

Curriculum Connections

Citizens Participating in Decision Making

GENERAL OUTCOME

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

VALUES AND ATTITUDES

Student 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
- 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
- Value citizens' participation in a democratic society
- Value the contributions of elected representatives in the democratic process

KNOWLEDGE AND UNDERSTANDING

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)?
- What are the similarities and differences between direct and representative democracy?

- What are the rights and responsibilities of citizens living in a representative democracy?
- How does Canada's justice system help protect your democratic and constitutional rights?

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

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)?
- What are the responsibilities of local governments (i.e., bylaws, taxes, services)?
- How are local governments structured differently in rural and urban settings?
- What role is played by school boards (i.e., public, separate, Francophone) within local communities?

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?
- What is the role and status of the Lieutenant Governor within the provincial government?
- What are the responsibilities of the provincial government (i.e., laws, taxes, services)?

- How are representatives chosen at the provincial level of government (i.e., electoral process)?
- What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister?

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)?
- 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)?

Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

GENERAL OUTCOMES

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

VALUES AND ATTITUDES

Students will:

Appreciate the relationship between the values of a society and the model of government adopted within a society

Value the role of participation by citizens in diverse democratic societies

KNOWLEDGE AND UNDERSTANDING

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?
- How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision-making?
- How did identity, status and class structure impact citizenship in ancient Athens?
- How did the social structure of ancient Athens impact its political structure?
- To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens?

Alberta Education. (2007). *Social studies kindergarten to grade 12*. [Webpage]. Retrieved from <http://www.education.alberta.ca/media/774369/ss6.pdf>

Books:

The following is a list of books the teacher can read in connection to Islamic studies and the Alberta curriculum.

Malala Yousafzai

- Yousafzai, M. (2016). *I am Malala: how one girl stood up for education and changed the world*. New York: Little, Brown Books for Young Readers.
- McCarney, R. (2014). *Every day is Malala day*. Toronto: Second Story Press.
- Abouraya, K. L. (2014). *Malala Yousafzai: warrior of words*. USA: Lightning Source Inc.

Greg Mortenson

- Mortenson, G. (2009). *Three cups of tea*. USA: Puffin Books: Young Reader's Edition
- Mortenson, G. (2009). *Listen to the wind*. USA: Dial Books

Other Books

- Khadra, M. (2007). *Four feet, two sandals*. USA: Eerdmans Books for Young Readers
- Goodreads. (2015). *Listopia: Muslim book list*. [Webpage]. Retrieved from <https://www.goodreads.com/list/tag/muslim?page=1>
 - This is a fantastic website with an extensive list of books to choose from by specific topics.

Teacher Resources:

- Anwar Ibrahim (2014, November 24). Islam and democracy: Malaysia in comparative perspective. [Blog]. Retrieved from <http://anwaribrahimblog.com/2014/11/24/islam-and-democracy-malaysia-in-comparative-perspective/>
- Hefner, R. W. (2015). Islam and political democracy. In Case, W. (Eds.), *Routledge handbook of Southeast Asia democratization*. (p. 170 - 185). Routledge. Retrieved from <https://books.google.ca/books?id=lqDCBwAAQBAJ&lpg=PA170&ots=7IyEL1T0o&dq=malaysia%20democracy%20islam&lr&pg=PA170#v=onepage&q=malaysia%20democracy%20islam&f=false>
- Stanford Center on Democracy, Development, and the Rule of Law. (2014, November 21). *Anwar Ibrahim - Islam and democracy: Malaysia in comparative perspective*. [Video file]. Retrieved from https://www.youtube.com/watch?v=B5MRF15_M80
- The Islamic Supreme Council of America. [Webpage]. Retrieved from <http://www.islamicsupremecouncil.org>
- The Runnymede Trust. (Date unknown). *Education and young people*. [Webpage]. Retrieved from <http://www.runnymedetrust.org/projects-and-publications/education.html>



Living Together:

Muslims in a changing world

- The Runnymede Trust. (2004, July 19) *Islamophobia: a challenge for us all*. [PDF]. Retrieved from <http://www.runnymedetrust.org/uploads/publications/pdfs/islamophobia.pdf>
- Wikipedia. (2015, August 12). *Islamic democracy*. [Webpage]. Retrieved from https://en.wikipedia.org/wiki/Islamic_democracy

Lessons and Activities

Activity: Islamic Democracy

Curricular Connections: Grade Six Social Studies

There are two terms that are important to understanding Islamic democracy:

- Sharia Law
- Hadith

When researching the two terms you must read several sources before you can begin to make a conclusion as to how they function and their benefits and disadvantages. Many times, a person's beliefs influence how and what they write. You must ask yourself what you think are the intentions of the author, what do they favour and why. If you notice you are reading a lot of the same-sided information, try and find a source that contradicts your other sources. Try and stand on both sides of the debate.

Activity: Malaysia

Curricular Connections: Grade Six Social Studies

CLASS DISCUSSION: Who is Anwar Ibrahim?

Note to teacher:

Both the video and the corresponding script are quite difficult for grade six, however it is full of important and rich information to help build your students' understanding. Please watch the video and read the text to find quotes you can use in your lesson. For example you could ask your students:

In Anwar Ibrahim's speech, he used the term *islamophobia* coined by The Runnymede Trust. What do you think it means?

You can also do a compare and contrast activity with your students where they compare what they have learned about the Canadian democratic system to an Islamic democracy. What are the differences? What are the similarities?

Video:

Stanford Center on Democracy, Development, and the Rule of Law. (2014, November 21). *Anwar Ibrahim - Islam and democracy: Malaysia in comparative perspective*. [Video file]. Retrieved from https://www.youtube.com/watch?v=B5MRF15_M80

Script:

Anwar Ibrahim (2014, November 24). Islam and democracy: Malaysia in comparative perspective. [Blog]. Retrieved from <http://anwaribrahimblog.com/2014/11/24/islam-and-democracy-malaysia-in-comparative-perspective/>