonies. I recently presided over the Order of Excellence ceremony, where we honoured Albertans who made outstanding contributions to our province. These events recognize the achievements of our citizens and reinforce Alberta's connection to the Crown.

Throughout Alberta's history, Lieutenant-Governors have preserved traditions and values shaping our government. By fulfilling these duties, I help ensure our government runs smoothly and Alberta's relationship with the monarchy stays strong. Thank you for taking the time to learn about my role as Lieutenant-Governor.

Sincerely,

Salma Lakhani

Fill in the Blanks

Fill in the blanks below.

- 1) The Lieutenant-Governor represents the _____ in Alberta.
- 2) The Lieutenant-Governor gives _____ to finalize a bill into law.
- 3) A bill must be signed by the _____ to become law.
- 4) The Lieutenant-Governor oversees both the legislative and _____ branches.
- 5) The Lieutenant-Governor swears in the _____ and Cabinet Ministers.

Questioning the questions below.

- 1) What is the role of the Lieutenant-Governor in Alberta's government?

- 2) How does the Lieutenant-Governor help ensure that laws follow with democratic principles?

Questioning

Write three questions you would ask Salma Lakhani if you met her.

1)	<hr/> <hr/>
2)	<hr/> <hr/>
3)	<hr/> <hr/>

Memory Game: Branches of Government

Objective

What are we learning about?

Students will reinforce their understanding of terms related to the three branches of Alberta's provincial government by matching the correct meanings and descriptions, enhancing their overall civic knowledge.

Material

What you will need for the activity.

- Set of Memory Game cards (provided).
- A small table or clear area on the floor.



Instructions

How you will complete the activity

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided.)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

Term	Description
Executive Branch	The branch of government with the Premier and Cabinet that runs the government.
Premier	The leader of the provincial government in Alberta.
Cabinet	A group of ministers chosen by the Premier to help make decisions and run the government.
Legislative Branch	The branch of government that makes laws for the province.
Legislative Assembly	The group of elected representatives who discuss and vote on new laws.

Cards

Memory Game Cards

Term	Description
MLA (Member of the Legislative Assembly)	An elected representative in the Legislative Assembly.
	A proposed law that the Legislative Assembly debates and votes on.
Judicial Branch	The branch of government that interprets laws and makes sure laws are followed.
Court	A place where judges decide if laws have been broken.
Judge	A person in the Judicial Branch who decides the outcome of legal cases.

Cards

Memory Game Cards

Term	Description
Royal Assent	The approval given by the Lieutenant Governor to make a bill become a law.
Lieutenant Governor	The representative of the monarch who gives Royal Assent to laws in Alberta.
Constitution	The set of rules that outlines how the government works.
Democracy	A system of government where citizens vote to elect their leaders.
Law	A rule that everyone in the province must follow.

Fact Sheet: Responsibilities of an MLA

The Important Work of Alberta's MLAs

Members of the Legislative Assembly (MLAs) in Alberta have important duties that impact everyone. Let's dive into what they do and how they serve their communities.

Representation

Members of the Legislative Assembly (MLAs) in Alberta are elected to represent the interests of the people in their constituency. Each MLA represents approximately 45,000 Albertans. They listen to the concerns of their constituents and bring these issues to the government. For example, an MLA might raise concerns about schools or healthcare services in their area.

Legislative Debates

MLAs participate in debates in the Alberta Legislature. These debates help shape laws and policies. During debates, MLAs discuss bills, which are proposed laws, and share their opinions. This process allows different viewpoints to be considered before decisions are made. MLAs must understand the needs of their constituents and the broader impact of the bills.

Voting on Bills

One of the most important tasks of an MLA is voting on bills. A bill must be approved by a majority of MLAs to become law. MLAs vote based on what they believe is best for their constituents and Alberta as a whole. For example, an MLA may vote on a bill related to environmental regulations or education funding.



Committee Work

MLAs serve on various committees that focus on specific issues, such as health, education, or finance. These committees study bills in detail and make recommendations to the Legislature. MLAs use their knowledge and expertise to contribute to the committee's work, helping to shape policies before they are debated in the Legislature.

Political Party Support

MLAs often belong to a political party, which helps to organize and support their work. They work with other MLAs in their party to promote shared goals and policies. This teamwork is crucial in passing bills and forming government. However, MLAs must also balance party loyalty with the needs of their constituents.

Identify

What role is the MLA performing in each scenario below?

Role		
Representation	Legislative Debates	Committee Work
Royal Assent	Voting on Bills	Party Support

1) An MLA casts a vote to decide whether a bill on increasing teacher salaries should pass or fail.

2) An MLA gives a speech in the Legislature arguing for stricter environmental regulations in a proposed law.

3) An MLA meets with constituents to discuss the lack of funding for a new playground at a school.

4) An MLA collaborates with other party members to develop strategies for the upcoming provincial election.

5) An MLA joins a group of experts to discuss the details of a new transportation policy to improve public transit.

Questions

Answer the questions using evidence from the text.

1) How does an MLA represent their constituents?

2) Why is voting on bills an important duty of an MLA?

Making Connections

Write about how an MLA's role could impact your community.

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

List and explain at least three responsibilities of an MLA in Alberta's Provincial Government.

Name: _____

Mark

List and explain at least three responsibilities of an MLA in Alberta's Provincial Government.

Name: _____

Mark

List and explain at least three responsibilities of an MLA in Alberta's Provincial Government.

Name: _____

Mark

List and explain at least three responsibilities of an MLA in Alberta's Provincial Government.

Fact or Fiction – The Responsibilities of an MLA

Objective

What are we learning about?

Students will reinforce their understanding of the key responsibilities of MLAs (Members of the Legislative Assembly) in Alberta by participating in a fun and interactive activity that involves deciding whether statements are factual or fictional.

Materials

What you will need for the activity.

- Fact or Fiction cards
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom to place the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How you will complete the activity

1. Your teacher will read statements from cards. Pay close attention as the correct answer is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

Fact or Fiction

Read the statements to the class.

#	Statement	
1	One MLA represents about 45,000 Albertans in the Legislature.	Fact
2	MLAs are allowed to make laws without consulting anyone else.	Fiction
3	An MLA's job is to listen to the concerns of their community.	Fact
4	MLAs never vote on laws; they only suggest ideas.	Fiction
5	MLAs discuss bills in the Legislature before they can become laws.	Fact
6	An MLA can pass a law entirely on their own if they choose.	Fiction
7	MLAs serve on committees to study and improve proposed bills.	Fact
8	MLAs can skip meetings if they feel tired.	Fiction
9	MLAs can debate local schools or healthcare in debates.	Fact
10	MLAs never vote with other MLAs; they only focus on their own ideas.	Fiction
11	Voting on bills is one of the main tasks of an MLA.	Fact
12	MLAs can make decisions based on what's best for everyone in their area.	Fiction
13	MLAs belong to political parties that organize and support their work.	Fact
14	MLAs must be experts in all subjects to make decisions in the Legislature.	Fiction
15	MLAs contribute to shaping policies by serving on various committees.	Fact
16	MLAs can choose not to vote on bills if they don't want to.	Fiction
17	MLAs debate important issues like education and the environment in the Legislature.	Fact
18	An MLA's main job is to sit in an office and do paperwork all day.	Fiction
19	MLAs help make decisions that affect the entire province of Alberta.	Fact
20	MLAs don't need to consider the opinions of people in their community.	Fiction
21	MLAs support their political party's goals while considering what's best for their constituents.	Fact
22	MLAs never participate in debates; they only vote on bills in the Legislature.	Fiction
23	MLAs work to balance their political party's goals with the needs of their constituents.	Fact
24	MLAs can ignore their political party's goals and do whatever they want in the Legislature.	Fiction
25	MLAs often serve on multiple committees that focus on different issues like health and education.	Fact

**Quiz
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity.

Name: _____

Mark

Is the statement true or false?

1) One MLA represents about 45,000 Albertans in the Legislature.	True	False
2) Voting on bills is one of the most important tasks of an MLA.	True	False
3) MLAs work on committees to study and improve proposed bills.	True	False
4) MLAs must be experts in all subjects to make decisions.	True	False
5) MLAs can choose not to vote on bills if they don't want to.	True	False
6) MLAs balance party goals with what's best for people.	True	False

Name: _____

Mark

Is the statement true or false?

1) One MLA represents about 45,000 Albertans in the Legislature.	True	False
2) Voting on bills is one of the most important tasks of an MLA.	True	False
3) MLAs work on committees to study and improve proposed bills.	True	False
4) MLAs must be experts in all subjects to make decisions.	True	False
5) MLAs can choose not to vote on bills if they don't want to.	True	False
6) MLAs balance party goals with what's best for people.	True	False

Name: _____

Mark

Is the statement true or false?

1) One MLA represents about 45,000 Albertans in the Legislature.	True	False
2) Voting on bills is one of the most important tasks of an MLA.	True	False
3) MLAs work on committees to study and improve proposed bills.	True	False
4) MLAs must be experts in all subjects to make decisions.	True	False
5) MLAs can choose not to vote on bills if they don't want to.	True	False
6) MLAs balance party goals with what's best for people.	True	False

Blog Post: MLAs vs. Ministers

MLAs vs. Ministers: What's the Difference?

*Date: August 17, 2024**Author: Alex Greenwood**3-minute read*

In Alberta, the government is made up of many important roles. Two of the most important are Members of the Legislative Assembly (MLAs) and Cabinet Ministers. But what do they do, and how are they different?

MLAs are elected by people in different areas of Alberta, called constituencies. There are 87 MLAs in Alberta, and they represent the interests of the people elected for them. MLAs debate laws, ask questions, and bring up issues that affect their constituents.

Some MLAs are chosen to be Cabinet Ministers. The Premier, who is the leader of the government, selects these Ministers. A Cabinet Minister is responsible for a specific part of the government, like education, health, or justice. For example, the Minister of Education makes decisions about schools in Alberta. Being a Minister means having more responsibility, but they help make big decisions that affect the whole province.

MLAs and Ministers must work together to make sure Alberta is run smoothly. Often, they belong to the same political party, which means they share the same ideas about how the government should work. This teamwork is important because it helps them agree on how to solve problems and make Alberta a better place to live.

Till next time, Alex Greenwood

Comments:



Jenna M. - August 17, 2024

Great post, Alex! I agree that Ministers have more responsibility, but it's also important to remember that MLAs play a crucial role in representing their local communities. Without MLAs, the people wouldn't have a voice in the government.

Like Reply 1d ago



David S. - August 18, 2024

I see your point, Jenna, but I think Ministers have the most influence. According to recent studies, Ministers make decisions that impact millions of Albertans directly, especially in areas like health and education. MLAs are important, but Ministers have more power to make real change.

Like Reply 3h ago

Questions

Answer the questions below using evidence from the text.

1) How does someone become a Cabinet Minister in Alberta?

2) Why is teamwork important between MLAs and Ministers?

3) How can a political party help MLAs and Ministers?

Choose

Put a check mark beside the correct answer(s) for each question.

1) Which of the following are responsibilities of MLAs?

- ☐ Debating laws
- ☐ Choosing Cabinet Ministers
- ☐ Representing constituencies

3) Which roles often work together to solve problems in Alberta?

- ☐ MLAs
- ☐ Cabinet Ministers
- ☐ Members of the public

2) Which of these statements about Cabinet Ministers is correct?

- ☐ Selected by Premier
- ☐ Represents constituency
- ☐ Manages government department

4) Which positions are elected by the public?

- ☐ MLA
- ☐ Cabinet Minister
- ☐ Premier

Summarize

Summarize two main ideas from the text.

1)

2)

Four Corners: Provincial Powers

Objective

What are we learning about?

To help students understand the various powers and responsibilities of the Alberta provincial government, engage them in forming and discussing opinions about these powers, and how they impact the lives of Albertans.

Material

What you will need for the activity.

- A list of questions related to provincial powers
- Labels for each corner of the room (A, B, C, D)



Instructions

How you will complete the activity.

1. Prepare the classroom by labelling each corner with letters A, B, C, and D.
2. Explain to the students that you will read out statements related to the powers of the Alberta provincial government. Each statement will have two options, A and B, representing a different viewpoint.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct. These will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of concepts.

<p>1. What should be Alberta's top priority?</p> <p>A) Improve education standards.</p> <p>B) Protect natural resources.</p> <p>C) Enhance healthcare services.</p> <p>D) Develop infrastructure and roads.</p>	<p>2. How should Alberta manage its forests?</p> <p>A) Increase logging for economic gain.</p> <p>B) Preserve forests for future generations.</p> <p>C) Balance logging with reforestation.</p> <p>D) Focus on protecting wildlife habitats.</p>
<p>3. How should Alberta handle environmental issues?</p> <p>A) Strict regulations on industries.</p> <p>B) Promote clean technology.</p> <p>C) Encourage volunteer conservation.</p> <p>D) Focus on economic growth first.</p>	<p>4. How should healthcare be improved in Alberta?</p> <p>A) Increase funding for hospitals.</p> <p>B) Train more healthcare workers.</p> <p>C) Focus on preventive care.</p> <p>D) Improve rural healthcare access.</p>
<p>5. What should be done about Alberta's transportation needs?</p> <p>A) Invest in public transit.</p> <p>B) Expand highways and roads.</p> <p>C) Focus on sustainable transport.</p> <p>D) Improve road safety.</p>	<p>6. What role should Alberta's government play in agriculture?</p> <p>A) Support sustainable farming practices.</p> <p>B) Focus on food safety regulations.</p> <p>C) Promote Alberta's agricultural exports.</p> <p>D) Provide subsidies for farmers.</p>
<p>7. How should Alberta support local businesses?</p> <p>A) Lower taxes for small businesses.</p> <p>B) Provide grants for startups.</p> <p>C) Improve access to skilled labour.</p> <p>D) Promote Alberta-made products.</p>	<p>8. How should Alberta address unemployment?</p> <p>A) Create more job training programs.</p> <p>B) Attract new industries to the province.</p> <p>C) Increase minimum wage.</p> <p>D) Support small business growth.</p>
<p>9. How should Alberta handle issues of social services?</p> <p>A) Increase funding for child protection.</p> <p>B) Improve disability services.</p> <p>C) Focus on affordable housing initiatives.</p> <p>D) Expand welfare programs.</p>	<p>10. How should Alberta handle law enforcement?</p> <p>A) Hire more provincial police officers.</p> <p>B) Focus on local community policing.</p> <p>C) Improve crime prevention programs.</p> <p>D) Help people in jail change their lives.</p>

Unit Test – Systems

Mark

/ 10

Total

/ 35

Multiple Choice

1. Who decides to change city bylaws? a) The municipal government b) The provincial government c) The federal government d) None of the above	2. What is the main job of the judicial branch? a) Creating laws b) Interpreting laws c) Enforcing laws d) All of the above
3. The Premier of Alberta in 2024 was... a) Danielle Smith b) Salma Khani c) Justin Trudeau d) Rachel Notley	4. One is not a role of the federal government... a) National defence b) International relations c) Economic policy d) Waste collection and disposal
5. Alberta's government is modelled after the _____ system. a) American b) British parliamentary c) French d) German federal	6. Which level of government manages things like schools and hospitals? a) Federal government b) Provincial government c) Municipal government d) International government
7. Which branch of Alberta's government consists of the Premier and cabinet ministers? a) The Executive Branch b) The Legislative Branch c) The Judicial Branch d) All of the above	8. Which of the following is not part of the process of a bill becoming a law? a) The Premier proposes a new bill b) Cabinet ministers discuss the proposal c) The Lieutenant Governor gives final approval d) None of the above
9. Who chooses the Members of the Legislative Assembly (MLAs) in Alberta? a) The Premier b) The people c) The Governor d) The Prime Minister	10. A proposal or motion for a new law is called a... a) Bill b) Act c) Rule d) Constitution

Define

What do the terms below mean? Each question is worth 2 marks.

Mark

/ 6

Term	Definition - What does it mean?
Legislative Assembly	_____
Bylaws	_____
Constitution	_____

Short Answer

Answer the questions below - Each question is worth 3 marks.

Mark

/ 9

1) What does it mean when governments have responsibilities across different levels? Provide an example.

2) What is the role of the Lieutenant-Governor in Alberta's government?

3) What things can citizens of Canada do because of our democratic government?

1) How was Canada's government shaped by the British parliamentary system and other earlier forms of government?

PREVIEW

2) List and describe five responsibilities of a Member of the Legislative Assembly (MLA).

PREVIEW



Workbook Preview



Grade 6 – Social Studies Unit

Citizenship

Organizing Idea	Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.	
Guiding Question	In what ways can laws protect people in a democratic society?	
Learning Outcome	Students examine the Canadian Charter of Rights and Freedoms.	
	Skills and Procedures	Pages
C6.1	<ul style="list-style-type: none">Justify which fundamental freedoms, individual rights, and collective rights outlined in the Canadian Charter of Rights and Freedoms hold the most significant personal implications.	44
	<ul style="list-style-type: none">Examine cultural groups that experience discrimination in Canada.	

Preview of 80 pages from
this product that contains
184 pages total.

Organizing Idea	Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.	
Guiding Question	In what ways does civic participation support democratic societies?	
Learning Outcome	Students examine civic participation in Canada.	
	Skills and Procedures	Pages
C6.2	<ul style="list-style-type: none">Justify the role of civic participation in a democracy.Plan projects for civic participation.	45 – 132

NAME: _____

CITIZENSHIP



Canada's Charter Of Rights And Freedoms

The **Canadian Charter of Rights and Freedoms** was put in place as part of our **Constitution** in 1982. A **Right** is something that has been granted to citizens by law, and a **Freedom** is something citizens can do without interference from anyone else. The charter contains many rights and freedoms that Canadian citizens are protected by:

- 1) **Everyone is Special and Equal:** No matter if you're a boy or girl, what colour your skin is, or what language you speak at home, everyone should be treated fairly and with respect.
- 2) **Freedom of Speech and Belief:** You can talk about your ideas, believe in any religion, or believe in any, and you can share your thoughts with others.
- 3) **Freedom to Join Clubs:** You can join sports teams, play on teams, and hang out with your friends.
- 4) **Keep Your Personal Stuff Private:** Privacy, which means your things and thoughts are yours, and no one should be looking through them.
- 5) **Fairness if You Get in Trouble:** If you are in trouble, you have the right to be listened to fairly and to tell someone about certain things.
- 6) **Choosing Leaders:** When you grow up, you will help pick the leaders of our country by voting.
- 7) **Move and Live Anywhere in Canada:** You can live in any part of Canada when you grow up, and you can travel in and out of Canada whenever you want.
- 8) **Learning in English or French:** You can go to school in English or French because both are Canada's official languages.
- 9) **First Nations, Métis, and Inuit Rights:** The Charter respects the original people of Canada, their cultures, and their special relationship with the land.
- 10) **Boys and Girls are Equal:** Boys and girls, men and women, have the same rights and opportunities.



The Charter is a powerful part of Canadian law because it guarantees these rights and freedoms for everyone in the country. If a law or an action by the government doesn't respect the Charter, the courts can say that law or action is not allowed. It's a promise from Canada to its people that their rights and freedoms will always be protected.

True or False

Is the statement true or false?

1) Only adults can pick leaders by voting in Canada.	True	False
2) Everyone in Canada can choose where to live.	True	False
3) The Charter was created in 1992.	True	False
4) The Charter only applies to Canadian citizens.	True	False
5) The Charter gives more rights to boys than to girls.	True	False

Questions

Answer the questions below using evidence from the text.

1) What is one of the most important in Canada?

2) How would life be different if _____?

Word Search

Find the words in the word search.

Charter	Rights
Freedom	Equal
Vote	Privacy
Safety	Travel
Learn	Speak
Gather	Respect
Culture	Fairness

B R E P P F F M K Q I W N Y S
 G Z S H B W K M W V T P L A R N P
 A T A B M S L G T H C Q R B U T G E
 T C F C O J N X R Y P F H F Z Y T A
 H E E U D P Z E C H A R T E R I L K
 E P T L E R B H H W B U E E R P E F
 R S Y T E I K N Y X H E Q U A L V I
 E E L U R V V O T E M C W O S L A E
 V R R R F A Q P L F R I G H T S R S
 C E Q E E C F A I R N E S S U Q T F
 H H P G L Y P I X U O W C J N O I V
 N I N A M R P D V A R U I E J N I E

Directions

Read the example and circle whether it is protected under our Charter.

The **Canadian Charter of Rights and Freedoms** was put in place as part of our Constitution in 1982. A **Right** is something that has been granted to citizens by law, and a **Freedom** is something citizens can do without interference from anyone else. The charter contains many rights and freedoms that Canadian citizens are protected by.

- The **freedom** of religion, thought, and expression
- The **right** to participate in a democratic government (vote)
- The **right** to move around and live within Canada
- The **right** to be treated equally
- The **right** to be treated equally in English or French
- The **right** to be protected by the law



1) You want to move from your home in Manitoba to your home in Ontario.	Yes	No
2) A man should make more money than a woman who works the same job.	Yes	No
3) You need to be spoken to in Spanish by your government employer.	Yes	No
4) You want the police to help you find your stolen car.	Yes	No
5) You want others to join your religion, so you force them to join by telling them about it.	Yes	No
6) You are 16 and want to vote.		No
7) You'd like to move to the USA.		No
8) You would like to run for Mayor of your city.		No

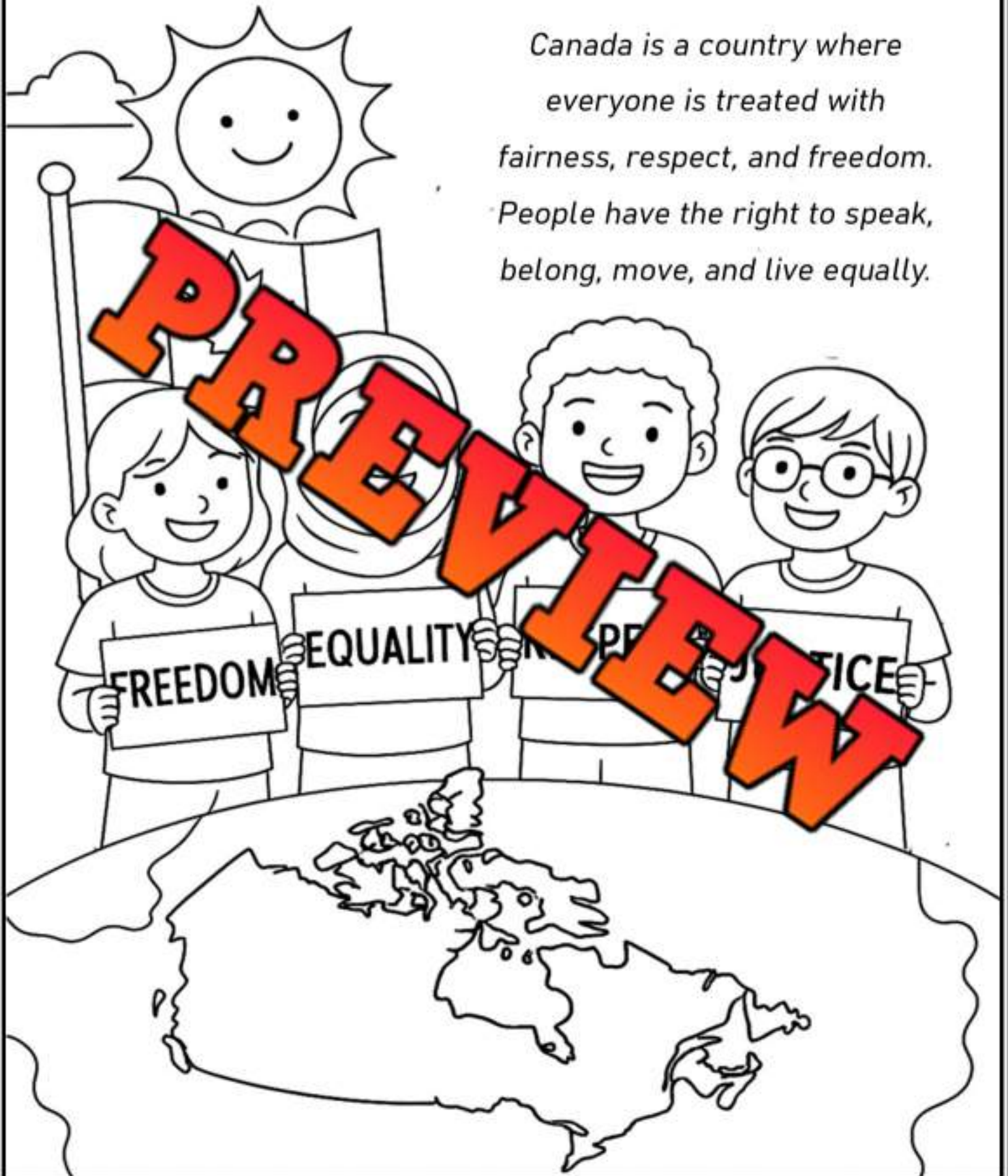
Reflect

Do you think all other countries have the same rights and freedoms for their citizens? Explain your answer.

Directions

Colour the picture to show Canada's rights, freedoms, and fairness.

*Canada is a country where
everyone is treated with
fairness, respect, and freedom.
People have the right to speak,
belong, move, and live equally.*





Social Media Post: Canada's Fundamental Freedoms


@canuckcurious 

Yo, can someone explain what "fundamental freedoms" are and why they matter—even if you're not a citizen?

7:15 AM - 22/02/2025 - 3,403 SHARES 7,126 LIKES


 @freedomfan01: For sure! They're in Section 2 of the Charter of Rights and Freedoms—it's kind of a big deal.

 @maplelover26: There are 4 main ones: **freedom of religion, expression, peaceful assembly, and freedom of association**. Pretty cool, right?


 @charterchamp: That's the best part—these freedoms apply to *everyone* in Canada, not just citizens. You know, even visitors!


 @freedomfan01: Freedom of religion = believe in any faith you want, or none at all. No one can force you to believe.


 @maplelover26: That's right! You can wear a hijab, cross necklace, or turban in public and school. Totally protected.


 @charterchamp: Freedom of expression lets you speak your mind, post online, write, or create stuff—even if it's critical of the government.

 @freedomfan01: But heads up—hate speech is *not* protected. That crosses the line.


 @maplelover26: Peaceful assembly means you can protest, picket, or have marches—as long as it's peaceful.

 @charterchamp: Over 100 000 people joined a climate protest last year, all legal thanks to this freedom!

 @freedomfan01: Freedom of association means you can join any group you like—clubs, unions, even political parties. No one can stop you.

 @maplelover26: These rights keep our democracy strong. They let us speak up, team up, and stand up for stuff we care about.

 @charterchamp: Without them, things could get real sketchy—governments could silence people or ban groups.

 @freedomfan01: The Charter was added in 1982, and it's helped protect thousands of people in real court cases.

 @maplelover26: Honestly, these freedoms are one reason Canada's known for being fair, free, and welcoming. Super thankful for that.

Questions

Answer the questions below using evidence from the text.

1) What does freedom of expression allow people to do?

2) What are Canada's four fundamental freedoms listed in the Charter?

3) Why are peaceful protests allowed in Canada?

True or False

Is the statement true or false?

1. Section 2 of the Charter lists four freedoms.

True

False

2. Only Canadian citizens are protected by these freedoms.

True

False

3. Freedom of religion means people can wear religious symbols.

True

False

4. You can say anything you want to anyone you want in Canada.

True

False

5. Freedom of expression includes social media and art.

True

False

Opinion

Write a comment that you would add to this conversation

Username: _____

Date: _____

Rights and Freedoms – North Korea vs Canada

No Freedom of Speech in North Korea

In North Korea, people are not free to say what they think. The country is ruled by a dictator named Kim Jong Un, and the government has complete control over what people say, watch, and read. There is only one political party, and no one is allowed to disagree with it. If someone says something the government doesn't like, they can be arrested, punished, or even disappear without warning.

Unlike Canada, where freedom of speech is protected by the Charter of Rights and Freedoms, North Korea has no real protections for expression. People cannot write or speak freely about the government. Even talking about wanting change can lead to serious punishment.

What the Government Controls

The North Korean government controls all the news, books, movies, TV shows, music, and internet. Most people do not have access to the real internet. Instead, they are given state-run intranets that only show what the government allows. Access to private communication channels, and trying to change the government, is illegal.

Some examples of banned actions in North Korea include:

- Watching South Korean or American TV
- Listening to foreign music
- Reading international news
- Owning books not approved by the government
- Sharing your opinion if it criticizes the country

In Canada, people can do all these things freely. In North Korea, they are punished.

What Happens to People Who Speak Out

Speaking out in North Korea is dangerous. If someone is caught:

- They may be sent to a labour camp (prison camps with harsh work)
- Their family members may also be punished
- They might be forced to confess on TV
- Some are never seen again

In one case, a teenager from another country, Otto Warmbier, was arrested in North Korea for taking a small poster from a hotel. He was sentenced to 15 years of hard labour. He died soon after being sent home. In Canada, he would have likely received only a warning.

Why This Matters

North Korea teaches us what can happen when freedom of expression is taken away. People lose the power to share ideas, tell the truth, or ask for change. In Canada, people are used to speaking their minds. In North Korea, silence is a way to survive.



True or False

Circle whether the statement is true or false.

1. North Korea is ruled by a dictator.	True	False
2. North Koreans have full access to the internet.	True	False
3. Labour camps are used to punish some citizens.	True	False
4. There is only one political party in North Korea.	True	False
5. Saying something negative about Kim Jong Un is dangerous.	True	False

Questions

Answer the questions below using evidence from the text.

1) What is it like to live in North Korea? How does North Korea control freedom of expression?

2) Why do you think the media (internet, etc.) is controlled by the government?

Journal

Write a journal entry from the perspective of a kid living in North Korea who wishes they could speak freely like kids in Canada.

Interview: Rights in Canada vs. Afghanistan

Canadian Kid: Hi! I'm learning about human rights. Can I ask what life is like for you in Afghanistan?

Afghan Kid: Sure, but it's very different from life in Canada. Especially for girls.

Canadian Kid: In Canada, everyone can go to school—even to Catholic schools that are publicly funded. That right was first protected in the **British North America Act** and is now part of the **Canadian Charter of Rights and Freedoms**. It means families can choose a religious education, and the government still helps pay for it. Do you go to school?

Afghan Kid: I used to go. But now, girls in my area are not allowed to go to school after Grade 5. There is a rule to stop girls from learning in middle school and high school.

Canadian Kid: In Canada, we have the **Charter of Rights and Freedoms**, which says all kids must go to school until they are 16.

Afghan Kid: Here, some girls go to school, but if they get caught, they could be punished. Teachers could be jailed. Even carrying a schoolbook can be risky.

Canadian Kid: What about safety? I bike to school with my brother.

Afghan Kid: I'm not allowed to walk far without a male guardian. Women and girls must wear full coverings in public. Sometimes, there are bombings, or the streets are unsafe for girls.

Canadian Kid: In Canada, girls and boys play sports, go to the park, and speak freely. Do you get to do those things?

Afghan Kid: No, not really. Girls can't play sports in public or sing on TV. Some can't even go to the doctor without a man with them.

Canadian Kid: Are girls allowed to use the internet or post online?

Afghan Kid: Only a few can, and even then, it's risky. Saying the wrong thing could get you in trouble. Some girls have been arrested just for posting videos.

Canadian Kid: I hope things change for you soon. Everyone should be able to learn, feel safe, and have equal rights.

Afghan Kid: I hope so too. Girls deserve the same chances as boys.



True or False

Is the statement true or false?

1. Girls in Afghanistan can attend school through high school.	True	False
2. The Taliban made rules that limit girls' education.	True	False
3. Canada also pays for religious schools, like catholic schools.	True	False
4. Carrying a schoolbook in Afghanistan can be risky for girls.	True	False
5. Girls in Afghanistan can walk alone safely in public.	True	False

Questions Answer the questions below.

1) What is the biggest difference between school rights in Canada and Afghanistan?

2) Give two examples of things that Afghan girls cannot do that Canadian girls can.

Fill in the Blanks

Use the word bank to fill in the blanks.

Afghanistan	Taliban	guardian	punished	banned	schools
-------------	---------	----------	----------	--------	---------

1. In Afghanistan, girls are _____ from middle and high school.

2. The _____ controls many laws and rules in Afghanistan.

3. Women in _____ have been banned from many jobs.

4. Secret _____ in Afghanistan are used to teach girls in hiding.

5. Girls in Afghanistan cannot travel far without a male _____.

6. Some Afghan girls have been _____ for posting online.

Rights And Responsibilities

Rights and Responsibilities

Canadian citizens have rights and responsibilities that come with being Canadian.



The major rights that Canadian citizens have are listed below:

Right	Explanation
Equality before the law	Every citizen in Canada is protected in the same way as any other citizen. There can be no discrimination based on race, ethnic origin, colour, religion, age, gender or mental/physical ability.
Freedom of speech	Every citizen can express their opinion even if it is unpopular or is told to stop. However, there are some limits on this right. There can be no hate speech or really inappropriate speech. This is a tough right to police as it can be hard to know what is reasonable speech!
Freedom of religion	Canadians can follow any religion they want. They cannot be stopped from meeting with members of their religion.
The right to vote	Every Canadian citizen has the right to vote when they are 18 years old.

The major responsibilities that Canadian citizens have are listed below:

Responsibility	Explanation
To respect the rights of others	We have the responsibility not to stop anyone else from having their rights met. For example, we could not stop someone from practising their religion or speaking their opinion, even if we disagree.
To participate in the electoral process and political decision making	We should vote in elections to make sure the winner of the election represents most of the people. By voting, people are taking part in the democratic process.
To improve their communities	It is our responsibility to make our communities better. We should volunteer from time to time and help each other. This can be done with our time and/or by donating to charities.

Questions

Answer the questions below using evidence from the text.

1) What are rights and responsibilities?

2) Is it good to have rights and responsibilities? What might happen if we didn't?

True or False

Circle whether each statement is true or false.

1) Right to freedom of speech means we can say anything we want.	True	False
2) Freedom of speech means we can say anything without reason.	True	False
3) Only Canadian citizens have the rights from the Charter.	True	False
4) We have the right to vote and the responsibility to vote.	True	False
5) Younger kids have less protection under the law than adults.	True	False

List

List some of the rights and responsibilities you have as a Canadian citizen.

Rights	Responsibilities
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Directions Read the following rights and responsibilities. Circle the one you think is correct.

Did You Know?

A **right** is a freedom that is protected for Canadian citizens. A **responsibility** is a duty that citizens need to do. For example, Canadian citizens have the right to free speech and religion, but the responsibility to respect others' rights and freedoms. In general, for every right, there are responsibilities.

1) The _____ to a free education.	Right	Responsibility
2) The _____ to be paid minimum wage or more.	Right	Responsibility
3) The _____ to vote in elections.	Right	Responsibility
4) The _____ to be taken care of.	Right	Responsibility
5) The _____ to follow the law.	Right	Responsibility
6) The _____ to have other people's rights.	Right	Responsibility

Your Turn

You have rights and responsibilities in your school. You have the right to go for recess, but the responsibility to follow the rules during recess. What other rights and responsibilities do you have at school?

Right	
Responsibility	

Right	
Responsibility	

Right	
Responsibility	

Right	
Responsibility	

Directions

Circle "Right" or "Wrong" for each situation. Then explain your reason.

1) A student tells someone not to speak their home language at school.

Right

Wrong

2) A student wears a shirt with a strong political message to school.

Right

Wrong

3) A student throws a paper on the ground instead of using a bin.

Right

Wrong

4) A teacher says only boys can ask a question in class.

Right

Wrong

5) A group of students start a club to talk about their interests.

Right

Wrong

6) A student respectfully shares their opinion during a debate.

Right

Wrong

7) A student decides not to vote in a class decision and says, "It doesn't matter."

Right

Wrong

Matching Game: Rights And Responsibilities

Objective

What are we learning about?

To help students understand the concept of rights and responsibilities and how they are connected in our community. By the end of the activity, students will be able to match specific rights with their corresponding responsibilities.

Material

What will we need for the activity?

- Pre-prepared matching game cards with rights and responsibilities
- A small table or a clear space on the floor



Instructions

How will we complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Matching Game cards (provided).
- 2) Have each group lay all the cards face down in a grid on a table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching right and its corresponding responsibility.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After completing the matching, each group will discuss the pairs they matched, on how these rights and responsibilities are relevant to their lives.

Cards

Matching Game Cards

Right	Corresponding Responsibility
The right to a clean environment	Take care of nature and don't litter.
The right to education	Attend school regularly and do your homework.
The right to play	Play fairly and include others.
The right to be heard	Listen to others when they are speaking.
The right to feel safe	Help create a safe space for everyone.

Cards

Matching Game Cards

Right	Corresponding Responsibility
The right to privacy	Respect others' personal space and belongings.
The right to health	Keep yourself healthy and clean.
The right to express yourself	Express your feelings without hurting others.
The right to make friends	Be kind and respectful to all your classmates.
The right to access clean water	Don't waste water and keep water sources clean.

Cards

Matching Game Cards

Right	Corresponding Responsibility
The right to nutritious food	Eat healthily and don't waste food.
The right to rest	Allow others to rest by not being noisy.
The right to be treated equally	Treat everyone with fairness and respect.
The right to be protected from harm	Report any dangerous situations to an adult.
The right to join clubs or groups	Participate actively and respect group rules.

Activity: Hypothesizing New Freedoms and Duties

Objective

What are we learning about?

Students will engage in a classroom debate to propose new responsibilities and freedoms for Canadians. This activity will help them think critically about the evolving nature of civic duties and individual rights in a democracy.

Materials

What you will need for the activity.

- Planning page
- Sentence starters (provided)
- Debate notes (provided)



Instructions

How you will complete the activity

1. Divide the class into two groups: one group will propose new responsibilities, and the other will propose new freedoms for Canadians.
2. Distribute the planning page to each student and allow 15 minutes for each group to brainstorm and outline their ideas using the provided sentence starters.
3. After planning, have each group select a representative to present their ideas during the debate.
4. Use the timer to allocate 3 minutes for each group to present their ideas.
5. After both groups have presented, allow 5 minutes for each group to respond to the opposing side's arguments using their debate notes page.
6. Facilitate a class discussion where students can ask questions or provide further input on the ideas presented.
7. Conclude the debate by having each group summarize their main points.
8. Collect the planning pages and reflective journal for assessment.

Planning

Answer the following questions in your preparation for the debate.

1) What new freedom or responsibility are you proposing?

2) How will your proposal benefit Canadians?

3) Who would be most affected by your proposal?

4) What are the potential positive and negative outcomes of your proposal?

Positive

Negative

5) What are your arguments to support your proposal?

Sentence Starters

Use the sentence starters to help get you thinking.

1	I believe that...
2	In my opinion...
3	I think that...
4	From my point of view...
5	My perspective is...
6	It seems to me that...
7	I feel strongly that...
8	To me, it looks like...
9	I am convinced that...
10	Based on what I know...
11	After considering the situation...
12	Listening to others, I realize...
13	When I think about it more...
14	Reflecting on this, I understand...
15	Given the circumstances...

Disagreeing

Use these sentence starters when you disagree with a classmate.

1	I see what you're saying, but I think...
2	That's an interesting point, however...
3	I understand your perspective, but I feel...
4	I'm not sure I agree with you because...
5	From my experience, I've found that...
6	Can I offer a different view? What if...
7	I respect your opinion, but I have a different thought...
8	It's good you brought that up, we should consider...
9	I see it differently because...
10	That's one way to look at it, but what about...
11	I appreciate your point, but I think...
12	Let's look at it from another angle...
13	That makes sense, but I read that...
14	I hear what you're saying, but my view is...
15	I'm not convinced because...

Reflective Journal

What I learned from the freedom and responsibilities debate

Cover the following questions in your journal:

- What new freedom or responsibility did your group propose in the debate?
- How would your proposal benefit Canadian society?
- What arguments from the other group did you find convincing? Why?
- What challenges did you face when preparing and presenting your arguments?
- How did this debate help improve your critical thinking and public speaking skills?
- Reflect on your performance in the debate. What did you do well, and what could you improve next time?

PREVIEW

How the Charter Protects Canadians

How the Charter Protects People in Canada

The Canadian Charter of Rights and Freedoms became part of the Constitution in 1982. It protects the basic rights and freedoms of all people in Canada, whether they are citizens, permanent residents, or newcomers. These rights apply to people of all ages, backgrounds, and beliefs.

The Charter applies to all levels of government—federal, provincial, and municipal. This means that laws passed in Ottawa, provincial governments (like in Ontario or Alberta), and even school boards must follow the Charter. For example, a school rule that prevented students from wearing religious clothing like turbans or hijabs, that could be challenged in court under the Charter.

What the Charter Can Be Used For

The Charter helps people who feel that something is unfair or that their rights are being ignored. People have used it to challenge laws that treated them differently or unfairly.

Here are 4 ways people can use the Charter:

- Protecting rights, like the right to speak freely, to practise religion, or be treated equally in school or at work
- Challenging unfair rules, like when someone is discriminated against because of their religion or disability
- Stopping discrimination, for example, if a store refuses to serve someone based on their race
- Pushing for change, such as making public spaces more accessible for people with disabilities

When Rights Can Be Limited

The Charter includes Section 1, which says rights can have reasonable limits to protect others. These limits must be fair and necessary.

Some examples:

- You can speak freely, but not spread hate speech or threats
- You can protest, but it must be peaceful, not violent or blocking emergency services
- You can practise your religion, but not break criminal laws in the process

These limits help keep society safe while still protecting everyone's rights.



True or False

Circle whether the statement is true or false.

1. The Charter became part of Canada's Constitution in 1982.	True	False
2. Hate speech is fully protected under free expression.	True	False
3. All levels of government must follow the Charter.	True	False
4. People can use the Charter in court.	True	False
5. Wearing a turban can be protected by the Charter.	True	False

Questions Answer the questions below using evidence from the text.

1) Why does the government have to follow the rights in the Charter? What happens if they don't?

2) Why are our rights limited at all? Explain a situation where it makes sense to limit rights.

Write

Describe a situation where someone could use the Charter to speak up.

Collective Rights

Collective Rights – What does that mean?

Every Canadian citizen has individual rights protected in the Constitution under the **Charter of Rights and Freedoms**. But did you know that groups of people can have their rights protected too?

The Charter also protects the rights of certain groups, like Indigenous peoples and English and French speakers. These groups are protected because some groups faced unfair treatment in the past. Canadians want to make sure these groups are treated fairly and protected from discrimination.



The Inuit have their rights protected in Canadian Law



The Supreme Court of Canada agreed that Indigenous peoples have certain rights because they were the first people to live on the land that is now Canada. These extra rights are sometimes unclear and have caused problems in the past. For example, Inuit Marshall, a member of the **Mikmaq First Nation**, was charged for breaking the law. He took the case to the Supreme Court and said he should be allowed to fish freely according to First Nation traditions. The Court agreed and dropped the charges.

Language Rights

The Charter of Rights and Freedoms protects both **English** and **French**, giving them equal status in government. This means French speakers can use French in government buildings.

The Canadian government must also hire French-speaking workers. In Parliament, people can speak either language. The French-speaking community worked hard to protect these rights so they can keep their language and culture strong.



Questions

Answer the questions below using evidence from the text.

1) What does collective rights mean?

2) What happened with Donald Marshall's case?

Multiple Choice

Circle the correct answer.

1) Collective rights protect_____.

Individuals

A Group

2) Which group has their rights protected?

Doctors

Doctors

3) Donald Marshall was part of which First Nation?

Mi'kmaq

Dene

4) Which level is the highest court?

Provincial

Federal

5) Which language needs more protection in Canada?

English

French

Making Connections

What does this remind you of in your life?

Métis National Council

Indigenous Rights vs Métis Rights

In 1763, the **Royal Proclamation** was signed by King George III to claim the land in North America for Britain. When they claimed the land, they recognized that the Indigenous had rights to some of the land and that no European settlers could take land away from any Indigenous group. While the Indigenous (First Nations and Inuit) had their land rights recognized, the Métis were not included.

Members of First Nations and Inuit Communities were provided land (reserves) for hunting, fishing, and maintain their culture on. They didn't need a license to hunt, but the Métis did not have these rights.

Since they felt they were treated unfairly, they established the **Métis National Council** for issues and the **Métis Nation of Alberta** for provincial issues. These councils were important in securing collective rights for the Métis in Canada.



Constitutional Changes

The **Constitution Act** was signed in 1982. It finally recognized Indigenous peoples as "the Indian, Inuit and Métis peoples of Canada." This finally meant that the Métis were recognized as being one of Canada's Indigenous groups.

They had been struggling for their collective rights for many years, but now had been recognized by the Canadian government, which gave them a chance for further negotiations.

The MNC and MNA continue to negotiate more rights with the provincial and federal governments.

True or False

Circle whether the statement is true or false.

1) The Royal Proclamation recognized the rights of the Métis.	True	False
2) The Métis were not recognized as Indigenous until 1982.	True	False
3) The MNC represents the Métis in federal issues.	True	False
4) The MNA represents the Métis in federal issues.	True	False
5) The Constitution Act recognized Indigenous peoples as Métis, Inuit, and First Nations communities.	True	False

Question Write answers to the questions below using evidence from the text.

1) What was the Royal Proclamation? Why were the Métis upset with it?

2) Why did the Métis want to be grouped with the First Nations and Inuit?

Summarize

Write the important details from the reading passage.

Unfair Rules Of The Past

The "Quota System" and Its Impact

Before the Second World War, a regulation known as the **"Quota System"** was unofficially used in certain professional schools in Canada, including law and medicine. While these rules didn't specifically name Jewish people, they were indirectly targeted.

Here's how it happened: say, a medical school could admit 100 students. If Jewish people were 5% of Canada's population, then only 5 Jewish students could study there. This meant that if more than 5 Jewish students were qualified and eager to be doctors, they would be turned away because of the quota.

This was not fair. Everyone should have the right to follow their dreams regardless of their ethnic background.



The Continuous Journey Regulation

During World War II and up until 1947, Canada had a law known as the **"Continuous Journey Regulation."** It allowed the government to decide who could immigrate to Canada. Tragically, this law was used to prevent Jewish people who were fleeing dangerous situations in Europe, from coming to Canada.

It's hard to imagine being turned away from safety when you're running from danger, but that was the harsh reality for many Jewish immigrants. This showed a great deal of injustice and lack of empathy.



The Restrictive Covenant and Its Consequences

Additionally, there were rules, known as **"restrictive covenants,"** which controlled where Jewish people could and couldn't live. These rules existed in some property contracts and stated that certain properties couldn't be sold, rented, or occupied by Jewish people.

Picture this: a Jewish family finds the perfect house, they can afford it, but they are told they can't live there just because of their religion. This was terribly unfair. Thankfully, in 1950, Canada declared that this kind of discrimination wasn't acceptable.

True or False

Circle whether the statement is true or false.

1) The Quota System targeted Jewish students directly.	True	False
2) The Restrictive Covenant decided where Jewish people could live.	True	False
3) Jewish students could not study medicine or law at all.	True	False
4) Jewish people faced discrimination in Canada before World War II.	True	False
5) Jewish people could buy any property they could afford before 1950.	True	False

Questions

Answer the questions below using evidence from the text.

1) What was the Quota System and how did it affect Jewish students?

2) What was the Restrictive Covenant? How did it affect where Jewish people could live?

Math Connection

How many Jewish doctors could work at the hospital?

Number of Doctors at the Hospital	Number of Jewish Doctors (5%)
100	
200	
60	
20	
480	
820	

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Write the correct letter (A, B, or C) beside each rule.

	Quota System
	Continuous Journey Regulation
	Restrictive Covenants

A) Stopped Jewish people from coming to Canada.

B) Stopped Jewish students from going to some schools.

C) Stopped Jewish families from buying certain homes.

Name: _____

Mark

Write the correct letter (A, B, or C) beside each rule.

	Quota System
	Continuous Journey Regulation
	Restrictive Covenants

A) Stopped Jewish people from coming to Canada.

B) Stopped Jewish students from going to some schools.

C) Stopped Jewish families from buying certain homes.

Name: _____

Mark

Write the correct letter (A, B, or C) beside each rule.

	Quota System
	Continuous Journey Regulation
	Restrictive Covenants

A) Stopped Jewish people from coming to Canada.

B) Stopped Jewish students from going to some schools.

C) Stopped Jewish families from buying certain homes.

Name: _____

Mark

Write the correct letter (A, B, or C) beside each rule.

	Quota System
	Continuous Journey Regulation
	Restrictive Covenants

A) Stopped Jewish people from coming to Canada.

B) Stopped Jewish students from going to some schools.

C) Stopped Jewish families from buying certain homes.

Remembering The Past – Jewish History

The National Holocaust Monument: A Memory in Stone

In 2017, something very important happened in Ottawa, Canada's capital. People gathered to reveal the **National Holocaust Monument**, a place to remember the millions of Jewish people who were killed during the **Holocaust** in **World War II**.

The monument is a big and unique structure that helps remind people of the horrible events of the Holocaust. It's a place for learning about the past and understanding more about the Holocaust.

The monument is made of six big triangle-shaped concrete pieces. These six triangles represent six million Jewish people who were killed during the Holocaust. The triangles are also a reminder of the Star of David, a symbol that Jewish people were forced to wear during the Holocaust.



A Special Job: The Special Envoy

In 2020, just three years after the monument was unveiled, Canada did something else to remember the Holocaust and to fight against **antisemitism** (meaning prejudice against Jewish people because of their religion). The Canadian government created a new job called the **Special Envoy** on Preserving Holocaust Remembrance and Combating Antisemitism.

The person who gets this job has some important things to do. They work in Canada and also in other countries. Their job is to help people learn and remember about the Holocaust, to let people know about antisemitism, and to work with other groups around the world to stop hate and discrimination.

Remembering the Past

Through these actions, Canada is showing that it remembers the past and is working hard to make sure that everyone is treated fairly, no matter what religion they follow.

Questions

Answer the questions below using evidence from the text.

1) What does the National Holocaust Monument represent?

2) Why was a Special Envoy role created?

Sketch

Sketch the National Holocaust Monument based on its description.

**True or False**

Circle whether the statement is true or false.

1) The National Holocaust Monument is in Ottawa.	True	False
2) The Holocaust happened during World War I.	True	False
3) The Monument has six triangles.	True	False
4) The triangles represent the Star of David.	True	False
5) Antisemitism is being against Jewish people because of their religion.	True	False

Blog Post: Addressing Discrimination in Canada

Fighting Discrimination in Canada: The Ongoing Struggle for Equality

Date: August 10, 2024

Author: Emily Carter

3-minute read

In recent years, Canada has seen a disturbing increase in antisemitism and Islamophobia. Despite legal protections like the Canadian Charter of Rights and Freedoms, which guarantees equality rights, the reality for many Jewish and Muslim Canadians is far from secure. According to B'nai Brith Canada, 2022 saw the highest number of reported antisemitic incidents in Canadian history, with over 2,700 cases of harassment, vandalism, and violence. This represents a 26% increase compared to 2020. Meanwhile, the National Council on Anti-Muslim Hate Crimes (NCCMH) reported that Islamophobic hate crimes have risen by nearly 40% over the same five years, with physical attacks and mosque vandalizations becoming particularly alarming.

The reasons behind these increases are complex. Social media has become a breeding ground for hate, with algorithms amplifying and spreading harmful stereotypes. Additionally, global tensions have influenced local tensions, leading to spikes in hate crimes after international events.

In response, organizations like B'nai Brith Canada are pushing for stronger government action, including stricter hate speech laws and better support for victims. Educational initiatives, such as school-based programs and workshops on Islamophobia, are also critical in combating ignorance and fostering empathy.

Canada prides itself on being a multicultural nation, but these statistics highlight the need for continued vigilance and proactive measures. Addressing antisemitism and Islamophobia is not just about responding to incidents; it's about preventing them through education, community engagement, and legal action.

Till next time,
Sarah Mitchell

Comments:



Liam H. - August 10, 2024

These statistics are shocking, especially the rise in hate crimes. I agree that stronger laws are necessary, but I also think social media companies need to be held accountable for the spread of hate online.

Like Reply 1d ago



Ava M. - August 11, 2024

While stronger laws are important, education is key. We need to address the root causes of hate, which often stem from ignorance.

Like Reply 2h ago

Define

Write three questions you have about the reading.

Antisemitism

Islamophobic

True or False

Is the statement true or false?

1) Antisemitism and Islamophobia in Canada have decreased significantly since 2020.	True	False
2) The Charter of Rights and Freedoms ensures equality for all citizens.	True	False
3) Social media has spread harmful stereotypes that increase discrimination.	True	False
4) Education alone can completely eliminate discrimination in society.	True	False
5) Canada's multicultural ideology protects minority rights and freedoms.	True	False

Questions

Answer the questions below using evidence from the text.

1) Why are antisemitism and Islamophobia increasing in Canada?

2) What is the Canadian Charter of Rights and Freedoms designed to do?

Think

What actions would you suggest to reduce discrimination in Canada?

Civic Participation

Understanding Civic Participation in Canada

Civic participation means getting involved in activities that help shape government decisions. In Canada, it's an important part of living in a democracy. It allows people and groups to influence laws and rules that make life better for everyone. Civic participation is important because it lets citizens have a say. While voting is a part of this, there are many other ways to get involved, both **formally** and **informally**, to help improve our communities and the country.



CIVIC PARTICIPATION

1. Informal civic participation means engaging your community without being part of a government or official group.

- **Supporting Community Cultural Organizations** - Contributing to local causes.
- **Initiating and Signing Petitions** - Showing support for a cause.
- **Participating in Social Media Campaigns** - Spreading awareness online.
- **Protesting** - Publicly expressing opinion on an issue.
- **Writing to Elected Officials** - Sharing opinions on concerns.
- **Donating** - Providing financial support to causes or organizations.

2. Formal civic participation means engaging in your community through official channels, like voting or joining government bodies.

- **Voting in Elections** - A primary way to influence government decisions.
- **Joining a Political Party** - Helps shape party policies and direction.
- **Running for Office** - Directly influence policies by becoming a leader.
- **Participating in Election Campaigns** - Support candidates or causes.
- **Attending Political Rallies** - Show support for a cause or candidate.
- **Volunteering** - Helps in political campaigns or community service.

We'll explore each of these participation methods in our next lessons.

Questions

Answer the questions below using evidence from the text.

1) What is civic participation and why is it important in a democracy?

2) List three formal and informal ways Canadians can participate in civic life.

Formal Civic Participation**Informal Civic Participation****Instruction**

Decide if each scenario is formal or informal civic participation.

1) Donating to a charity that supports human rights.	Formal	Informal
2) Writing a letter to your MP about public transportation.	Formal	Informal
3) Joining a political party to influence its platform.	Formal	Informal
4) Sharing a social media post about climate change.	Formal	Informal
5) Running for a position on the school board.	Formal	Informal
6) Participating in a community clean-up organized by neighbours.	Formal	Informal

**Making
Connections**

Describe a time when you or someone you know took part in a civic activity and how it affected your community.

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Explain the meanings of the terms below.

Formal Civic
Participation

Informal Civic
Participation

Name: _____

Mark

Explain the meanings of the terms below.

Formal Civic
Participation

Informal Civic
Participation

Name: _____

Mark

Explain the meanings of the terms below.

Formal Civic
Participation

Informal Civic
Participation

Name: _____

Mark

Explain the meanings of the terms below.

Formal Civic
Participation

Informal Civic
Participation

The Power of Petitions in Canadian Democracy

Understanding Petitions in Canadian Democracy

In Canada, petitions are a powerful tool that allows citizens to participate in democracy.

Petitions are documents signed by many people to show their support for a particular cause or request. When enough people sign a petition, it can influence decision-makers in the government to take action. This form of **informal civic participation** is an important way for Canadians to make their voices heard on issues that matter to them.

The Impact of Petitions in Canada

Petitions have been used throughout Canadian history to bring about significant changes. Here are some key facts about the power of petitions:

1. **Influence on Government:** Petitions can pressure the government to consider new laws, policies, or practices.
2. **Public Awareness:** They help raise awareness about specific issues, encouraging more people to get involved.
3. **Historical Successes:** Over time, petitions have led to important changes, such as improvements in human rights and environmental protections.



A Case Study: The "Stop the HST" Petition

One of the most famous petitions in Canada was the **"Stop the HST"** petition in British Columbia. In 2010, many people were upset about the introduction of the **Harmonized Sales Tax (HST)**, which combined the provincial and federal sales taxes into a single, higher tax. A petition against the HST gathered over 700,000 signatures, making it the first successful citizen-initiated petition under the province's **Recall and Initiative Act**. The overwhelming support for the petition led to a **referendum** where British Columbians voted to repeal the tax, and the government was forced to return to the previous tax system. This petition demonstrated the power of collective action and how petitions can directly affect government policy, proving that citizen voices can lead to substantial change in Canada.

Questions

Answer the questions below using evidence from the text.

1) What is a petition, and how does it work in Canada?

2) What happened after the "Stop the HST" petition was submitted?

True or False

Statement is true or false?

1) Petitions always guarantee that the government will change a law.	True	False
2) The "Stop the HST" petition gathered over 700,000 signatures.	True	False
3) Petitions can only be signed by adults in Canada.	True	False
4) Petitions raise public awareness about specific issues.	True	False
5) Petitions can directly affect government policies and decisions.	True	False

Matching

Match the terms with their correct descriptions.

Petition☐ A public vote on a specific issue or law.**Referendum**☐ A law in British Columbia that allows citizens to start petitions to change laws or remove politicians from office.**Harmonized Sales Tax (HST)**☐ A document signed by people to show support for a cause or request.**Recall and Initiative Act**☐ A tax that combines the provincial and federal sales taxes into one.

Activity: Petition Creation and Signing

Objective

What are we learning about?

Students will understand how petitions can influence government policies by creating a petition on a topic they are passionate about and collecting signatures from their classmates and schoolmates.

Materials

What you will need for the activity.

- Planning page (provided)
- Petition page (provided)
- Clipboards (optional)



Instructions

How you will complete the activity.

1. Divide the students into groups of 3 or 4.
2. Hand out the planning pages to each group, and ask them to brainstorm and select an issue they are passionate about.
3. Once the issue is selected, guide the groups to write a clear and concise statement for their petition on the petition page.
4. Allow students to design their petition page using markers or coloured pencils if desired.
5. After the petition is created, instruct the groups to collect signatures from classmates and other students in the school who support their issue.
6. Once all groups have collected signatures, gather the class and discuss how petitions can influence government decisions and policies.
7. Ask each group to share their petition and the number of signatures they collected.
8. Reflect on the activity by discussing the challenges and successes of collecting signatures.

Planning Page

Answer the following:

Group Members:

Step 1: Identify Your Issue - What issue are you passionate about?

Step 2: Write Your Petition Statement - Why should people sign your petition?

Step 3: Plan Your Signature Collection - How will you collect signatures?

Step 4: Design Your Petition Page (Optional) - What colours or symbols will you use?

Step 5: Collect Signatures - How many signatures do you aim to collect?

Petition Page

Answer the following:

1) Title of Petition:**2) Statement of Purpose:****3) Why This Issue:**

We, the undersigned, submit this petition and call for action on this issue.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

Reflective Journal

Reflection on petition creation and signature collection

In your journal, write about your experience creating and collecting signatures for your petition. Your entry should address the following questions:

- What was the issue your group chose for the petition, and why did you choose it?
- How did your group work together to create the petition statement?
- What challenges did you encounter while collecting signatures? How did you overcome them?
- What did you learn about the importance of civic participation through this activity?
- How do you think petitions can influence government decisions?

PREVIEW

Blog Post: Social Media Campaigns

Social Media Campaigns: A New Era of Civic Participation

*Date: August 20, 2024**Author: Alex Carter**3-minute read*

Social media has changed how Canadians participate in civic life. In the past, people might write letters to their local government or join protests to voice their concerns. Today, they can use social media platforms like Twitter(X), Facebook, and Instagram to raise awareness and influence government policies quickly and effectively.

One example is the **"Idle No More"** movement, which started on social media in 2012. It raised awareness about Indigenous rights and environmental protection. The campaign sparked discussions and influenced policy changes, including more attention to Indigenous issues in government.

Another powerful example is the **#BellLetsTalk** campaign, which uses social media to promote mental health awareness. In 2023, over \$8 million was donated to mental health programs in Canada as a result of this campaign. Social media made it easier for people to share their stories and support the cause.

In 2020, during the COVID-19 pandemic, social media played a critical role in spreading accurate information and encouraging people to follow health guidelines. This helped reduce the spread of the virus and save lives.

Social media campaigns allow more Canadians to get involved, share their opinions, and push for changes on important issues. By using these platforms, ordinary people can have a big impact on society.

Till next time, Alex Carter

Comments:



Jenna M. – August 20, 2024

Social media is great for raising awareness, but I think it can spread misinformation. Not everyone checks if the facts they share are true, and this can cause problems.

Like Reply 2h ago



Michael S. – August 20, 2024

I understand your concern, Jenna, but overall, social media has done more good than harm in civic participation. For example, the #BellLetsTalk campaign has been running for years and has consistently helped raise millions for mental health. It shows how powerful these platforms can be when used correctly.

Like Reply 10m ago

Questions

Answer the questions below using evidence from the text.

1) What role did social media play during the COVID-19 pandemic?

2) How did the "Idle No More" movement influence government policies?

3) What are the goals of the #BellLetsTalk campaign?

Summarize

Summarize two ideas from the text.

1) _____

2) _____

Word Search

Find the words in the word search.

Awareness	Campaign
Policy	Government
Rights	Activism
Movement	Pandemic
Social	Media
Influence	Hashtag
Digital	Civic

D I G I T A L S O C I A L M B
 X E P N W A N C I V I C P E M
 V I A F S S E N E R A W A D S
 T E D L G A T H S A H O R I I
 D V X U Z S T H G I R M T A V
 M O V E M E N T Y U N E Y Y I
 U Z S N C G P A N D E M I C T
 Z J A C L F P O L I C Y H I C
 A P K E T N E M N R E V O G A
 E X K N G I A P M A C I F T P

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

How has social media changed
the way people participate in
civic issues?

Name: _____

Mark

How has social media changed
the way people participate in
civic issues?

Name: _____

Mark

How has social media changed
the way people participate in
civic issues?

Name: _____

Mark

How has social media changed
the way people participate in
civic issues?

Role-Play: Informal Civic Participation

Objective

What are we learning about?

Students will understand how individuals can influence change in their community through informal civic participation by role-playing scenarios such as organizing a petition, supporting a community organization, or participating in a social media campaign.

Materials

What you will need for the activity.

- Scenario card that describes a specific informal civic participation scenario (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete the activity

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that describes a specific informal civic participation scenario related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character or role within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Organizing a Petition to Save a Local Park	Jenny and her friends discover that their favourite local park is going to be turned into a parking lot. They feel that the park is an important place for kids to play and families to gather. Jenny decides to start a petition to save the park. She and her friends go door-to-door in their neighbourhood, talking to people about why the park should be saved. They also set up a table at the park to collect signatures from other visitors. As the petition grows, they decide to present it to the city council, hoping to make a difference.
2	Supporting Local Animal Shelter	Mr. Khan's class is learning about community service, and he decides to take the class to a local animal shelter. He and his friends organize a fundraiser to collect money and supplies for the shelter. They create posters and flyers to spread the word and even make a short video to show the shelter's work. On the day of the fundraiser, they hold a bake sale, a walk-a-thon, and a talent show in the community. After raising funds, they visit the shelter to donate the money and supplies, and they spend time talking to the staff and learning more about how the shelter operates.
3	Participating in a Social Media Campaign Against Bullying	Sophie and her classmates are tired of seeing bullying in their school. They decide to start a social media campaign to raise awareness about the effects of bullying and to encourage students to stand up against it. They create a hashtag and ask their friends to share stories and messages of support online. They also create posters and posts, including videos, images, and quotes, to spread the message. As their campaign gains momentum, they start receiving support from students in other schools who want to join their cause. They decide to organize a school assembly to discuss the impact of bullying and to encourage everyone to take action.
4	Protesting the Closure of a Local Library	The community library is going to be closed due to budget cuts, and Malik is determined to stop it. He and his friends organize a peaceful protest to show their support for the library. They create signs and banners with messages about the importance of reading and education. On the day of the protest, they gather in front of the library and march through the streets, chanting slogans and handing out flyers to passersby. They also invite a local news crew to cover the event, hoping to bring more attention to their cause. After the protest, they meet with community leaders to discuss how to keep the library open.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Writing Letters to Elected Officials About Environmental Issues	Lily is concerned about pollution in her town's river. She learns that an upcoming town council meeting will discuss environmental policies. Lily decides to write a letter to her local council member, expressing her concerns and suggesting ways to clean up the river. She encourages her classmates to do the same. Together, they research environmental issues and draft their letters, explaining why the river is important and how pollution affects wildlife and people. They send their letters to the council and eagerly wait to hear if their concerns will be considered at the meeting.
6	Donating to a Local Food Bank	Ethan and his friends learn that many families in their community struggle to afford groceries. They decide to organize a food drive to support a local food bank. They create posters and set up a collection station at their school and neighbourhood. They also ask every student to donate non-perishable items. Throughout the week, they collect food items like canned goods, pasta, and other food items from students and families. At the end of the drive, they deliver the donations to the food bank and meet with the staff to learn more about how the food bank helps the community.
7	Campaigning for a Safer School Crossing	Jasmine's school is near a busy street, and she has noticed that it's dangerous for students to cross. She starts a campaign for a safer school crossing by collecting signatures from students, parents, and teachers. She also meets with the local council to discuss the issue and suggests adding more signage, crosswalks, and speed bumps. Jasmine and her friends create a presentation to show to the local traffic authority, explaining why the changes are necessary. They hope that their efforts will lead to a safer crossing for everyone at the school.
8	Hosting a Charity Run for a Health Cause	Ethan's cousin has been diagnosed with a rare disease, and he wants to do something to help. He decides to organize a charity run to raise money for research and treatment. Ethan and his friends plan the event, choosing a route, setting up registration, and promoting the run in their community. They also create sponsorship forms and ask local businesses to donate prizes for the participants. On the day of the run, they help set up the course, hand out water, and cheer on the runners. After the event, they proudly present the funds raised to a charity that supports research for the disease.

Peer Assessment

Mark your group members using the checklist below:

My Name _____

Who I Am Assessing _____

Criteria	Description	Stars (1: Needs improvement, 5: Best)
Stayed in Character	The student remained in character throughout the performance.	☆☆☆☆☆
Listened to Others	The student listened carefully and responded appropriately to others.	☆☆☆☆☆
Supported Others	The student accepted others' ideas and supported the scene.	☆☆☆☆☆
Showed Creativity	The student demonstrated creativity in their ideas and actions.	☆☆☆☆☆
Used Body Language	The student used body language to express their character and actions.	☆☆☆☆☆
Spoke Clearly	The student spoke loudly enough to be heard by all students.	☆☆☆☆☆
Contributed to the Story	The student helped to develop and move the story forward.	☆☆☆☆☆
Reacted to Situations	The student reacted appropriately to situations presented in the scene.	☆☆☆☆☆

Learn and Question

Learn: Write two things you learned from the role-play.

Question: Ask one question you have from the role-play.

Learn	<hr/> <hr/>
Learn	<hr/> <hr/>
Question	<hr/> <hr/>

Role-Play: Formal Civic Participation

Objective

What are we learning about?

Students will understand the processes and responsibilities involved in formal civic participation by role-playing scenarios such as voting, attending a political rally, or joining a political party.

Materials

What you will need for the activity.

- Scenario card that describes a specific formal civic participation scenario (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete the activity

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a formal civic participation scenario related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character or role within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below

	Scenario	Description
1	Voting in a Federal Election	Sarah's family is getting ready to vote in the upcoming federal election. Over dinner, they discuss the different political parties and their platforms. Sarah's parents talk about which candidate they support and why, while Sarah asks questions about the issues. On election day, Sarah goes with her parents to the polling station. She watches them show their ID, receive their ballots, and mark their choices in the voting booth. After voting, they see friends from the neighbourhood and talk about the importance of voting. Later, they discuss what might happen if different people voted and how election results can affect the country.
2	Joining a Political Party	Liam's older sister, Emily, has recently turned 18 and is excited to join a political party for the first time. She attends a local party meeting to learn more about their values and goals. At the meeting, Emily meets other members who share her passion for environmental protection. They discuss various projects and strategies for growing party membership. Emily is inspired to join a committee that plans community outreach, organizing events, carpooling to drives and educational workshops. She helps plan a rally where they will speak about the importance of protecting the environment, and volunteers to lead a team in the next event.
3	Running for Student Council	Olivia decides to run for student council to make a difference in her school. She believes she can make positive changes, such as improving the school lunch program and organizing more sports activities. Olivia forms a campaign team with her friends, who help her create posters and practice speeches. They practice answering tough questions from students, role-playing different scenarios. As the election approaches, Olivia participates in a debate with other candidates. She talks about her plans, answers questions, and listens to other candidates' ideas. After the debate, she reflects with her team on how to improve their campaign before the final vote.
4	Participating in a Provincial Election Campaign	Liam's uncle is running for a seat in the provincial government, and Liam wants to help. He volunteers on the campaign team, joining his uncle at community events. They visit local businesses, knock on doors, and talk to people about key issues like healthcare and education. Liam helps create flyers and even makes phone calls to encourage people to vote. During the campaign, Liam gets to help prepare his uncle's speech for a big event and learns how to respond to questions from voters. On election night, Liam is at the campaign office, helping count votes and waiting for the results, feeling proud of his contribution.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Attending a Political Rally	Maya and her family attend a political rally to support a candidate they believe in. At the rally, they join a large crowd of supporters, holding signs and cheering as the candidate takes the stage. Maya meets volunteers handing out flyers and buttons, and she helps distribute them to the crowd. The candidate speaks passionately about issues like job creation and public transportation. After the rally, Maya and her family join a smaller group discussion, where they talk with campaign staff about how they can help. Maya is invited to volunteer at the next event, where she will help organize another rally and assist with setting up the stage.
6	Running for Local Office	Chloe's mother decides to run for city council because she wants to improve the parks and services in their neighbourhood. Chloe helps her mother by organizing meetings with local residents to listen to their concerns. She also helps at a town hall meeting where people talk about issues like road safety and park maintenance. Chloe helps her mother prepare speeches and flyers for a campaign event where she meets with community leaders. They also visit local businesses and homes to discuss the campaign. Chloe also helps prepare for a debate with other candidates, where her mother presents her ideas and answers questions from voters.
7	Volunteering at a Polling Station	Sophia's school offers students a chance to volunteer at a polling station during a municipal election. Sophia signs up and goes to see the election process up close. At the polling station, she helps set up voting booths, checks in voters, and answers questions about the voting process. Throughout the day, she observes how the election is run, including how votes are counted and how any issues are handled. After the polls close, Sophia helps pack up the equipment and reflects on the importance of a well-organized election. She shares her experience with her classmates, encouraging them to volunteer in the future.
8	Campaigning for a Referendum	Lucas's town is holding a referendum to decide whether to build a new community centre. Lucas and his friends support the idea and decide to campaign for the "Yes" side. They create flyers, hold discussions with neighbours, and set up an information booth at the local grocery store. Lucas takes the lead in organizing a public meeting where they present the benefits of the new centre to the community. They role-play answering tough questions from those who are against the idea, learning how to persuade others effectively. On the day of the referendum, Lucas and his friends hand out flyers at the polling station, hoping their efforts will help win the vote.

Blog Post: Formal vs. Informal Civic Participation

Formal vs. Informal Civic Participation: Which is Better?

Date: August 22, 2024

Author: Emily Turner

3-minute read

Civic participation means getting involved in your community or government. But how should you do it? There are two main ways: formal and informal participation.

Formal civic participation includes things like voting, running for office, or attending town meetings. These activities have clear rules and often have a bigger impact on decisions made by the government. For example, in the 2019 federal election, over 70% of eligible Canadians voted, directly affecting who became Prime Minister. Formal participation is powerful because it directly influences laws and policies.

On the other hand, **informal civic participation** includes actions like signing petitions, joining protests, or posting on social media. These activities are more flexible and can be done by anyone, anywhere. In 2021, over 300,000 Canadians signed an online petition to protect old-growth forests, showing that informal actions can raise awareness and pressure leaders to act. However, informal participation might not always lead to change since it doesn't involve official government processes.

So, which is better? It depends. Formal participation is crucial when making official decisions, but informal participation is great for sharing ideas and rallying support. Both types are important for a healthy democracy. The best approach depends on the situation.

Till next time, Emily Turner

Comments:



JohnDoe12 - August 22, 2024

Formal participation is better. Voting ensures everyone's voice counts equally. Petitions don't always work. When you vote, your choice directly influences government decisions, which is more reliable than informal actions.

[Like](#) [Reply](#) 1d ago



MapleLeaf88 - August 23, 2024

I disagree. Informal actions like protests bring urgent issues to light, which might not happen in formal settings. Protests and petitions create immediate awareness and pressure, especially when formal processes are slow.

[Like](#) [Reply](#) 6h ago

Instruction

Determine which type of participation is better when:

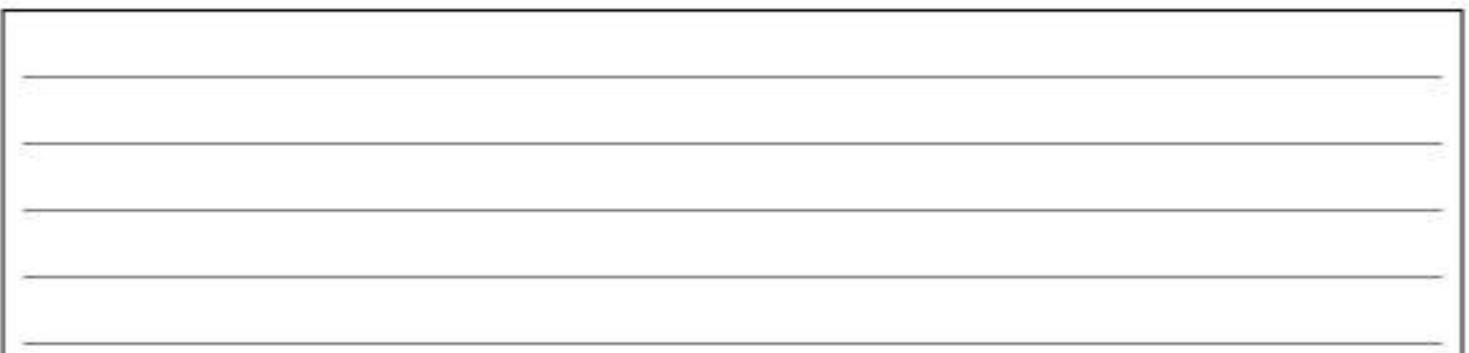
1) You want to directly impact government decisions.	Formal	Informal
2) You need to organize a protest or petition.	Formal	Informal
3) Specific rules and procedures must be followed.	Formal	Informal
4) You need to act quickly and anywhere.	Formal	Informal
5) Influencing policy changes is the main goal.	Formal	Informal
6) Voting or running for office is involved.	Formal	Informal
7) Raising awareness quickly is important.	Formal	Informal
8) Mobilizing people for a cause is essential.	Formal	Informal
9) Gathering signatures for a petition is your goal.	Formal	Informal
10) Participating in a community meeting.	Formal	Informal

Draw

Draw one formal and one informal civic participation.

**Making connections**

If you want to participate in civic activities, which type of participation would you choose—formal or informal? Why?



Memory Game: Civic Terms

Objective

What are we learning about?

Students will reinforce their understanding of key civic terms by matching terms with their definitions, enhancing their knowledge of both formal and informal civic participation, and discussing their real-life applications.

Material _____ you will need for the activity.

- Pre-made _____ with civic terms and their corresponding definitions (provided)
- A small table or clear area on the floor



Instructions

How you will complete the activity

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided.)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

Term	Description
Referendum	A public vote on a specific issue or policy.
Volunteering	Helping others without being paid, usually in community activities.
Petition	A document signed by people requesting a change or action.
Voting	Choosing leaders or deciding on issues by casting a ballot.
Civic Engagement	Being involved in activities that improve your community.

Cards

Memory Game Cards

Term	Description
Advocacy	Supporting a cause by speaking out or taking action.
Protest	A public demonstration against something people disagree with.
Boycott	Refusing to buy or use something as a form of protest.
Fundraising	Collecting money to support a cause or community project.
Campaign	An organized effort to win an election or support a cause.

Cards

Memory Game Cards

Term	Description
Platforms	The set of policies and goals a political party or candidate promotes.
Door-to-door canvassing	Going door-to-door to talk to people and gather support for a cause.
Activism	Taking direct action to promote or oppose a cause.
Rally	A large public meeting to support or oppose a particular issue.
Lobbying	Trying to influence lawmakers to support a particular cause.

Steps for Successful Project Planning

Project Planning for Change

Project planning is a powerful tool for making change happen. With clear steps, active citizens can turn ideas into real projects that improve their community. The steps are listed below to guide you.



Identifying Issues: The First Step - Project planning begins by identifying a problem. This helps set a clear goal. For example, reducing plastic waste at school is an issue that needs action.



Conducting Research: Building Knowledge - Research helps you understand the problem better. By gathering information, you can find the best solutions. For example, research shows how much energy a school uses daily.



Setting Goals - Project goals should be specific and reachable. They guide the project. For example, aim to reduce energy use by 20% in six months.



Considering Costs and Resources - Every project needs a budget. This includes money, time, and materials. Making sure you have the resources like people, tools, or materials to complete the project.



Deciding Steps: Creating a Plan - Breaking the project into smaller tasks makes it easier to manage. Each step, like gathering materials or getting approval, brings the project closer to completion.



Completing the Plan: Taking Action - The implementation phase is when you follow the steps to achieve your goal. For example, planting a garden means following through on all the tasks outlined in your plan.



Reflecting on the Outcome - After completing the project, it's important to reflect on what worked and what didn't. Learning from this helps improve future projects and teaches valuable lessons.

Understanding these steps is key to making any project successful. Each step will help you create positive change in your community. We'll discuss each step in detail in the next lessons, using the Trans Mountain Pipeline Expansion as an example.

Project Planning: Reflection

The Importance of Reflecting on Project Outcomes

Reflecting on the outcome of a project is a crucial step in the learning process. After a project is completed, taking time to evaluate what worked well and what didn't is essential. This reflection helps identify successes and areas for improvement, providing valuable lessons that can be applied to future projects. Without reflection, it's easy to repeat mistakes and miss opportunities to improve.

Key Reflection Questions

- **Effectiveness:** Did the plan achieve the project's goals? Were the steps clearly defined and followed?
- **Resource Management:** Were time, money, and materials used efficiently? Were there any shortages?
- **Task Execution:** Were all tasks completed on time? Did team members fulfill their responsibilities?
- **Challenges Faced:** What unexpected issues arose during the project? How were these challenges addressed?
- **Outcomes and Impact:** Did the project have the intended impact? Were the goals met, and how was the final result received?



Reflecting on the Trans Mountain Pipeline Expansion Project

In the Trans Mountain Pipeline Expansion Project, reflection was critical to understanding its overall success and challenges. Key reflections included:

- **Evaluating Success:** The project met its timeline and stayed within the \$12.6 billion budget, but ongoing monitoring was needed for significant environmental impacts.
- **Addressing Challenges:** The project faced significant regulatory hurdles and environmental protests, which required adjustments to the original plan.
- **Lessons Learned:** Future projects could benefit from earlier stakeholder engagement and more robust environmental safeguards.

True or False

Is the statement true or false?

1) Reflection is only helpful during the start of a project.	True	False
2) It is best to avoid reviewing challenges once a project is finished.	True	False
3) Without reflection, the same mistakes might happen again.	True	False
4) Evaluating success is not necessary if the project met the budget.	True	False
5) The final impact of the project is not important in reflection.	True	False

Questions

Answer the questions below using evidence from the text.

1) Why is reflecting on the outcome of a project important?

2) What key areas should be considered when reflecting on a project?

3) Describe the importance of final execution in completing a project.

Project: Reflection

What worked well in your project, what didn't, and what lessons did you learn that could help in future projects?

Fact or Fiction – Project Planning Myths

Objective

What are we learning about?

Students will explore and critically assess common myths and facts related to project planning. They will learn to distinguish between misconceptions and realities of successful project planning.

Materials

What you will need for the activity.

- Fact or Fiction cards
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom to place the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How you will complete the activity

1. Your teacher will read statements from cards. Pay close attention as the correct answer is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

Fact or Fiction

Read the statements to the class.

#	Statement	
1	All projects need a strict timeline to be successful.	Fact
2	You can skip the planning stage if you're in a hurry.	Fiction
3	The project leader makes all decisions without input from the team.	Fiction
4	Every project should have clear goals before starting.	Fact
5	It's okay to change the plan if something isn't working.	Fact
6	Resourcing is needed for large, complicated projects.	Fiction
7	Team members should have different roles based on their strengths.	Fact
8	Reflecting on the process is necessary if the project is done.	Fiction
9	Good communication is the key to successful project planning.	Fact
10	Planning a project takes more time than doing the project itself.	Fiction
11	You should write down every idea during the planning stage.	Fact
12	Once the plan is made, it should not be changed.	Fiction
13	A project can succeed without a leader guiding the team.	Fiction
14	Testing your project ideas before starting saves time.	Fact
15	It's okay if some team members don't do their part.	Fiction
16	Setting deadlines helps keep the project on track.	Fact
17	Only the final result matters, not how the project was planned.	Fiction
18	You can plan a successful project without knowing the final goal.	Fiction
19	Projects are better when the team works well together.	Fact
20	Budgeting is an unnecessary step in project planning.	Fiction
21	Gathering feedback from others can improve your project plan.	Fact
22	A project plan doesn't need to be written down.	Fiction
23	Projects without a clear plan often face unexpected problems.	Fact
24	Every team member's ideas should be considered during planning.	Fact
25	You should start the project immediately without thinking about the plan.	Fiction

**Quiz
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity.

Name: _____

Mark

Is the statement true or false?

1) Every project should have clear goals before starting.	True	False
2) Team members should have different roles based on their strengths.	True	False
3) Reflecting on the outcome isn't necessary if the project is done.	True	False
4) Good communication is the key to successful project planning.	True	False
5) Once the plan is made, it should never be changed.	True	False
6) Projects without a clear plan often face unexpected problems.	True	False

Name: _____

Mark

Is the statement true or false?

1) Every project should have clear goals before starting.	True	False
2) Team members should have different roles based on their strengths.	True	False
3) Reflecting on the outcome isn't necessary if the project is done.	True	False
4) Good communication is the key to successful project planning.	True	False
5) Once the plan is made, it should never be changed.	True	False
6) Projects without a clear plan often face unexpected problems.	True	False

Name: _____

Mark

Is the statement true or false?

1) Every project should have clear goals before starting.	True	False
2) Team members should have different roles based on their strengths.	True	False
3) Reflecting on the outcome isn't necessary if the project is done.	True	False
4) Good communication is the key to successful project planning.	True	False
5) Once the plan is made, it should never be changed.	True	False
6) Projects without a clear plan often face unexpected problems.	True	False

Activity: Developing a Community Project Plan

Objective

What are we learning about?

Students will work in groups to select a community or school issue they care about, develop a project plan following the seven steps discussed, execute the plan, and reflect on its effectiveness.

Materials

What you will need for the activity.

- Planning pages with guiding questions for each step (provided)
- Access to internet (optional for research)



Instructions

How to complete the activity

1. Divide students into groups of 3 or 4.
2. Each group will select a community or school issue they care about.
3. Distribute the planning pages, each covering one of the seven steps.
4. For the first step, use the planning page to identify the issue and its significance.
5. Next, guide the students in researching the issue, using the internet or library books.
6. After researching, groups will set specific, achievable goals for their project using the SMART criteria.
7. Students will then consider the costs and resources needed, filling out the relevant planning page.
8. Each group will outline the steps required to complete the project and assign tasks within their group.
9. Once the plan is complete, students will execute their project over a set period (such as a week).
10. After completing the project, students will reflect on what worked well and what could be improved using the reflection planning page.
11. Each group will present their project and reflection to the class.

Planning Page for Step 1

Identifying the Issue

1) List the specific issues your group has identified:

2) Which of these issues does your group choose to focus on?

3) Why did you choose to focus on this particular issue?

4) Who is impacted by this issue?

5) How will solving this issue improve the situation?

6) What are the key objectives your group aims to achieve by solving this issue?

Planning Page for Step 4

Considering Costs and Resources

1) What resources (people, time, tools) does your group need?

2) What are the estimated costs of these materials?

3) How will your group ensure it stays within budget?

4) What challenges might you face in gathering resources?

5) How can your group overcome these challenges?

6) How will you ensure that resources are used efficiently?

PREVIEW

Planning Page for Step 6

Implementation and Execution

1) How will your group begin executing the project?

2) How will your group monitor progress during the implementation?

3) How will you ensure that everyone is completing their tasks?

4) What will you do if something doesn't go as planned?

5) What resources or support will your group need during implementation?

6) How will your group keep motivated and on track?

PREVIEW

Planning Page for Step 7

Reflecting on the Outcome

1) Did your project achieve the goals you set?

2) What parts of the project were most successful?

3) What challenges did your group face during the project?

4) How did your group handle these challenges?

5) What could your group have done differently?

6) How will your group apply what you've learned to future projects?

Self-Assessment Checklist

Project Participation and Effectiveness

1) Title of Your Project:			
2) Issue Identification: Did I contribute to identifying a relevant and important issue for our project?	Yes	No	
3) Purpose Understanding: Did I help clearly define the purpose and importance of addressing the issue?	Yes	No	
4) Research Contribution: Did I actively participate in gathering and analyzing information about the issue?	Yes	No	
5) Goal Setting: Did I help establish specific, measurable, and achievable goals for the project?	Yes	No	
6) Resource Planning: Did I help in identifying and planning for the necessary resources and budget?	Yes	No	
7) Task Assignment: Did I take responsibility for my assigned tasks and complete them on time?	Yes	No	
8) Project Execution: Did I actively engage in following the project plan and monitoring progress?	Yes	No	
9) Problem-Solving: Did I help address challenges or obstacles that came up during the project?	Yes	No	
10) Collaboration: Did I work effectively with my group and contribute positively to discussions and decisions?	Yes	No	
11) Reflection Participation: Did I participate fully in reflecting on the project's outcome and what we learned?		No	
12) Strengths: What were my strongest contributions to the project?			

13) Areas for Improvement: What could I have done better?			

14) Overall Impression:	Excellent	Good	Satisfactory
			Poor

Unit Test – Citizenship

Mark

/ 10

Total

/ 35

Multiple Choice

1. Which is NOT a right Canadians have? a) To vote b) To practice any religion c) To work in other countries d) To be protected by the law	2. Which of the following is a concern with social media campaigns? a) Spreading misinformation b) Raising awareness c) Influencing government policies d) Enabling story sharing
3. What is a responsibility of citizens in Canada? a) They influence government decisions b) They help raise money for charities c) They allow citizens to participate in democracy d) All of the above	4. Which is a responsibility Canadians have? a) To play sports b) To farm and grow food for the community c) To respect the rights of others d) All of the above
5. Which group did not always have the same rights as other Indigenous groups? a) First Nations b) Métis c) Inuit d) French	6. Which is NOT a fundamental freedom? a) Freedom of religion b) Freedom of expression c) Freedom of assembly d) Freedom of movement
7. What year was the Canadian Charter of Rights and Freedoms added to the Constitution? a) 1982 b) 1867 c) 1987 d) 1944	8. Which statement is false? You have the right to... a) learn in English or French b) practice any religion c) say whatever you want to anyone d) move and live anywhere in Canada
9. In campaigns, going door-to-door to discuss issues and a candidate's goals is called... a) Canvassing b) Phone banking c) Polling d) Fundraising	10. _____ is a vote where the government asks for the public's opinion on an issue. a) Referendum b) Ballot c) Plebiscite d) Election

Define

What do the terms below mean? Each question is worth 2 marks.

Mark

/ 6

Term	Definition - What does it mean?
Civic Participation	_____
Charter of Rights and Freedoms	_____
Fundamental Freedoms	_____

Short Answer

Questions below - Each question is worth 3 marks.

Mark

/ 9

1) How are Canadian values different from those of other countries?

2) Which communities in Canada sometimes face discrimination? Give examples.

3) How is the French language protected in the Charter of Rights and Freedoms?

1) What can happen when people do not have their rights and freedoms respected? Give examples that you have learned about.

2) Write about new rights and responsibilities that Canadians will have in the future.
