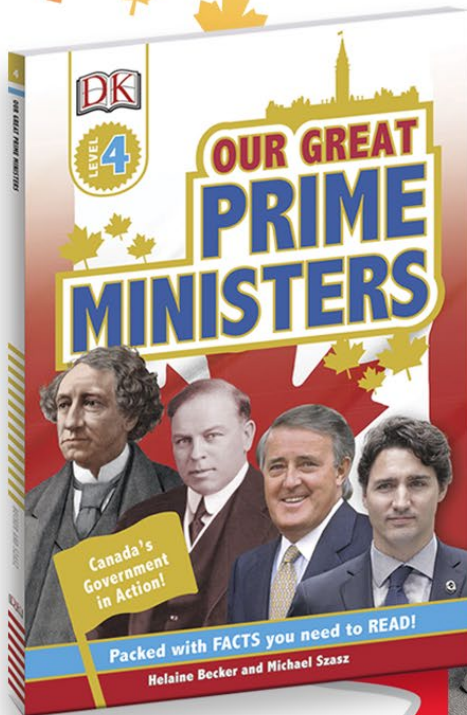




How Does

Canada's Government

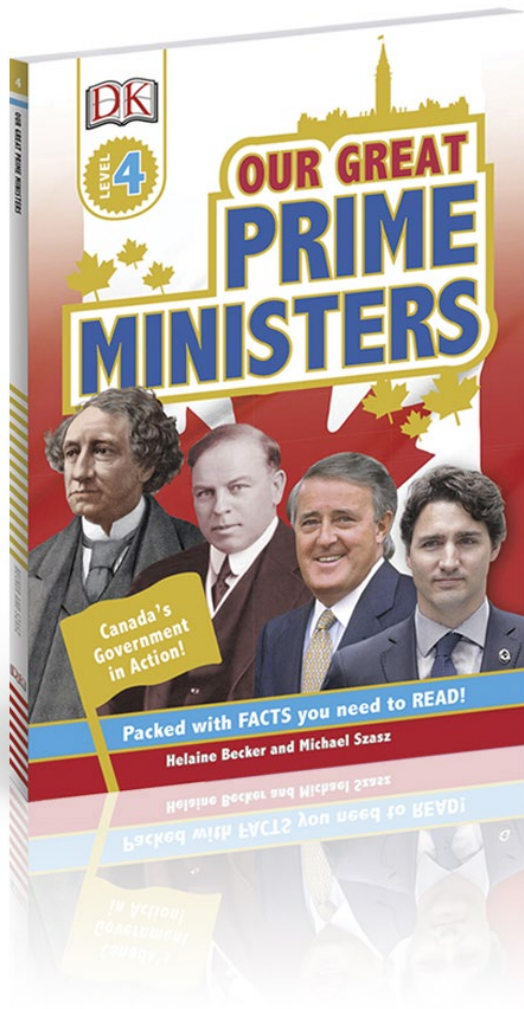
Work?



TEACHER'S GUIDE  **Prepared by MARILYN WILSON**

OUR GREAT PRIME MINISTERS

Canada's Government in Action!



NOTE TO EDUCATORS

Our Great Prime Ministers serves as an introduction to the history of how our country evolved and how Canada's democratic government was formed by its people. Students learn about the different levels of government – federal, provincial, and municipal – and their powers, responsibilities, and how they work. The goal of this resource is to help students learn the importance of democracy and to see our government in action. As a result, it will show students how to become more active in their own communities and understand the value of our election process.

Instruction and learning strategies have been provided to guide students through the book to help them with mastering many of the skills and concepts of the Grade 5 Social Studies Curriculum.

SUGGESTIONS FOR FURTHER RESEARCH

There are many informative, reputable websites to get information about our government, including:

Elections Canada
www.elections.ca

Library of Parliament
lop.parl.ca

(When using information from the internet, be sure to discuss with students why it is important to consider who created the content.)

TVO: tvo.org/programs/civics-101

Everybody Plays a Part; Civics 101; The Charter of Rights and Freedoms; Who Does What?; Rights and Responsibilities; How a Law is Made (in Ontario); Minority and Majority Governments; First Past the Post.

Student Vote: www.youtube.com/studentvote

Our Electoral System; Government and Democracy; The Levels of Government; The Right to Vote.

It is strongly recommended for the teacher to preview all videos to check that the level and content are appropriate.

PRE-READING QUESTIONS

What do you know about Canada?

Do you know anything about the history of Canada and its government?

How old is Canada?

What is the significance of the year 1867?

How did you spend Canada Day, July 1, 2017?

What does it mean to you to be a Canadian?

What is democracy?

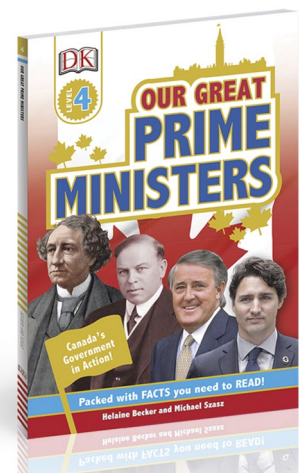
What does Canada's Constitution do, and why is it important?

If you were to become more active in your community, what social or environmental issues would you like to address?

To introduce thinking on the topic of government, ask students to fill out the first two columns of a KWL chart, either individually or as a class. The first two columns are "What do I **know** about how our government works and how it is formed?" and "What do I **want** to know about my government?" Inform students they can go back and complete the third question, "What did I **learn**?" as the learning takes place.



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CROSS-CURRICULAR ACTIVITIES

1. Different Perspectives (reference pages 7–10)

Long before Canada became Canada, England and France were two countries that explored, colonized, and then claimed this new land for themselves, even though First Nations were living here for thousands of years before.

How do you think First Nations people might have reacted when the settlers, traders, or explorers first came to their country?

What would have been some short- and long-term effects caused by the interactions between the First Nations and the first settlers from England and France?

What were the main motives for the new settlers?

What would have been some significant differences between the First Nations people and the settlers, traders, and explorers?

What conflicts would have come up for all groups?

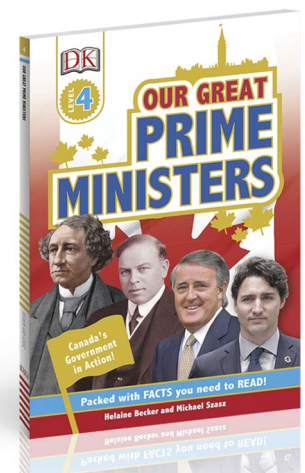
Are there still some conflicts today with the Indigenous people and the government?

Have students use a variety of primary and secondary sources to get a feeling what life looked like back in this time period. Think of a storyline that might show different perspectives between the First Nations and the new settlers. Develop a storyboard through drawings and captions to tell your story. Put your story together as either a comic or a storybook. Read your stories to the class and display them in the hall or library for others to read.

2. Canadian Timeline (reference pages 6–15)

Have students create an annotated timeline for Canada with captions and graphics. This timeline can be worked on throughout the course of this study and could also be a large display as a whole class project.

Encourage them to illustrate and record dates and events, significant contributions people made, and periods in the development of Canada, i.e., Charter of Rights and Freedoms, the BNA Act, the Constitution of 1982, establishment of provinces, etc. Be sure to include all Prime Ministers of Canada and dates they were in office, which party they represented, and any major accomplishments that took place while they were in office (reference pages 64–89).



CROSS-CURRICULAR ACTIVITIES continued

3. Representing the Monarch (reference pages 6–15, 23)

The Governor General of Canada is the federal representative of the Canadian Monarch, currently Queen Elizabeth II. David Johnston served as the Governor General of Canada from 2010 until July 2017. Her Majesty The Queen approved the appointment of Julie Payette as the new Governor General, recommended by Prime Minister Justin Trudeau.

Have students gather information on the roles and responsibilities of the Governor General.

Why is Julie Payette a good choice? Research her background.

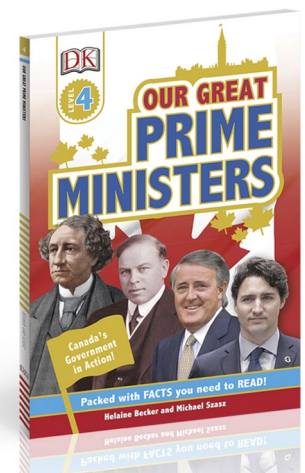
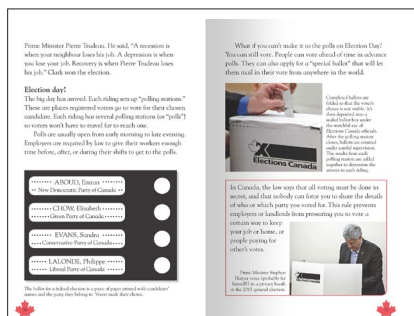
Write a letter to the new Governor General telling her why you think she is a good choice to be the Governor General of Canada.

Discuss whether or not an opportunity was missed by not appointing an Indigenous person to become the new Governor General.

4. How Government Works (reference pages 16–23)

Have students develop three separate flowcharts for each level of government: federal, provincial/territorial, and municipal. They could begin with index cards or sticky notes, stating who heads up each level (PM, premier, mayor/reeve). Below the head of each area, include who works for them (MPs, MPPs, councillors) and where each level of government meets (Parliament buildings, legislative building, city hall).

Brainstorm with the students some services and responsibilities that each level of government may have, i.e., garbage and recycling collection, public transportation, defense, health care, taxes, natural resources, city roads, highways, education, city parks, and community centres. From their list, students can record responsibilities on separate cards. These can then be attached to the level of government that looks after each issue to complete their flow chart. Students might like to preview the TVO video “Who Does What?”



CROSS-CURRICULAR ACTIVITIES continued

5. Coat of Arms (reference page 18)

Study Canada's Coat of Arms. Describe the importance of the official motto "A Mari Usque Ad Mare," meaning "from sea to sea."

What are the symbolic meanings of each of the drawings/items on Canada's Coat of Arms?

Have students look for their province or territory's coat of arms online. Draw and compare it to other provinces. Discuss why nations, towns, regions, countries, and even some families have a coat of arms or a family crest.

Have students design their own coat of arms using symbols that would represent their family.

6. Who Works for Us? (reference pages 30–32)

The Library of Parliament and Elections Canada websites allow you to find out every Member of Parliament (MP) from any riding by simply using your postal code. Besides their names and contact information, you can see what political party they represent. These sites also provide you with every person elected for every political position.

Have the students find out who represents their community or riding as a Member of Parliament. Look for their contact information, riding, and political party using the site www.ourcommons.ca. Check online to see if your MP has an e-newsletter or website. If you had the opportunity to invite your MP to your classroom, what questions or concerns would you want the MP to answer? Here are a few questions students might ask:

What social or environmental concerns do the people in your riding want you to fight for?

What is your party platform?

What are your thoughts about the rights of Indigenous People in Canada?

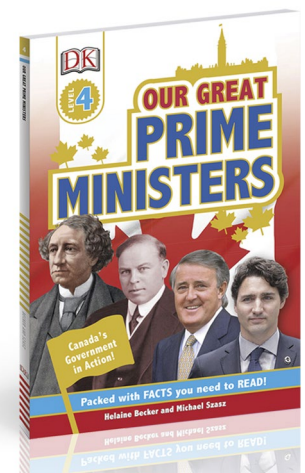
7. Campaign Season – Running for Government

(reference pages 24–29)

Divide the class into groups. Assign each group one of the major Federal political parties currently active in Canada. Each group will research their political party, collecting information using websites, newspapers, etc. Each group will make a display showing party's name, logo, slogan (if any), leader, number of MPs currently in office, issues that are important to the party, and party platform. Each group can present their findings to the rest of the class. The class can complete a secret vote on which three issues from each party they think are the most important.



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CROSS-CURRICULAR ACTIVITIES continued

8. Campaign Season – School Political Parties

(reference pages 24–39)

Divide the class into 4/5 groups. Each group is going to create their own original political party to campaign for election on school issues. Each group decides on a party name, designs a logo, and decides on what their party platform is (i.e., better food in school cafeteria, new equipment for school lab or gymnasium, longer recesses, etc.), and votes for a party leader. The new political party should come up with campaign posters, slogans, and write up their platform. Organize a Town Hall where each leader presents their party's platform and tries to convince students to vote for their party. The full class can vote on Election Day for whatever party they'd like as long as it is not for their own.

9. Preparing for Election Day

(reference pages 24–39)

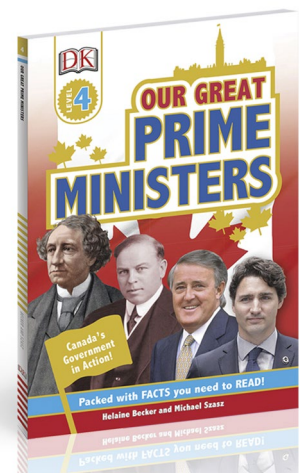
Prepare a ballot listing the candidates' names from the activity "School Political Parties," along with the party they are representing, and make enough copies for every student in the class. Create a voters list, including all the students' names, and a polling station with a ballot box. Voters go to the polling station, register by having their name checked off on the voters list, mark their ballots, fold, and then deposit into the ballot box. After the polling station closes, the secret ballots can be counted to determine the winning party.

Reflect on the results of the election. Why is it important to vote and to be aware of the issues in your community and country, even if you are not an active member of a political party? Democracy only works if you participate! Students may enjoy previewing the Student Vote video "The Right to Vote."

10. The Government in Action!

(reference pages 40–57)

Divide the class into four groups. Assign students into one of the following groups: The Prime Minister, Cabinet, House of Commons, and the Senate. Using the pages 40–57, have each group research their group's role in the government and major responsibilities. Include how each government group is formed. Members in each group should discuss how they can display the information they have collected on a large poster in a creative, visually appealing way. Have each group present their posters to the rest of the class.



CROSS-CURRICULAR ACTIVITIES continued

11. From Bills to Laws (reference pages 48–52)

A major part of the Prime Minister's job along with the Cabinet is proposing new laws. Describe the involvement of all levels of government along with the process and steps to get a bill approved, signed, and made into a law. Make a flowchart showing how this happens.

Check the TVO video called "How a Law is Made." This video refers to how a bill becomes law in Ontario. Have students try to learn part of the song. Discuss how the visuals and the catchy tune can help a complicated topic become easier to understand. Encourage students to make up a rap or song as they run through their flowchart with a friend. Check online for videos from other provincial governments.

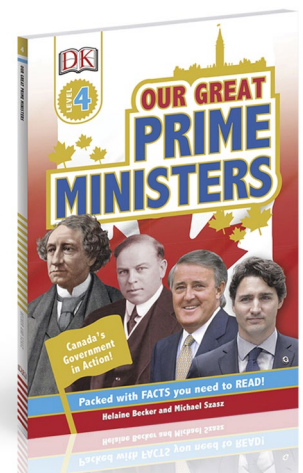
12. One Milestone to Another (reference pages 58–89)

After reading Chapter 5: The Prime Ministers of Canada, have students choose three prime ministers they find most intriguing from any time period to compare and contrast. The first column will list categories of comparison, starting with PMs' names, then home province, political party, term in office, what key event(s) were happening at this time, influences, milestones, and other accomplishments. The last category is a question the student would like to ask each PM. Have students share their charts in small groups, highlighting what they found interesting and the question they would like to ask each PM.

	First Prime Minister	Second Prime Minister	Third Prime Minister
Name			
Birth date:			
Home province:			
Political party:			
Term in office:			
Previous career:			
What key event(s) were happening at this time:			
Influences:			
Milestones:			
Other accomplishments:			
Question I would like to ask the PM:			

13. Our Great Prime Ministers Quiz (reference pages 4–91)

With a partner, take turns discussing and answering the questions on pages 90 & 91. Check out the answers. How did you both do?



SUGGESTIONS FOR **POST-READING** QUESTIONS

What does it mean to be a good, responsible citizen?

What responsibilities should a citizen follow?

What are your rights as a citizen of this country?

What are the rights for Indigenous people?

What does it mean to you to be a Canadian?

What is democracy?

Why should Canadians be proud that we live in a democratic country?

Would you want to run for public office in the future?

Do you want to be Prime Minister? Why?

Is there more to democracy than just voting and elections?

Students might like to preview the animated TVO videos called "Rights and Responsibilities" and "Everybody Plays a Part." Following discussion, students can make a master list of a good Canadian citizen's rights and responsibilities to display in class.

ABOUT MARILYN WILSON: Marilyn Wilson is an educational consultant, writer, and editor, specializing in areas of the Canadian curriculum, research, and evaluation and assessment of educational resources. She has ten years of teaching experience in many subjects. Marilyn wishes to thank Toronto teacher Susan Richman for reviewing the activities in this teacher's guide.



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