

Social Studies 6 PAT Study Guide

These statements and questions are taken from Alberta's program of studies.

Topic 1: Citizens Participating in Decision Making

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

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

- recognize and respect the democratic rights of all citizens in Canada (having a voice in decision making)
- value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms
- recognize the influence of historical events and legislation on democratic decision making in Canada Treaty of La Grande Paix de Montréal; Charter of Rights and Freedoms 1982
- value citizens' participation in a democratic society (voting, attending rallies, advisory committees, public meetings, contracting the government)
- value the contributions of elected representatives in the democratic process Elected representatives help pass laws, enforce regulations, and provide services that help citizens.

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

- What is democracy (i.e., justice, equity, freedoms, representation)? Justice – system to make sure everyone is treated fairly or else there are consequences; Representation – individuals who speak on behalf of others; Equity – getting the right amount based on needs; Freedoms – guaranteed for all Canadians; can never be taken away)
- What are the similarities and differences between direct and representative democracy? Direct democracy – voting; Representative Democracy – citizens elect representatives to govern and make decisions on their behalf)
- What are the rights and responsibilities of citizens living in a representative democracy? You have the right to vote, and you have the responsibility to make sure you are an informed voter.
- How does Canada's justice system help protect your democratic and constitutional rights? Enforcement Rights (go to court if rights are denied); Legal Rights (to feel free and safe, fair and quick public trial, innocent until proven guilty)

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

- How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? Fundamental Freedoms (speech, association, religion, peaceful assembly); Democratic Rights (vote, participate, run in an election); Mobility Rights; Equality Rights, Legal Rights)
- How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? Official Language Rights (French and English); Minority Education Rights; General Rights (uphold multicultural heritage); Enforcement Rights (go to court if rights are denied)

- How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights? Treaty signed in Montréal in 1701 by the representatives of the government of France and representatives of 39 North American Aboriginal nations, including five Iroquois nations; established collective identity between French and Aboriginals; stopped fighting and saved lives.
- 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 showed respect for the collective identities of 40 different nations; created a feeling of collective identity between the French and Aboriginals; stopped fighting and death; saved lives. Charter made our rights and freedoms protected by law; protects us from persecution.
- Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution? To protect the rights and freedoms of Canadian citizens; cannot change laws without careful consideration.

Students will analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:

- How are representatives chosen to form a local government (i.e., electoral process)? Nomination, Campaigning, Prepare Polling Stations, Show Eligibility to Vote, Cast and Count Ballots, Declare Outcome
- What are the responsibilities of local governments (i.e., bylaws, taxes, services)? Bylaws – local rules everyone must follow; Collect property tax
- How are local governments structured differently in rural and urban settings? Mayor or Reeve, Councillors, Chief Administrative Officer or Manager, Departments; provide services (Chapter 8 pages 226-227)
- What role is played by school boards (i.e., public, separate, Francophone) within local communities? Decisions about budgets, learning priorities, decisions about school buildings, make sure curriculum is taught, ensure staff are hired and trained, decisions about student transport, appoint superintendent.

Students will analyze the structure and functions of Alberta's provincial government by exploring and reflecting upon the following questions and issues:

- How is the provincial government structured? Chapter 9 page 246
- What is the role and status of the Lieutenant Governor within the provincial government? Represents the monarch, is impartial, opens, and later discontinues, a session of the Legislature, reads the Speech from the Throne, grants Royal Assent to bills that have passed the third reading
- What are the responsibilities of the provincial government (i.e., laws, taxes, services)? Collects income tax; Chapter 9 page 268; Legislative Assembly makes laws- Chapter 9 page 269
- How are representatives chosen at the provincial level of government (i.e., electoral process)? Nominating, Campaigning, Preparing the polling stations, showing eligibility to vote, cast and count ballots, declare outcome; voting for a political party NOT just a candidate; constituencies.
- What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister? MLA – represents constituents' needs, concerns and best interests; keeps constituents informed; Cabinet Ministers are in charge of ministries or departments.

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

- How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?
- How do associations such as the Association canadienne-française de l'Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights? (make sure that the needs of these groups are being met, ensure fair treatment of these groups, speak on behalf of the members of these groups)
- In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)?

Topic 2: Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

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

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

Students will value the role of participation by citizens in diverse democratic societies

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

- How was the government of ancient Athens structured? Chapter 3 page 75; read summary on page 79
- How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making? Citizens in the Assembly debated and voted; Women and Metics could influence
- How did identity, status and class structure impact citizenship in ancient Athens? Citizens had to be males born in Athens to Athenian born parents, read summary on page 78
- How did the social structure of ancient Athens impact its political structure? Citizens were the only ones who had decision making power
- To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens? Power is the hands of the whole people, not of a minority; everyone is equal before the law

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

- How was the Iroquois Confederacy structured? Chapter 4 page 94 – 97; Tree of Peace pages 108-109; pages 112-113
- What was the role and status of women within the Iroquois Confederacy? Chapter 4 – page 96
- What are the advantages and disadvantages of consensus as a decision-making model for government? Advantages – everyone has to agree, talk and listen to others; Disadvantage – process is time consuming

- How did the Six Nations use the consensus-building process? Pages 100-101 Seneca and Mohawk reach consensus, then Cayuga and Oneida reach consensus, then Onondaga give a judgement. If all nations agree then they have made a decision.
- How did the Wampum Belt address collective identity? Treaty representing a peaceful, parallel co-existence between the Iroquois Confederacy and Europeans. This treaty, symbolized by the Two Row Wampum Belt, is a relationship of mutuality in which neither side can act unilaterally without consultation
- How did the social structure of the Iroquois Confederacy impact its political structure? Chapter 4 – page 100 – 101 The Grand Council discussed issues; page 102 Mohawk Council; page 103 Grand Council