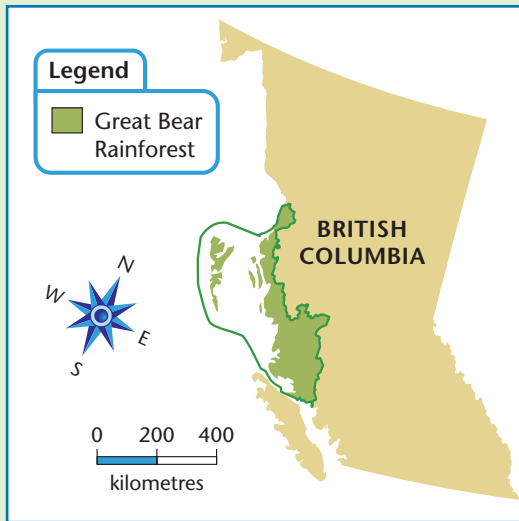


Voices For Change



Imagine a rainforest of towering, ancient red cedar trees. It is home to grizzly bears, rare spirit bears, wolves, moose, and mountain goats. Environmentalists want to preserve this special place for all time. But logging companies want to cut the valuable trees for timber. They argue that the logging industry will provide jobs for many people as well as supply wood for homes, furniture, paper, and other necessities.

How can a situation like this be resolved? Who will decide what should be done? On these two pages, you will read about a conflict over a large area that came to be known as the Great Bear Rainforest. It is located on the Pacific coast of British Columbia north of Vancouver. The Great Bear Rainforest is 6.4 million hectares in size.

To Cut or Not to Cut

First Nations have lived in the Great Bear Rainforest for a long time. Namu, one of the earliest known coastal villages, is 14 000 years old. The Nuxalk [NU-xalk] are among the First Nations whose traditional territory is in the Great Bear Rainforest. They were very unhappy about logging operations in the Great Bear. In 1994, the Nuxalk invited members of Greenpeace, an environmental organization, to see the clear-cut logging that was going on there. When a forest is clear-cut, all the trees are cut at the same time. Sometimes only the best trees are taken and the rest are burned or left to rot.

- What are the two perspectives about the Great Bear Rainforest?
- How do you think a solution to this situation might be achieved?

Saving the Great Bear

The Nuxalk and Greenpeace joined with other First Nations and environmental groups such as the Sierra Club and Forest Action Network to stop the destruction of the Great Bear Rainforest. These groups thought that the government was wrong to allow logging in this area. They worked to persuade the government to change its policy. There were more than 10 years of protests and meetings to work out a solution that was acceptable to all sides.

On February 7, 2006, the British Columbia government and First Nations announced the signing of the Great Bear Rainforest Agreement. One-third of the Great Bear Rainforest was immediately protected from logging. By 2009, “ecosystem-based management” would be practised throughout of the rest of the rainforest. Ecosystem-based management makes sure that the way logging is done protects the ecosystems of the forest. It is also called “soft-impact” logging. The agreement gave First Nations a voice in future decisions about use of the Rainforest.



Great Bear Rainforest is the habitat of the spirit bear. How might clear-cut logging affect these animals?

? Inquiring Minds

In this chapter you will be building on what you learned in earlier chapters about the ways that people and groups participate in decision making in a democracy. As you read the chapter, think about the following questions:

1. How can individuals and groups hold elected representatives accountable for their actions?
2. In what ways do associations and groups give citizens a stronger voice in decision making?

Being **accountable** means taking responsibility for your actions.

What Is Accountability?

Have you ever been in charge of the money for a group purchase or been given money for clothes or school supplies? You were **accountable**, that is responsible, for using that money for a particular purpose. You couldn't spend it on anything else because if you did, those who gave it to you would want to know the reason why.

As you read in earlier chapters, elected representatives are accountable to their constituents—the people who live in their riding or municipal area. Representatives show that they are accountable in many different ways.

- They 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 e-mails.
- 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.



Participating in public functions gives representatives a chance to demonstrate accountability. Alberta Premier Ed Stelmach is shown here during the light-up ceremony at the legislature.

Thinking It Through

How did the British Columbia government demonstrate accountability during the creation of the Great Bear Rainforest Agreement?

Elected representatives hold government leaders such as mayors, reeves, premiers, and Cabinet ministers accountable for keeping promises that were made during the election campaign. These leaders must be able to explain their actions and show that these actions are in the best interests of the people. Representatives also try to make sure that the tax money the government collects is being spent wisely.

Demanding Accountability

In a democracy, elected representatives need to listen to people's opinions. If they don't, they may not be re-elected. Members of the public often send letters and e-mails to let their representatives know what actions they would like them to take. Representatives know that one letter usually means many other people feel the same way about an issue.

The following letter was posted on the website of ForestEthics, an environmental organization. People who agreed with the letter were asked to sign it and send it to the premier of British Columbia.

Skill Smart

For a letter to be effective, ideas must be expressed clearly and persuasively.

- What action does the writer want the premier to take?
- What arguments does the writer make to persuade the premier to take this action?
- Why does the writer ask for a response from the premier?

Evaluate the effectiveness of this letter. What criteria will you use?

Dear Premier Campbell,

I urge you to ratify (agree to) the Great Bear Rainforest consensus package (agreement) that was recently negotiated with First Nations. These agreements are the result of years of negotiations and planning, involving many stakeholders (interest groups).

These agreements require that you and your Cabinet formally and permanently protect one-third of the region from logging, implementing Ecosystem-Based Management and matching the philanthropic money (donations) contributed to diversify local economies and broaden business opportunities in the region.

This is the one of the world's rarest and most endangered forests and the largest unprotected coastal temperate rainforest left on Earth. The world is watching and waiting for these agreements to be ratified, as you have committed, by September 2005.

The time to act is now. Please let me know what steps your government is taking to ensure the September deadline is met.

Sincerely,
(your name)

How Can Groups Affect Decision Making?

First Nations and environmental groups were able to participate in creating the Great Bear Rainforest Agreement. They used many different methods to try to influence the thinking of members of the public, businesses, and the government. Over the years, many thousands of people became involved in the actions the environmental groups took during their campaign.

Blockades and Protests

Blockades and protests were two strategies used by First Nations people and environmental groups. In 1997, environmentalists set up blockades on logging roads so that trucks could not move in or out. They were able to stop the logging for 10 days.

Protest rallies were held at the British Columbia parliament buildings. The activists dressed up as “Ents” from *Lord of the Rings* and demanded protection from the BC legislature.



Why would the Nuxalk protest be effective?



Why do you think the 1997 blockade only lasted for 10 days?

Pressure and Influence

Another strategy the groups used was to try to persuade large companies that bought lumber from British Columbia not to buy lumber cut in the Great Bear area. Environmentalists also took part in government-sponsored public meetings where they could voice their opinions about what should be done.

Environmental activists got involved in other countries as well. In February 2001, Greenpeace activists swimming in icy waters blocked a Norwegian ship approaching a Dutch seaport. The ship was carrying lumber cut in the Great Bear Rainforest. Four climbers went up the sides of the ship with banners that read “Canadian Forest Crime” and “No forests, no future.” Other activists painted “Save the Forests” on the hull of the ship.



This poster was issued by the Rainforest Action Network.



What reasons might companies such as this one have for listening to the environmental groups?

Why do dramatic actions like this draw media and public attention?

Thinking It Through

1. Which of the strategies shown in the photos would influence your own thinking about the issue. What criteria will you use?
2. Which strategy would you be most likely to participate in? Why?

Conflict Resolution

Wherever people live and work together, conflicts are bound to come up from time to time. People need to find ways to resolve these conflicts. Think about conflicts that you and your family and friends have resolved. Are there any strategies that worked well for you? What things that you tried didn't work so well?

Here are four things you might try and two things to watch out for when dealing with conflicts.

Things to try

1. Make sure everyone involved has a chance to say what the problem is from their point of view. Give everyone a fair chance to speak.
2. Make sure that all sides understand the position of the others. For example, you might have everyone write a summary of each point of view.
3. Look for areas where the different sides might agree. In the case of the Great Bear Rainforest everyone thought the forest was a valuable resource.
4. Look for compromises that will work for both sides.

Sometimes, people are so busy trying to get across their point of view, they can't listen to the other side.



Sometimes they think they are listening, but they are really thinking about what they are going to say next.



Things to watch out for

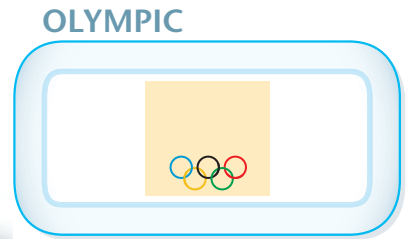
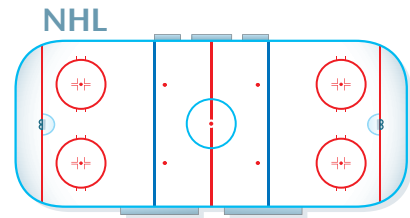
1. Personal attacks. It is always acceptable to disagree with someone, but it is not acceptable to insult that person. Making people angry usually makes things worse.
2. Either/Or tactic. This tries to force a choice by assuming that there are only two options—my way or your way—and not allowing compromise. Often there are several possible choices.

Practise the Skill

Suppose there is a conflict in your community about a new arena complex. The plan is to build two NHL-sized rinks in the complex but the local speed-skating group wants one rink to be Olympic-size. Here are two letters to the editor of the local paper about this issue.

Dear Editor,
I am a 16-year-old short-track speed skater. My dream is to skate in the Winter Olympics some day. Before our races my teammates and I have no chance to practise on an Olympic-sized rink. This makes it hard to do our best and win at competitions. Having a larger ice surface would also allow our community to host speed-skating competitions. There are several NHL-sized rinks in the community now. The only fair thing to do is to make one of the new rinks Olympic size.

Dear Editor,
I play hockey and I'm tired of all the letters from speed skaters about rink size. Many more kids play hockey than speed skate, and it will cost many thousands of dollars more for the bigger rinks. We will have to find other ways to save money if we pay for those, and the arenas won't be as nice for visitors. I think the speed skaters are being selfish. All the other rinks in the community are NHL-sized, and there is no good reason why these rinks shouldn't be as well.



Of the 24 medals Canada won in the 2006 Winter Olympic Games, 12 were awarded to speed skaters. Do you think the letter to the editor should have included this statistical information? Why or why not?

1. Write a summary of the main points that each side makes.
2. Do the writers agree on any points? If so, what are they?
3. Identify examples of personal attacks or either/or tactics.
Why do you think the writers did this?
4. Do you see any room for compromise?
5. Draw up a plan to resolve this conflict.
6. Now follow the same steps with a conflict in your school or community.

An Ongoing Concern

Throughout this book, you have looked at a number of Viewpoints. Many of them have focused on “should” topics, such as “Should Cellphones Be Allowed in Class?” “Should the Voting Age Be Lowered to 16?” and “Should Voting Be Compulsory?” Many times, however, people have viewpoints about concerns that are ongoing in our society. In this chapter, you have learned a lot about the struggle to protect the Great Bear Rainforest. The following articles from 2007 give two different views about the success of the Great Bear Rainforest Agreement.

This aerial shot shows part of the Great Bear Rainforest.

Rainforest agreement a done deal

CBC NEWS – FEBRUARY 7, 2006

Premier Gordon Campbell has unveiled an agreement to preserve 1.8 million hectares of land along B.C.’s Central and North Coast, including one of the largest intact temperate rainforests in the world.

It is home to one of the world’s last large populations of grizzly bears and a rare, white variation of the black bear—the kermode or “Spirit” bear.

The area, widely known as the Great Bear Rainforest, is four times the size of Prince Edward Island.

It includes new and previously protected areas and there will be new parks inside the protected zone.

The agreement involves the major players—the forest industry, First Nations and environmentalists—and is aimed at ending the years of logging protests along the coast.

The land-use plan will allow limited logging, and environmental organizations will contribute \$60 million to help fund economic initiatives such as eco-tourism. The province will add \$30 million and ask Ottawa to match it.

Over to You

What does this news story suggest about the Great Bear Rainforest Agreement?

Viewpoint 1

Rain forest clear-cuts persist, groups complain

MARK HUME, MARCH 29, 2007

VANCOUVER – When Premier Gordon Campbell announced last year that nearly two million hectares in the heart of British Columbia’s Great Bear Rainforest were being protected, he promised a new type of ecosystem-based management would be developed to control logging in the remaining four million hectares.

But now three leading environmental groups say that little has been done to shift to the new “soft impact” logging that Mr. Campbell said would be in place by 2009.

They complain that hillsides in the Great Bear Rainforest are still being clear-cut because industry is having trouble changing logging methods that have been in use for the past century.

Lisa Matthaus, campaign director of the Sierra Club of Canada, said, “We are seeing clear-cuts, landslides, the same old stuff.”

The forest industry disagrees and argues that progress is being made, although changing to a new, more complex style of logging is taking longer than expected.

Stan Coleman, manager of strategic planning for Western Forest Products, said, “We are making progress... And we are all fully committed to making the 2009 deadline. We are basically looking now at how to put the whole system together.”

This photo of clear-cutting in the Great Bear Rainforest was taken by the Raincoast Conservation Foundation. What are your thoughts as you look at the photo?



Over to You

1. What further information about the Great Bear Rainforest Agreement did you learn in this article?
2. What factors might account for the differences in perspective in these two sources of information?
3. Why is it so hard to get “the real story” about a situation like this?

What Is a Grassroots Organization?

words matter!

Grassroots organizations are made up of concerned individuals who work together on environmental, political, or social issues.

Non-governmental organizations (NGOs) are groups organized on a local, national, or international level. They work independently of government on such issues as the environment, health, or human rights.



"Explore, enjoy and protect the planet" is the motto of the Sierra Club™.

People who want to get involved in affecting government decision making often form groups known as **grassroots organizations**. Grassroots organizations are an important part of a democratic society because they help to make sure that governments are accountable to the people. Working together makes people more effective than if they work alone. Why do you think this is so? Look again at the photos on pages 190–191 for ideas.

Some grassroots organizations like SOS Monfort that you read about in Chapter 7 are formed to work on one specific issue or problem. Once the court ruled that l'Hôpital Montfort would stay open, the group's goal was accomplished and the group disbanded. Other grassroots organizations are permanent organizations that are involved in many different issues over a long period of time. The Sierra Club, for example, has been involved in preserving wilderness and wildlife for over 100 years.

Groups like the Sierra Club are also called NGOs, or **non-governmental organizations**. They have many volunteers and receive donations from people who believe in their cause. Some NGOs grow to be large international organizations that have local groups in many countries or cities.



Amnesty International is an NGO that works to promote human rights around the world.

Skill Smart

Use the Internet to find out more about Amnesty International. How has it provided a voice for people who have none?

Thinking It Through

1. Which NGO logo sends the clearest message about the work it does?
2. What kinds of organizations do you know about in your community? What issues concern them and what steps are they taking to try to make changes?

Speaking Out

Consumers have a right to know that the products they are purchasing are coming from clear-cut logging and forest destruction.

Colleen McCrory

McCrory travelled to other countries to share her message and get support for her causes. Why do you think she might have used this image on her placard in Germany?



Environmental activist Colleen McCrory was born and raised in the Kootenays area of British Columbia. She and her eight brothers and sisters grew up in a log cabin. Their father was a prospector and trapper.

"We just grew up loving the wilderness," said McCrory's older brother Wayne. "I remember being about 16 and jumping into our old pickup truck with the dogs, heading out for a hike in the wilderness. I'd try to sneak off, but Colleen would always be there, sitting in the truck with her lunch packed. She'd say, 'Not without me you don't.' So we'd head off into the mountains and scramble up creeks and gullies and watch bears. We'd come back wet and exhausted and dirty. She just loved that."

As an adult, McCrory saw many thousands of hectares of ancient British Columbia forest being cut every year. She decided to dedicate her life to saving British Columbia wilderness and its wildlife. Working with other activists, she organized petitions, wrote letters, talked to politicians, filed lawsuits, demonstrated against logging companies, and campaigned for the Green Party. Her hard work led to the creation of:

- Valhalla Provincial Park, in the Kootenay region
- Gwaii Haanas National Park Reserve, in the Queen Charlotte Islands
- Goat Range Provincial Park, in the Selkirk Mountains
- Spirit Bear Conservancy, in the Great Bear Rainforest

McCrory won many awards for her work including the Governor General's Conservation Award and the United Nations Global 500 Roll of Honour. When Colleen McCrory died of cancer in 2007, she was called a "warrior" by a representative of Gitksan First Nation.

Over to You

1. Many people in the environmental movement saw Colleen McCrory as an "inspiration." What do you think this means?
2. Name people, past and present, who worked for change that inspire you. Give reasons for your choices.

Working for an NGO



Christyann Olson is shown in the Wilmore Wilderness area near Eagle's Nest Lake, as it is known to those who frequent the area.

Christyann Olson is the Executive Director of the Alberta Wilderness Association. AWA is a wilderness conservation group that works to get different levels of government to protect wild areas of the province. Its mission is: "Defending Wild Alberta through Awareness and Action."

Here, Christyann Olson talks about what she does.

How did you get started working for wilderness?

The outdoors has always been a really big part of my life. I grew up in the Crowsnest Pass area and we had a mountain for our backyard. Everything about nature interested me. I would walk along the riverbank and collect rocks. I would watch the life cycle of insects. As I grew older, I hiked a lot and some friends told me about the AWA. I started out as a volunteer and I've been involved with them ever since.

Tell me about the volunteer work you did.

I used to help clear hiking trails and I would take people on climbs so they could learn more about the environment. I used to go door to door getting people to sign petitions. I was also involved in protest marches in Banff.

What do you do now?

As executive director I work with other people who share my passion for all wild things. We try to get protection for wilderness areas that we think are important. Another job we do is provide information on the environment. We have a great library of up-to-date materials that people can use for research. Lots of people—students, government workers, civil servants—call us for information. We've met with the premier to tell him concerns that people have brought to us.

How is the AWA different from other environmental groups?

There are more than 200 groups concerned with environmental and conservation issues working in Alberta. AWA is the oldest group in the province. We just focus on Alberta—and that makes us different from most groups.

What do you like best about your job?

I get to work with people who share my love of wild places and want to save them. Alberta has so many environmental treasures. It's really rewarding helping people who want to protect parts of the province that they think are special.

Speaking Out

What Alberta is like in the future depends on you. But nothing gets done by just talking about it.

Christyann Olson



The AWA worked to get protection for the Wilmore Wilderness.

Do you have any advice for students who want to help the environment?

I can't believe how many young people are concerned about the environment and want to make a difference! I tell them: your instincts can help you take action. You need to be part of a community and be active. Call people who can help you.

Giving People a Say

Grassroots organizations and NGOs give people an opportunity to participate in decision making about current events and issues that concern them. Other kinds of organizations also help people voice their historical, constitutional, and collective rights at the local and provincial levels of government. The Métis Nation of Alberta Association and L'association canadienne-française de l'Alberta are two such organizations. Métis and Francophones work through these organizations to protect their collective identities.

What Is the Métis Nation of Alberta Association?

In Chapter 7, you read about how the *Royal Proclamation of 1763* affected the land rights of Aboriginal people in Canada. The federal government, however, did not accept that the rights of the Métis were included in that agreement. As a result, Métis people felt that they were treated unfairly.

The Métis Nation of Alberta Association (MNAA) was established in 1932 “to represent the interests and concerns of the Métis people of Alberta.” At that time, most Métis had no land in Alberta. The MNAA persuaded the Alberta government to create 12 Métis settlements in 1938. Later, that number was reduced to the eight settlements that exist today.

You read in Chapter 5 about the five-member councils that make up local government in Métis settlements. The Provincial Council of Métis Nation of Alberta Association represents all other Métis people in the province. It is made up of an elected provincial president and vice-president and elected zone presidents and vice-presidents from each of six zones across Alberta.

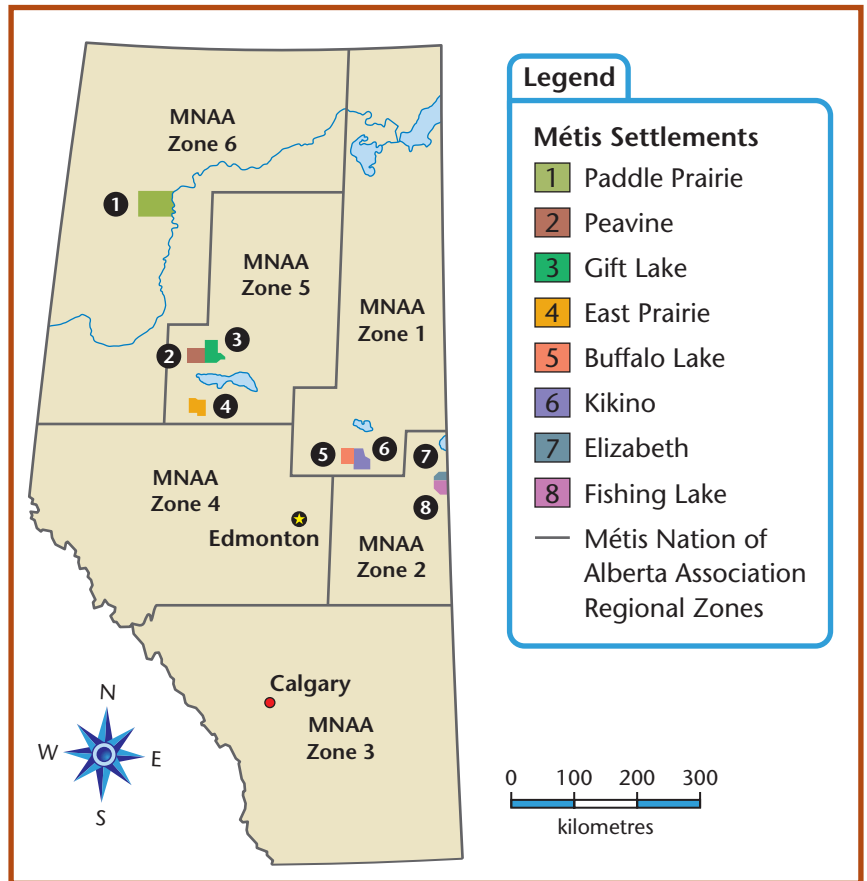


The Métis flag shows a horizontal figure eight, or infinity symbol. It represents the coming together of two cultures, those of European and indigenous North America, to produce Métis. What else do you think the flag suggests about Métis people?

Another important step in establishing Métis rights was the *Constitution Act*. When it was signed in 1982, the Métis celebrated. Section 35 of the act deals with Aboriginal rights.

- It recognizes the existing Aboriginal and treaty rights of the Aboriginal peoples of Canada.
- It defines Aboriginal peoples as “the Indian, Inuit, and Métis peoples of Canada.”

At last, Métis were officially recognized as being one of the Aboriginal peoples of Canada. They saw the act as a new beginning in their struggle for rights.



This map shows Métis zones and settlements in Alberta.

Harvesting Rights

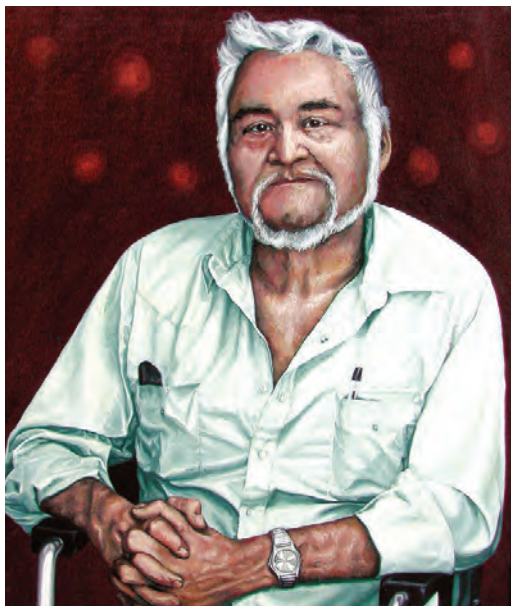
One of the issues that the MNAA was involved in for many years was Métis harvesting rights. “Harvesting” in this case means gathering renewable resources like fish, birds, and plants for food. The Métis believe that harvesting rights are part of their collective rights as one of Canada’s Aboriginal peoples.

In 2003, a case came before the Supreme Court of Canada that affected Métis harvesting rights. The case began on October 22, 1993, when two Métis, Steve Powley and his son Roddy, killed a moose near Sault Ste. Marie, Ontario. They tagged it with a Métis **status** card and a note that said, “Harvesting my meat for winter.” A week later, the Powleys were **charged** by the police with hunting without a licence and with breaking Ontario’s *Game and Fish Act*. This act sets out the rules for hunting, trapping, fishing, and other related activities.

words matter!

Having **status** means that a person has certain collective rights because he or she is Métis or belongs to a First Nation.

When you are **charged** you are accused of committing a crime.



This portrait of Steve Pawley was painted by Christi Belcourt, a Métis artist.

The Powleys believed that, as Métis, they had the right to kill animals whenever they needed food. Métis had followed their own conservation laws from the time of the buffalo hunt. These laws set out the rules of sustainable harvesting and responsible use of wildlife long before conservation was considered important by the public. The Métis Nation of Ontario and the Métis National Council helped the Powleys fight the case all the way to the Supreme Court of Canada.

On September 19, 2003, the Supreme Court ruled that, because the Powleys were members of a Métis community, they were allowed to hunt out of season under section 35 of the *Constitution Act*. Métis hunting, fishing, and trapping rights are protected by the Constitution.

The Powleys' case established the harvesting rights of Alberta Métis as well. The MNAA started working with the Alberta provincial government to create an agreement that would recognize the Métis' right to hunt, trap, and fish year-round.

In 2004, the Interim Métis Harvesting Agreement (IMHA) was signed by the provincial government and Métis' representatives. There were further negotiations to work out a permanent agreement. However, on April 1, 2007, the new provincial Resource Minister announced that the IMHA would be cancelled and that the government was developing its own alternate agreement. Métis were not involved in creating this new agreement. They felt the new agreement seriously limited their rights to hunt and fish. In August, 2007, Métis responded by adopting their own Métis Harvesting Policy.

Speaking Out

Métis are conservationists. We believe in the wise use of our natural resources by ensuring that fish and wildlife stocks remain healthy for the benefit of our children and grandchildren. That's how our ancestral and communal hunting practices work. Our traditional harvesting practices are good examples for hunters across the country to follow.

Audrey Poitras, MNAA president

Thinking It Through

1. Why was the Powleys' case so important for Métis rights? What does the case suggest about the importance of associations such as the MNAA?
2. Some Alberta hunting organizations argued that the Interim Métis Harvesting Agreement is unfair to non-Métis hunters. Consider how you might respond to these arguments by using the democratic principles of justice and equity.

Speaking Out

We are a distinct Aboriginal people with constitutionally protected harvesting rights. These harvesting rights are fundamental to how we continue to practise and preserve our culture and way of life. That is why they are protected in Canada's Constitution.

Audrey Poitras

Over to You

1. How do you think the actions of Audrey Poitras and the MNAA affected the collective identity of Métis in Alberta?
2. Find out more about the recent history of the Métis Harvesting Agreement. Create a timeline of the Agreement up to the present.

Audrey Poitras was elected leader of the Métis Nation of Alberta Association in 1996. She was the first woman to have that position. Poitras was born in the small community of Elk Point in northeastern Alberta and is a descendant of the Métis hero Gabriel Dumont. Audrey Poitras was involved in negotiating with the Alberta government for Métis harvesting rights. Here are some of the other things the MNAA has done under her leadership:



Audrey Poitras

- signed an agreement with the federal government in October 2004, in which the government promised to work toward treating the Métis as a nation
- started *Otipemisiwak*, a magazine to voice concerns of the Métis Nation and inform people of important events
- established Métis Crossing, a historic site 1.5 hours northeast of Edmonton, that attracts tourists from around the world
- formed a group that provides skill training and employment for Métis people
- increased the publications offered by the MNAA

Experience Our Exciting Culture!

MÉTIS CROSSING

• RV Sites • Tenting Sites
• Showers • Gift Shop
• Guided Site Tours by Costumed Interpreters

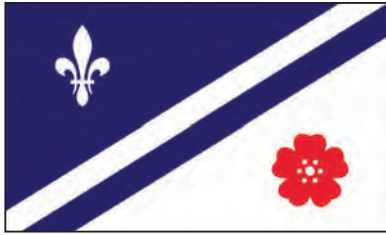
Open May long weekend (Victoria Day) -
September long weekend (Labour Day)
11:00 am - 5:00 pm

SPECIAL EVENTS:
National Aboriginal Day - June 21
Métis Crossing Voyage '08 - August 23 & 24

Phone: 780-656-2229
Fax: 780-656-3077
email: metiscrossing@metis.org

www.metiscrossing.com

Smoky Lake County
Smoky Lake
Métis Crossing
Victoria Settlement
North Saskatchewan River
Edmonton
Kalyna COUNTRY



This Franco-Albertan flag was designed by Jean Pierre Grenier in 1982. What symbols on it can you identify?

What Is L'Association canadienne-française de l'Alberta?

French was the first European language spoken in the area that is now Alberta. It was brought by the *coureurs de bois*, explorers, and *voyageurs*. The federal government passed the *Alberta Act* of 1905 that created the province. It was written in French and English. However, the act did not mention language rights. By this time, Franco-Albertans were in the minority.

As a minority, Franco-Albertans took measures to protect their language and culture. In 1925, they formed l'Association canadienne-française de l'Alberta (ACFA) to represent the Francophone community. The ACFA has been involved in many projects over the years.

Culture and Media	<ul style="list-style-type: none"> • helped establish French-language radio and television stations and newspapers in Alberta • began a <i>Service de librairie française</i> to provide books in French • helped create national organizations to promote Francophone rights
Education	<ul style="list-style-type: none"> • established <i>Bureau de l'éducation</i> in 1977 to promote education in French in the province • supported a court case that helped to establish Francophone schools in Alberta
Politics	<ul style="list-style-type: none"> • worked with the Royal Commission on Bilingualism and Biculturalism, 1963–1968, to raise awareness of bilingualism in Canada • lobbied to make Alberta officially bilingual • worked for the establishment of the <i>Secrétariat francophone</i> in 1999; it represents the Francophone community within the provincial government.

Skill Smart

Consider some of the obstacles Francophones may have faced in pursuing the goals outlined in the table to the right. With a partner, discuss how the ACFA actions may have helped pave the way for entrenching Francophone collective and language rights in the Charter.

The Struggle for Francophone Schools

The best way for a minority to protect its collective identity is to educate its children in the language of their parents. In 1892, English was made the language of instruction in schools in the area that is now Alberta. Since then Francophones have had to struggle for their right to bring French back into Alberta schools.

The Mahé v. Alberta Case

Section 23 of the Charter gave education rights to Francophone and Anglophone minorities across Canada. However, Alberta's provincial government, along with most other provincial governments, ignored the Charter.

In 1983, three Edmonton Francophone parents, Jean-Claude Mahé, Angeline Martel, and Paul Dubé wanted to start a new Francophone public school with a Francophone school board. When their proposal was rejected, the ACFA helped the parents take their case all the way to the Supreme Court of Canada.

Argument of the Parents: There are enough children of Francophone parents in the Edmonton area for a Francophone school. The Charter gives Francophones the right to the same kind of education facilities that Anglophones have.

Argument of the Alberta Government: The word “facilities” in the Charter does not mean that minority parents can have a minority language school board. “Facilities” just means that they can have a school building.

Ruling of the Supreme Court: The purpose of the Charter is to “preserve and promote the two official languages of Canada and their respective cultures.” It gives minority language parents a right to participate in the management of their children’s education and the schools in which their children are taught. This means having Francophone schools and school boards where the Francophone population is large enough.

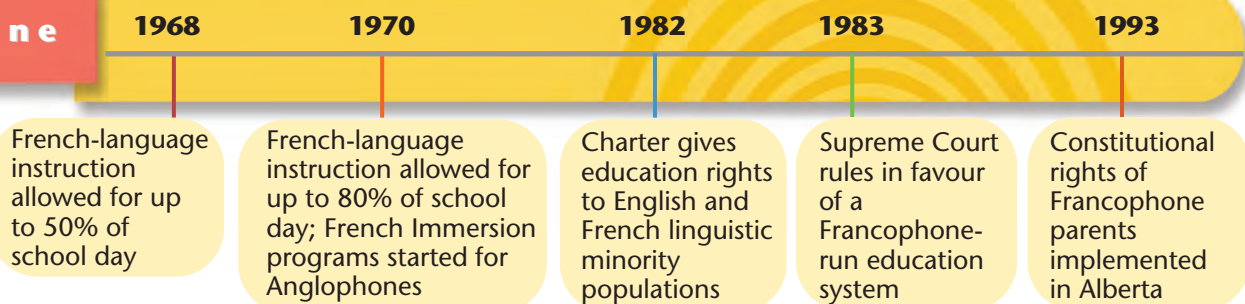
Even with the Supreme Court decision, it took until 1993 for the Alberta provincial government to give citizens the right to govern Francophone education. In 1999, five Francophone school boards were created in Alberta.

Thinking It Through

Why do you think provincial governments tried to ignore the Charter ruling that protected minority Francophone education rights?

Francophone Education in Alberta

Timeline



What Are the First Nations Authorities?

Canada's Aboriginal peoples have often been excluded from participating in Canadian democracy. Before 1960, if First Nations people wanted to vote in federal elections, they had to give up their status. In other words, someone could not belong to a First Nation and vote as a Canadian citizen. Getting the vote was an essential step in advancing the rights of First Nations.

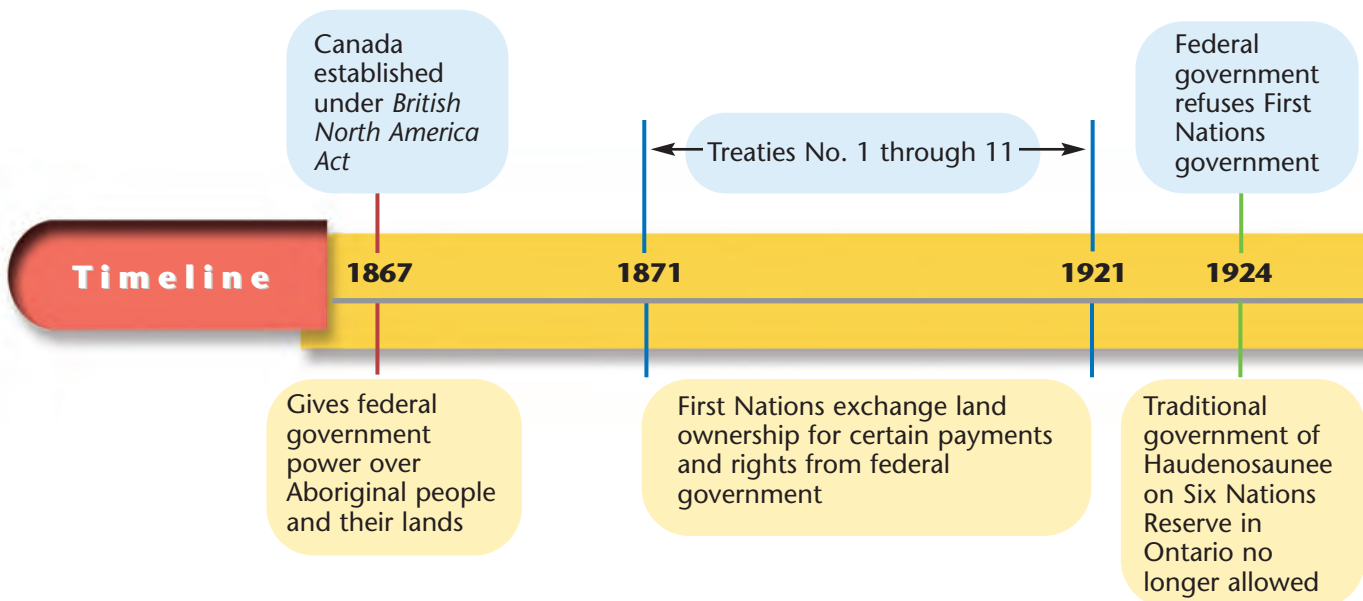
Soon after Canada became a country, a set of laws called the *Indian Act* was passed. It gave the federal government authority for governing First Nations. The government hired Indian Agents who controlled most aspects of the lives of First Nations. Raven Makkannaaw, a Plains Cree Elder, described the power of the Indian Agent this way:

Everything had to go through the administration of the government. The Indian agent, he was the almighty. If you had to go to town you had to get a permit.... If you had cattle that you wanted to sell, you had to get a permit. You couldn't slaughter your own animals. You had to get a piece of paper stating you had the right to do these things. Our people found it very ridiculous and it hurt us in our hearts.

La Grande Paix de Montréal and the *Royal Proclamation* you read about in Chapter 7 show that centuries ago French and British

Thinking It Through

How would you feel if you or your family had to ask permission from a government agent to do almost anything?



governments believed First Nations had the right to make decisions for themselves. In the timeline below, you will see they lost this right in 1867. The struggle to govern themselves continues to the present day.

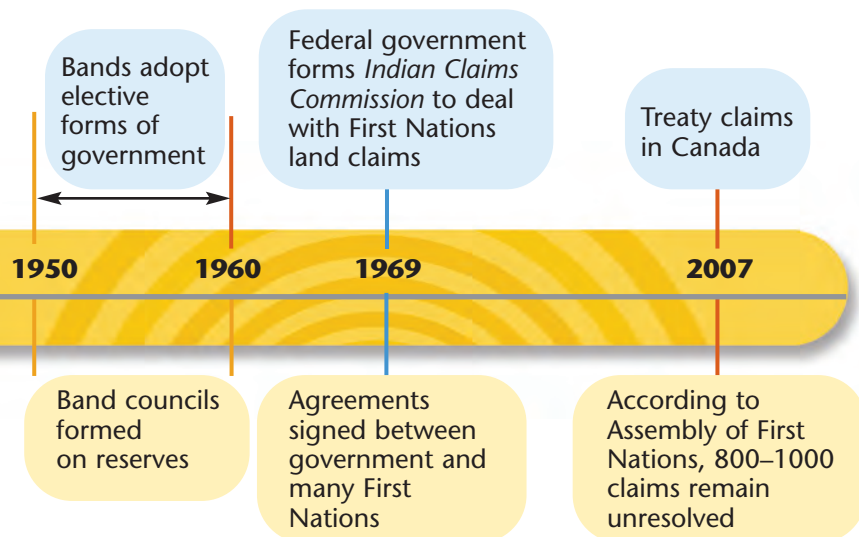


These First Nations people are waiting for the Indian Agent to pay them their arranged annuities, or yearly allowance.

More About . . .

Numbered Treaties

First Nations believe that the 11 treaties they signed were meant to last forever. This included verbal, that is, spoken promises that were made during the treaty negotiations but don't appear in the written treaty. These treaties continue to be interpreted by Canadian courts and Treaty Table talks. During Treaty Table talks Treaty First Nations and the federal government discuss treaties.



Speaking Out

It was the will of the Creator that the whiteman would come here and live with us, among us to share our lives together with him, and also both of us collectively to benefit from the bounty of mother Earth for all time to come...that is the value and the true nature, and spirit and intent of treaty on both sides, and it's for both to benefit.."

Senator Jacob Bill, Pelican Lake First Nation

Thinking It Through

1. Why are First Nations' rights important to their collective identity?
2. How does self-government for some aspects of First Nations' lives change their relationships with provincial and federal governments?

As you read in Chapter 5, band chiefs and councils are the local governing authorities for First Nations. This means that the band council, not the federal government, manages the day-to-day operations of the community. However, First Nations still do not have control over many aspects of their lives. For example, in 2007, they did not have the right to make their own Nation's citizenship laws, in other words, to say who belonged to their community. This was still controlled by the *Indian Act*.

First Nations Authorities are another way that First Nations are taking charge of their right to control their affairs. In 1973, the federal government agreed to First Nations having local control of their own education. In Alberta, this eventually led to the establishment of local First Nations Education Authorities. Miyo Wahkohtowin Education Authority, for example, operates the four schools on the Ermineskin reserve in Hobbema, Alberta. It has a board with eight members, four of whom are parent advisory presidents of each of the schools.

Here are three other types of First Nations Authorities.



There are over 40 First Nations police services across Canada. The First Nations Police Governance Authority provides training workshops. It also makes sure that the police services are properly serving their communities.



The Alberta Treaty 8 Health Authority focuses on the kinds of health care issues that affect members of the Treaty 8 First Nations and the communities in which they live.



The First Nations Finance Authority was established by First Nations governments. It lends money to First Nations to build community services such as water, sewers, and roads.

Making Democracy Work

Elected representatives are called on to make many different kinds of decisions. They consider many factors in making these decisions, for example, what the members of the public think, what experts recommend, and what other people in government propose. Then, they take what they believe is the best action for the common good. This does not mean, however, that the action they take actually is the best one or that everyone in society will agree with it.

Democracy means that citizens get to vote for elected representatives. It also means that people have democratic rights to make their voices heard. These rights include freedom of expression and freedom of association. Canadians have the right to speak their minds about public issues and get together with others to take action on their opinions. These rights are so important that they are included in the Charter.

For democracy to work, people need to be active not only at election time, but all the time. In this chapter you have been reading about ways that people get together to try to influence government. On these next pages, you will have a chance to look at a case study showing how people and government work together on an environmental issue. As you read, think about these questions:

- How were decisions made?
- Who was involved in decision making?

The Issue

In 2000, the British Columbia provincial government put mountain caribou on the list of threatened or endangered animals. How would these animals be protected?

British Columbia has most of the world's population of mountain caribou. Mountain caribou live in old-growth forests in steep mountain ranges, where they eat tree lichens for their winter food.



What Happened Next

words matter!

When organizations get together to work for a common cause, this is called a **coalition**.

A **stakeholder** is a person who has a share or an interest in an issue.

2001	Over 80 environmental groups in Canada and the United States call for an end to logging and motorized recreation in mountain caribou habitat.
2002	BC government releases Mountain Caribou Recovery Strategy, but environmental groups don't think it will be effective.
2003	Mountain Caribou Project, a coalition of environmental groups, forms.
2004	BC government appoints a Species at Risk Coordinator who is responsible for recovery of species at risk, including the mountain caribou

MAY 31, 2005

Coalition [criticizes] logging in endangered caribou habitat

BY GORDON HAMILTON, VANCOUVER SUN

A report to be released today by a coalition of environmental groups says timber companies—including the B.C. government's own timber sales program—are receiving approvals to log in endangered mountain

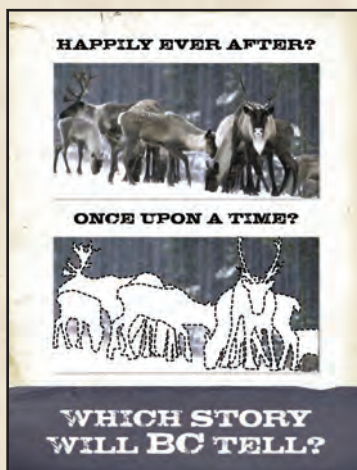
caribou habitat despite warnings . . . that immediate action is needed to save the species . . . logging has been approved in 54 000 hectares of caribou habitat.

OCTOBER 24, 2006

Stakeholder input sought for mountain caribou recovery

VICTORIA – To develop a successful mountain caribou recovery plan, the provincial government is seeking input and support from stakeholders regarding the mountain caribou science team's findings and conclusions on the state of mountain caribou in British Columbia, Agriculture and Lands Minister Pat Bell said today.

“Based on the results of the independent science team's research, we believe we can successfully recover mountain caribou to sustainable numbers in British Columbia,” said Bell. “Now we need the input and support of environmentalists, First Nations, industry, tourism operators and communities to develop and implement a recovery plan in 2007.”



This bus shelter poster was part of the Mountain Caribou Project campaign.

OCTOBER 25, 2006

Saving the mountain caribou means destroying natural enemies

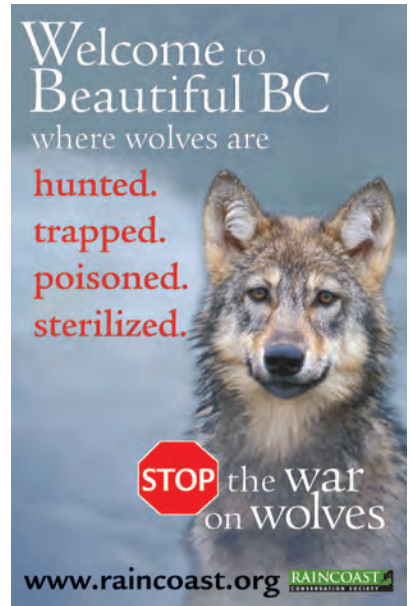
BY MIRO CERNETIG, VANCOUVER SUN

The B.C. government is promising to save the endangered mountain caribou from extinction. But other creatures—wolves, cougars, moose and perhaps even grizzly bears—will be paying the ultimate price.

Instead of protecting more extensive pockets of old-growth forests to provide the delicate lichens the remaining herd of 1900 mountain caribou need to

survive, a government report released Tuesday suggests an extensive cull (selective killing) of the caribou's predators from much of the herd's territory.

But killing off wolves, cougars, black bears and possibly even grizzly bears and wolverines may not be enough, the report warns. It might also be necessary to kill large numbers of animals that attract predators—such as moose, deer and elk—to caribou territory.



This poster was created for the Raincoast Conservation Society, an environmentalist organization. Consider whether it is ever right to kill one species to protect another.

OCTOBER 16, 2007

UNIQUE COLLABORATION TO RECOVER MOUNTAIN CARIBOU

VICTORIA – Representatives from conservation organizations, the forest industry and outdoor recreation organizations joined Agriculture and Lands Minister Pat Bell today in announcing a partnership that will recover British Columbia's mountain caribou to sustainable numbers.

"Today's announcement comes as a result of years of collaborative work to reach agreement on how best to approach mountain caribou

recovery," said Bell. "I particularly commend [praise] the Mountain Caribou Project for their significant contributions to this process. For the past three years, they have been deeply involved in building this collaborative solution, and we all look forward to its implementation on the ground."

2.2 million hectares of mountain caribou range will be protected from logging and road building.

Thinking It Through

1. Why did it take so long for an agreement to be reached on how best to protect the mountain caribou?
2. What groups were consulted during the decision-making process? Why was each of these groups included?

Contributing to Community

The students in Mr. Kahn's class learned that many people in government and non-governmental organizations are worried about lack of involvement.



Participating in surveys is an effective way to have input into community decision making.

MAYA: *We know that there are all kinds of ways that citizens can help make changes: writing letters, signing petitions, protesting, speaking out at public meetings, and joining community action groups. In a democracy we are free to do all those things.*

JULIAN: *That's true, but lots of people don't seem to value that freedom. Voting rates are going down, and Mr. Khan said that people don't seem to be participating in other ways either.*

TU-YET: *I wonder why. We have learned about all kinds of people who have made a difference by getting involved, even kids younger than we are.*

JULIAN: *Getting involved makes you feel good. When you do nothing but complain, you're just wasting energy. But if you try to make a difference, you're using that energy in a good way.*

MAYA: *How could we get that across to people?*

TU-YET: *Well, first, I think we need to find out what people know about this process. We've learned quite a bit about it, but do most people know what we've learned? Our class could make up a questionnaire and use it to do some research in the neighbourhood.*

MAYA: *Good idea. We could even give the questionnaire to students in other classes and ask them to use it to question their families and neighbours.*

With Mr. Khan's help the class designed a questionnaire to ask people about their community involvement and about the things that prevented them from being involved. The questionnaires were put to use. Later, the class discussed the findings.



Do You Participate in Democracy?

1. Are you a citizen of Canada? Yes No
2. Do you vote in elections? Yes No
3. Do you belong to any community groups? Yes No

Which ones?

If not, do you have any questions about community action groups?

MAYA: Well, just as we thought, many people said they didn't know what they could do to make a difference. I think we can help with that.

TU-YET: I think we should hold a community fair to let people know about ways to get involved as individuals and in groups.

JULIAN: That's a good idea. We could invite some local groups to set up displays showing what they do and what kinds of volunteers they need. Maybe we could get our local councillor to come for part of the time and talk about the needs of the community.

TU-YET: Yes, and we can make some displays showing examples of citizens who have made a difference and how they did it. It would be kind of like a science fair.

Over to You

Plan a display booth for a community involvement fair at your school. Choose an organization in your community that supports a cause you believe in or that you find interesting. Prepare an information brochure about its activities. Make the organization sound as attractive as you can to persuade more people to volunteer for the group. If you are able to set up a booth and participate in a fair, evaluate the experience afterward.

Explore More!

? Inquiring Minds

1. a. Choose an elected representative in your community—someone in the local government, a school trustee, or your provincial MLA. Write down several questions you want answered: for example, what issues he or she supports; how constituents are informed; how and when questions or complaints are addressed. You can contact the person by writing a formal letter, making a telephone call, or sending an e-mail. Be sure to look at his or her website as well. Document your findings in separate electronic files. Decide how effective your representative is.
- b. Do a survey of your class or school and make a chart showing all the non-government organizations (NGOs) that people in your school or their families belong to. These might include the 4-H Club, Scouts, or Guides. In what ways do these groups give citizens a stronger voice in decision making and promote involvement in the community?

2. With a classmate, set up an informal debate about the Great Bear Rainforest. Choose a point of view and defend it. You can be very passionate in your arguments, but make certain you use the conflict resolution skills you have learned in this chapter.
3. In this chapter you have learned about how important NGOs are in helping people to bring about change. Using the phone book, city or town directory, or a local municipal website, add to the following chart for your community.

NGO	Areas it works on	What it does
Service club	Community development, programs for students, etc.	Fundraising, running exchange programs, providing funding for community events
Conservation group	Environmental issues	Public education, contacting politicians, protests

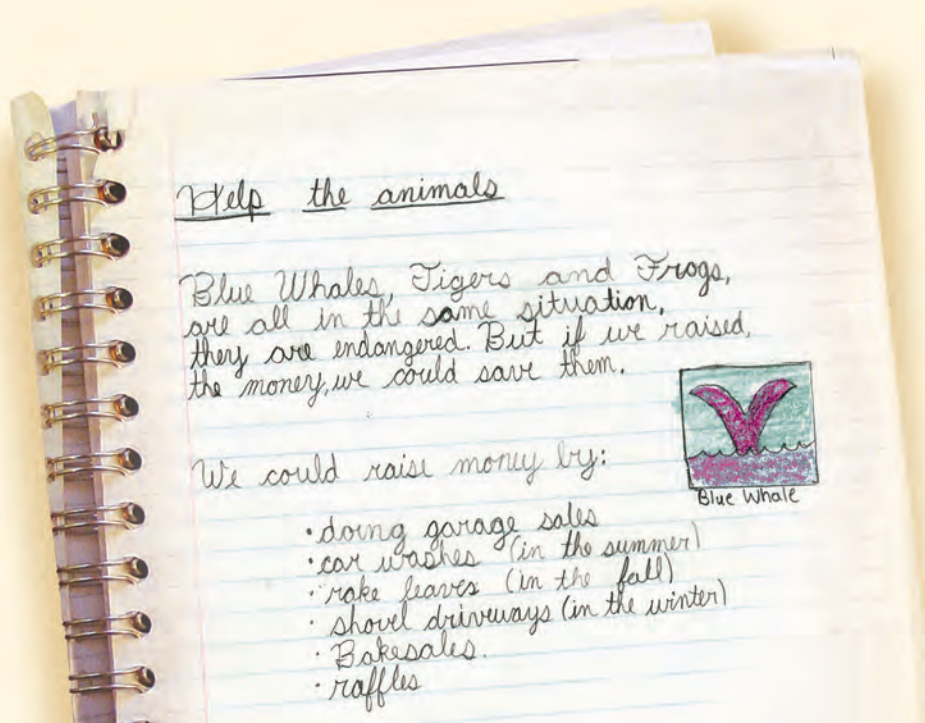
Your Turn

1. a. Invite a representative from a First Nations Authority, Métis, or Francophone organization in your community to make a presentation to the students in your school about the work they do representing the concerns of the community to government.
- b. Elect a committee to organize this event. Decide what jobs need to be done: a manager; a program coordinator; someone to invite the speakers; a publicity person and so on. You may decide you need a larger committee. Use the skills you have already learned about communication technology and conflict resolution. Remember that as an elected representative, you are accountable to the members of the whole class.



Democracy in Action Journal

Throughout this chapter, you have examined many different citizens' organizations. Create an organization of your own that would promote an issue or action that you feel strongly about—perhaps one that helps other people or animals, or preserves a natural environment. Think about the steps required to make your organization workable. Jot down your ideas and drawings in your journal. Present your final work in a PowerPoint presentation.



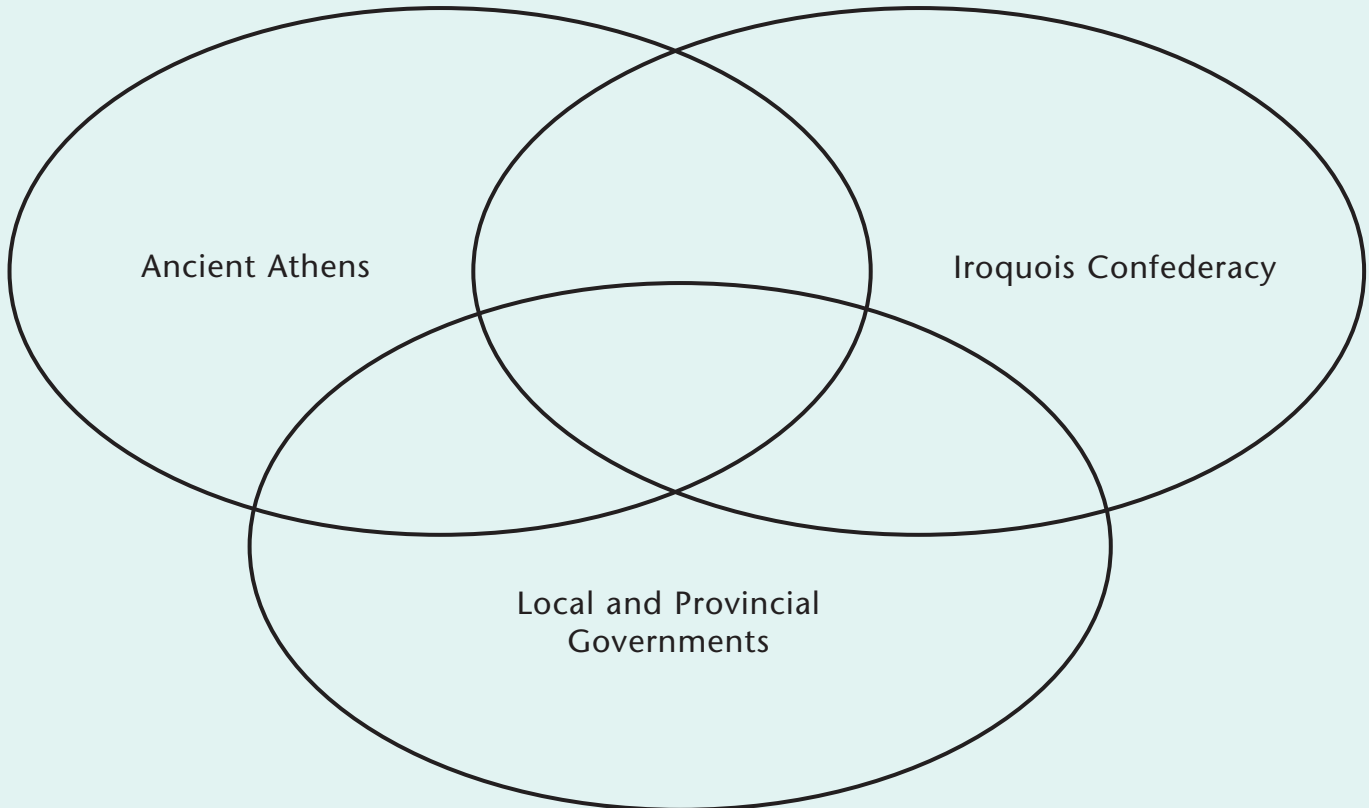
Wrapping Up

You have just spent a whole year learning about democracy. You have looked at democracies in other times and places. You studied direct democracy in ancient Athens where participation was limited to male citizens. You examined the Iroquois Confederacy, which practised decision making by consensus. You also looked at representative democracy in Canada—its values, where it came from, and how it works at the local and provincial levels.

In all three democracies, you focused on how people work together to make decisions and bring about change.

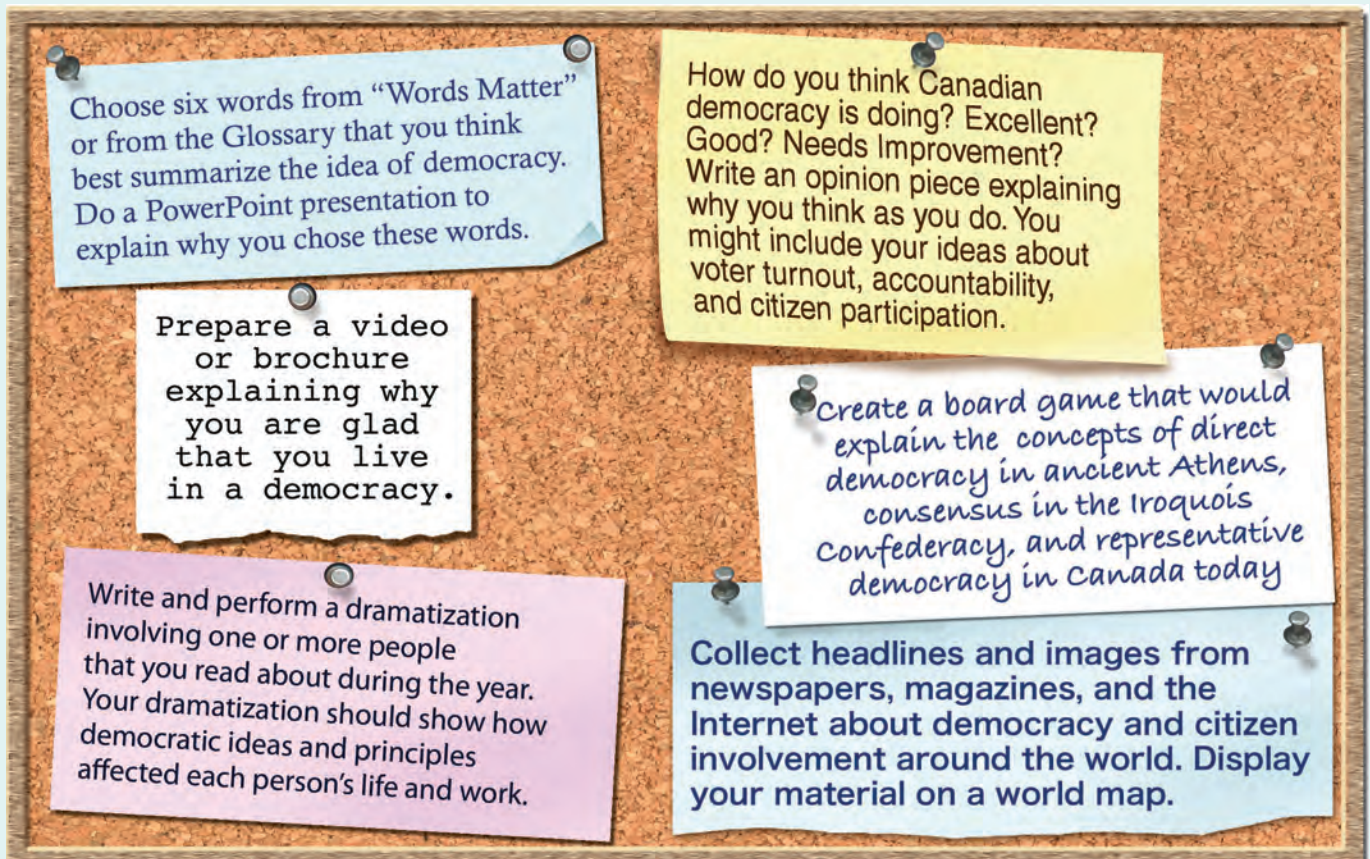
Create a Venn diagram like the one below to show similarities and differences about democracy in these three examples. Some things to consider are

- decision making
- citizen participation
- political structures



Share What You Have Learned

Choose two of the items on the choice board to share what you have learned about democracy. You can work alone, with a partner, or in a small group.



What Lies Ahead?

The future of democracy in Canada depends on you. In a few years, you will be able to vote. It will be your responsibility to choose the representatives who will help shape your community, your province, and your country. You may even decide to run for office yourself.

But why wait? You can get involved right now by doing some of the things in this checklist. Remember! Your voice can help bring change in the world.

What other ways can you get involved? ►

