Educator's Resource Guide

HAVING A VOICE

Voting Rights and Democracy in BC

ROYAL BC MUSEUM

ELECTIONS BC
A non-partisan Office of the Legislature

Having a Voice: Voting Rights and Democracy in BC

Educator's resource guide

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A non-partisan Office of the Legislature

This resource was developed for and in partnership with Elections BC

What's in store?

Having a Voice is designed to fit the Grade 5 Social Studies: Canadian Issues and Governance curriculum. All classes and community groups are invited to use the kit. Students or community groups will use the contents of this kit and their inquiry process skills to address participation and representation in BC politics, the electoral process and electoral boundaries.

Big ideas

- Canadian institutions and government reflect our regional diversity.
- British Columbia is a parliamentary democracy and voting is part of our democratic system.

Learning standards

Canadian Issues and Governance

What's inside?

Participants will engage with primary-source documents and reproduction items from the Royal British Columbia Museum, Elections BC and the BC Archives to address the following:

- What is democracy and why do we vote?
- What is direct democracy? What is representative democracy?
- How have voting rights changed over time?
- What considerations are important when identifying electoral boundaries?
- Why do electoral boundaries change?

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Checkpoints for understanding

At the end of these activities, participants will be able to demonstrate the following social studies inquiry processes:

- Understand why we vote and how we vote
- Identify the differences between direct democracy and representative democracy
- Understand how voting rights have changed over time
- Recognize that electoral maps contain particular types of information
- Interpret timelines and maps to show the development of electoral boundaries in BC

There are multiple ways to engage your participants. You may choose to do one or all of the following activities:

1. Democracy and why we vote (primary-source activity with photographs and other images)
2. Direct democracy (mock referendum activity)
3. Franchise and disenfranchisement (primary-source activity with documents)
4. Representation and electoral boundaries (map reading and making activity)

Supporting resources

Elections BC
elections.bc.ca

Elections BC Timeline
elections.bc.ca/resources/electoral-history-of-bc

Democracy and Parliament
leg.bc.ca/content-peo/Learning-Resources/Democracy-and-Parliament-English.pdf

A History of the Vote in Canada (Elections Canada)
elections.ca/content.aspx?section=res&dir=his&document=index&lang=e

Elections BC's Learning About Elections webpage (CIVIX's short educational videos and other educational resources)
elections.bc.ca/resources/learning-about-elections/

Appendix 1

In this appendix you will find descriptions of materials for lesson plans and resources for the lesson plans.

Appendix 2

There are a variety of careers associated with elections, including in planning and operations, mapping, voter registration, information technology, human resources, finance, records, warehousing and communications. In this appendix you will find three staff profiles.

Democracy and Why We Vote

Description of activity:

Participants will examine photographs and other images from the late 1800s and early 1900s from the BC Archives collection related to the electoral process in BC. Participants will be asked to think critically about democracy in the past and present.

Outcomes:

Participants will build their understanding of democracy and the history of BC by examining photographs and other images.

Estimated time:

45 minutes

Materials

- Primary sources for *Democracy and Why We Vote* activity
- Description of materials: Primary sources for *Democracy and Why We Vote* (see Appendix 1)
- Image Analysis worksheet
- Sticky notes (not included)

Vocabulary

Ballot
A device used to cast votes in an election. In BC, each voter uses one paper ballot, and ballots are cast secretly.

Democracy
A system of government where the people have a say in how things are run. They do this by voting, although there are usually rules about who can vote.

Election
A process in which people vote to choose a person or group of people to represent them in government.

Infer
To make a guess about something based on facts and reasoning.

Voting system
A system for electing members to a legislative body, including the rules that describe how ballots are marked and counted and how votes determine the government.

About democracy in BC

Prior to colonial rule, there were two distinct forms of governance in the area now known as BC. The most complex was the system in the coastal territories, which was based on rank, status and hierarchy. The interior territories had a less structured system, with a more egalitarian approach to leadership. Despite these distinctions, common ground was shared by both through the basic concept that we are all stewards of our respective resources. Whether you were a chief or a village headman, the inclusive values associated with servant leadership applied to all decisions made on behalf of your people.

British Columbia today is a parliamentary democracy, which means that British Columbians elect people to represent them at the provincial legislature. These elected representatives are called members of the legislative assembly (MLAs). Each MLA represents a different area, called an electoral district or a constituency. It is their job to pass legislation, approve finances and scrutinize the government.

British Columbia entered into Confederation and became a province on July 20, 1871. The lieutenant-governor appointed an interim cabinet, and election writs were issued to choose 25 members from 12 electoral districts for the first provincial legislature. The general election was held from October through December 1871. Votes used to happen publicly: on nomination day, electors, candidates and their agents would vote by a show of hands. The person who received the most votes would be elected, unless someone demanded a poll on polling day. There were 46 candidates and no organized political parties.

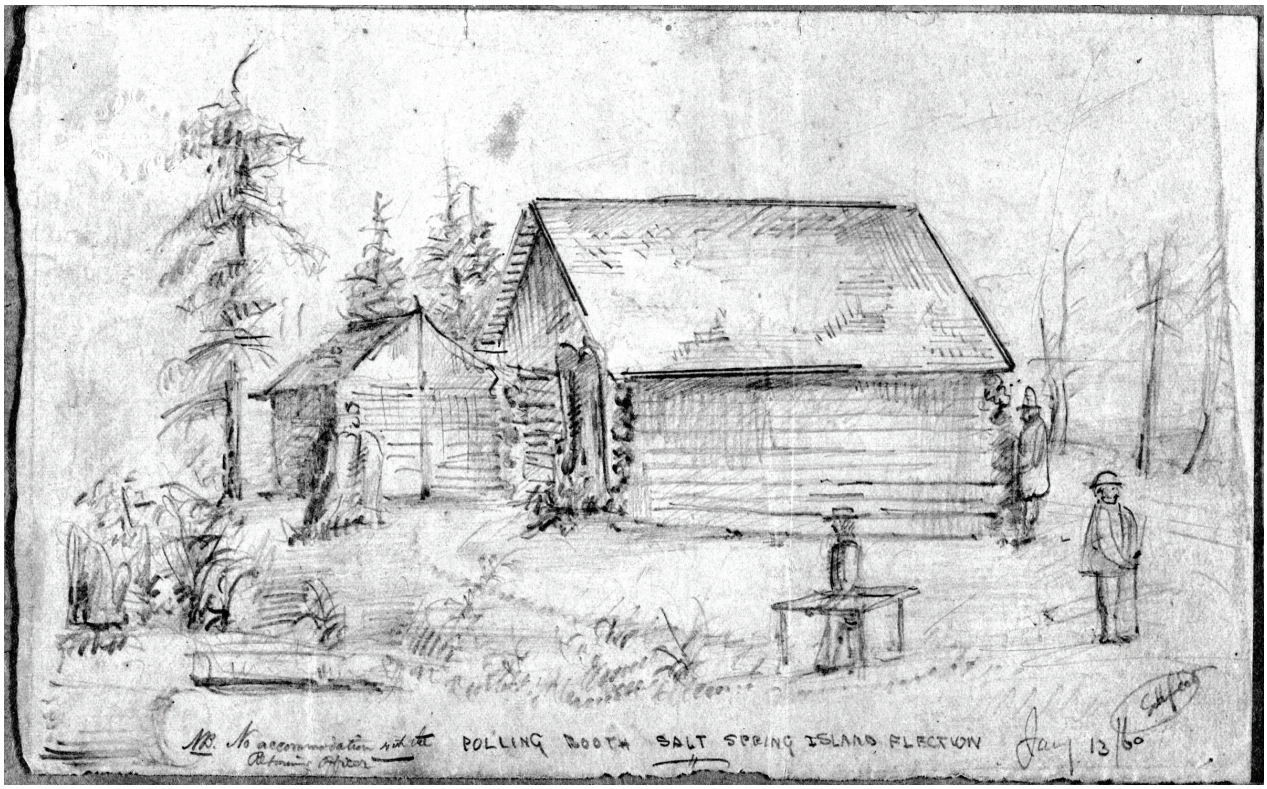
The electoral process has changed over time. Now political parties endorse candidates to represent them in one of the electoral districts and compete for the job of MLA. These candidates generally share the same views and goals as their parties. Some candidates also run independently, separate from any political party. In the 2017 provincial general election, there were 371 candidates, and 336 candidates represented one of the 18 registered political parties. Thirty-three candidates ran as independents, and 2 candidates ran as neither independent nor as a representative of a registered political party. In 2017, there were 87 electoral districts, and one candidate was elected in each electoral district, resulting in 87 MLAs.

In addition, voter eligibility has changed over the years. In the past, only male British subjects who were at least 21 years old and who met certain property and residence requirements were allowed to vote. Now the eligibility requirements are very inclusive. We have universal suffrage, which is the right of all adult citizens to vote in elections. Anyone can vote as long as they are a Canadian citizen, are 18 years old or older on General Voting Day and have been a resident of BC for the past six months.

Voting is a chance for all eligible people to play a part in choosing their government and influencing the provincial policies that affect them on a daily basis. With only a simple mark on a ballot, voting lets British Columbians decide who will represent them and what their future will look like. The right to vote or participate as a candidate is protected by the *Charter of Rights and Freedoms* and is one of Canada's most cherished institutions.

Preparation for educators

- Familiarize yourself with the images and their descriptions. See appendix 1 for a description.
- If your participants aren't familiar with using historical photographs, review the Tips for Teachers.
- You may choose to give each group of participants different images or copies of the same image.
- Make copies of the Image Analysis worksheet (one per group or one per person).



Group activity: Analysis of photographs and other images

Share the inquiry question "What role does democracy play in my life?" with the participants. (If necessary, define democracy and provide an example.) Have participants think-pair-share. During the share phase, have the participants write one response on a piece of paper or sticky note. When they share their reply, post it on the wall. Start to group replies to see if there are any emerging themes.

Explain to the participants that they are going to look at primary source images from the BC Archives and try to answer the question "What story might we tell about democracy in BC using a photograph or other image?" Remind them to carefully examine the image and prompt them to describe what they see in the image, rather than guessing at what is going on.

1. Pass around images labelled "Primary Source Activity" from the BC Archives. Give participants time to look at the images.
2. Pass out the image analysis worksheet, review the questions and have participants go through the steps.
3. Have participants share a question that they generated by looking at the image.

Follow up on interesting questions presented by the group and provide context (refer to the "About Democracy in BC" section above and the supporting resources in the educator's resources guide if necessary) to support their inferences.

Ask the group: After looking at these historical images, what would you add to or change about your reply to the inquiry question asked before? ("What role does democracy play in my life?")

Supporting resources

Investigating sources
tc2.ca/en/creative-collaborative-critical-thinking/resources/investigating-sources/

Strategies for investigating pictures
tc2.ca/sourcedocs/picture-sets/strategies-for-investigating-pictures.html

The First Provincial Election – This Week in History
youtube.com/watch?v=MQ0mJJCHubg&t=0s&index=32&list=PLN9Hdj6yjKtUkygTaxVRJ0OLqUCicFojT

Tips for Teachers – Learning Portal
https://learning.royalbcmuseum.bc.ca/wp-content/uploads/2016/02/4-Tips-for-Teachers-Teaching.pdf

Image Analysis Worksheet

Name: _____

Step 1. Observation

A. Study the image for two minutes. Form a general impression of the image and then examine individual items. Slowly scan from right to left and top to bottom to see what new details become visible.

B. List the people, objects, activities and landscape features in the image.

People	Objects	Activities	Landscape

Step 2. Inference

Based on what you have observed above, list three things you might infer from this image.

Step 3. Questions

A. What questions does this image raise in your mind?

B. Choose the question that you think is the most interesting and important. How would you go about answering it?

C. How would you know if your answer was a good one?

Direct Democracy: How Does It Work?

Description of activity:

Participants will discuss direct democracy and representative democracy, and they will conduct a mock referendum.

Outcomes:

Participants will build their understanding of direct democracy and learn how it differs from representative democracy.

Estimated time:

90 minutes

Materials

- Mock ballots
- Pen and pencil
- Ballot box (you can use the wooden loan kit, a cardboard box or envelope)
- Role cards for voting day
- Know-Wonder-Learn chart

Vocabulary

Direct democracy
A system that lets people decide on policy directly. Examples of direct democracy in British Columbia include referendums, recall petitions and initiative petitions.

Provincial general election

- An election to choose our representatives in the Legislative Assembly of British Columbia.
- Provincial general elections are scheduled to take place on the third Saturday in October every four years.
- While general elections are scheduled to take place every four years, they can occur before a scheduled date if the government calls an election or loses the confidence of the legislative assembly.

Initiative
A process through which a registered voter can petition to gather support for a new law or changes to an existing law. Elections BC administers initiative petitions in BC under the *Recall and Initiative Act*.

Non-partisan
Treating all political parties and candidates the same. It is important for election workers to be non-partisan.

Opponent
A person or group that does not support a view or proposal. Opponents may have different motives or reasons for wanting the same outcome.

Proponent
A person or group that supports a view or proposal. Proponents may have different motives or reasons for wanting the same outcome.

Recall
A process through which a registered voter can petition to remove a member of the legislative assembly (MLA) from office. A voter can only petition to recall the representative for the electoral district in which the voter is registered to vote.

Referendum
A referendum is a vote on a matter of public interest or concern. Registered voters indicate their opinion by marking a ballot in response to one or more questions asked of them by the provincial government.

Representative democracy
A form of government where citizens elect a person to represent them in the legislature or parliament.

About direct democracy

In a *true direct democracy,* the people make decisions on every single law, bill or issue of justice. In ancient Athens, for example, all citizens (a category which did not include women, slaves or foreigners) were required to vote on all major issues. In a *representative democracy*, citizens elect representatives who form a government and make decisions on their behalf. In British Columbia, we have a representative democracy, with some opportunities for direct democracy through referendums, recall petitions and initiative petitions. Each of these methods allows citizen involvement in a different way.

Preparation for the educators

- Decide on a referendum question.
- Photocopy the ballots.

Group activity #1: *Direct* vs. *representational* democracy

Host a discussion, using think-pair-share or a KWL chart[1] to get to the definitions of "direct democracy" and "representational democracy". Start by coming up with a definition for the word "direct", then do the same for the word "representative", and finally for "democracy".

Read out each of the following scenarios and ask participants if they think it is an example of representative democracy or direct democracy. If they think the example is similar to representative democracy, they should move to the one end of the room. If they think it is similar to direct democracy, they should move to the other end.

- A school is providing a free lunch at the end of the month. They have asked the students if they would like hot dogs or pizza. The students are divided into groups based on their grade level and each group chooses a representative. The students tell their representative what food item they want. Each representative gets one vote. Whichever food item gets the most votes will be served at the end of the month. [This is a representative democracy.]
- A school is providing a free lunch at the end of the month. They have asked the students if they would like hot dogs or pizza. Each student gets one vote. Whichever food item gets the most votes will be served at the end of the month.
  [This is a direct democracy.]

Have the students contribute to a list of the pros and cons of direct democracy and representative democracy.

Some example pros for direct democracy:

- People might feel more involved in government and happier about having more control
- People would understand how and why decisions and laws were made

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1 A KWL Chart tracks what a participant knows (K), wants to know (W) and has learned (L) about a topic or lesson. The chart has three columns. In the first column, participants write what they know about the topic/lesson; in the second column, they write what they want to know about the topic/lesson and in the third column they write what they have learned about the topic/lesson.

Some example cons for direct democracy:

- It might take a lot of time to vote on every issue
- If not enough people participated, then a small group could have a lot of influence on decision making

Some example pros for representative democracy:

- People have a say in who is elected and the elected people make decisions based on the best interest of the majority of people
- Elected officials can help with issues or problems and guide them through steps needed to get to the next level of government

Some example cons for representative democracy:

- Once elected, it may not be possible to represent the views of all constituents
- Minority groups may not feel heard because they do not have the majority of votes

Group activity #2: Mock Referendum[2]

- Select a referendum question from the list below or create your own (as long as it is non-partisan):
  - Should all sandwiches be cut diagonally?
  - Should humans colonize Mars?
  - Should it be resolved that breakfast really is the most important meal of the day?
  - Should schools provide tablet computers to every student?
  - Should the school week be four days?
  - Should schools have a dress code?
- Have participants determine who will participate in the referendum. Will the whole school or organization vote? Just your class or group? If you completed the mapping activity in the Representation and Electoral Boundaries lesson plan (Group activity #4: Draw a map on page 18) you can refer to that.
- Choose a voting day.
- Have participants create posters to remind everyone of the issue and the voting day.
- Before the vote, the proponent and opponent can organize and participate in a debate about the voting options in front of the group.
  - The opponent should think of how they will convince people to vote 'no'. What makes 'no' the best choice?
  - The proponent should think of how they will convince people to vote 'yes'. What makes 'yes' the best choice?
- Photocopy the referendum ballot sheet that contains the question you chose (provided) so there is one ballot for each participant.
- Review and hand out role cards for voting day (roles include voter, information officer, voting clerk, voting officer, supervisor, proponent (individual or group) and opponent (individual or group)).

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2 Organizations as well as schools can participate in this activity. You can modify the activity so it is suitable for your group.

- Conduct the vote.
  - The supervisor helps set up the voting station.
    - Set up a table and chairs. The voting clerk and voting officer will sit here.
    - Give the voting clerk a list of the voters' names (e.g. a class list) and a pen so the voting clerk can keep track of who has voted at the voting station.
    - Place a ballot box on the table (the wooden loan kit, a cardboard box or an envelope will do).
    - Set up an unoccupied table behind the voting officer and voting clerk where the voter can mark the ballot in private (in a real voting place, a small cardboard screen would be set up to enhance the voter's privacy). Put a pencil there for the voters to use to mark their ballot.
  - When the voting station is set up, the supervisor stands by the voting clerk and voting officer.
  - The information officer stands by the door and opens the door when voting starts.
  - All participants in the group vote in the mock referendum.
  - Voters walk into the voting place and are greeted by the information officer. The information officer directs them to the voting station where the voting clerk and voting officer are sitting.
  - The voters approach the table one at a time.
  - The voting clerk asks the voter to sign beside their name on the list of voters (i.e. the voting book).
  - The voting officer gives the ballot to the voter and tells the voter to go behind the voting screen and use the pencil provided to mark the ballot with a checkmark or an 'X'.
  - After marking the ballot, the voter puts the ballot in the ballot box, which is beside the voting officer and voting clerk.
  - The voter leaves the voting place. After everyone has voted, the voting clerk and voting officer count the ballots. If they are unsure about how a ballot is marked they ask the supervisor to decide if the voter voted 'yes' or 'no'.
  - The voting clerk and voting officer write down the results and give the results to the supervisor.
  - If the results are really close, the supervisor counts the ballots again to double-check.
  - The supervisor announces the results.
- Discuss the results of the vote. Were the results surprising or interesting?

Additional resources at election time

Student Vote is a non-partisan parallel election program for students under the voting age. The program provides students with an opportunity to experience democracy first-hand and build a habit of voting that will last a lifetime. You may only request mock election resources at election time.
studentvote.ca

Supporting resources

Elections BC's Learning About Elections webpage (CIVIX's short educational videos, Elections BC's *What to Expect When You Vote* video and other educational resources)
elections.bc.ca/resources/learning-about-elections/

Franchise and Disfranchisement

Description of activity:

Participants will examine primary sources related to systemic discrimination by provincial governments. Focusing on documents from the BC Archives and Elections BC's own collection, participants will be asked to think critically about past discriminatory policies.

Outcomes:

Participants will build their understanding of democracy and the history of voting rights in BC by examining primary sources.

Estimated time:

90 minutes

Materials

- Primary sources for Franchise and Disenfranchisement activity
- Description of materials: Primary sources for Franchise and Disenfranchisement activity (see Appendix 1)
- Primary Source Analysis worksheet

Vocabulary

Discrimination
Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, age or disability. The *Canadian Human Rights Act* protects against discrimination. (Canadian Human Rights Commission)

Disenfranchise
To take away someone's right to vote. To be *disenfranchised* is to be denied your right to vote.

Franchise
The right to vote in public elections for members of Parliament and provincial legislatures.

Universal suffrage
The right of all adult citizens to vote in elections.

About the franchise

The eligibility requirements to vote in provincial elections are very inclusive. Canadian citizens who are 18 years of age or older and have lived in BC for the past six months are eligible to vote in provincial elections, and this right is protected by the *Charter of Rights and Freedoms*. However, this has not always been the case. In the past, many people living in British Columbia were *disenfranchised* (not allowed to vote or participate in the election process), which reflects our changing social values. Reasons for disenfranchisement included race, faith and gender. During various time periods, women, First Nations people, Chinese Canadians, South Asian Canadians, Japanese Canadians, Doukhobors, Mennonites and Hutterites were denied the right to vote. There was a time when people in prison were not allowed to vote, and even a time when school teachers were not allowed to vote. These days, we have universal suffrage, which means all adult citizens have the right to vote in elections.

(Source: Elections BC)

Preparation for educators

- Familiarize yourself with the primary source documents and their descriptions. See appendix 1 for a description.
- Print copies of Primary Source Analysis worksheets.

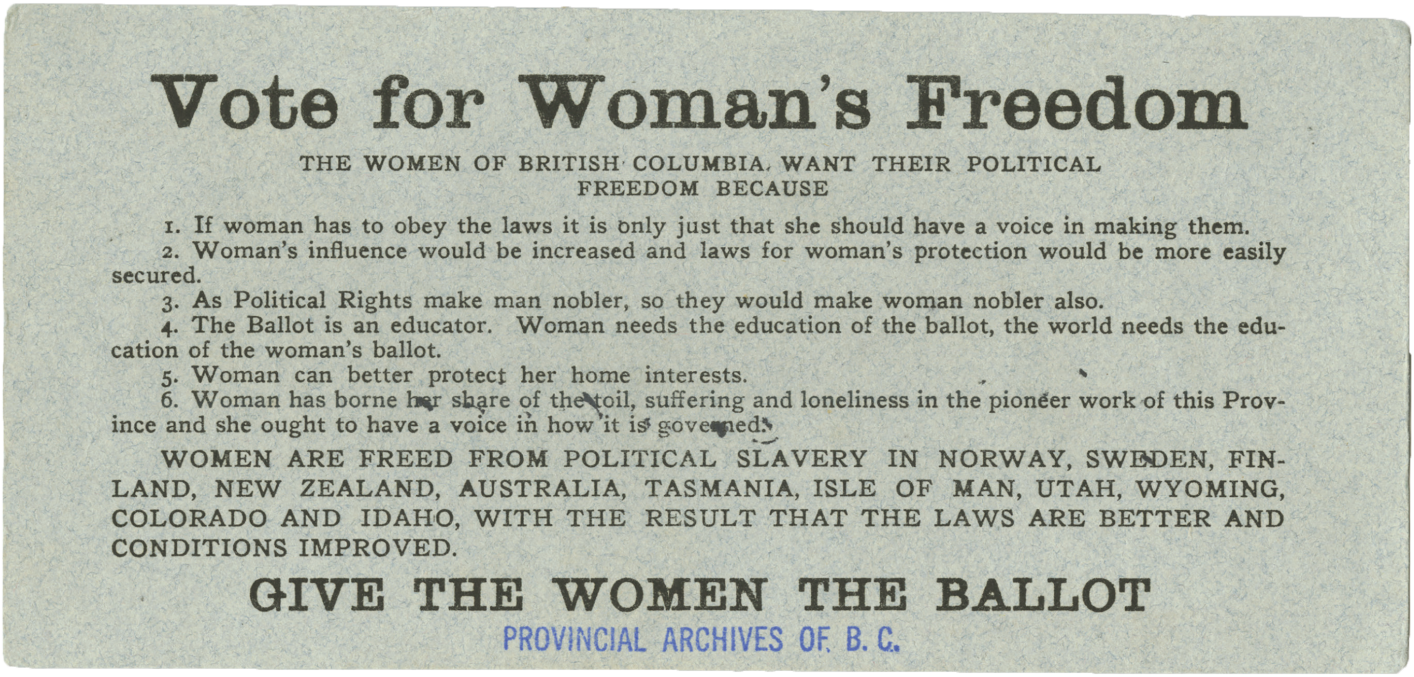
Group activity: Analysis of primary source documents

- Ask participants to form groups.
- Assign each group one of the included primary source documents (not including photographs) or allow them to choose their own.
- Ask them to analyze their documents, using the Primary Source Analysis worksheet to help guide their observations.
- Once they have analyzed the document, they should complete the Extend Your Learning assignment to help them create a reflection about what democracy means to them and their community.

Supporting resources

100 Years of Women and the Vote
leg.bc.ca/wotv
elections.bc.ca/resources/learning-about-elections/100-years-of-womens-suffrage/

Elections BC Timeline
elections.bc.ca/resources/electoral-history-of-bc



Vote for Woman's Freedom

THE WOMEN OF BRITISH COLUMBIA WANT THEIR POLITICAL FREEDOM BECAUSE

1. If woman has to obey the laws it is only just that she should have a voice in making them.
2. Woman's influence would be increased and laws for woman's protection would be more easily secured.
3. As Political Rights make man nobler, so they would make woman nobler also.
4. The Ballot is an educator. Woman needs the education of the ballot, the world needs the education of the woman's ballot.
5. Woman can better protect her home interests.
6. Woman has borne her share of the toil, suffering and loneliness in the pioneer work of this Province and she ought to have a voice in how it is governed.

WOMEN ARE FREED FROM POLITICAL SLAVERY IN NORWAY, SWEDEN, FINLAND, NEW ZEALAND, AUSTRALIA, TASMANIA, ISLE OF MAN, UTAH, WYOMING, COLORADO AND IDAHO, WITH THE RESULT THAT THE LAWS ARE BETTER AND CONDITIONS IMPROVED.

GIVE THE WOMEN THE BALLOT

PROVINCIAL ARCHIVES OF B. C.

Name: _____

Primary Source Analysis Worksheet

Which document are you observing?

First impressions

How would you describe the document?
Think about who (author/audience), what, when, where and why.

Looking closer

What does the document tell us?

What does this document not tell us?

Thinking further

What issues about voting and democracy does this document raise?

What do you want to know more about?

Researching only one document can help us see a glimpse of the past, but not the whole picture. Once you've completed an analysis of one document, take a look at the others, and think about how they all relate.

Extend Your Learning

Letters, pamphlets, and newspaper articles all act as 'containers' for voices and opinions from the past. But how would YOU communicate important issues about democracy today?

It's time to explore what is important about democracy to you, and how you would express it.

What is important about democracy to you and your community?

Take time to develop your ideas and opinions.

Create

Based on your ideas, create something to express and reflect what is important about democracy to you and your community. This could be a short piece of writing, a poem, a movie, an artwork or anything else that will help you discuss and express your view.

Representation and Electoral Boundaries

Description of activity:

Participants will analyze and compare maps of electoral districts in British Columbia. Participants can also draw a map of their school or organization.

Outcomes:

Participants will gain an understanding of why electoral boundaries change, what considerations are important when identifying electoral boundaries, and what types of information are included in electoral district maps.

Estimated time:

2.5 hours

Materials

- 1871 Map of Electoral Districts of British Columbia (wall map)
- 2017 Map of Electoral Districts of British Columbia (wall map)
- Electoral district maps (paper or digital)
- British Columbia Electoral District Explorer User Guide
- Representation and Electoral Boundaries worksheet
- Comparison worksheet
- Your Electoral District worksheet
- Paper, rulers and coloured pencils (not provided)

Vocabulary

Constituents
People who live in an electoral district are geographic areas defined by the *Electoral Districts Act*. One member of the legislative assembly (MLA) represents each electoral district. During the 2017 provincial general election, there were 87 electoral districts in British Columbia.

Member of the legislative assembly (MLA)
A person elected by the voters in an electoral district to serve as their representative in the Legislative Assembly of British Columbia. MLAs must divide their time between their work in their districts and in Victoria.

Redistribution
When electoral districts are added or removed or their boundaries change.

Electoral boundaries and why they change

Eligible voters elect one member of the legislative assembly (MLA) to represent them in government based on where they live. According to the principle of representation by population, each MLA should represent a similar number of British Columbians. Population growth does not occur evenly throughout the province, so after every second general election, an electoral boundaries commission reviews the boundaries to make sure MLAs effectively represent British Columbians. An independent, non-partisan three-person electoral boundary commission completes the review.

While the population of each electoral district is the main factor that the electoral boundaries commission considers, they also must examine geographic and other factors. After their review, the electoral boundaries commission may propose changes to the area, boundaries and names of the electoral districts. The Legislative Assembly of British Columbia reviews the proposals and votes to approve them, reject them or approve them with alterations. The government must introduce approved changes as a bill.

Preparation for educators

- Print copies of the Representation and Electoral Boundaries worksheet, Comparison worksheet and Your Electoral District worksheet.
- Post the two wall maps in the room: 1871 Map of Electoral Districts of British Columbia and 2017 Map of Electoral Districts of British Columbia (provided).
- Decide whether you will use paper maps or digital maps to complete group activity #3.
    - Paper maps: If you are going to use paper maps, then print copies of any two electoral district maps. Visit the Elections BC website and print the 2017 Provincial General Election Electoral District Map that includes your community. If your community is in a rural area, then print another Electoral District Map for an urban area (or vice versa).
        - Link to print electoral district maps: elections.bc.ca/resources/maps/2017-provincial-general-election-electoral-district-maps/
    - Digital maps (for participants with Internet access): Review the British Columbia Electoral District Explorer User Guide
        - You can access British Columbia Electoral District Explorer (BCEDE) here: maps.gov.bc.ca/ess/hm/bcede/
- Provide paper, rulers and coloured pencils for group activity #4: *Draw a Map.*

Group activity #1: Representation and electoral boundaries

In your group, discuss the purpose of electoral districts and their boundaries.

- If you were drawing an electoral district map, which elements do you think you would need to consider? Why? (The population of each electoral district is the main factor that the electoral boundaries commission must consider. Other factors include aligning the electoral boundaries to natural boundaries (e.g. rivers, parks); the commute for people to reach their MLA or for the MLA to reach the people; aligning electoral boundaries with municipal boundaries; the location of municipalities relevant to each other; the location of regional district boundaries; the location of school district boundaries; and the grouping together of "communities of interest"—geographically concentrated groups that share a certain attribute.)
    - Hand out the Representation and Electoral Boundaries worksheet. Have participants choose the most important element and explain their reasoning.

Group activity #2: Analyze provincial maps: past and present

- In your group, discuss how electoral districts have changed. Have participants look at the 1871 and 2017 wall maps.
- Hand out the Comparison worksheet and ask them to describe the similarities and differences between the two electoral districts maps.
- Discuss the following: When BC first became a province there were 12 electoral districts. In 2017 there were 87 electoral districts. Why do you think the number of electoral districts changed? (Possible answers include population growth and migration.)
- Discuss how technology may have changed how these maps were made. How might maps be made in the future?

Group activity #3: Analyze a map of your electoral district

Option 1 (if using paper maps):

- Hand out the map of your electoral district to participants.
- Review the elements of the map (e.g. cardinal directions, scale) with participants.
- Have participants identify key features within the electoral district (e.g. rivers, lakes, parks, highways).
- Hand out a second map of a different electoral district for comparison. If your electoral district is urban, choose a non-urban electoral district (and vice versa).
- Ask participants to identify differences between the two maps (e.g. differences in scale, what level of detail is shown on the maps).
- Hand out the Your Electoral District worksheet and ask everyone to describe the similarities and differences between the two electoral districts maps.

Option 2 (if using digital maps):

- If you are using BCEDE, instruct participants to open the application (maps.gov.bc.ca/ess/hm/bcede/) and find their electoral district.
- Review the elements of the map (e.g. scale) with participants.
- Have participants identify key features within the electoral district (e.g. rivers, lakes, parks, highways).
- Ask participants to find a second map of a different electoral district for comparison. If your electoral district is urban, choose a non-urban electoral district (and vice versa).
- Ask participants to identify differences between the two maps (e.g. differences in scale, what level of detail is shown on the maps).
- Hand out the Your Electoral District worksheet and ask them to describe the similarities and differences between the two electoral districts maps.

Group activity #4: Draw a Map

- Have participants draw an electoral map of their school or organization.
    - If they needed to elect seven people to their school's or organization's council, how would they divide the population of their school or organization to ensure fair representation?
    - Would they create districts by grade, by number of students/participants, or by physical location within the school/building? Would anyone feel excluded, overrepresented or underrepresented?
    - Maps must include a legend.

Supporting resources

Electoral Boundaries Commission Reports
elections.bc.ca/resources/maps/electoral-boundaries-commission-reports/

Role of an MLA
members.leg.bc.ca/work-of-mla/role.htm

British Columbia Electoral District Explorer
maps.gov.bc.ca/ess/hm/bcede/

Name: _____

Representation and Electoral Boundaries Worksheet

When the electoral boundaries commission reviews the electoral boundaries after every second general election, which of these eight factors do you think is the most important consideration for drawing an electoral district map? Circle it.

- the number of people living in the electoral district
- aligning the electoral boundaries to natural boundaries (e.g. rivers, parks, highways)
- the commute for people to reach their MLA or for the MLA to reach the people
- aligning electoral boundaries with municipal boundaries
- the location of municipalities relevant to each other
- the location of regional district boundaries
- the location of school district boundaries
- the grouping together of "communities of interest" (communities of interest are geographically concentrated groups that share a certain attribute (e.g. live in the same neighbourhood)

Explain which factor you circled and why.

Comparison Worksheet

Name: _____

Electoral Districts of BC

Compare the 1871 Map of Electoral Districts of British Columbia and the 2017 Map of Electoral Districts of British Columbia. List all of the differences you can find between them. Use the back of the page if you need more space.

1871 Map	2017 Map

Further thinking

On the most recent map, which area of the province has the fewest districts?

What might be some reasons for this?

Compared to the oldest map, which area of the province has had the largest growth in the number of districts?

Name: _____

Your Electoral District Worksheet

Identify key features within your electoral district.

Name of your electoral district:

What types of features are in your electoral district (e.g. park)?

Name one electoral district that is beside your electoral district:

Now compare this to a different electoral district.

Name of other electoral district:

What types of features are in this electoral district (e.g. park)?

Name one electoral district that is beside this electoral district:

Compare your results.

What are the similarities between the two electoral district maps you compared?

What are some of the key differences between the two electoral district maps?

Appendix 1

Description of Materials: Primary Sources for Democracy and Why We Vote activity

Reference Code	Title	Summary
a-01415	Premier Richard McBride on the back of a train in 1912	Sir Richard McBride was premier of BC from June 1, 1903, until December 15, 1915. In this photograph, taken during the election of 1912, he is standing with William John Bowser and Thomas Abriel at the rear of a train at Nakusp, BC. In 1912, McBride's Conservative Party swept all but 3 of the 42 seats in the BC legislature. William John Bowser was a politician and secretary of the national Conservative Leadership Committee. He was premier of British Columbia from 1915 to 1916. Thomas Abriel was a Naskup businessman and community builder.
A-02950	By-Election in Victoria, 1918	A crowd gathered in front of the Colonist Building in Victoria, on Government Street near the Broad Street intersection. Due to the death of a sitting member of the legislature (Premier Harlan Carey Brewster), a by-election was held on June 28, 1918. The winner was Francis Giolma, a candidate for the Soldier Party. In 1917, some women had won the right to vote, and the elections of 1918 were the first provincial elections in which they had the opportunity to do so.
a-09547	Participants at the Indian suffrage ceremony at the Kitzsegukla Community Hall	Images a-09547 and a-09548 should be used together. The prohibition preventing First Nations people from voting in provincial elections was removed in 1949, but it wasn't until 1960 that First Nations people were allowed to vote federally without giving up their status (under the Indian Act) in exchange. Left to right: Constance Cox, interpreter; Chief Harold Sinclair; Percy Richards, assistant to the premier; E.T. Kenney, MLA for Skeena and minister of lands and forests; Mrs. Kate Johnson, the premier's wife; Chief Peter Cooksen; Premier Byron Johnson; B. Johnson, Jr.; Chief Arthur McDames; Olaf Hanson, former MP for Skeena; Jeffrey Johnson of Smithers; George Martin of Hazelton; Joe Wesley of Kitzsegukla; and Fred Johnson of Kitwanga.
a-09548	Band plays for the participants at the Indian suffrage ceremony at Kitzsegukla Community Hall	Images a-09547 and a-09548 should be used together. This image depicts a band playing at the ceremony at Kitzegulkla Community Hall on May 20, 1949. P. Richards, Premier Byron Johnson and Chief Harold Sinclair stand to the right.

Reference Code	Title	Summary
d-07520	"Vote Wet for My Sake"	"Vote wet for my sake," says the brewer. "Vote dry for mine," says the woman with three children. Support for prohibition came from merchants, businessmen and professionals led by temperance organizations the Local Option League and the People's Prohibition Association. They argued that by restricting alcohol sales and consumption there would be less waste and vice. Opposition to prohibition mostly came from people directly engaged in the liquor trade, like brewers and hoteliers, but also from organized labour. Prohibition came into effect in BC on October 1, 1917, and ended in 1921.
NA-40237	First solder's vote cast in BC, 1916	Soldiers in Kamloops, BC, during World War I vote in an advance poll for the 1916 general election and the referendums on prohibition and women's suffrage.
Pdp01279	Polling station on Salt Spring Island	Sketched on January 13, 1860, by Edward Mallandaine.
c-09757	Richfield. Voting in the courthouse.	The ninth general election for the province of BC was held in 1900. The Cariboo appointed two MLAs, Joseph Hunter and Samuel Augustus Rogers.
F-02309	Victoria and Vancouver Island Council of Women. Group shot taken on the steps of the Legislative Buildings.	Between 1891 and 1914, 16 women's suffrage bills were introduced and defeated in British Columbia's legislative assembly. In 1916, Premier William Bowser decided to hold a referendum on the issue in conjunction with the provincial general election.
F-09917	14th Parliament, First Session: First Liberal Legislature, Victoria	In 1918 Mary Ellen Smith became the first woman elected to the legislative assembly. She went on to be both the first female cabinet minister and the first female speaker in the British Empire.

Description of Materials: Primary Sources for Democracy and Why We Vote activity

Reference Code	Title	Summary
NWp 324.15 I23	If you want Asiatics to have the Vote Support Canadian Labor Party Candidates	The Canadian Labour Party was a united front of communist and non-communist workers that existed from 1924 to 1928 and broke up over the franchising of Asian citizens. Those in favour joined the Co-operative Commonwealth Federation, which formed in 1933.
NWP 324.623 V971	Vote for Woman's Freedom	After decades of campaigning, some BC women won the right to vote in 1917. But equality for all had not been achieved. Women and men of certain ethnic groups were excluded for several more decades after women were officially enfranchised.
GR-0429.1161	Tomey Homma gets vote 1900	Born in Japan, Tomekichi "Tomey" Homma moved to BC in the late 19th century while still a teenager. In 1900 he tried to enter his name on the voters list in Vancouver. Although a naturalized British subject (Canadian citizenship did not exist until 1947), he was denied. The Provincial Elections Act had banned Japanese Canadians from voting since 1895. This same law also banned First Nations people from voting. Homma sued the registrar, Thomas Cunningham. The case went to the Supreme Court of BC, which ruled in Homma's favour. This letter dated December 3, 1900, is from Cunningham's lawyer to the deputy attorney general encouraging an appeal of the ruling be made.
GR-0429.1779	Privy Council decision on Tomey Homma appeal 1903	In 1903 the Supreme Court of British Columbia appealed Tomey Homma's case to the Privy Council, the highest legal authority in the Dominion of Canada, which upheld the ban and the right of provinces to restrict voting eligibility on the basis of race. Homma died in 1945 in an internment camp in the BC interior, three years before Japanese Canadians secured the right to vote.
Elections BC	Japanese and Chinese Vote and W.A. Cumyow	Chinese Canadians were disenfranchised in 1874 and re-enfranchised in 1947. Japanese Canadians were restricted from voting or holding public office in 1895 and their rights were not reinstated until 1949.
Elections BC	Circular No.1	A letter to the registrars of voters from April 8, 1947, advising them that new voters lists would be established: "Chinese and Hindus have been granted the franchise, and Japanese and native Indians, Doukhobors, Hutterites and Mennonites who served in the Canadian forces will in future be allowed to vote."

Reference Code	Title	Summary
Elections BC	No. 7. Votes and Proceedings of the Legislative Assembly of British Columbia (Read the Special Committee's recommendations #1-6 on p. 1–2)	Wednesday, February 19, 1947. Recommendations from the Elections Committee Enabling Act of 1946 regarding the franchise being granted to disenfranchised groups. Note the Special Committee's recommendations from 1 to 6 on pages 1 and 2.
Elections BC	Letter to Mr. Hogg, Legislative Counsel	May 13 letter from the registrar of voters inquiring about the voting rights of a widow and her sister, who were Japanese women married to Canadian men.
Elections BC	Letter from Registrar of Voters to Mrs. Gibbs	May 31, 1948. Letter to an applicant advising her that as a widow of Japanese descent, she was not allowed to vote.
Elections BC	Memorandum, Re: Section 4A of P.E.A. Amendment Act, 1948	May 29, 1948. Letter to the registrar of voters from the deputy attorney general advising that widows were not allowed to vote.

Backgrounder

(Source: Elections BC)

Status Indians—First Nations people registered under the Indian Act—were not allowed to vote in provincial elections until 1949 or federal elections until 1960.

In the late 19th century, thousands of Chinese workers completed the BC arm of the Canadian Pacific Railway. BC stripped voting rights from Chinese Canadians in 1874 and did not reinstate them until 1947.

Fears over immigration led to the provincial government denying South Asian people—referred to as Hindus in the legislation of the time—the right to vote in 1907. Their voting rights were not regained until 1947.

Japanese Canadians were also restricted from voting or holding public office beginning in 1895. During the Second World War, BC residents of Japanese heritage were subject to systematic discrimination, detention and expulsion from their homes. In 1949, the legal rights of Japanese Canadians, including the right to vote, were finally reinstated.

BC was the fourth Canadian province to extend voting rights to women and the only province to do so as the result of a referendum. Although some BC women won the right to vote in 1917, equality for all had not been achieved. Women and men of certain ethnic groups were excluded for several decades after women were officially enfranchised.

Should all sandwiches be cut diagonally?

Yes

No

Should all sandwiches be cut diagonally?

Yes

No

Should all sandwiches be cut diagonally?

Yes

No

Should all sandwiches be cut diagonally?

Yes

No

Should all sandwiches be cut diagonally?

Yes

No

Should all sandwiches be cut diagonally?

Yes

No

Should all sandwiches be cut diagonally?

Yes

No

Should humans colonize Mars?

Yes

No

Should humans colonize Mars?

Yes

No

Should humans colonize Mars?

Yes

No

Should humans colonize Mars?

Yes

No

Should humans colonize Mars?

Yes

No

Should humans colonize Mars?

Yes

No

Should humans colonize Mars?

Yes

No

Should it be resolved that breakfast really is the most important meal of the day?

Yes

No

Should it be resolved that breakfast really is the most important meal of the day?

Yes

No

Should it be resolved that breakfast really is the most important meal of the day?

Yes

No

Should it be resolved that breakfast really is the most important meal of the day?

Yes

No

Should it be resolved that breakfast really is the most important meal of the day?

Yes

No

Should it be resolved that breakfast really is the most important meal of the day?

Yes

No

Should it be resolved that breakfast really is the most important meal of the day?

Yes

No

Should it be resolved that breakfast really is the most important meal of the day?

Yes

No

Should schools provide tablet computers to every student?

Yes

No

Should schools provide tablet computers to every student?

Yes

No

Should schools provide tablet computers to every student?

Yes

No

Should schools provide tablet computers to every student?

Yes

No

Should schools provide tablet computers to every student?

Yes

No

Should schools provide tablet computers to every student?

Yes

No

Should schools provide tablet computers to every student?

Yes

No

Should the school week be four days?

Yes

No

Should the school week be four days?

Yes

No

Should the school week be four days?

Yes

No

Should the school week be four days?

Yes

No

Should the school week be four days?

Yes

No

Should the school week be four days?

Yes

No

Should the school week be four days?

Yes

No

Should schools have a dress code?

Yes

No

Should schools have a dress code?

Yes

No

Should schools have a dress code?

Yes

No

Should schools have a dress code?

Yes

No

Should schools have a dress code?

Yes

No

Should schools have a dress code?

Yes

No

Should schools have a dress code?

Yes

No

Should schools have a dress code?

Yes

No

Information Officer (welcome voters and tell them where to line up)

- Stand by the door. You are the first person voters see when they arrive
- Open the door when voting starts
- Say hello to voters and tell them where to line up
- Answer questions
- Put signs up
- Close the doors when voting is done

Voting Clerk (count ballots and ask voters to sign the voting book)

- Sit next to the Voting Officer
- Keep a list of the voters' names; this is the voting book
- When a voter comes to the table, ask them their name
- Find the voter's name in the voting book
- Ask the voter to sign beside their name. They can only vote once
- After everyone has voted, count the ballots with the Voting Officer and write down the results. Give the results to the Supervisor

Voting Officer (give out and count the ballots)

- Sit next to the Voting Clerk
- After the voter signs the voting book, give them a ballot
- Tell the voter to go behind the voting screen and mark the ballot with a '✓' or an '×' with the pencil
- Make sure the voter puts the ballot in the ballot box after they vote
- After everyone has voted, count the ballots with the Voting Clerk and write down the results. Give the results to the Supervisor

Supervisor (help set up the room and answer tricky questions)

- Help set up the room
- Stand by the Voting Clerk and Voting Officer
- Answer tricky questions about voting from voters or election workers
- If the Voting Clerk and Voting Officer aren't sure about how a ballot is marked, look at it and decide if the voter voted 'yes' or 'no'
- Don't count a ballot if it is unmarked or there is an '✕' or '✓' in both boxes; set it aside
- If the results are really close, count the ballots again to double-check
- Announce the results to the group

Proponent (try to convince people to vote 'yes' by explaining why 'yes' is best)

- Encourage people to vote 'yes'
- Organize and participate in a debate with the Opponent about the options
- Observe the voting process
- Think about your job as the Proponent; what do you hope the results of the referendum will be? How will you convince others? Why is "yes" best?
- Rules:
  - No buying votes! Don't give free stuff or goodies to people for voting a certain way
  - Don't try to convince people how to vote inside of the room where voting is taking place

Opponent (try to convince people to vote 'no' by explaining why 'no' is the way to go)

- Encourage people to vote 'no'
- Organize and participate in a debate with the Proponent about the options
- Observe the voting process
- Think about your job as the Opponent; what do you hope the results of the referendum will be? How will you convince others? Why is "no" the way to go?
- Rules:
  - No buying votes! Don't give free stuff or goodies to people for voting a certain way
  - Don't try to convince people how to vote inside of the room where voting is taking place

Voter (vote 'yes' or 'no' by marking your ballot)

- Walk into the voting place. The Information Officer will tell you where to line up
- Go to the voting table. Tell the Voting Clerk your name and sign beside your name in the voting book
- The Voting Officer will give you a ballot. Go behind the voting screen and mark the ballot with a '✓' or an '×' with the pencil. Don't put any other markings on the ballot
- Put the ballot in the ballot box after you vote

Voter (vote 'yes' or 'no' by marking your ballot)

- Walk into the voting place. The Information Officer will tell you where to line up
- Go to the voting table. Tell the Voting Clerk your name and sign beside your name in the voting book
- The Voting Officer will give you a ballot. Go behind the voting screen and mark the ballot with a '✓' or an '×' with the pencil. Don't put any other markings on the ballot
- Put the ballot in the ballot box after you vote

Voter (vote 'yes' or 'no' by marking your ballot)

- Walk into the voting place. The Information Officer will tell you where to line up
- Go to the voting table. Tell the Voting Clerk your name and sign beside your name in the voting book
- The Voting Officer will give you a ballot. Go behind the voting screen and mark the ballot with a '✓' or an '×' with the pencil. Don't put any other markings on the ballot
- Put the ballot in the ballot box after you vote

Appendix 2

Staff Profiles: Adam Barnes

Name, job title and brief job description

Adam Barnes, Manager of Investigations

My main job is to investigate whether someone has broken one of the election rules, and if so to recommend a fair penalty. I also help develop rules about investigations and applying penalties, so that we can make sure that we are being fair to the people that Elections BC investigates.

What is your educational background?

I have a bachelor of arts degree in criminology from Simon Fraser University, and I graduated as a qualified municipal constable from the BC Police Academy at the Justice Institute of BC. I have also taken many additional courses over the years to study how to conduct investigations, how to do investigative interviews, how to write investigation reports and how to be fair when enforcing rules.

What interests you most about your job? What made you choose your career?

I like being an investigator because it is never the same. I always have a new issue to investigate, or a complex problem to solve. I wanted to become an investigator because I am a curious person. When I was younger I always wanted to know how and why things happened. Now, figuring out how and why things happen is my job. Being an investigator for Elections BC has been very rewarding. Elections are fundamental to our democracy, and making sure that everyone is following the rules is an important part of a fair election system.

What are the current areas of growth in your field? Where do you see it heading in the future?

Technology is becoming increasingly important in my job— a lot of the information that I gather for my investigations now comes from social media and the Internet. I also find that internet video calls can be a great way to interview someone when they live in a hard to get to location. The fair enforcement of elections rules is an important but complex job, and I think that it is probably going to get more important and more complex in the future.

Staff Profiles: Lynnette M. Kissoon

Name, job title and brief job description

Lynnette M. Kissoon, Learning Specialist

I am responsible for all of Elections BC's training programs. I design learning programs and products that include eLearning, SharePoint pages, web pages, PowerPoints, reference guides, activities and learning environments for more than 25,000 election officials.

What is your educational background?

I have a bachelor's degree in science with a secondary degree in literature from the University of Toronto, a teaching degree from McGill University, a combined master's degree in education and literature from the University of Toronto and the Ontario Institute for Studies in Education (OISE), and a Certificate in Adult Continuing Education from the University of Victoria.

What interests you most about your job? What made you choose your career?

I enjoy the creativity in my job and creating a learning environment that focuses on the learner not the instructor or trainer. I have wanted to be a teacher since I was a child, but I also had an interest in making movies. I have worked in front of the camera as an actress and behind the camera as a co-producer, assistant director and production manager. I have taught high school science, middle school and high school language arts in Montreal, conversational and business English in Japan and South Carolina, and effective writing at the University of Victoria and Royal Roads University. My career chose me because of my interests in visual media and education.

What are the current areas of growth in your field? Where do you see it heading in the future?

Training and development is an essential part of any organization because it helps employees strengthen skills they need to improve in their role and helps bring employees to a higher standard. Organizations are moving toward including learning and development professionals at the strategic level to help the organization achieve its vision.

Staff Profiles: Kevin Pangman

Name, job title and brief job description

Kevin Pangman, Geographic Information Systems Cartographer

I am responsible for making paper and digital map products. Elections BC uses these maps for planning and administering provincial electoral events.

What is your educational background?

I have a bachelor's degree in geographic information systems that I obtained from the Southern Alberta Institute of Technology Polytechnic and a certificate in project management.

What interests you most about your job? What made you choose your career?

I enjoy many things about my job, but in particular I like the challenge of taking information and presenting it as clearly as possible in a visual fashion. A good map is always designed for a specific purpose. So a big part of creating a map is first determining what someone reading the map needs to know. When you are discovering what a map's purpose is going to be, you gain insight in to different aspects of the business that you are working in by talking to the people you are making the map for. This is a big part of why I chose this as a career. I get to learn about lots of different aspects of a business, while still getting to be creative with my work.

What are the current areas of growth in your field? Where do you see it heading in the future?

Cartography is becoming increasingly common in our day-to-day lives, particularly in the form of digital maps. Customization of these digital maps for a specific purpose or application is where most of the growth in this field will be. Studying computer science, geography, remote sensing or geographic information systems is a great way to get started with a career in cartography.

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