

# Grade 6 Social Studies Notes/Study Guide



EPSB

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# Democracy Study Guide

**Democracy** is a form of government in which everyone has certain rights that are balanced by responsibilities. Citizens have the right and responsibility to choose the people who govern them.

A **democratic system** is one in which citizens have a voice in decision making. There are four main principles to think about when talking democracy, equity, freedoms, justice and representation.

**Rights** - in a democracy, are things specifically allowed, and they provide protection to the people of a country by their government. In a democracy, it's the government job to protect our rights and freedoms.

**Responsibilities** - Responsibilities are the duties of an individual or group in our society. It is something that you are expected to do. In Canada with every right, there is a responsibility. Some of the responsibilities in society include obeying the laws, paying taxes, voting, speaking up about discrimination and injustice, and being involved in your community.

## Four Pillars of Democracy

**Justice** - fair treatment of individual and groups. Upholding just, fair and equitable treatment, and providing due reward in accordance with honour, standards, or laws. Justice means we have a system to make sure that everyone is treated fairly. If a citizen or government makes a decision that is not fair there will be consequences.

**Equity** - treating people fairly; sometimes accommodations need to be made so that things will be equal or fair for everyone. Being fair and just!

**Freedoms** - are about things the government and others are not allowed to stop you from doing. Freedoms, in a democracy, mean that people can act without interference from others or the government.

**Representation** - in a representative democracy citizens elect their representatives to govern and make decisions on their behalf.

In Canada we choose people who form the government and they make decisions for us. These representatives have a responsibility to listen to the needs of all citizens. We choose our representative by voting for them. *La Grande Paix de Montreal* is an early example of representation.

## Direct and Representative Democracy

**Direct democracy:** a way of making decisions in which everyone in a group votes (no representatives are involved). **All citizens are involved** in decision making.

- E.g. Athenian society

**Representative Democracy:** citizens elect people to represent them in government. These people make decisions **on behalf** of citizens.

- E.g. Canadian society

### **Similarities between Direct and Representative Democracies:**

- People are involved in decision making
- Citizens are voting
- Pillars of democracy: representation, justice, freedom and equity

### **Differences between Direct and Representative Democracies:**

- In direct democracy, the people who vote make the decisions. No representatives are involved and every citizen has a vote. In Athenian society, only Athenian-born men free with Athenian-born parents were able to vote. These men

made the decisions for the entire society. In the Iroquois confederacy, every person had a vote and participated in decision making process.

- In representative democracy, decisions are made by people elected by the people they represent. Representatives are accountable (held responsible) for communicating with their people, making decisions on their behalf, and working to help them. In Canadian society, these people are called Member of the Legislative Assembly (MLA) at the provincial level and Members of Parliament (MP) at the federal level.

## **Charter of Rights and Freedoms**

The Charter of Rights and Freedoms is a document that protects the essential rights and freedoms of people living in Canada. Having the Charter entrenched in the Constitution means that no one, including the government can take away the rights and freedoms of the people of Canada. The freedoms are "subject to reasonable limits." The government can limit a person's right or freedom, but it must show why the limit is necessary. The courts in Canada uphold our rights under the Charter. A person or group who feels that their right has been taken away can undergo an Appeal Process in our Court System. The rights and freedoms contained in the document are as follows:

### **Fundamental Freedoms:**

- To have and express your opinion.
- To belong to any group.
- To organize peaceful meetings and demonstrations.
- To practice your religion.

### **Democratic Rights:**

- To vote for candidates in elections.
- To participate in an Election.

- To have legislatures and Parliament meet at least once a year.
- To have elections at least every five years.

### **Individual Rights:**

- Rights that you are entitled to as a person.

### **Equality Rights:**

- All Canadian laws must treat each individual with dignity and respect regardless of the person's race, religion, national or ethnic origin, color, gender, age or physical or mental disabilities.

### **Collective Rights:**

- Protect a group. Individuals who are part of a group that has collective rights are entitled to these rights.
- **Collective identity** - Sense of belonging to a community of group, established and strengthened through common characteristics and interests. Culture, and language are determining factors in the formation of collective identity.

### **Aboriginal Rights :**

- Aboriginal people have rights to their traditional territories.

### **Language Rights :**

- French and English are Canada's official languages. The Charter recognizes the rights of the English and French Speaking communities.

## **Protecting our Rights**

## **Court System**

The court system in Canada protects our rights and freedoms. A person or group who thinks a right or freedom has been taken away takes the case to a provincial court. The court makes a decision, but either side can appeal if they believe the decision was unfair. Appeal means to ask a higher court to review a decision made by a lower court. The highest court in Canada, The Supreme Court, considers the most important cases and their decision is final.

## **Constitution**

Our Constitution is the highest law of the land. It is a set of principles that lays out the rules for how our country will be governed. The Constitution is very difficult to change

The Charter was entrenched (firmly established) in the Constitution so that rights would be more effectively protected. The following reasons outline why it was essential for the CCRF to be part of the Constitution:

1. No one, including the government, can take away the rights and freedoms of people in Canada.
2. Laws that do not align with the Charter will be quickly struck down
3. Provincial and federal leaders must negotiate and agree before any changes can be made to the Constitution
4. All minority groups are protected

## **Why do we need government?**

The purpose of government is to make sure that the people in a society have safe, comfortable lives.

**Government provides services.** People have certain needs, such as food and shelter. Our families provide these needs for us. We also need schools, hospitals, libraries, courts of law, police, public

transportation, community centres, and services for seniors. People cannot do all these things for themselves. One reason that people created government was so that there would be a structure to take care of the needs of everyone in society.

**Government protects rights and freedoms.** In a democracy, people have certain rights and freedoms. The government's job is to protect our rights and freedoms, for example, our freedom of religion and the right to be considered innocent until proven guilty in a court of law.

**Government provides leadership.** The government takes actions that affect our society in many ways. These include making decisions about the environment, resources, and relations with other countries.

## **What Are Our Responsibilities as Citizens?**

Representatives of the people make decisions on our behalf. The decisions might be about closing a public swimming pool, opening a new school, or setting the fee for a dog license. The government also makes decisions such as sending troops to act as peacekeepers in another country. In order to make good decisions, governments need to listen to what the people need and want. Governments rely on the people for information that will help with these decisions. People have a responsibility to inform the government of what they want and need. They have a responsibility to make their point of view known and to listen and try to understand the points of view of others.

## **Values:**

Are principles about how people should act. Values are also standards for what we consider important and just. Canadians describe themselves as having the following values:

- the fair and equal treatment of all
- a respectful or sensitive attitude toward others who have different opinions from their own
- a belief in solving differences in a peaceful way
- discussion and compromise as ways to reach decisions
- support for diversity
- Our values are part of our identity.

**Injustice:** Is an action that is not fair to a group and/or individual.

## **Society and Society's Rules:**

A **Society** is a group of people that share the same government and the same rules and laws. A society may also be a group of people who have the same interests or culture. You may be part of many societies within Canadian society.

People in a society need **rules** to help them get along with one another. Rules guide how we act with others in our home, our school, our community, and our country. Rules help us resolve conflicts in a peaceful way. The basic rules in Canada are in our Constitution.



## Ancient Athens Study Guide

**Primary sources** - are writings and objects that were created by people living at a certain time

**Inscription** - important sources of information that are carved on stone, wood, and metal surfaces, therefore lasting hundreds or thousands of years

**Direct democracy** - people vote directly to make decisions rather than having representatives

**Decree** - a decision made by people who are in authority

**Orator** - someone who speaks in public

## Structure of Government in Athens

They developed a system of government allowing citizens to participate in making important decisions. Today we know this as democracy. There are three institutions that make up the pillars of Athenian democracy, the Assembly, the Council of 500, and The Court.

### Assembly

- All men who were **citizens** could take part in debating issues and voting on laws.
- A minimum of 6000 people present to have a vote count.
- Each member had an equal right to speech.
- Example of direct democracy because they voted directly on government decisions.
- A decision was made based on a majority vote called a **decree**.
- Met about 40 times per year (every 8 - 10 days)
- They discussed large issues such as war and religion but also private concerns.

- Met in a large open area at the top of a hill call the Pnyx.
- Members made speeches, debate, listen, discuss, and finally vote.

### Council of 500

- Also known as the Bouleuterion (Boule)
- Was the full time government in Athens.
- Council members' terms lasted only one year.
- Positions were chosen using a lottery method.
- You could only serve on the council twice in your lifetime.
- Council leaders only had the position for 24 hours. Their job was to supervise how the government was run.
- Divided into ten tribes
- 50 members from each tribe over the age of 30 served on the council

### Athenian Court

- If citizens felt that they had been wronged, they would bring their concerns to the magistrate.
- Magistrates (Judges) were citizens and officers of the court who were chosen by lottery for a one year term.
- Sometimes fines would be set, other times they would send the case to trial.

# Class Structure and Citizenship in Ancient Athens

A person's class (slave, Athenian-born or Metic) determined their rights and responsibilities. The democratic principles of representation, equity and fairness only applied fully to male citizens.

## **Men**

2 classes: Citizens or Metics

### **Citizens:**

- Free, born in Athens
- Sent sons to school and owned property
- Paid taxes
- Expected to serve in government positions, vote, and perform military service
- Only citizens could participate in government.
- A young man became a citizen after he finished his military service at age 20.

### **Metics: - not citizens**

- Foreigners living in Athens
- They could send sons to school. (if they could afford it.)
- They couldn't own property without permission.
- They needed a citizen to sponsor them, otherwise they could become enslaved.
- They could not vote or hold government positions
- Expected to perform military service

# Women

**2 Classes: Athenian or Metics - neither were citizens**

## **Athenian Women:**

- Caregivers and home managers
- Could own property
- Could influence citizens (influencing husbands)
- Could not vote
- Could not participate in government

## ***Metics (Women):***

- Caregivers and home managers
- Could not own property
- Could not vote
- Could not participate in government
- Could not influence citizens

# Children

## **Boys:**

Attend school (if they could afford it), If school was too expensive, they would help in the family business, expected to have military training. Athenian boys would become citizens, but Metic boys would not.

## **Girls:**

Stay home and learn household skills

## Slaves

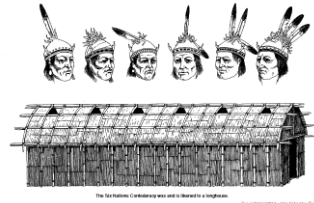
- Men, women and children who were bought and sold by others
- Could not own land,
- Could not make day to day decisions about their life
- Did not participate in government or vote
- Could not ever become a citizen

## What ideas of fairness, equity, and rights were part of Athenian democracy?

- The most important idea was that it is fair that citizens be allowed to rule themselves. This is the basis of democracy.
- Athenians believed that majority rule was fair. This meant that decisions were made by voting and that law supported by more than half the voters was passed.
- Athenians believed that people who belonged to the same class in society should have equal rights. All male citizens had the right to belong to the assembly and vote. (The only exceptions were people who committed acts that would cause them to lose their citizenship and these were clearly laid out in law).
- Women, slaves and metics were denied voting rights.
- Slavery was an accepted part of Athenian society. A person's right to own another person was not questioned, even by great Athenian thinkers like Socrates)
- Individual and minority rights were not part of the thinking of Athenian democracy. The common good was the highest value.

# Iroquois Confederacy

## Study Guide



### I CANS - Do you understand...

- How was the Iroquois Confederacy structured?
- What was the role and status of women within the Iroquois Confederacy?
- What are the advantages and disadvantages of consensus as a decision-making model for gov't?
- How did the Six Nations use the consensus-building process?
- How did the Wampum Belt address collective identity?
- How did the social structure of the Iroquois Confederacy impact its political structure?
- To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness?

**Below are some questions/answers to think about**

1. What is the Great Law?

**In Modern Canada the "Constitution" that sets out the rules of Canadian society. The Great Law of Peace is the constitution of the Iroquois. It describes principles of good living and tells how the Confederacy should be organized and run.**

2. What is the role of women in the Iroquois Confederacy?

**Women had positions of respect in Iroquois society. Carol Jacobs, Cayuga Bear Clan Mother, describes women's standing this way: "In our traditions, it is women who carry**

the seeds, both of our own future generations and of the plant life. It is women who plant and tend the gardens, and women who bear and raise the children. "Women also owned the property and homes. When a woman got married, her husband would come to live in her family's longhouse. Their children belonged to the mother's clan. The women raised corn, beans, and squash, which were the main food supply of the Iroquois. These crops are known as the "Three Sisters."

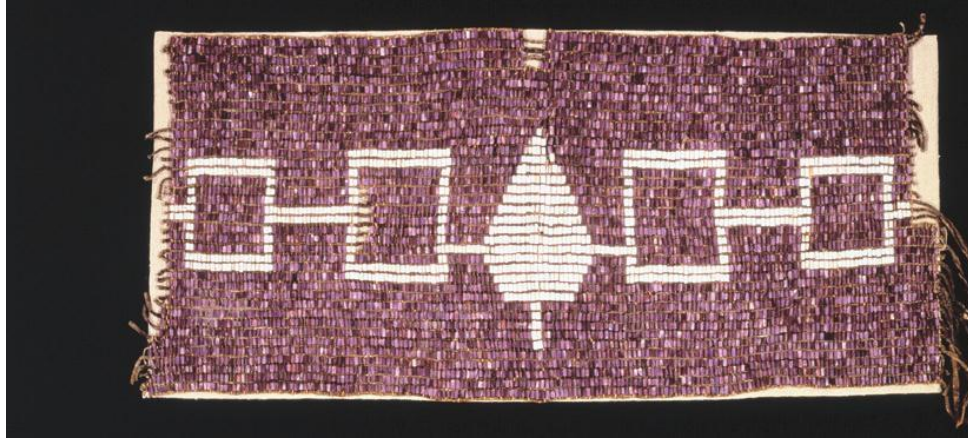
3. Describe the role of the clan mothers.

Clan mothers were the leaders of the clan. The title of clan mother was usually passed on to her female relatives: her sisters or her daughters. The Great Law of Peace gave the clan mother ownership of the chieftainship title. This means that clan mothers had the responsibility of selecting the chiefs for their own clan. Clan mothers today have as much importance and respect as they did in the past.

In choosing a chief, the clan mother would look for characteristics such as:

- honesty and kind-heartedness
- ability to think clearly
- knowledge of traditional ceremonies
- loyalty to family
- ability to uphold the Great Law
- ability to represent the people fairly
- ability to withstand criticism

4. Look at the Wampum Belt and explain what a Wampum Belt represents.



Long before there were telephones, identification cards, or written agreements, wampum was used by the Haudenosaunee to communicate messages and important ideas. Wampum was also proof that an individual had the authority to speak for the people and provided a way to record agreements between nations. This is still true today. Chiefs and Clan Mothers have their own strings of wampum that symbolize their position of honor and responsibility in the community. Wampum strings are used in ceremonies and also at council meetings where it is passed to each person present so that all will remember, and live by, its message.

5. How does the Wampum Belt show collective identity?

Because many of the patterns are the same/similar on each group/tribes wampum belts; as well as the fact that Wampum Belts often signified treaties between groups. Since they share common culture, laws, and beliefs. The patterns on the belts show that the nations of the Iroquois Confederacy shared a collective identity.



6. What type of government was the Iroquois? Direct or representative? How do you know?

**Representative Democracy:** The Great Law of Peace established a Grand Council made up of 50 chiefs who represented the nations of the Confederacy. Nations with large populations had more chiefs than smaller nations, but they were all equal to one another.

7. What is the role of the Chief?

They are the leaders in Iroquois society were the chiefs. The Great Law of Peace stated that it was their duty to be teachers and spiritual guides and to remind their people that the Creator wants them to live together forever in peace. The chiefs were treated with great respect because of their wisdom and other special qualities. However, they were considered the same as everyone else in society—not better or above others. They were the caretakers of the Great Law of Peace and had responsibilities in many areas. The chiefs looked after the welfare of their people and ran the affairs of the clan, the nation, and the Confederacy. They also upheld the rule of law in their society.

There were also:

- War chiefs, who were selected by each of the nations to sit on the Grand Council. In wartime, these chiefs had to gather warriors for fighting.

- Pine tree chiefs, who showed special abilities or had an interest in public affairs. They were selected to join the Grand Council by its chiefs.

8. How are the chiefs chosen? By who and what characteristics should they have?

New chiefs were chosen by the clan mothers. The clan mothers also ensured that all decisions made by the Grand Council agreed with the Great Law of Peace. The Great Law of Peace said the Chief had to put the needs of their people first. The Clan Mothers could replace the chief if they failed to do a good job.

In choosing a chief, the clan mother would look for characteristics such as:

- honesty and kind-heartedness
- ability to think clearly
- knowledge of traditional ceremonies
- loyalty to family
- ability to uphold the Great Law
- ability to represent the people fairly
- ability to withstand criticism

9. What is the Grand Council? Essentially the "Government" of the Iroquois Confederacy. The Grand Council met to discuss issues that affected the whole Confederacy, such as peace treaties, trade agreements, and decisions to go to war. The Grand Council was made up of the Chiefs from each nation — 50 in all. Although they rarely spoke at Grand Council meetings, all Iroquois people — men and women — had ways to make their voices heard in the decision making of the Grand Council. Through the Women's Councils and Men's Councils of their clans, they advised the Clan Mothers of their positions on issues.

10. How were decisions made in the Iroquois Confederacy? What is consensus?

The Great Law was written to ensure that the Iroquois could live together in peace and harmony. Here are some ways that democratic principles are built into decision

making under the Great Law: Although different nations had different numbers of chiefs in the Grand Council, there was equality among them. They all had the same level of authority. Authority was shared between men and women. Although only men were members of the Grand Council, it was the women who nominated the chiefs and could take away their title. The fact that people belonged to their mother's clan also gave authority to the women. The clan system introduced by the Peacemaker helped to make sure that no one nation would ever be able to take over the Confederacy. Because people in each nation belonged to various clans, their loyalty was split between their clan and their nation. This balancing of loyalty worked to maintain democracy and unity within the Confederacy.

### Making Decisions by Consensus

Can you imagine how hard it would be to get all of the students in your class to agree on an issue? How would you go about it? Getting five different nations and the many clans within them to agree on issues was a challenge that the Peacemaker faced. The Great Law sets out a system of decision making that allows everyone a voice and requires the agreement of all. This way of making decisions is called consensus. It was another way that fairness and equality were maintained in Iroquois society. Consensus requires people to be open-minded. They must be willing to think deeply about the issue and to listen to the opinions of others. The decision may not be their first choice, but they must be willing to support it in the best interest of the group.

11. Explain the Seventh Generation.

**One important responsibility of the Grand Council was to consider the seventh generation. The chiefs had to always keep in mind how the decisions they made would affect the lives of their people for seven generations—more than 200 years in the future. This encouraged the chiefs to act cautiously so that the welfare of their descendants would be protected.**

**Below are vocabulary words that you should know:**

**Clan mother** - the leaders of each clan, responsible for choosing a chief and monitoring his actions

**Clan system** - A system of that ensured that there was a balancing of loyalty between ones clan and nation, to maintain democracy and unity within the Confederacy

**Wampum Belts** - a string or belt that hold a message of collective identity

**Hiawatha Wampum** - a wampum that represented the Nations working together in peace. It describes the Great Law.

**Collective Identity** - a shared belief system that often includes the same language, culture, values, and attitudes

**Clan** - a large group of families who are related to one another

**Longhouse** - the center of the Iroquois society where the families lived. As the family grew, so did the long house.

**Confederacy** - a partnership that is agreed on by nations or groups of people

**Haudenosaunee**- name that the people of the Six Nations call themselves

**War Chiefs** - people who were selected by each of the nations to sit on the Grand Council. In wartime, these chiefs had to gather warriors for fighting

**Pine Tree Chiefs** - people with special abilities or interests in public affairs, selected to join the Grand Council by its chiefs

**Seventh Generation** - considering generations 200 years in the future

**Consensus** - when all people affected by a decision have a voice, and the agreement of all is required

**Political Map** - a map that tells the location of countries and cities

**Historical Map** - a map that tells what an area was like in the past

**Physical Map** - a map that provides information about features of the land like rivers, mountains and land elevation



# Local Government Study Guide

## Electoral Process

**Election:** a democratic way to select a representative

**Representative:** a person elected by the people to represent the people. Any Canadian citizen over the age of 18 can run for office (become a Candidate)

### **Steps of a Local Election:**

- **Nomination** - Must be nominated to get name on voting ballot (papers with personal info and names of people who have nominated you are delivered to municipal offices) Name goes on voting ballot (a piece of paper used for voting that lists the names of the candidates)
- **Campaigning** - Gain support through campaign committees, debate, door to door knocking, leaflets and signs
- **Voting:** People go to polling station to vote. Person with the most amount of votes wins. Voting is a democratic way to voice your opinion

## Why do we have Local Government?

Local government is created to provide services to meet some of the needs of its citizens.

### **Local Government Services**

- Public Transportation
- Fire Protection
- Waste Disposal
- Parks and Recreation
- Animal Control

- Libraries
- Streets and Roads
- Senior's Facilities
- School Boards

### **Taxes**

- Local government collects the money for the above services through **tax** collection. Taxes collected from the people who own property in the community:
  - Such as houses
  - Such as businesses
  - Such as land
- Money collected by taxes is called **revenue** or income for the local government to spend on the above services.
- When the local government spends its money it is called **expenditures**, or expenses.

**Bylaws** - are rules, at the local level, that specify people's behaviour in order to help keep people safe and help community run smoothly. Bylaws can only be enforced in areas they have been passed. People are responsible for knowing and obeying bylaws of that community and could be fined if rules are not followed.

### **New Bylaws or Changes to Bylaws**

- **Motion** (idea or proposal discussed and voted on at a meeting) is introduced by a councillor.
- A person or group can make a presentation at a council meeting
- People have 3 chances to speak out against it. Supporters can answer criticisms each time.
- **Motion** is put to a vote. If the Majority of councillors vote in favour, it will be passed and become a bylaw.

## Urban vs. Rural Governments

Municipalities are broken up according to population. An area with a high population in a small area is urban whereas an area with a low population in a large area is rural.

Local Government	Top Elected Official	Council
<b>Urban</b> - cities, towns and villages.	<b>Mayor</b> <ul style="list-style-type: none"> <li>• Usually elected by voter</li> </ul>	<b>Councillors</b> <ul style="list-style-type: none"> <li>• Between 7 and 15 depending on size of community; 7 for towns</li> <li>• Elected by voters</li> </ul>
<b>Rural</b> - include municipal districts and counties	<b>Reeve</b> <ul style="list-style-type: none"> <li>• Councillor elected as chief electoral officer by council</li> </ul>	<b>Councillors</b> <ul style="list-style-type: none"> <li>• Usually 3 for villages</li> <li>• Elected by voters</li> </ul>
<b>First Nations</b>	<b>Chief</b> <ul style="list-style-type: none"> <li>• Elected by voters in First Nation communities</li> </ul>	Council is selected by community <ul style="list-style-type: none"> <li>• Number of councillors depends on size of First Nation</li> </ul>
<b>Métis</b>	<b>Chairperson</b> <ul style="list-style-type: none"> <li>• Selected by council members</li> </ul>	<b>Council of 5</b> <ul style="list-style-type: none"> <li>• Selected by community</li> </ul>

**Municipal District** - is a rural area that has its own local government



# Other Types of Local Governments

## School Boards

**School Board** - is a type of local government that makes decisions about education services and programs in schools. They know the needs and values of the community and makes decisions that are appropriate to these needs.

**Superintendent** - is responsible for running the schools in a jurisdiction (name of area that covers all schools ex. Christ the Redeemer, Calgary Catholic), hired by school board.

**Trustee** - voted member of the community who serves on a school board.

## Types of School Boards

**Public Schools** - are open to all students, they may have French Immersion or bilingual programs in languages such as Chinese, Arabic or Ukrainian. They may also have special needs programs

**Separate Schools** - have instruction in the Roman Catholic faith as well as a wide variety of language programs.

**Francophone Schools** - all Francophone schools are run by Francophone school boards unless they are private. Canada's Charter of Rights and Freedoms gives Francophone parents in Alberta the right to have their children educated in French.

**Charter Schools** - are not governed by the local school board. They have the same curriculum as public schools, but with a special focus, such as science, music or athletics.

**First Nation Schools** - are run by First Nations bands and often focus on aspects of the First Nations culture such as language.

### **Association Canadienne-Française de l'Alberta (ACFA)**

#### **What is the purpose of ACFA?**

- To advance and broaden the vision of Alberta's entire francophone community.
- To bring together, plan, mobilize, support and inspire the vital forces of Alberta's francophone community
- To defend the official language rights of the francophone citizens of AB
- To provide a voice on issues that concern the francophone community as a whole

#### **How does the ACFA make decisions?**

- Members discuss issues and activities at an annual general meeting
- Members who are 16 yrs of age and older can attend the AGM and vote
- The vote of every member is equally important
- Members elect representatives to the board of directors. These include representatives for each region, members at large, and a Provincial President

### **Métis Nation of Alberta Association (MNAA)**

#### **What is the purpose of the Métis Nation of Alberta?**

- To improve the education, health, social and economic conditions of Alberta's Métis people
- To speak on behalf of the Métis to governments, industry, and communities
- To provide Métis people opportunities to participate in government policies and decisions
- To promote Métis rights

- To apply for gov't grants, and carry out gov't programs and services

#### **How does MNA make decisions?**

- All members have equal decision making powers
- A general assembly each year discuss's policies and activities
- All members elect a provincial president and vice president
- Each of the 6 regions has a regional council with an elected regional president and vice president and Métis representatives
- The provincial council of the MNA includes the provincial president and vice president, and the presidents and vice presidents from each region. It has 14 members.

#### **Métis settlement councils reflect historical and other rights.**

- Métis settlements are Métis lands established by Alberta's laws in 1990
- Métis settlements reflect the rights of the Métis as one of Canada's aboriginal peoples

### **First Nations Authorities (FNA)**

#### **How First Nations Authorities provide a voice for their members.**

- FNA's are elected by the people they represent.
- The chief and councillors are responsible for making decisions on behalf of those who elect them. They make decisions based on what is in the best interest of the electorate. The procedures for electing FNA's differ from nation to nation.

#### **How First Nations Authorities Make Decisions**

- FNA's arrive at decisions based on a quorum. A quorum is a minimum number of representatives who must be present to make a decision valid.
- Many FNA's consult Elders as part of the process of making decisions

- They set their own rule about how often to hold elections: every 3, 4, or 5 years.
- Major decisions, such as whether to allow resource development on their land, are made by a vote of the entire membership.

**First Nations Authorities reflect historical and other rights through treaties.**

- Treaty first nations hold an election for grand chief every 3 years.
- First nations authorities come from the treaty rights of first nations.
- Treaties are historic agreements negotiated between first nations and Canada's government.
- FNA's govern reserves for first nations established by the treaties.

# Provincial Government Study Guide

## Electoral Process

**Election:** process of selecting an MLA and governing party

**Constituency:** an area or district represented by one member of the legislature. They are determined by population statistics and natural divides (i.e. mountains/river). They change as the population changes.

**Constituents** - are the people who live in the constituency that a member of government represents

**Electorate (Voters):** Voters must:

- live in a constituency where they want to vote
- be a Canadian citizen
- at least 18yrs of age
- live in Alberta at least 6 months before election day

**1. Nomination-** All candidates must be and eligible voter and complete a nomination form with the signatures of 25 eligible voters in their constituency. 1 candidate per party runs in a constituency. A person can also run as an independent candidate

**2. Campaigning** - Voters get information about the candidates through phone calls, campaign literature, signs and talking to candidates. Candidates often go door to door to meet voters, attend forums, and give interviews to the media.

**3. Preparing the Polling Station** - Each constituency is divided into polls and every poll has a list of registered voters. Election officials check names and cross them off as the voters cast their votes.

**4. Showing Eligibility to Vote** - A person must be 18 years old or older to vote and have lived in Alberta for 6 months. Voters can only cast their vote in their constituency (where they live).

## **5. Casting and Counting Votes**

- **Advanced Polls**- Provided for voters who will be away or busy on Election Day such as Armed forces personnel.
- **Regular Polls**-Votes cast on the day of the election at each polling station.

## **6. Declaring the Outcome -**

- Officials count the ballots by hand. When all the votes are counted, the office declares a winner. The announcement is televised and the party with the MAJORITY of votes forms the government.

**Chief Electoral Officer:** Works for the legislative assembly. Duties include:

- Making sure election laws are followed
- Training election officials
- Making sure they have the right ballots for the polls

## **Roles and Structure of the Provincial Government**

The following lists the roles in the Provincial Government in order of authority.

### **Constitutional monarchy**

Is a system of government in which a monarch, that is a king or queen, is the head of state. In Canada, the Prime Minister is the Head of government.

### **Lieutenant Governor**

The role of the Lieutenant Governor is to serve as the Queen's representative within Alberta's provincial government. The Prime

Minister recommends a person for the job of Lieutenant Governor and then the Governor General appoints that person.

The **duties** of the Lieutenant Governor include:

- Inviting the leader of the party that wins the election to become premier
- Issuing the Royal Proclamation that calls the Legislature into session
- Reading the Speech from the Throne (describes what the government plans to do during the upcoming session of the legislature) to open new sessions of the Legislature
- Dissolving or closing the Legislative Assembly so elections can be held

**Premier:**

Leader of the party with the most seats in the Legislative Assembly

**Cabinet Minister:**

Elected MLAs chosen by the premier to be in charge of a provincial government department. They meet with the Premier to plan for government needs. They also work with MLAs to plan for government actions and they research, write and vote on bills.

**MLA:**

Elected representatives who represent their constituents in the provincial government. They make the laws in the province, introduce, debate and vote on bills, serve needs of people, attend events and celebrations and hear views/concerns in their constituency, ask constituents about programs, keep informed about issues that affect their constituency, work on government committees, try to help constituents solve problems with government services, meet with and assist special interest groups.

**Opposition Member:**

Is an elected member of the Legislative Assembly who is not a member of the party in power

## Why do we have Provincial Government?

The **Provincial Government** deals with matters that affect the whole province. Responsibility of the provincial government include services, taxes, laws.

### Services:

Services are programs and structures provided by the government to meet needs of citizens. Services provided by the provincial government include:

- Healthcare,
- Education
- Sustainable Resources
- Agriculture and food
- Children's Services
- Aboriginal Relations
- Tourism and Parks
- Seniors and Community Support

**Taxes:** a way for the government to generate money to operate/run the province. Taxes are collected to fund provincial services such as Education and Health Care.

**Budget** is a list of items showing how much money will be spent on each item. The Provincial Budget outlines just how much money the government is setting aside to support and pay for services in the province.



## Laws:

**Bill:** a proposed or suggested, law

**Act:** a bill that has been passed by the Legislative Assembly and signed by the Lieutenant Governor. An act is also known as a law.

### Making a law

#### **1. Introducing a Bill**

- Called the first reading; like an announcement to prepare the Legislative Assembly to debate the bill.

#### **2. Debating the Bill in principle**

- Called the second reading; MLAs debate the main idea of the bill and decide whether to reject it or examine in more detail (potentially send to 3<sup>rd</sup> reading)

#### **3. Debating the Bill in detail (Committee of the Whole)**

- MLAs study it and make suggestions on how to improve it. Debate and votes occur on each suggestion. This process can change parts of the bill.

#### **4. Last Chance to Debate**

- Called the third reading; last chance for MLAs to make comments about the Bill; they can ask final questions about it.

#### **5. The Vote is taken**

- MLAs vote; if majority, bill will pass and become a law.

#### **6. Royal Assent**

- The Lieutenant Governor of the province gives the bill royal assent which makes it a law or an act.

### Understanding the 7 Step Process of "Getting Involved" in Democracy/Government

(These are the steps for getting action on important issues to you!)

Step 1: Identify your concern

- What is my concern?

- Why am I concerned?
- What do I hope to achieve by becoming involved?

Step 2: Research your concern

- Where can I get information about this?
- What are the different points of view?
- What actions could I take?

Step 3: Find out who supports you

- Who else might be interested in taking action?
- How can I get others involved?

Step 4: Create a plan (You will need a plan whether you work in a group or on your own)

- Are we going to take any action?
- If so, what action are we going to take?
- Who do we need to talk to?

Step 5: Take action

- Are we doing what we planned to do
- Do we need to make any changes to our plan?

Step 6: Evaluate the plan

- What part of the plan worked well?
- What part did not work?
- What did we learn from our experience?

Step 7: Apply your learning

- How can we apply the results?
- How might we build on our action?

**Lobbying:** participating in an organized attempt to influence people in government about a particular interest, or attempting to persuade a politician to support or oppose changes in the law.

**Petitioning:** submitting a formal written request, signed by many people, appealing to authorities on behalf of a cause.

**Meetings:** organizing or attending a meeting of people, especially members of a group, society or committee for the purposes of discussion.

**Organizing or Attending Rallies:** organizing or attending a mass meeting of supporters or persons having a common interest, to show support for a cause, or to take concentrated action.

**Contacting Elected Representatives:** Phoning, emailing, or meeting elected representatives to impact decision making.

## **Accountability**

**Accountability:** Taking responsibility for your actions

**Elected Representatives show that they are accountable in many different ways:**

- Listen to constituents to find out what their needs are and how they feel about issues. Voters may talk to their representatives in person or by writing letters or sending emails
- They present the concerns of their constituents at government meetings and then report what happened to their constituents.
- They keep their constituents informed by sending out newsletters, reporting what they have been doing.