

Grade 6 Social Studies Review

What is **democracy** (i.e., justice, equity, freedoms, representation)?

- **Justice** – fair treatment of individuals and groups
- **Equity** – individuals and groups have the same opportunities
- **Freedoms** – people have the right to think and speak as they wish
- **Representation** – elected representatives act on behalf of citizens

What are the similarities and differences between **direct** and **representative** democracy?

- **Direct democracy** – a government in which citizens *vote directly on decisions* (Athenian government – all citizens were involved in decision making)
- **Representative democracy** – a government of people elected by the *people to represent them and make decisions on their behalf* (Canadian government)

What are the **rights** and **responsibilities of citizens** living in a representative democracy?

Individual rights – rights that you are entitled to as a person (right to vote)

Responsibilities of citizens

- people need to inform the government of what they want or need
- make the point of view known and listen/understand the point of view of others
- voting
- speak out when seeing discrimination or injustice
- helping others in the community
- obeying the laws

How does Canada's justice system help protect your **democratic** and **constitutional rights**?

- As part of living in a democratic country, citizens have the right to vote.
- Only citizens have democratic rights and mobility rights
- **Rule of Law** – everyone, no matter how important, has to obey the law
- Citizens have a say in making and changing laws (directly or through representatives)
- People are informed about the law
- Treated equally under the law
- People participate in applying the law (participation as members of the jury)

How does the **Canadian Charter of Rights and Freedoms** protect the individual rights and freedoms of all Canadians?

The following rights are part of the Charter of Rights and Freedoms

Fundamental Rights

- Can follow any religion you choose
- Think and believe what you like
- Say what you think
- Give your opinions in newspapers, other media
- Meet peacefully with others

Democratic Rights

- Citizens have voting rights
- Governments must “sit” at least once a year

Mobility Rights

- Citizens can enter, remain in, and leave Canada.
- Can move from one province/territory to another

Legal Rights

- People have certain rights when arrested, when on trial, and when imprisoned

Equality Rights

- Right to fair and equal treatment
- Cannot be discriminated against

Language Rights

- Official bilingual country (English and French)
- Can communicate with government with either English or French

Other Rights

- Aboriginal rights, multicultural heritage, male and female equality

How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada?

Collective Rights – protect a group (rights that individuals have because they belong to a particular group)

First Nations Rights

- Eg. rights to their traditional territories

Linguistic Rights of Official Language Minorities

- Two official languages (English & French)
- Equal status in Canada
- Eg. people can communicate with the federal government in either one of these two languages

How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights?

- See chart below

How do the Treaty of La Grande Paix de Montréal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights?

Treaty of La Grande Paix de Montréal	Canadian Charter of Rights and Freedoms
<u>Individual/Collective Identity</u> <ul style="list-style-type: none"> • Recognized and respected 	<u>Individual/Collective Identity</u> <ul style="list-style-type: none"> • First Nations are now protected by law

<ul style="list-style-type: none"> • First Nations & the French recognized as equal and independent nations 	
<u>Individual/Collective Rights</u> <ul style="list-style-type: none"> • Recognized and respected • First Nations & the French had the right to make their own decisions • Right to traditional territory was recognized by all parties to the peace treaty 	<u>Individual/Collective Rights</u> <ul style="list-style-type: none"> • Treaty rights were entrenched in the Constitution • French or English minority communities have language rights • Aboriginal rights • French or English minority communities have the right to education

Why is the Canadian Charter of Rights and Freedoms **entrenched** in the Canadian Constitution?

- It is **harder to change the Constitution** than to change a law; therefore, it was decided to firmly establish or entrench our rights and freedoms by making them part of the Constitution Act
- It was entrenched in the Canadian Constitution so that the rights are **protected** (no one can take the rights away)
- The Charter of Rights and Freedoms is a statement of beliefs (shapes our country)

LOCAL GOVERNMENT (MUNICIPAL)

How are **representatives** chosen to form a local government (i.e., electoral process)?

- Every 3 years elections take place
- **Candidate** must first be **nominated**, then he/she **campaigns** (leaflets and signs about you around the community, go door to door talk to people about your ideas)
- People (citizens of Canada at least 18 years old) who live in the community for at least six months are able to vote

What are the **responsibilities** of local governments (i.e., bylaws, taxes, services)?

- **Bylaws** – laws that are passed by the local government
 - Every community has its own bylaws
 - Can only be enforced in the area where they have been passed
 - **New bylaws**
 - introduced by a councilor at a council meeting
 - councilor makes a motion
 - person or group from community can make presentations related to the bylaw
 - **motion** has to be considered 3 times before voting
- **Taxes** – collected from people who own property

- **Services** - streets and roads, libraries, animal control, parks and recreation, waste disposal, fire protection, public transportation, seniors' facilities, etc.

How are **local governments structured** differently in rural and urban settings?

Urban local governments

- Mayor, councilors (7 -15), elected by voters

Rural local governments

- Reeve, councilors (usually 3), elected by voters

First Nations reserves

- Chief, council, elected by voters in the First Nation community

Metis Settlements

- Chairperson, selected by council members, council (5), selected by community

What role is played by **school boards** (i.e., public, separate, Francophone) within local communities?

School Boards

- elected every 3 years at the same time as other members of local government
- make sure education is provided for people
- make decisions about education services and programming in schools (appropriate for their community)
- about 60 school boards in Alberta

Superintendent – responsible for running the schools in a jurisdiction

Trustees – people who serve on a school board

Public School Board – open to all students

Separate School Board – instruction in the Roman Catholic faith

Francophone School Board – educate children in French

Charter Schools – have special focus, such as science, music, religion, athletics, etc.

First Nations Schools – taught in the Cree language

PROVINCIAL GOVERNMENT

How is the **provincial government structured**? (see seating chart of the Legislature)

- **Lieutenant Governor** – queen's representative (Governor General appoints the Lieutenant Gov. on the recommendation of the Prime Minister)
- **Premier** – leader of the government (elected by constituents)
- **Cabinet Ministers** – responsible for departments (chosen by the premier for the position, otherwise elected by their **constituents**)
- **MLA** – members of the legislative assembly (elected by constituents)

What is the **role and status** of the **Lieutenant Governor** within the provincial government?

- The current Lieutenant Governor is **Donald S. Ethell**
- Queen’s representative at the provincial level (Alberta)
- Signs a bill passed by the Legislative Assembly in order for it to become law
- Invites the leader of the party that wins the election to become premier
- Calls the Legislature into session (Royal Proclamation)
- Reads the **Speech from the Throne** (describes what the government plans to do during the upcoming session of the Legislature) to open new sessions at Legislature
- Dissolves or closes the Legislative Assembly so elections can be held

What are the **responsibilities** of the provincial government (i.e., laws, taxes, services)?

- **Laws** – see pg. 133 for how Bills are passed.
- **Taxes**
- **Services** – Aboriginal relations, children’s services, health and wellness, energy, education, seniors and community support, tourism and parks, agriculture and food, sustainable resources, etc.

How are **representatives** chosen at the provincial level of government (i.e., electoral process)?

An Election Is Called

- the Lieutenant Governor “calls an election” at the request of the Premier

Parties Present Candidates

- **political parties** present candidates to run in constituencies
- if the candidate wins she/he gets a seat in the Legislature

Campaigning Begins

- each **candidate** “campaigns” to encourage people to vote for him/her

Election Day Arrives

- on election day, people go to polling stations to vote
- each person casts a **secret ballot** for the candidate of their choice

A Winner Is Declared

- the ballots are counted
- the candidate with the most votes wins the **constituency**
- every constituency is equal to one seat in the Legislature

A New Government Is Formed

- the party that has the most candidates elected to seats in the legislature becomes the government
- the leader of the party with the most seats in the Legislature becomes the Premier

What are the differences between the responsibilities of a **Member of the Legislative Assembly (MLA)** and a **cabinet minister**?

Member of the Legislative Assembly (MLA)

- Serve the needs of the people in their constituency
- Take part in government

Cabinet Minister

- In charge of various departments in the government (eg. Education Minister, Environment Minister)

Opposition Member

- An MLA not a member of the party in power
- Study and question the government's plans and actions
- Propose improvements on these plans and actions

How can individuals, groups and associations within a community participate in the **decision-making process** regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?

- **Lobbying** – to influence or persuade government to make decisions in favor of special interest groups
- **Petitioning** – written request that has signatures of people who support what's written in the petition
- **Organizing/Attending local meetings and rallies**
- **Contacting elected representatives**

How do associations such as the **Association canadienne-française de l'Alberta (ACFA)**, the **Métis Nation of Alberta Association (MNAA)** and the **First Nations Authorities (FNA)** provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights?

ACFA – protect the rights (language and culture) of Franco Albertans (eg. start a new Francophone public school system in Alberta)

MNAA – represent the interest and concerns of the Metis people in Alberta (eg. persuaded the Alberta government to create 12 Metis settlements in 1938 and involved in Metis Harvesting rights – gathering renewable resources like fish, birds, plants for food)

FNA – represent Canada's Aboriginal people's rights

- **Education Authorities:** operate schools in their communities
- **Police Governance:** may provide own police services in their communities
- **Health Authority:** responsible for their own health care in their communities (traditional practices)
- **Finance Authority:** raise funds for community infrastructure (eg. clean water system)

In what ways do elected officials demonstrate their **accountability** to the electorate?

- Respond to constituents

- Participate in local events
- Represent and express (in government meetings) the concerns of constituents

ATHENIAN GOVERNMENT

How was the **government of ancient Athens** structured?

THE ASSEMBLY	THE COUNCIL OF 500	THE COURT
<ul style="list-style-type: none"> • Met 40 times per year • Every 8 to 10 days • Passed laws by public votes at the Pnyx • All citizens could participate 	<ul style="list-style-type: none"> • 500 members • Full time government • Picked by lottery • Citizens serve twice for one-year terms • Could only suggest laws 	<ul style="list-style-type: none"> • Resolved disputes • Held jury trials • Decided on punishments

How did the structure of the government in ancient Athens provide opportunities for **citizens to participate in decision making**?

- At least 6 000 members of the Assembly were needed to vote (to make decisions)
- Athenian democracy was a **direct democracy** – all citizens voted directly on government decisions

How did **identity, status and class structure** impact citizenship in ancient Athens?

How did the **social structure** of ancient Athens impact its **political structure**?

Citizens

- Born in Athens
- Males only
- Become citizen after finishing a military service at age 20

Metics

- Residents of Athens
- Born outside of city-state
- Not allowed to own land
- Cannot become citizens

Slaves

- Owned by an Athenian or by the city-state
- Taken prisoner during wars
- Cannot become citizens

Women

- Lives focused on the home
- Wove cloth for the family's clothes
- Have male guardians

Children

- **Boys** – went to school at age seven (read, write, math, music, literature, memorize and discuss poems, sports, such as, running, boxing, wrestling prepared them for military service)
- **Girls** – stayed at home, educated by their mothers, mostly learned household skills, at age 15 father chooses a husband for the girl

To what extent were **democratic ideals of equity and fairness** part of the structure of government and Society in ancient Athens?

- Citizens were allowed to rule themselves
- Believed that **majority rule** was fair (decisions made by voting)
- People in the same class in society should have equal rights (eg. all male citizens had the right to belong to the Assembly and vote)
- Women, slaves, and metics were not allowed to vote
- Slavery was accepted in the Athenian society
- Individual rights and minority rights were not part of Athenian thinking – **common good** had the highest value

IROQUOIS CONFEDERACY

How was the Iroquois Confederacy structured?

Six Nations: Mohawk, Cayuga, Oneida, Seneca, Onondaga, and Tuscarora

- **The Chiefs**
 - Leaders in Iroquois society
 - Teachers and spiritual leaders
 - Remind people to live together forever in peace
 - Treated with respect
 - Caretakers of the Great Law
 - **War Chiefs**
 - Selected by each nation to sit on Grand Council
 - Gather warriors for fighting in wartime
 - **Pine Tree Chiefs**
 - Special abilities
 - Had an interest in public affairs
 - Selected to join the Grand Council
- **The Grand Council**
 - 50 chiefs representing the nations of the Confederacy

- Clan mother could remove a chief who was not doing his job properly
- New chiefs are chosen by clan mothers
- Clan mothers also insured that the any decision made by the council agree with the Great Law of Peace
- Any decisions made by the council needed to be considered up to the seventh generation

What was the role and status of women within the Iroquois Confederacy?

- Positions of respect
- When a woman got married, the husband moves to the wife's family's longhouse
- Children belong to the mother's clan
- Women raised corn, beans, and squash
- Clan mothers were the leaders of the clan
- Clan mothers chose chiefs for their own clans

What are the **advantages** and **disadvantages** of **consensus as a decision-making model** for government?

Consensus – all the people affected by the decision have an equal voice (discussion and the final agreement represents a process that everyone agrees to – all people have to agree)

Advantages of Consensus

- Are willing to act on the decision (it's something they agreed with or wanted)
- Good for smaller groups of people
- Everyone has a say in the decision making process (everyone's voice counts – it is inclusive – includes everyone)
- Cooperative – tries to reach a decision that is best for all members

Disadvantages of Consensus

- Individuals or small groups can block agreement (they may not agree)
- Needs lots of discussion
- Needs lots of time before agreement is made
- Not practical for making decisions for the whole country (too many voices)

How did the Six Nations use the **consensus-building process**?

How did the Wampum Belt address collective identity?

Wampum

- strings or belts made up of white and purple beads made from seashells
- each string/belt held a different message
- wampum keeper is responsible for caring and reading it
- beads remind the reader of the events and treaties it recorded
- women made the belts

The Great Law of Peace – is the constitution of the Iroquois

- describes principles of good living
- describes how the confederacy is to be organized

How did the Social structure of the Iroquois Confederacy impact its political structure?

To what extent did the **decision-making process** within the Iroquois Confederacy reflect democratic ideals of **equity and fairness**?

- All members of the society were able to participate in decision making (consensus)
- Believed that consensus was fair (decisions by agreeing)
- Everyone is respected (including the women who can become clan mothers)

OTHER INFORMATION

Fact – a statement that can be proven to be true

Opinion – is what someone believes

Bias – a particular point of view towards something (prejudice)

Political Maps – tell you about the location of countries and cities

Historical Maps – tell you what an area was like in the past

Physical Maps – give you information about features of the land, like rivers, mountains, elevation...

Perspective – point of view that a group of people share

Point of view – view of one person (your opinion)