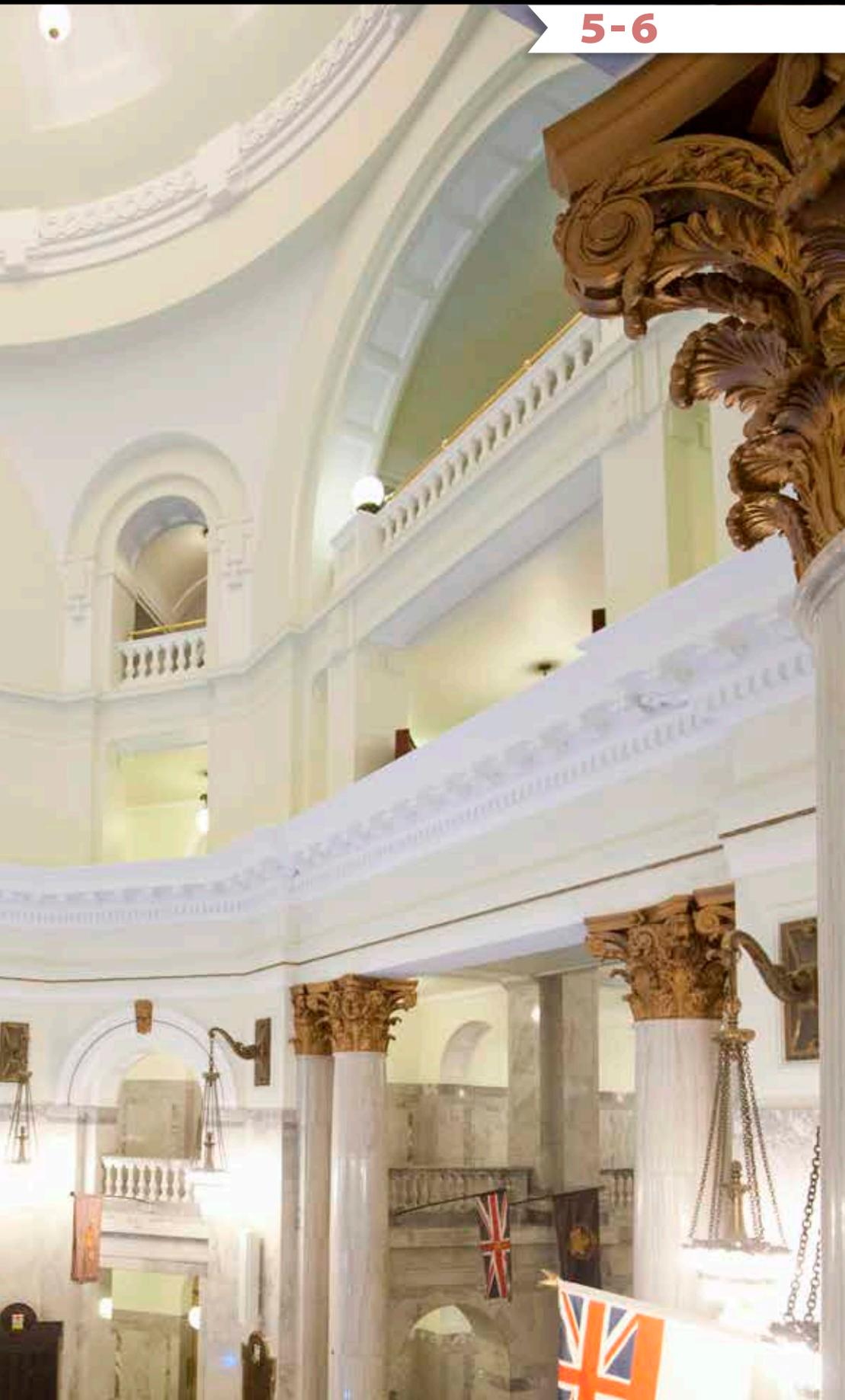


# ENGLISH LANGUAGE LEARNERS

## ACTIVITY BOOK

5-6



LEGISLATIVE  
ASSEMBLY  
OF ALBERTA

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# Learner's Activity

## Pretour Materials

The pretour activities prepare you for the Legislature tour. They include reading and speaking activities that expose you to the vocabulary that you will encounter on the tour and give you a chance to use that vocabulary. They also introduce you to some of the background knowledge you will need to make the tour more relevant.

1. Symbols of the Legislature: Reading and 10 Questions Game
2. Levels of Government: Reading Comprehension
3. The People of the Assembly: Cocktail Party Role-play
4. Quotes from the Famous Five: Pronunciation

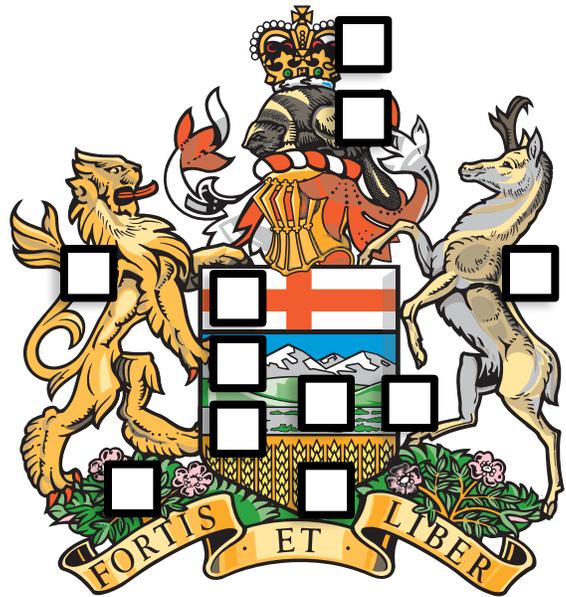


# Symbols of the Legislature

## Reading

Look at the Alberta coat of arms image.

1. With a partner identify as many symbols on the coat of arms as you can. What do you think they mean?
2. Read the following paragraph about the symbols in the Alberta coat of arms.
3. Label each symbol in the image with the appropriate number.



### Part 1

**Coat of Arms:** On May 30, 1907, King Edward VII gave Alberta its first coat of arms, in the shape of a **shield** [1]. At the top of the shield is a red **St. George's Cross** [2], a component of the coat of arms of the Hudson's Bay Company. The **mountains** [3], **foothills** [4], **prairies** [5] and **wheat fields** [6] unfold beneath it, symbolizing the province's variety of landscapes. In 1980, on Alberta's 75th anniversary, a crest and supporters were added to the shield to form our present coat of arms. The crest consists of a **beaver** [7], a symbol of the fur trade that led to the exploration and settlement of Canada, with the **royal crown** [8] on its back. The supporters, a **lion** [9] (or golden lion) on the left and a **pronghorn antelope** [10] on the right, stand for Britain and Alberta respectively. Below them is a grassy mound dotted with **wild roses** [11]. The motto at the base reads Fortis et Liber, Latin for strong and free.

4. Now read the rest of the article. Underline interesting details about the other symbols. You will play a game that tests your knowledge of these symbols.

# Symbols of the Legislature

## Part 2



**Wild Rose**

The wild rose was chosen to be Alberta's official flower in 1930. Its bright pink blossoms are found in all parts of the province. The wild rose is also useful: its colourful red berries (or hips) feed many species of birds and add a unique flavour to teas and jellies.



**The Great Horned Owl**

Alberta's citizens (primarily schoolchildren) chose the great horned owl, a year-round resident of Alberta, to be Alberta's official bird. A resourceful and resilient bird, the great horned owl exemplifies the best traits of Alberta's people both past and present.



**The Lodgepole Pine**

The lodgepole pine, a western tree common in the Rocky Mountains, became Alberta's official tree in 1984. It was an important source of railroad ties during Alberta's settlement and since has played an important role in Alberta's economic development. It may have been used by certain First Nations to make teepee poles (hence its name). Even today the long, straight lodgepole pine is in great demand in the lumber industry.



**Bighorn Sheep**

In 1989 the Rocky Mountain bighorn sheep became Alberta's official mammal. The bighorn sheep is commonly seen in the Rocky Mountains. With its proud carriage, crowned by magnificent horns, the bighorn sheep is a majestic inhabitant of our province.



**The Bull Trout**

In 1995 the bull trout became the provincial fish of Alberta. Bull trout generally have light-coloured spots on their bodies and do not have any dark spots or markings on their dorsal fins. Depending on their environment and food supply, they can weigh 20 pounds (approximately 9 kilograms) or more and can live more than 20 years.



**Rough Fescue**

Rough fescue, Alberta's official grass, is a perennial grass with stiff, narrow leaves that are rough to the touch. Alberta has the largest area of rough fescue grassland in the world and is the only place in North America where all three types—plains, foothills and northern fescue—occur. Fescue grasslands provide vital food for wildlife and livestock year-round.



**Bison**

The largest mammal in Alberta, bison were an important source of food, clothing, shelter and tools for the First Nations people. Like the beaver, the bison also played an important part in the fur trade. By the end of the 19th century bison had been hunted almost to extinction.



**Beaver**

The beaver was a key part of the fur trade that led to the exploration and settlement of both Alberta and Canada. It became a symbol of the Hudson's Bay Company and later a symbol of Canada. At the peak of the fur trade 100,000 beaver pelts were being shipped yearly to Europe to satisfy the demand for beaver-pelt hats. By the middle of the 19th century the beaver was almost extinct. Fortunately, the demand for beaver pelts ended as silk hats came into fashion in Europe.



**Pronghorn Antelope**

Representing Alberta on the Alberta coat of arms, the pronghorn were (and still are) very common on the prairie and an important source of food for first nations people and early settlers. They have white patches on their rumps, sides, bellies and necks, and are the fastest land mammal in North America.

# Symbols

## 10 Questions Game

The purpose of this game is to give you a chance to talk about the symbols and use some of the vocabulary you were exposed to in the **Symbols of the Legislature on page 2**.

### Procedure

- ⦿ **In pairs:** One person draws a card. The other person asks no more than 10 yes/no questions to find out which symbol is on that card.

**OR**

- ⦿ **As a class:** Tape the name of one of the symbols you read about on your back. Your goal is to find out what symbol is taped to your back by asking yes/no questions.

1. Only ask yes/no questions. (You can refer to your reading to create the yes/no questions).

- ⦿ For instance, you could ask questions beginning with the following stems:  
Is it...? Were they...? Does it...? Did it...? Have they...?

- ⦿ **Remember:** Yes/No questions end with rising intonation.

- ⦿ Do not ask either/or questions (Is it an animal or a plant?) or information questions (who, what, when, where, why?).

2. Once you are pretty sure you know what the symbol is, you can guess (e.g., is it “wheat?”).

- ⦿ **Pair:** If you guess correctly, you keep the card. If you guess wrongly, you return the card to the pile. If you need to ask more than 10 questions, return the card. The next person takes a turn. The person with the most cards at the end is the winner.

- ⦿ **Class:** If you guess wrongly, must find a different partner to talk to. If you guess correctly, you have won! Tell your teacher and sit down (or get another card). You can continue to answer your classmates’ questions.

**Look for These Symbols on the Legislature Tour**

***Rough fescue***

***Wheat***

***Crown***

***Lion***

***Wild rose***

***Beaver***

***Bighorn  
sheep***

***Bull trout***

***Bison***

***Petrified  
wood***

***Great horned  
owl***

***Lodgepole  
pine***

***St. George's  
Cross***

***Provincial  
shield***

***Rough fescue***

***Wheat***

***Crown***

***Lion***

***Wild rose***

***Beaver***

***Bighorn  
sheep***

***Bull trout***

***Bison***

***Petrified  
wood***

***Great horned  
owl***

***Lodgepole  
pine***

***St. George's  
Cross***

***Provincial  
shield***



# Levels of Government

## Reading Comprehension

This article will introduce you to the different levels of government in Canada. You will learn vocabulary and gain background knowledge to help you understand what you see and hear on the Legislature tour.

### *Matching Vocabulary*

Read the following definitions of words you will find in the article. Using context clues, decide which word best fits in each blank in the paragraph below. You may have to change the verb forms.

1. **Legislative Assembly** – *A group of people elected in a province or territory who pass laws, approve government spending, et cetera*

---

2. **Parliamentary Democracy** – *Canada's political system, a system in which power is in the hands of citizens, who elect people to represent them*

---

3. **Member** – *A person who is part of a group (e.g., of a political party, of the Legislature, of parliament)*

---

4. **Representative** – *A person who represents a group of people, this person is often chosen or elected by that group*

---

5. **To vote for someone or something** – *To formally show which person or idea you support (e.g., by marking a paper or raising your hand)*

---

6. **To elect someone** – *To choose someone by voting*

---

7. **To pass** – *To accept a law or proposal by voting*

---

8. **Assent** – *Approval, acceptance (can also be a verb, meaning "to agree to")*

---

9. **Cabinet Ministers** – *Elected officials who are responsible for government departments*

---

Canada's political system is called a ..... . In this system citizens hold the power to ..... people to represent them. Citizens choose their ..... by ..... . In the provinces these people are called ..... of the Legislative Assembly (MLAs). Some MLAs are chosen to be ..... . These MLAs are given responsibility for a particular government department. In a province those who are elected become part of the ..... . This is the government body that is responsible for ..... laws and making sure that the government does what the people want it to do. The representative of the King or Queen gives ..... to the Bills that are passed, but they do not make or choose the Bills.

### *Predicting*

The following are the four levels of government in Canada:

**Federal:** Connected with or belonging to a country's government at the national level (e.g., Canada) rather than the local level (e.g., Alberta or Edmonton).

**Provincial:** Connected with or belonging to a province's government. In Canada we have 10 provinces.

**Territorial:** Connected to or belonging to a territory's government. In Canada, we have three territories (Yukon Territory, Northwest Territories and Nunavut).

**Municipal:** Connected with or belonging to a city, town or district government.

Each level of government has **jurisdiction over** (i.e., responsibility for) certain areas. For instance, one level of government is responsible for education, another for emergency services and another for currency (money). With a partner or group discuss the following questions:

1. Think of another country that you have lived in.  
Does it have the same or similar levels of government?

.....  
.....  
.....

What are the different levels of government responsible for?

.....  
.....  
.....

2. What aspects of life does each level of government have **jurisdiction** over? Discuss whether you think the following areas are federal, provincial or municipal responsibilities:

Education

Highways

Currency (\$\$)

Criminal law

Recycling and garbage

Emergency services

Citizenship

Immigration

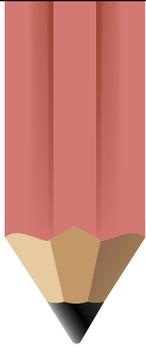
Hospitals

Agriculture

Public transit (e.g., LRT and busses)



# Levels of Government



## Federal State

There are federal, provincial, territorial and municipal governments in Canada. The responsibilities of the federal and provincial governments were defined in 1867 in the *British North America Act, 1867*, now known as the *Constitution Act, 1867*.

In our federal state, the federal government takes responsibility for matters of national and international concern. These include defence, foreign policy, interprovincial trade and communications, currency, navigation, criminal law and citizenship.

The provinces are responsible for municipal government, education, hospitals, natural resources, property and civil rights and highways. The federal government and the provinces share jurisdiction over agriculture and immigration. Federalism allows different provinces to adopt policies tailored to their own populations and gives provinces the flexibility to experiment with new ideas and policies.

Every province has its own elected Legislative Assembly, like the House of Commons in Ottawa. The three northern territories, which have small populations, do not have the status of provinces, but their governments and assemblies carry out many of the same functions.

The following article is difficult, but you will not need to understand every word to answer the questions which follow. Read the article quickly to find out more about each level of government in Canada.

*Does anything surprise you?*  
Underline the sections that deal with the responsibilities of different levels of government. Circle the words (e.g., federal government, provinces) that tell you which level of government is being described.



# Levels of Government

## Parliamentary Democracy

In Canada's parliamentary democracy the people elect members to the House of Commons in Ottawa and to the provincial and territorial legislatures. These representatives are responsible for passing laws, approving and monitoring expenditures and keeping the government accountable.

The government is responsible to the Assembly, which means it must retain the "confidence of the House" and has to resign if it is defeated in a nonconfidence vote. Parliament has three parts: the Sovereign (Queen or King), the Senate and the House of Commons.

Provincial Legislatures comprise the Lieutenant Governor and the elected Assembly. In the federal government the Prime Minister selects the Cabinet Ministers and is responsible for the operations and policy of the government. The House of Commons is the representative Chamber, made up of members of Parliament elected by the people, traditionally every four years. Senators are appointed by the Governor General on the advice of the Prime Minister and serve until age 75. Both the House of Commons and the Senate consider and review Bills (proposals for new laws). No Bill can become law in Canada until it has been passed by both Chambers and has received royal assent, granted by the Governor General on behalf of the Sovereign.



# Levels of Government

## Other Levels of Government in Canada

Local or municipal government plays an important role in the lives of its citizens. Municipal governments usually have a council that passes laws called “bylaws” that affect only the local community. The council usually includes a mayor (or a reeve) and councillors or aldermen. Municipalities are normally responsible for urban or regional planning, streets and roads, sanitation (such as garbage removal), snow removal, firefighting, ambulance and other emergency services, recreation facilities, public transit and some local health and social services. Most major urban centres have municipal police forces. Provincial, territorial and municipal elections are held by secret ballot, but the rules are not the same as those for federal elections. It is important to find out the rules for voting in provincial, territorial and local elections so that you can exercise your right to vote.

The First Nations have band chiefs and councillors who have major responsibilities on First Nations reserves, including housing, schools and other services. There are a number of provincial, regional and national Indigenous organizations that are a voice for First Nations, Métis and Inuit people in their relationships with the federal, provincial and territorial governments.

*Reprinted with permission from Discover Canada (p.33)*

### Scanning

Scan through the above article to complete the table on the next page. Gather the information as quickly as you can.

	<b>Federal</b>	<b>Provincial/Territorial</b>	<b>Municipal</b>
<b>Parts of government</b>	<ul style="list-style-type: none"> <li>○ Sovereign (ruling Monarch) (represented by the Governor General)</li> <li>○ Senate</li> <li>○ .....</li> </ul>	<ul style="list-style-type: none"> <li>○ .....</li> <li>○ Elected Assembly (Provincial and territorial Legislatures)</li> </ul>	<ul style="list-style-type: none"> <li>○ .....</li> </ul>
<b>Members of government</b>	<ul style="list-style-type: none"> <li>○ .....</li> <li>○ Cabinet Ministers</li> </ul>	<ul style="list-style-type: none"> <li>○ Premier</li> <li>○ Cabinet Ministers</li> </ul>	<ul style="list-style-type: none"> <li>○ .....</li> <li>○ Councillors or aldermen</li> </ul>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>○ .....</li> <li>○ Foreign policy</li> <li>○ Interprovincial relations</li> <li>○ .....</li> <li>○ Navigation</li> <li>○ .....</li> <li>○ Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>○ .....</li> <li>○ .....</li> <li>○ Municipal government</li> <li>○ .....</li> <li>○ National resources</li> <li>○ Civil rights</li> <li>○ .....</li> </ul>	<ul style="list-style-type: none"> <li>○ Urban or regional planning</li> <li>○ .....</li> <li>○ Garbage removal</li> <li>○ Snow removal</li> <li>○ .....</li> <li>○ .....</li> <li>○ Recreational services</li> <li>○ .....</li> <li>○ Local health and social services</li> </ul>

*Based on the context, explain*

- a. The difference between a Bill and a Law (see end of “Parliamentary Democracy”)
- b. The difference between a law and a bylaw (see “Other Levels of Government in Canada”)

The terms “Indian” and “native” are no longer appropriate words for describing the peoples that first lived in Canada. Find two terms that are appropriate:

..... and .....



# The People of the Assembly\*

## Role-play

You will take part in a role-play to help you learn about the different roles people play in the Legislative Assembly.

### *Pronunciation practice*

Practise saying the following words, being sure that you clearly stress the CAPITALIZED syllable:

- ⦿ LEGislative asSEMbly
- ⦿ eLECTed repreSENTative
- ⦿ MEMber of the LEGislative asSEMbly (usually referred to as an MLA – pronounced emalay)
- ⦿ CABinet MINisters
- ⦿ GOVernment BILLS
- ⦿ To adDRESS someone
- ⦿ ORal QUEStion PERiod
- ⦿ To DRAFT a document or law

### *Preparation*

You have been given a role card. Read through the card to find out about your role in the Legislature. Look up any words in a dictionary if necessary. Be prepared to answer questions about your role without looking back at your card.

---

\* Note: this activity and the Role Cards on page 19 are adapted with permission from *The Mock Legislature, A Student Debate: Teacher Manual*, p.37-42.

## Task Instructions

Imagine you are at a cocktail party. Everyone at the party has some role in the Legislature. Your goal is to mingle and network. You want to meet as many people as possible and find out what they do in the Legislature. Later you will complete a worksheet to see how much you learned.

1. Introduce yourself and shake hands.
  - ⦿ Hi. I'm Jim. And you are...?
2. Ask about what their role is:
  - ⦿ What is your role here?
3. Ask about what they actually do within this role:
  - ⦿ So you're an MLA! I've often wondered... What does an MLA actually do?



## What did you learn from networking?

Work with a partner or small group. See if you can remember who does each of the following. Choose from the roles listed on the left of the page.

- Lieutenant Governor
- Cabinet minister
- Media
- Speaker
- Clerk
- Sergeant-at-Arms
- Opposition member
- Premier
- Leader of the Official Opposition
- Page
- Private government member

Represents the Monarch in Alberta?

.....

Keeps order in the Chamber during session; chairs the meetings of the Legislative Assembly?

.....

Leads the government; leads the party with the most elected representatives?

.....

Leads the party with the second most elected representatives?

.....

Assists and advises the Speaker?

.....

Is responsible for security in the Legislative Assembly; carries a Mace and a Black Rod?

.....

Assists the member, the Speaker and the Table Officers so they don't have to leave their desks?

.....

In addition to representing those who elected him/her, heads a government department?

.....

Represents those who elected him/her; debates and usually supports government Bills?

.....

Represents those who elected him/her; critiques government policies?

.....

Informs citizens about the activities of their elected representatives?

.....

# The People of the Assembly

## Role Cards



### LIEUTENANT GOVERNOR

- You are the Monarch's representative for the province of Alberta.
- You are only allowed into the Chamber when invited by the Speaker.
- You give final agreement to the passage of a Bill through royal assent.



### SPEAKER

- You chair the meetings of the Legislative Assembly.
- You treat all Members of the Assembly equally. You do not take a side on the Bill being debated, and you do not vote (except in the case of a tie).
- You must call on people who wish to speak, and they will always address you as Mr. or Madam Speaker.
- You keep order in the Chamber.



### PREMIER

- You are the head of the provincial government in Alberta.
- You are the leader of the party that has the most elected representatives in the Legislative Assembly.
- You pick the Cabinet Ministers and help decide government Bills.
- You respond to questions during Oral Question Period.



### LEADER OF THE OFFICIAL OPPOSITION

- You are the leader of the party with the second most elected representatives in the Legislative Assembly.
- You introduce Bills and present alternatives to government policies.
- You question the government during Oral Question Period (you ask the first question).



### CLERK

- You assist the Speaker in his/her duties.
- You advise the Speaker in matters relating to House procedure.
- You direct the Daily Routine.
- You read out the names of the Bills that will receive royal assent.



### SERGEANT-AT-ARMS

- You are responsible for security inside the Legislative Assembly Chamber and galleries.
- You carry the Mace\* (object that symbolizes the Assembly's authority to pass laws) and lead the Speaker's procession.
- You carry the Black Rod\* (symbol of the Assembly's independence from the crown) and escort the Lieutenant Governor into the Legislative Assembly Chamber.  
*\*If possible, search Google images for Alberta+Mace and Alberta+Black Rod.*



### MEMBER OF THE MEDIA

- You pay attention to the proceedings.
- You may record the session.
- You interview members after the sitting is over.
- You report back to the public on the happenings of the day.



### PAGE

- You assist the Speaker, Sergeant-at-Arms, Clerk and Members so that they do not need to leave their desks during the debate.
- You assist members by delivering messages.
- You open the doors whenever the Sergeant at-Arms escorts people to and from the Legislative Assembly.
- You cover the Mace before the Lieutenant Governor enters the Chamber.



### CABINET MINISTER

- You are an MLA who has been appointed by the Premier to head a government department.
- You present government Bills to the Legislative Assembly.
- You debate and present arguments supporting government Bills.
- You vote for government Bills.
- You answer questions during Oral Question Period.



### PRIVATE GOVERNMENT MEMBER

- You are a government MLA without a cabinet position.
- You debate and usually support government Bills.
- You usually vote for government Bills.



### OPPOSITION MEMBER

- You are an opposition MLA.
- You present alternatives to government policies.
- You debate and may present arguments opposing government Bills.
- You may vote against government Bills.



### OPPOSITION MEMBER

- You are an opposition MLA.
- You present alternatives to government policies.
- You debate and may present arguments opposing government Bills.
- You may vote against government Bills.



# Quotes from the Famous Five

## Pronunciation

The following table highlights the pronunciation problems that typically cause most miscommunications. The middle column includes tips for avoiding that problem. The last column helps you put those tips into practice using a quote from Emily Murphy, one of the Famous Five. Work through this table with a partner or with your whole class.

Pronunciation Problems	Tips	"Whenever I don't know whether to fight or not, I always fight." – Emily Murphy
1. Missing or wrong word stress	Say all the multisyllabic words in your quote with correct word stress.	WhenEVER, WHEther, ALways
2. Mispronouncing vowels in stressed syllables	Practise the vowels in the stressed syllables.	[ou] don't, know [ai] fight [a:] not [ɛ] whenever, whether.
3. Mispronouncing consonants at the beginning of stressed syllables	Say the consonants clearly at the beginning of the stressed syllables.	whenever, know, not don't fight
4. Deleting final consonants	If a word ends in a consonant and the next begins in a vowel, link the consonant to the vowel.	Whe never
5. Adding extra vowel sounds between words	If a word ends in a vowel that leaves you smiling (i,ey, ee) and the next begins with a vowel, link with a "y". If a word ends in a consonant and the next begins with a consonant, the first consonant stops the air and the second releases it.	I y always don't know (not don'tə know) (Note for next page: "did you" sounds like "di ju")
6. Missing or wrong rhythm and intonation	Say the quote. Which syllables are spoken slowly and more loudly (nouns, verbs, adjectives, negatives, et cetera.) and which words are spoken very quickly and quietly? Which words have an intonation change? Where should you pause?	Emily Murphy once said,   "Whenever I don't know whether to fight   or not,   I always fight."

On the next page are more quotes from the Famous Five. With a partner or group, select one of those quotes, and follow the six tips above to help each other say the quote clearly and expressively. **Discuss:** Why do you think the quote is significant? You will learn more about the Famous Five later.



**Henrietta Muir Edwards:** "This decision marks the abolition of sex in politics ... Personally, I do not care whether or not women ever sit in the Senate, but we fought for the privilege for them to do so. We sought to establish the personal individuality of women and this decision is the announcement of our victory."

Did you know? **She published Canada's first women's magazine!**



**Louise McKinney:** "What, after all, is the purpose of woman's life? The purpose of woman's life is just the same as the purpose of man's life: that she may make the best possible contribution to the generation in which she is living."

Did you know? **She was an Alberta MLA and the first woman elected to a Legislature in Canada.**



**Nellie McClung:** "Canada is destined to be one of the great nations of the world and Canadian women must be ready for citizenship."

Did you know? **She was the Liberal MLA for Edmonton.**



**Emily Murphy:** "I believe that never was a country better adapted to produce a great race of women than this Canada of ours, nor a race of women better adapted to make a great country."

Did you know? **She was the first female judge in the Commonwealth.**



**Irene Parlby:** "If politics mean ... the effort to secure through legislative action better conditions of life for the people, greater opportunities for our children and other people's children ... then it most assuredly is a woman's job as much as it is a man's job."

Did you know? **She was the first female Cabinet Minister in Alberta.**

**Regroup.** Tell your new group the quick fact about your person. Then introduce your quote by saying, "She once said, ".....": Explain why you think the quote is significant.



# Learner's Activities

## Legislature Tour

1. On the tour identify a famous person that you would like to find out more about.

- You will give a three to five minute presentation on a famous person you hear about on your tour.

2. On the tour look for symbols and evidence that emphasize the role of the people in the governing of Alberta.

- You will write a paragraph supporting the idea that the Legislature is the people's building.



# Learner's Activities

## Post-tour Materials

The post-tour materials include speaking, writing and reading tasks that encourage you to make use of the ideas and language you gained through the tour of the Alberta Legislature.

1. Famous Five Persons Case: Reading Comprehension
2. Introducing a Speaker: Speaking Task
3. Choosing a Speaker: Committee Meeting Discussion
4. The Role of the People in Governing Alberta: Writing a Paragraph



# Famous Five Persons Case

## Reading Comprehension

### *Prereading: Background knowledge*

To understand the article you will read, you need to understand a bit about the structure of the federal government in Canada. The federal government in Canada has two Chambers, or governing bodies. The **House of Commons** includes elected Members of Parliament (MPs) who are similar to the MLAs in the provincial government. The **Senate** includes Senators, who are not elected but chosen by the Prime Minister\* from the four major regions of Canada. Senators normally hold office until they are 75 years of age. In contrast, MPs hold office for as long as they are elected to do so.

---

\* Senators are appointed by the Governor General on the advice of the Prime Minister. <http://www.thecanadianencyclopedia.ca/en/article/senate/>

## Prereading: Vocabulary

Match the words from the article with the definitions below:

<input type="checkbox"/> Relic	<input type="checkbox"/> Petition	<input type="checkbox"/> Reformer	<input type="checkbox"/> To interpret	<input type="checkbox"/> Eligible
<input type="checkbox"/> Status	<input type="checkbox"/> Equality	<input type="checkbox"/> Evolution	<input type="checkbox"/> Terminology	<input type="checkbox"/> Gender
<input type="checkbox"/> To link	<input type="checkbox"/> Minority	<input type="checkbox"/> Exclusion	<input type="checkbox"/> To be appointed	<input type="checkbox"/> To deny
<input type="checkbox"/> Individual	<input type="checkbox"/> Barbarous			

..... a formal request (often signed by a group) presented to an authority

..... a single person, in contrast to a group

..... a smaller group of people, often one that is discriminated against

..... a very old object, something from an earlier time in history

..... position

..... primitive, uncivilized, savage, brutal

..... someone who works to change and improve society

..... the gradual development or improvement of something

..... relates to socially constructed roles labelled as “boy/man” and “girl/woman,” et cetera

..... the state of having equal rights, status, opportunity

..... the state of having the right to do or be something

..... the state of not allowing someone to take part in a place, group, or right

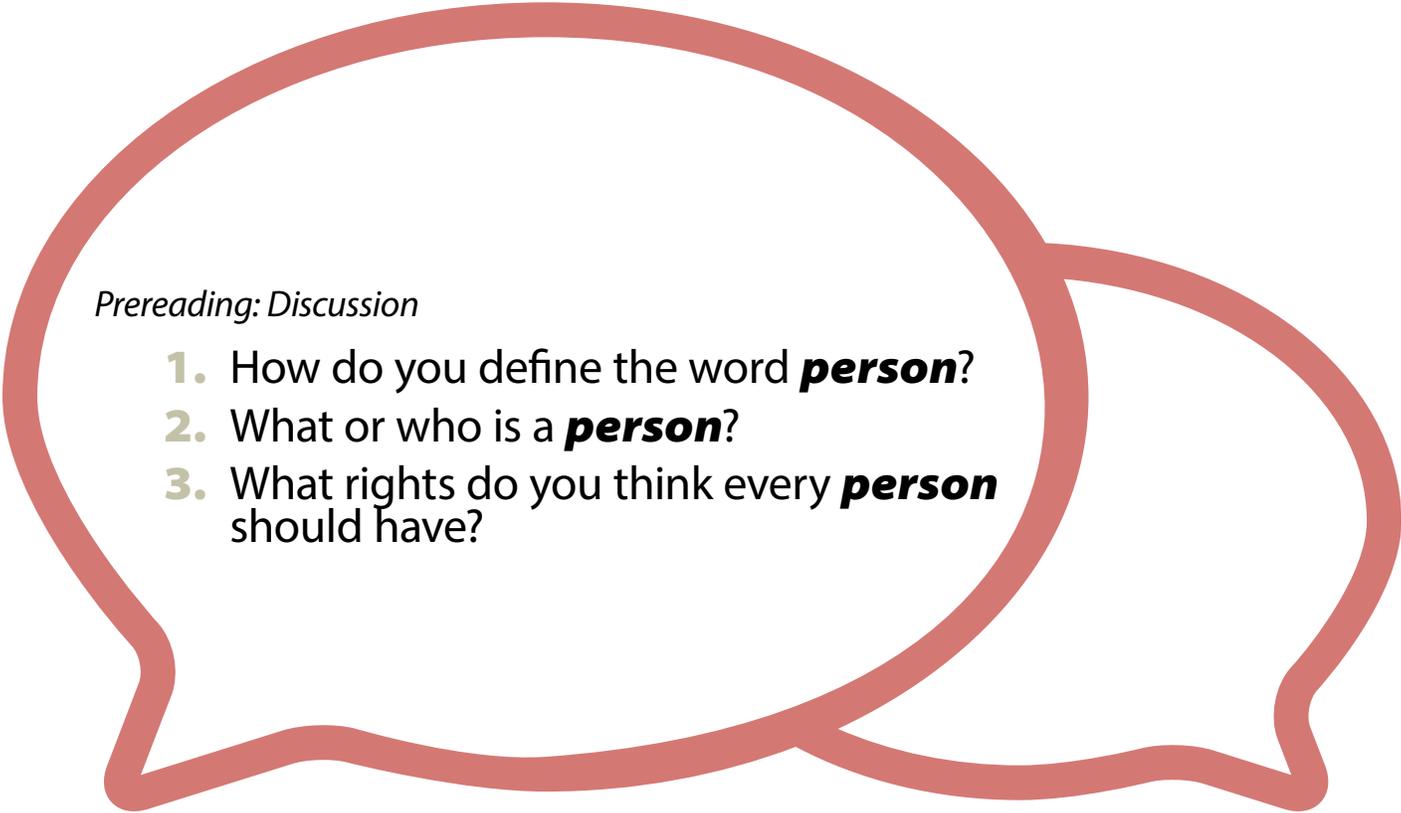
..... to be chosen or named for a position

..... to explain the meaning of something

..... to make a connection between

..... to refuse to accept something

..... words, vocabulary



*Prereading: Discussion*

1. How do you define the word **person**?
2. What or who is a **person**?
3. What rights do you think every **person** should have?

## Reading: Famous Five Persons Case

The article below tells of a situation where the definition of person was a deciding factor. Read the article and then answer the questions which follow.



Imagine a Canada where women were not considered persons under the law. Before October 18, 1929, this was the case. Five women living in Alberta – Emily Murphy, Nellie McClung, Louise McKinney, Irene Parlby and Henrietta Muir Edwards – decided to change this terminology and all it represented. These names are now and forever linked together as the Famous Five.

The coming together of these five very different women was fortunate. These five women each had different hopes, aspirations, priorities and histories. However, they were all social reformers, working to change and improve their communities. Their concerns included child welfare, prohibition\*, women's suffrage\*\* and politics, to name a few. Together, they worked for a future with greater equality and more legislative rights and protections.



The case began years earlier. Emily Murphy had hoped to be appointed to the Senate. However, her appointment was denied. Because women were not persons according to the *British North America Act, 1867*, they were not allowed to be Senators. At that time women were allowed to vote and were able to become Members of Parliament. However, because women were not persons in the eyes of the law, Emily Murphy was told she had no legal right to complain of discrimination.



She gathered four women to help her move the case forward: Henrietta Muir Edwards, Irene Parlby, Nellie McClung and Louise McKinney. All five lived in Alberta and shared the belief that women played an essential role in politics, which could help build a better Canada. They sent a petition to the Supreme Court of Canada, asking the question, "Are women eligible for appointment to the Senate of Canada?" The Supreme Court denied the request. It ruled that the *British North America Act, 1867*, should be interpreted as it had been written back in 1867, when the definition of persons only included men.



The five women did not accept this decision. They took their question to the Judicial Committee of the Privy Council in London, the highest court of appeal at the time. On October 18, 1929, the Judicial Committee ruled that women were indeed persons and could be appointed to the Senate. The committee, headed by Lord Chancellor Sankey, took a modern interpretation of the *British North America Act*. This changed the legal status of women and ended years of inequality that had kept women from public office. In announcing their decision Lord Sankey proclaimed, "The exclusion of women from all public offices is a relic of days more barbarous than ours."



None of the five women were ever appointed as Senators. In fact, it wasn't until 1979 that a woman from Alberta, Martha Bielish, was appointed to the Senate. However, the victory of the Famous Five has had a long-lasting effect on Canadian society and law. It has led to greater equality between genders. It has also allowed other minorities to fight for their rights. The case reminds us that individuals can make a difference. In 1930 Cairine Wilson became the first female Senator in Canada. Since 1929 women and other minorities have gained greater representation across all levels of government. The Famous Five, appointed honorary Senators in 2009, are a symbol of not only women's rights but also the evolution of Canadian equality.

*Adapted with permission from the Famous Five Main Panels*

\* prevention of the sale of alcohol

\*\* the right to vote

## Comprehension questions

1. Which statement below best summarizes the main idea of the reading?

- a. In Canada women were not considered persons until October 1929.
- b. Women were not appointed as Senators in Canada until 1979.
- c. Five women from Alberta changed the legal status of women in Canada.
- d. Individuals can make a difference!

2. Understanding textual references

- Ⓐ What does “this terminology” in the third sentence refer to?
  
  
  
  
  
  
  
  
  
- Ⓑ What does “this decision” in the sixth paragraph refer to?

3. Why did the five women take their question to the Judicial Committee in London?

4. Back in 1929 Lord Sankey stated that “The exclusion of women from all public offices is a relic of days more barbarous than ours.” If he was saying this today, he would probably use different words. Use your own words to state his message.

5. Put the following sets of events in chronological order (number them 1 to 11)

..... Emily Murphy, Nellie McClung, Louise McKinney, Irene Parlby and Henrietta Edwards all worked individually to bring change to their communities.

..... Women were allowed to vote and become *Members of Parliament*.

..... *The British North America Act* was written and defines persons as men.

..... The Famous Five sent a petition to the highest court of appeal in London.

..... The Famous Five sent a petition to the Supreme Court of Canada.

..... The Supreme Court said that women were not persons and could not join the Senate.

..... Emily Murphy asked four other women to help in her fight that women should be eligible to be appointed to the Senate.

..... Cairine Wilson became the first female Senator in Canada.

..... The Famous Five were appointed honorary *Senators*.

..... Lord Chancellor Sankey and his committee ruled that women were persons and could be appointed to the Senate.

..... A woman from Alberta became a Senator.



# Introducing a Speaker

## Speaking Tasks

### *Task 1: Research a famous person and plan a speaker introduction*

You encountered stories of many famous and influential people on your tour of the Alberta Legislature. Some of those people lived a long time ago. Some may still be living. Imagine that your school is inviting one of those people\* to speak to the student body and you have been given the honour of introducing the speaker!

Your task is to craft a three to five minute speaker introduction that will make everyone excited to hear what the speaker has to say.

**1.** Research a famous person you heard about on the tour to find details that would make your speaker introduction convincing. Choose one of the following famous people:

- ⦿ One of the “Famous Five.”
- ⦿ Roberta MacAdams, the second female MLA in the British Empire to have a seat in a Legislative Assembly.
- ⦿ Chief Crowfoot
- ⦿ Premier Ernest Manning, who served for 25 years.
- ⦿ Premier Rutherford, Alberta’s first Premier.
- ⦿ Premier Alison Redford, Alberta’s first female Premier.
- ⦿ One of the following Lieutenant Governors: Grant MacEwan (a well-known professor, politician and Lieutenant Governor); Norman Kwong (the first Alberta Lieutenant Governor of Chinese heritage); Lois Hole (a leader and a woman); Ralph Steinhauer (the first Indigenous Lieutenant Governor).
- ⦿ A member of Royalty: King George V, King Charles III, Princess Louise Caroline Alberta or her husband, the Marquis of Lorne and former Governor General of Canada.
- ⦿ Or ... perhaps someone else sparked your curiosity! .....

\* Note: if they lived a long time ago, pretend that they are still alive.

2. Plan a three to five minute introduction to that person as if you are introducing them prior to a speech. Think about what they might speak on. What details about your speaker should you include in your speaker introduction? Review the peer rubric below to find out what makes a good speaker introduction.
3. Practise your introduction with a partner. Ask your partner to give you feedback using the following peer evaluation rubric.

## Peer Evaluation Rubric

Did I...	Amazing!	Yes	Partly	No
Briefly introduce myself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain who the speaker is?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain what she/he will speak on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give interesting details?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use vocal expression?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sound excited?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make eye contact?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoid reading my notes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use clear pronunciation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make you want to listen to the speaker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Task 2: Introduce your speaker to your group

- ⊙ Divide into groups. Each person should have researched a different famous person. Each person will introduce their speaker to the group.
- ⊙ Take turns introducing your famous person to your group.
- ⊙ Take notes as your classmates introduce their speakers. Ask questions to clarify understanding. You will need this information for your next task.
- ⊙ After each introduction, give feedback to the speaker, using the **peer evaluation rubric** above.

# Speaker Introductions Rubric

Name ..... Date .....	Rating				Comments
Overall Effectiveness Effectively introduced a speaker	4	3	2	1	
<b>Analytic Criteria</b>					
Briefly introduced self and speaker	4	3	2	1	
Gave interesting details about speaker	4	3	2	1	
Ended with an effective conclusion	4	3	2	1	
Engaged audience (vocal expression, eye contact, gestures, facial expression)	4	3	2	1	
Speech rate was slow to normal with some pauses	4	3	2	1	
Good control of simple grammatical structures and some use of complex structures	4	3	2	1	
Although pronunciation and vocabulary choices may show limited communication, overall task was accomplished.	4	3	2	1	
4 = achieved easily, 3 = achieved, 2 = difficulty achieving, 1 = not yet achieved	<b>Total Score:</b>				



# Choosing a Speaker

## Committee Meeting Discussion

*Participate in a committee meeting to decide on the best speaker to invite to your class.*

Imagine that your group is a committee that is meeting to choose one famous person to come and speak to the student body of your school. The speaker introductions provided you with details on a number of potential speakers. Your task as a committee is to decide who to invite to speak to your student body.

1. Choose a chairperson to run the meeting and make the final report to the class.
2. Think about which famous person would most appeal to your classmates. As you discuss, you should do the following:

- ⦿ Express your opinion (I nominate ... I really think we should ... )
- ⦿ Express reservations (Really? Are you sure? But what about ...?)
- ⦿ Express disagreement (No way. I don't think that ... Well, if we ... I'm worried that ... )
- ⦿ Express agreement (I think that's an excellent idea ... )
- ⦿ Provide reasons and evidence for opinions, reservation, disagreement and agreement.
- ⦿ Check your understanding (e.g., Are you saying that ... ? Do you mean ...?)

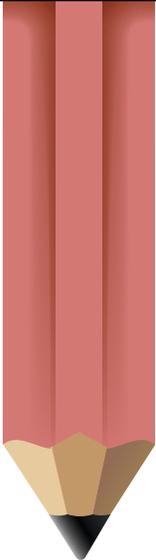
3. The chairperson should explain your committee's final decision to the class. If there is time, the original speaker introduction for that person could be presented to the entire class.

# Committee Meeting Discussion Rubric (to evaluate a group of six)

	Name	Name	Name	Name	Name	Name
Appropriately expresses opinions						
Supports opinions with details and evidence						
Responds to others by expressing reservation, agreement or disagreement						
Summarizes information to confirm understanding						
Reasonably fluent speech (slow to normal speed with some hesitations)						
Uses a variety of grammar structures and vocabulary; while errors may impede some communication, task is accomplished.						
<b>Total Score</b>						
<b>4=achieved easily, 3=achieved, 2=difficulty achieving, 1=not yet achieved</b>						



# The Role of the People in Governing Alberta



## Writing a Paragraph

You will write a paragraph using evidence gathered from the tour to support the following idea:

The Alberta Legislature is the people's building and the heart of the province's democracy.

### Step 1: Gathering ideas

Your tour guide probably started out his tour with a statement similar to the following:

***"The Alberta Legislature is the people's building and the heart of the province's democracy. Everything in this building happens and is here for a reason."***

With your group brainstorm for symbols, objects, traditions, aspects of the building (et cetera.) that emphasize the role of the **people** in governing Alberta. Can you group these ideas into categories?

## Step 2: Planning and organizing

Look at the “Did I” checklist on the next page to understand what you need to include in your paragraph. Using the ideas you gathered with your classmates on the previous page, complete the paragraph plan below.

Topic Sentence: .....

Main point #1: .....

Supporting details: .....

.....

.....

Main point #2: .....

Supporting details: .....

.....

.....

Main point #3: .....

Supporting details: .....

.....

.....

## Step 3: Write your paragraph

As you write, consider the transitions that you will use to move from one main point to another:

- ⊙ First, ... Second, ... Third, ... Also, ... In addition, ... Moreover, ...
- ⊙ Not only, ... but also, ...

Also consider transitions that you will use for introducing details, examples and explanations:

- ⊙ For instance, + sentence.
- ⊙ For example, + sentence.
- ⊙ ....., such as + noun phrase or list.
- ⊙ In fact, even ... (for a surprising detail)
- ⊙ This means that ... (for an explanation)
- ⊙ In other words, (for an explanation)

## Step 4: **Revise and edit your paragraph**

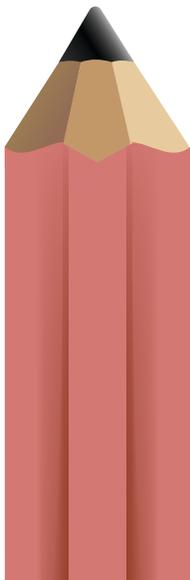
Look at the following checklist. If you cannot place a checkmark beside any of the criteria, then revise your paragraph so that you can do so.

### Did I ...

- Include a topic sentence that introduces the topic and the main idea of the paragraph?  
.....
- Include two to three different supporting ideas?  
.....
- Include enough supporting details and explanations for each main idea?  
.....
- Use transitions to show connections between ideas?  
.....
- Include a concluding sentence?  
.....
- Convince a reader that the Legislature is a building that represents the people?  
.....

Consider other writing you have done for your instructor. What are your two most common errors? Check them off from the list.

- |  |  |
|--|--|
| <input type="checkbox"/> Run-on sentences<br>.....                 | <input type="checkbox"/> Word form errors<br>.....   |
| <input type="checkbox"/> Fragments (incomplete sentences)<br>..... | <input type="checkbox"/> Word order errors<br>.....  |
| <input type="checkbox"/> Article errors<br>.....                   | <input type="checkbox"/> Punctuation errors<br>..... |
| <input type="checkbox"/> Verb form and tense errors<br>.....       | <input type="checkbox"/> Other:<br>.....             |



**Read your paragraph out loud. Check to make sure you are not making those particular errors.**

# Writing a Paragraph Rubric

Name .....	Rating				Comments
Date .....					
<b>Overall Effectiveness</b> Wrote a basic paragraph with details from the tour that emphasize the role of the people in governing Alberta.	4	3	2	1	
<b>Analytic Criteria</b>					
Includes a clearly expressed topic sentence	4	3	2	1	
Includes two to three different supporting ideas	4	3	2	1	
Uses sufficient supporting details and explanations	4	3	2	1	
Uses appropriate transitional words and phrases	4	3	2	1	
Good control of simple structures	4	3	2	1	
Attempts (sometimes successfully) to use some complex structures	4	3	2	1	
Adequate control of spelling, punctuation and format	4	3	2	1	
Uses vocabulary and language from the pretour activities and the Legislature tour.	4	3	2	1	
<b>4=achieved easily, 3=achieved, 2=difficulty achieving, 1=not yet achieved</b>	<b>Total Score:</b>				

**Legislative Assembly of Alberta - Visitor Services**  
*English Language Learners: Activity Book – 5 to 6*

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