

Canada: A Country of Change (1867 to Present)

**Canada Today: Democracy, Diversity, and
the Influence of the Past**

GRADE
6

4
CLUSTER





Cluster 4

Learning Experiences: Overview

6.4.1 Expressions of Canadian Identity

KI-017 Describe characteristics that define Canada as a country.

Examples: multicultural, bilingual, northern...

KI-018 Give examples of ways in which the government helps protect Canadian identity.

Examples: Canadian content rules in the media; support for the Canadian Broadcasting Corporation and the arts...

KI-019 Give examples from the arts and media that are expressions of Canadian culture and/or identity.

KL-026 Describe the influence of the natural environment on life in Canada.

KL-026A Describe the influence of the land on their First Nation, Inuit, or Métis identity.

Examples: values, beliefs, traditions, customs, art, clothing...

VI-009 Appreciate the arts as important expressions of culture and identity.

VL-011 Value the natural environment.

VL-011A Respect the spiritual dimension of nature.

6.4.2 Government in Canada

KP-049 Describe the main features of the Canadian government.

Include: parliamentary system, federal democracy.

KP-050 Define the term political party and identify political parties and their leaders in Canada.

KP-051 Describe characteristics of the electoral processes in Canada.

KP-052 Identify the main responsibilities of municipal, provincial, First Nations, and federal governments in Canada.

KP-053 Identify elected or appointed municipal, provincial, and federal government representatives and describe their main responsibilities.

Include: Governor General, Manitoba Lieutenant-Governor.

KP-053A Identify and describe the main responsibilities of elected representatives of their Aboriginal community.

VP-016 Respect authority when it is consistent with democratic ideals.

6.4.3 A Community of Communities

KI-016 Describe factors that shape personal and national identities and explain how they may coexist.

Examples: social, cultural, linguistic...

KI-016F Describe the influence of their social, cultural, and linguistic choices on their francophone identities.

KI-020 Identify various groups and organizations that may contribute to personal identity.

KI-020A Identify the roles of Aboriginal organizations and give examples of ways in which they promote Aboriginal rights.

Examples: Assembly of Manitoba Chiefs, Manitoba Métis Federation, Assembly of First Nations, Métis National Council...

KI-020F Describe the role of francophone organizations and identify ways in which they promote francophone rights.

Examples: Société franco-manitobaine, Pluri-Elles...

KP-048 Identify First Nations, Inuit, and Métis perspectives regarding self-determination.

Examples: resource use, land claims, treaties, government...

6.4.4 Creating a Just Society

KC-005 Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms and explain why they are important.

KC-006 Identify current issues related to citizenship in Canada.

KP-054 Identify factors that contribute to inequities in Canada and propose solutions.

Examples: poverty, racism, sexism...

VC-003 Appreciate the struggles and achievements of past generations in shaping Canada.

VC-004 Appreciate the benefits of living in Canada.

Examples: freedoms, education, health, safety...

VP-017 Be willing to support solutions to address inequities.

6.4.5 Canadian Democracy in the World Context

KC-004 Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians.

KI-021 Identify various individuals from Canada's past and present, and describe their achievements.

KG-047 Give examples of Canada's connections to other regions of the world.

Examples: environmental, social, political, economic...

VC-002 Be willing to support the ideals of democracy and contribute to local democratic processes.

Examples: school or community projects, student councils...

VC-002A Be willing to participate in democratic processes to protect and affirm their Aboriginal identities.

VG-015 Appreciate Canada's interdependence with other regions of the world.

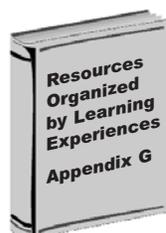
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.
- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end-of-cluster summative assessment activity.

Cluster Description



Students explore Canadian governance, citizenship, and identity, and the ideals, responsibilities, and rights of democracy. This study includes a focus on electoral processes, as well as federal, provincial, First Nations, and municipal governments, and the responsibilities of elected representatives. Students examine issues related to the protection and expression of culture and identity and the role of various groups and organizations in the promotion of identity and democratic rights. Students also consider the influence of the natural environment, as well as the contributions of past generations in shaping modern-day Canada.



Engaging Students in the Cluster

- Create a display illustrating the cultural diversity of Canada (e.g., festivals, clothing, food...).
- Set up a voting booth in the classroom with election vocabulary words splashed around the display.
- Post a copy of the Canadian Charter of Rights and Freedoms.
- Have a “Canadian Clothing Day” where students dress in clothing that is distinctly “Canadian” (e.g., red and white colours of the flag, hockey jerseys, Métis sash...).
- Create a bulletin board display highlighting the natural environment and beautiful spots in Canada.
- Post pictures of Canadian landmarks on a map of Canada (e.g., CN Tower in Toronto, Golden Boy in Winnipeg...).
- Set up a “Postcards from Canada” display and have students create postcards from other places in Canada with fictional messages from the “senders.”
- Display images of Canadian and provincial/territorial flags, symbols, and coats of arms around the classroom.
- Create a display of books depicting life in various parts of Canada.
- Set up a “Canadian Citizenship” wall and invite students to post examples of good citizenship.
- Institute a “Good Citizenship” award. “Catch” students in the act of demonstrating significant acts of citizenship and reward them with a Canadian token of appreciation (e.g., Canadian flag lapel pin...).

Learning Experiences Summary

6.4.1 Expressions of Canadian Identity**6.4.3 A Community of Communities****6.4.2 Government in Canada****6.4.4 Creating a Just Society****6.4.5 Canadian Democracy in the World Context**



Learning Experience: 6.4.1 Expressions of Canadian Identity

- KI-017 Describe characteristics that define Canada as a country.
Examples: multicultural, bilingual, northern...

- KI-018 Give examples of ways in which the government helps protect Canadian identity.
Examples: Canadian content rules in the media; support for the Canadian Broadcasting Corporation and the arts...

- KI-019 Give examples from the arts and media that are expressions of Canadian culture and/or identity.

- KL-026 Describe the influence of the natural environment on life in Canada.

- KL-026A Describe the influence of the land on their First Nation, Inuit, or Métis identity.
Examples: values, beliefs, traditions, customs, art, clothing...

- VI-009 Appreciate the arts as important expressions of culture and identity.

- VL-011 Value the natural environment.

- VL-011A Respect the spiritual dimension of nature.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).

Description of the Learning Experience

Canada’s distinctive cultural and geographic characteristics are richly expressed in Canadian arts and media.

In this learning experience, students discuss the role of the arts and media in Canada, consider the various factors that define Canadian culture and identity, and explore diverse examples of Canadian arts and media.

Vocabulary: media, performing arts, visual arts (See Appendix D for Vocabulary Strategies.)

6.4.1 Expressions of Canadian Identity

Assessment	Outcomes	Strategies
	<p>KI-017</p> <p>KI-018</p> <p>KI-019</p> <p>KL-026</p> <p>KL-026A</p> <p>VI-009</p> <p>VL-011</p> <p>VL-011A</p>	<p>Activate</p> <p>As a class, students brainstorm a list of adjectives that describe the concept of “Canadianness.” Collaborative groups of students then use magazines and newspapers to create a collage representing Canadian identity.</p> <p>TIP: Prompt students while brainstorming to help them think of a variety of influences, including the natural environment, geography, history, diversity, political structure, ties to Britain, ties to the U.S., et cetera.</p>
	<i>(continued)</i>	

6.4.1 Expressions of Canadian Identity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-017 KI-018 KI-019 VI-009	Students track and record their media exposure in the course of a week (e.g., television, DVDs/videos, radio, Internet, newspapers, magazines...). Students are instructed to take brief notes about what they are watching, listening to, or reading, including the country of origin (if known), and record the media source. Once individual students have gathered their personal data, collaborative groups of students compare and discuss their results: How much of their media exposure is Canadian in origin? How much is American? How much is from other countries? What messages or images about being a Canadian (if any) are students seeing or hearing in the media? Groups summarize their observations and share them with the class.
6.4.1 a BLM: One Week of Media		
or		
	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	Collaborative groups of students collect and record the names of individuals or groups involved in the production or performance of Canadian arts and media. Students share their lists with the class and create a combined class list. In a guided class discussion, students discuss their general impressions and knowledge of Canadian media and arts, and the importance of media and the arts in their daily lives. <p>TIP: Possible guiding questions include:</p> <ul style="list-style-type: none"> • Why do people create art? • Why do we enjoy art? • Do the arts express who we are? • How do the media express who we are? • What is the advantage of being “media-savvy” or “arts-savvy”? • Is it important to have distinctively Canadian arts and media? • How do Canadian arts and media express our way of life? • How do they describe our natural environment?
6.4.1 b BLM: Arts and Media in Canada (2 pages)		
<i>(continued)</i>		
Teacher Reflections		

6.4.1 Expressions of Canadian Identity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	<p>Students conduct a Canadian Identity survey. As a class, students add to or modify questions on a given questionnaire (see BLM). Students interview other students in the school, school staff, and family members, and compile their individual results. Collaborative groups of students combine their results and create a graph summarizing the results of the surveys for their group. The graphs are posted and, as a class, students discuss what they have found to be the most important factors in Canadian identity.</p> <p>TIP: Review the notion of stereotypes with students, and ask them to identify stereotypes they may know about Canadian identity. Help them become aware that, in order to avoid stereotypes, it is important to avoid broad, overly simple, general statements in their conclusions, such as “All Canadians love cold weather.” Together, review each of the questions in the questionnaire with the students, and encourage them to develop one or two additional factors of their own. Students may wish to revisit this survey at the end of the cluster to see if their views have changed.</p> <p style="text-align: center;"> BLM: Canadian Identity Questionnaire (2 pages)</p>
or		
	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	<p>Students view selected Histori.ca <i>Heritage Minutes</i> (e.g., Paul-Émile Borduas, Casavant, Emily Carr, La Bolduc, Stratford...) about individuals involved in Canadian arts, and discuss the important role these people and the arts play in enriching the country’s identity, culture, and shared experiences.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
Teacher Reflections		

6.4.1 Expressions of Canadian Identity

Assessment	Outcomes	Strategies		
	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	<p>Acquire</p> <p>Students read a short informational text about the Group of Seven and view a series of Canadian landscape paintings by these artists. Students select three or four images they think best represent the distinctive characteristics of the land, and write a response to the piece of art following a set of guiding questions.</p> <p>TIP: This activity may be carried out using websites and electronic images, or using one of the many excellent books that are available on the Group of Seven. It would be useful to collect images of Group of Seven works from old art calendars or postcards. Students may also compare the artistic representations to photographs from tourist brochures or magazines. Encourage students to recognize that the purpose of landscape art is not simply to reproduce reality but to express and highlight its defining characteristics and, often, to show ways in which human beings experience the land or are affected by it. The Group of Seven had set itself the explicit task of creating a national art that depicted Canada in a distinctively Canadian way. Prior to their movement, most landscape art in Canada very much followed the European tradition. Aboriginal artists had their own distinctive tradition of representing the land, separate from the European landscape tradition.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 6.4.1 d BLM: Painting the Land: The Group of Seven (2 pages)</p>		
	<p style="text-align: center;">or</p>	<td>  </td> <td> KI-017 KI-018 KI-019 VI-009 </td> <td> <p>Collaborative groups of students prepare and conduct a survey (e.g., of other students in the school, school staff, family members...) about media consumption. Students formulate questions to elicit information about magazines, television programs, and movies read/viewed by survey participants, indicating how many of their preferences are American, how many are Canadian, and how many are from another place. Students tabulate their results and display them in a chart, drawing conclusions about how much Canadian media content people consume. In a full class discussion, students address the idea of the influence of American popular culture on Canadian culture and identity.</p> <p style="text-align: right;"><i>(continued)</i></p> </td>		KI-017 KI-018 KI-019 VI-009
<p>Teacher Reflections</p>				

6.4.1 Expressions of Canadian Identity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-017 KI-018 KI-019 VI-009	<p>Students visit the CBC website to gather information about radio and television programming with Canadian content. Viewing program details, they select a program that interests them and create a brief description of the program, giving its schedule details, and encouraging people to watch or listen to it. Students share their descriptions with the class, and discuss the things they like and dislike about Canada’s publicly owned broadcasting corporation.</p> <p>TIP: Students may create a print or electronic advertisement for the program. Encourage the class to listen to or watch CBC programming as a part of this activity. Highlight distinctive characteristics of public broadcasting (e.g., higher Canadian content, no advertising on CBC radio, francophone programming, et cetera).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
— or —		
	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	<p>Collaborative groups of students create and present a print or electronic portfolio of a selected Canadian visual artist. Students use the portfolio to create a visual presentation that includes a short biography of the artist and a summary of his or her contribution to the expression of Canadian culture and identity.</p> <p>TIP: Present to the students sample images of works by a variety of Canadian artists, including Aboriginal artists, artists from various regions of the country, and artists from different historical periods (e.g., Emily Carr, Paul-Émile Borduas, Jean-Paul Riopelle, Christopher Pratt, William Kurelek, Cornelius Krieghoff, Norval Morrisseau, Daphne Odjig, Bill Reid, Yousuf Karsh...).</p> <p>Allow groups to select an artist that interests them, ensuring that a variety of cultures and styles are represented among the groups.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
<i>(continued)</i>		
Teacher Reflections		

6.4.1 Expressions of Canadian Identity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	Students take a field trip to the Winnipeg Art Gallery to view and respond to artwork by Canadian artists. After the visit, students may create a piece of art in the style of one of the artists they explored. NOTE: The Winnipeg Art Gallery has an extensive collection of Inuit art. Its education program provides activity-based school programs as a part of school tours. Phone ahead to arrange a tour and specify that you wish to focus on Canadian art.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
 	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	Collaborative groups of students use print or electronic resources to research a Canadian individual or organization that has attained recognition in the arts or media. Students gather sufficient information to write and present a speech in appreciation of the accomplishments of the organization or individual. TIP: Provide a variety of choices to students, including some of their own suggestions from contemporary popular culture. This activity offers the opportunity to help students enhance their web search skills and their evaluation of the quality of websites. A list of suggestions is provided as a starting point in the BLM “Arts and Media Icons in Canada,” and a sampling of relevant websites is available at the URL listed below. Note that if students have focused on a visual artist in a separate activity, you may choose to focus on performing arts, literary arts, and the media in this activity.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  BLM: Canadian Arts and Media Icons
or		
	KI-017 KI-018 KI-019 VI-009	Students read a short informational text about the Canadian Radio-television and Telecommunications Commission (CRTC) and Canadian content. In collaborative groups, students decide how they feel about the government’s role in regulating Canadian broadcasting in order to protect Canadian culture and identity.  BLM: Protecting Canadian Culture and Identity (2 pages)
Teacher Reflections		

6.4.1 Expressions of Canadian Identity

Assessment	Outcomes	Strategies
	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	<p>Apply</p> <p>Students plan and conduct an awards ceremony recognizing individuals and groups involved in Canadian arts and media. Collaborative groups of students assume responsibilities for the awards ceremony (e.g., guest invitations, creation of certificates or award statuettes, displays of artwork, performances, speeches...). Students may choose to sell tickets and donate the proceeds to a local arts organization.</p> <p>TIP: Ensure that there are a variety of artists and groups recognized, and that the ceremony involves actual examples of artistic and media productions (e.g., art displays, excerpts from Canadian literature, music or dance, film clips, collages of print and media displays...). Encourage every student to be involved in the creative aspect of the awards ceremony, and to perform a role-play of a Canadian figure in the arts or media. As this project requires a good deal of advance planning, it should be proposed to the students as a culminating activity at the beginning of the learning experience.</p>
or		
	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	<p>Present the following scenario to students:</p> <p><i>The United States, our closest neighbour, has a much larger population than Canada, and therefore a much larger media network. It also has a powerful worldwide influence on the film, television, and popular music industries. For this reason, Canadian arts and culture is often swallowed up by the impact of American mass culture. Many people say that Canadians consume so much American culture that they are turning into Americans, and that there really is no longer any such thing as a Canadian culture.</i></p> <p>After reflecting on this statement, students engage in a team deliberation or debate in groups of four as to whether they believe this statement to be true.</p> <p>TIP: The class may formulate a simplified resolution as the subject of the debate, such as “Be it resolved that there is no cultural difference between Americans and Canadians.”</p>

(continued)

Teacher Reflections

6.4.1 Expressions of Canadian Identity

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	Collaborative groups of students analyze the relationships among the natural environment, ways of life, and art as an expression of culture and identity in Canada. Students share their observations with the class, and discuss whether they agree that the land is a major factor in shaping Canadian culture and identity.  BLM: From Land to Life to Art (2 pages)
or		
 	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	Collaborative groups of students read an assigned quotation about Canadian culture and the arts. Each group creates an illustrated poster stating the quotation in the students' own words and describing their response to the quotation. Groups circulate in a Gallery Walk to view the posters and discuss what various Canadians have said about arts and culture in Canada.  BLM: Talking about Canadian Culture and Identity (3 pages)
or		
 	KI-017 KI-018 KI-019 KL-026 KL-026A VI-009 VL-011 VL-011A	Collaborative groups of students design a pamphlet or brochure urging people to "Consume Canadian Culture." Students may distribute their finalized brochures in the school or the community as a part of this project. TIP: Integrate the elements of art in this activity and have students focus on layout and graphic design as well as content. Have a variety of published brochures and pamphlets available for students to consult for ideas before beginning their work. (Travel agencies and tourist centres are good sources for brochures.) Students may create slogans or icons, and should be persuasive and logical in their reasons for supporting Canadian arts and media.
Teacher Reflections		



Learning Experience: 6.4.2 Government in Canada

- KP-049 Describe the main features of the Canadian government.
Include: parliamentary system, federal democracy.
- KP-050 Define the term political party and identify political parties and their leaders in Canada.
- KP-051 Describe characteristics of the electoral processes in Canada.
- KP-052 Identify the main responsibilities of municipal, provincial, First Nations, and federal governments in Canada.
- KP-053 Identify elected or appointed municipal, provincial, and federal government representatives and describe their main responsibilities.
Include: Governor General, Manitoba Lieutenant-Governor.
- KP-053A Identify and describe the main responsibilities of elected representatives of their Aboriginal community.
- VP-016 Respect authority when it is consistent with democratic ideals.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).

Description of the Learning Experience

Canada's federal system of parliamentary democracy, responsible to the people, is designed to ensure fair and open citizen participation at all levels of government.

Through collaborative learning, discussion, and role-plays, students explore the structure and responsibilities of government and electoral processes in Canada.

Vocabulary: legislative, judicial and executive branches, constitutional monarchy, Member of Parliament, Member of the Legislative Assembly, cabinet, political party, platform (See Appendix D for Vocabulary Strategies.)

Note to Teachers: An election simulation may be used as the basis of this learning experience. Contact Elections Canada or Elections Manitoba* to obtain a comprehensive election simulation kit for a federal or provincial election. Select the federal or provincial model based on which election is most current in the news.

Also consider the creation of a current events and issues bulletin board, and encourage students to gather news clippings on political issues in Canada to share with the class for the remainder of Cluster 4.

**The Power to Choose*, a Manitoba curriculum-based program created by Elections Manitoba, includes lesson plans, activities, and support materials for students to experience every aspect of a provincial election. Contact Elections Manitoba at (204) 945-3225 or <www.electionsmanitoba.ca>.

6.4.2 Government in Canada

Assessment	Outcomes	Strategies		
 <p>Appendix A Skill 6c</p>	KP-049 KP-050 KP-051 KP-052 KP-053 KP-053A VP-016	<p>Activate</p> <p>Students complete the first two columns of a KWL chart, describing what they know and what they want to know about government in Canada. Students discuss their charts with a partner, generating questions for further inquiry. The chart is revisited at the end of the experience to reflect on what the students have learned.</p> <p> 6.4.2 a BLM: Government in Canada</p> <p style="text-align: center;">or</p>		
		 <p>Appendix A Skill 6a</p>	KP-049 KP-052 KP-053 KP-053A	<p>Collaborative groups of students sort and predict various responsibilities of provincial, federal, Aboriginal, and municipal governments. The class works through the list to correct errors and clarify responsibilities as needed. TIP: Students have had a brief introduction to this topic in Grade 5. They may begin to sort the responsibilities based on what they already know. If students run into difficulty, they may use the telephone government listings (grey pages) in the telephone book for assistance.</p> <p> 6.4.2 b BLM: Government Responsibilities (2 pages)</p> <p> 6.4.2 c BLM: Government Responsibilities—Key</p> <p style="text-align: center;">or</p>
				 <p>Appendix A Skill 6g</p>

(continued)

Teacher Reflections

6.4.2 Government in Canada

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KP-049 KP-052 KP-053 KP-053A	Collaborative groups of students generate a list of the characteristics of government in Canada (e.g., the prime minister is leader of the federal government, each province or territory has its own government...). Using their lists, each group draws a diagram on chart paper to illustrate the relationships between the various characteristics and to show their understanding of how government works in Canada. Diagrams are posted and students offer each other comments and suggestions for improvements. Misconceptions about the structure and function of government in Canada are clarified in a guided class discussion, and students record new government characteristics they have learned in this activity.
— or —		
	KP-049 KP-050 KP-051 KP-052 KP-053 KP-053A VP-016	Students participate in a carousel activity to reflect on the role, responsibilities, and characteristics of government in Canada. Collaborative groups of students spend approximately five minutes imagining what life would be like in Canada if there were no government. (Prompts: With no established authority, how would the country function? How would life change for Canadians?) A recorder in each group records ideas on chart paper. At a pre-arranged signal, all groups advance in the same direction to the next group’s chart. Building on what the previous group has recorded, they add their own ideas to the chart paper. Approximately every two minutes, a signal is given and the groups advance once more, adding their ideas to the next group’s chart until ideas begin to repeat themselves or slow down. The final charts are posted and, in a guided plenary session, students discuss the importance and role of government.
<p>Teacher Reflections</p>		

6.4.2 Government in Canada

Assessment	Outcomes	Strategies
	<p>KP-049 KP-050 KP-051 KP-053 KP-053A VP-016</p>	<p>Acquire</p> <p>Students read a short informational text about the structure and functioning of the federal government. After the reading, students are given cards representing the various participants in the federal government system. Students are given a set period of time (approximately 10 to 15 minutes) to physically organize themselves in an arrangement that depicts the government structure and to describe their respective roles in relation to other participants. One person speaks for each position (e.g., Members of Parliament: “We are ...”, “We are chosen by...”, “Our job is to ...”). After all the positions have been presented, errors or misconceptions are clarified. Students summarize what they have learned about the structure of the federal government by drawing a diagram to represent the federal system.</p> <p>TIP: Clear a large space in the room prior to this activity. Use the BLM “Federal Government Positions” to allocate roles, creating enough cards so that each student has a role to play. If possible, allow for proportional representation of all the individuals/groups involved. As this activity requires a large group of students to organize themselves, encourage the students who are allocated the Crown, Governor General, and prime minister roles to assume the authority of their positions in helping to organize the group. Inform students that you will be observing their cooperative skills and their respect for democratic principles (e.g., the right of everyone to be heard, respect for other points of view, equality...). Following the activity, debrief on the process itself, asking the students to discuss how they felt about the exercise of authority and its usefulness in maintaining or achieving law and order in a large group.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Federal Government Positions</p>
		<p>(continued)</p>
<p>Teacher Reflections</p>		

6.4.2 Government in Canada

Assessment

Outcomes

Strategies

Acquire *(continued)*

or



KP-049
 KP-050
 KP-051
 KP-053
 KP-053A
 VP-016

Students read a short informational text about the structure and functioning of the **provincial government**. After the reading, students are given cards representing the various participants in the provincial government system. Students are given a set period of time (approximately 10 to 15 minutes) to physically organize themselves in an arrangement that depicts the government structure and to describe their respective roles in relation to other participants. One person speaks for each position (e.g., lieutenant-governor: “I am ...”, “I am chosen by...”, “My job is to ...”). After all the positions have been presented, students return to their places and errors or misconceptions are clarified. Students summarize what they have learned about the structure of the provincial government by drawing a diagram to represent the provincial system.

TIP: Clear a large space in the room prior to this activity. Use the BLM “Provincial Government Positions” to allocate roles, creating enough cards so that each student has a role to play. If possible, allow for proportional representation of all the individuals/groups involved. As this activity requires a large group of students to organize themselves, encourage the students who are allocated the premier and lieutenant-governor roles to assume the authority of their positions in helping to organize the group. Inform students that you will be observing their cooperative skills and their respect for democratic principles (e.g., the right of everyone to be heard, respect for other points of view, equality...). Following the activity, debrief on the process itself, asking the students to discuss how they felt about the exercise of authority and its usefulness in maintaining or achieving law and order in a large group.



Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>



BLM: Provincial Government Positions

(continued)

Teacher Reflections

6.4.2 Government in Canada

Assessment	Outcomes	Strategies								
Acquire <i>(continued)</i>										
or										
	KP-049 KP-050 KP-051 KP-053 KP-053A VP-016	<p>The class is divided randomly into two groups, with half working on a provincial government chart, and the other half working on a federal government chart. Cards representing federal and provincial government positions are distributed to the appropriate group. Each group organizes the cards on a large sheet of poster paper to represent the government, adding arrows, symbols, and words as needed to clarify the relationship and structure.</p> <p>TIP: If half the class is too large a group to work on the chart at one time, consider assigning half the students of each group to the task of searching newspapers and news websites to obtain photographs and names of people currently holding some of the major positions in government. These photos and names may be added to the charts at the appropriate places. The charts are posted as a reference to students for the remainder of Cluster 4, and added to or updated as needed. If the students all work together on the chart at one time, the addition of photos and names to the charts may be approached as a separate collaborative activity.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Federal Government Positions</p> <p> BLM: Provincial Government Positions</p>								
or										
	KP-049 KP-052 VP-016	<p>Collaborative groups of students read a short information text about the role of the provincial Ombudsman and reasons people may access that office. Students add additional examples of their own, and share their examples in a class discussion.</p> <p>TIP: Contact the Ombudsman’s office for more information:</p> <table border="0"> <tr> <td>Winnipeg:</td> <td>Brandon:</td> </tr> <tr> <td>750-500 Portage Avenue</td> <td>603-1011 Rosser Avenue</td> </tr> <tr> <td>(204) 982-9130</td> <td>(204) 571-5151</td> </tr> <tr> <td>Toll-Free: 1-800-665-0531</td> <td>Toll-Free: 1-888-543-8230</td> </tr> </table> <p> BLM: The Ombudsman (2 pages)</p>	Winnipeg:	Brandon:	750-500 Portage Avenue	603-1011 Rosser Avenue	(204) 982-9130	(204) 571-5151	Toll-Free: 1-800-665-0531	Toll-Free: 1-888-543-8230
Winnipeg:	Brandon:									
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<i>(continued)</i>										
Teacher Reflections										

6.4.2 Government in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KP-049 KP-050 KP-051 KP-052 KP-053 KP-053A VP-016	Using graphics software such as <i>Inspiration</i> , pairs of students design two electronic diagrams or webs explaining the structure and responsibilities of the federal and provincial governments. Students present their diagrams to another pair, and the pairs exchange ideas and suggestions about the clarity and accuracy of the diagrams, referring to models as necessary. NOTE: Basic sample diagrams are included in the suggested BLMs. Students may add descriptive details to clarify terms and links as needed. Encourage students to plan carefully so as to strive for maximum clarity rather than abundant detail in this type of chart. If graphics software is not available, students may perform the same type of task by creating a series of cards and by arranging them on chart paper.  6.4.2 g BLM: Federal Government Chart  6.4.2 h BLM: Provincial Government Chart
or		
	KP-049 KP-050 KP-051 KP-052 KP-053 KP-053A VP-016	Students take a guided tour of the Manitoba Legislative Building in order to gather information about the workings of the Manitoba Legislative Assembly and the democratic principles that are reflected in the building’s architecture and design. Following the visit, students exchange ideas about the responsibilities of Members of the Legislative Assembly and observations about the building. NOTE: Students should be well prepared for the tour and should be advised of regulations as to propriety and respect for this historic building as a public symbol of government authority and as a place of work. Details on the protocols to be respected may be found in the educational CD-ROM <i>The Manitoba Legislative Building</i> (Manitoba Education and Training, 1999), or may be confirmed when booking the tour. School tours may be booked by contacting the Travel Manitoba office in the Legislative Building at (204) 945-5813. If the Legislature is in session, students may observe a part of a session from the Visitors’ Gallery. Arrangements may also be made to meet with an MLA following the tour.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<i>(continued)</i>		
Teacher Reflections		

6.4.2 Government in Canada

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KP-049 KP-050 KP-051 KP-052 KP-053 KP-053A VP-016	Students take a guided tour of the Law Courts and, if possible, observe part of a court session. Following the visit, students discuss what they have learned about the operations of the judiciary in Manitoba. NOTE: The students should be well prepared for the tour in advance, and advised of the protocols to be observed out of respect for the authority of the Law Courts (e.g., security regulations, the removal of hats, no gum chewing or food, no disruption of working officials, appropriate questions...). Tours of the Provincial Law Courts Complex in Winnipeg are available on a limited basis. They may be arranged by calling (204) 945-8043 or toll-free 1-800-282-8069 (ext. 8043). For tours of courthouses located outside Winnipeg, contact the courthouse directly as to whether this service is available.
or		
	KP-049 KP-050 KP-051 KP-052 KP-053 KP-053A VP-016	A local elected official (e.g., MP, MLA, Reeve, Councillor...) is invited as a guest speaker to the class. Students prepare for the visit by researching the individual’s job and by preparing questions about his or her responsibilities and how he or she was elected to office. Students may write letters of appreciation to the guest speaker as a follow-up to the visit.
or		
 	KP-049 KP-050 KP-051 KP-053 KP-053A	In a guided plenary discussion, students discuss the importance of voting in a parliamentary democracy. Ideas about what makes the electoral process fair and equitable are recorded. Collaborative groups of students complete the “Democratic Electoral Processes” activity, consulting print and electronic resources as needed. In a guided plenary session, the principles of democratic electoral processes are clarified and discussed. TIP: As students work through this BLM, encourage them to think of the example of conducting a vote in class or in the school for student council members. How should the campaign and vote be done 1) to encourage participation, 2) to be fair, and 3) to be clear? Why are these three principles important?
		 BLM: Democratic Electoral Processes (3 pages)
		<i>(continued)</i>
Teacher Reflections		

6.4.2 Government in Canada

Assessment

Outcomes

Strategies

Acquire *(continued)*

or



KP-049
 KP-050
 KP-051
 KP-053
 KP-053A

Using Think-Pair-Share, pairs of students discuss what a political party is and name the parties with which they are familiar. Using print or electronic sources, students find the names and logos of each of the main political parties in Canada. Students complete the “Political Parties” question sheet and discuss their findings with peers.

NOTE: Ensure that students realize there are many political parties in Canada, and that any group of citizens has the right to create a political party and sponsor electoral candidates if the group can gather sufficient voter support.



Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>



BLM: Political Parties (2 pages)



KP-049
 KP-050
 KP-051
 KP-052
 KP-053
 KP-053A
 VP-016

Apply

Collaborative groups of students create a new Canadian political party. Using suggested guidelines, they determine the name of their party, decide on its priority values, and develop a short vision statement explaining its main purpose (e.g., The New Environmentalists: Working Together to Save the Earth). As a group, students design a party logo with distinctive colours and symbols, and select a party leader. Each group presents its platform to the class in an oral presentation. Following the presentations, the class discusses the factors that make a political party successful.

TIP: This activity may also include a leaders’ debate. Encourage students to use real and current political issues in Canada, referring to newspaper clippings for ideas. Remind students that in the Canadian parliamentary system the leader of the party with the most elected candidates becomes the prime minister. Review with students the practical aspects of the electoral process as a part of this activity (e.g., the elements required for an effective campaign, party unity on important issues, how candidates are nominated and elected...).



BLM: Guidelines for a New Political Party

(continued)

Teacher Reflections

6.4.2 Government in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KP-049 KP-050 KP-051 KP-052 KP-053 KP-053A VP-016	<p>Students participate in a simulated provincial or federal election. The process begins with voter registration and candidate nomination, and continues through the election campaign to election day. Each student is given (or selects) a specific role or task (e.g., chief electoral officer, returning officer, campaign manager, candidate, voter...). For the purposes of the simulation, students participate in selecting and defining electoral issues that are authentic and relevant to the age and experience of the students (e.g., gum chewing in the classroom, responsibilities of the student council, field trip options...). Following the simulation, students debrief by discussing the importance of a free, fair, and open electoral process, as well as the process and elements of the electoral process within a democracy.</p> <p>TIP: You may choose to base the simulation on the federal or the provincial model. Both levels of government have complete election simulation kits that detail all the steps and roles involved, define terms, and provide reproducible materials (see note on page 206). The selection of the provincial or federal model should be based on what is most current in the news. If a provincial election is near, use that model; if there is an impending federal election, use the federal model. Depending upon the students' interests and abilities, as well as on the complexity of current issues, the election may be focused on authentic federal or provincial issues rather than on school or classroom issues.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
	or	
	KP-049 KP-050 KP-051 KP-052 KP-053 KP-053A VP-016	<p>Pairs of students select a news article or letter to the editor about a current local, provincial, or federal political issue. Students analyze the issue and record their ideas in an Article Analysis Frame. Students determine their own opinion on the matter. In collaborative groups of six to eight, students share their analyses with each other.</p> <p>TIP: Assist students in selecting articles that deal with a clear and comprehensible issue. Complete a model Article Analysis with the class before students begin this task.</p> <p> 6.4.2 BLM: Article Analysis Frame</p>
	<i>(continued)</i>	
Teacher Reflections		

6.4.2 Government in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KP-051 KP-052 KP-053 KP-053A	<p>Collaborative groups of students view a series of photos of current elected and appointed municipal, provincial, and federal officials. Each group identifies the names, positions, and responsibilities of the individuals in the pictures, and indicates whether the position is an appointed or elected position.</p> <p>TIP: Use newspaper photos or web photos of the figures; invite students to contribute to the collection of photos throughout the learning experience. Consider including the following photos: the Sovereign, the governor general, the lieutenant-governor, the prime minister, the Assembly of First Nations National Chief, the Premier of Manitoba, the local mayor or reeve, the Grand Chief of the Association of Manitoba Chiefs, and the leaders of the major national political parties.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
	KP-049 KP-051 VP-016	<p>Collaborative groups of students create a Mind Map to illustrate the concept of “authority” in Canada’s democratic system. Students include symbols, words, and images in their Mind Maps to represent what constitutes authority in a democratic system.</p> <p>TIP: Before students design their Mind Map, facilitate a class discussion on the topic of authority in a democratic system. The following guiding questions may assist students.</p> <ul style="list-style-type: none"> • Who grants or gives authority in a democracy? (The people) • Who is the symbolic representative of the people as the source of authority? (Sovereign) • What ensures that the elected government authority will respect the ideals of democracy? (Free and open election by citizens, the Constitution) • How does a democratic system ensure that authority is exercised according to the will of the people? (Free, fair electoral processes and regular elections, et cetera) <p>This activity can serve as an opportunity to introduce the principle of the rule of law, which students will later explore in greater detail (i.e., no one is above the law; the authority of a democratic government is bound by the Constitution and the laws of the land, and it is answerable to the people and to the courts for its actions).</p>
<i>(continued)</i>		
Teacher Reflections		

6.4.2 Government in Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KP-049 KP-050 KP-051 KP-052 KP-053 KP-053A VP-016	Students revisit their KWL charts and reflect on what they have learned in this learning experience, and discuss it with a partner. In a guided plenary session, students share ideas about what they have learned and how this learning may contribute to citizenship.
or		
 	KP-050 KP-052 KP-053 KP-053A	Students identify their MP, MLA, and/or local elected official, and write a letter to that official, posing a question or expressing an opinion on a current topic of their choice. TIP: Encourage students to become informed about local concerns and have them query their representatives about real issues affecting their lives.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
 	KP-049 KP-050 KP-051 KP-053 KP-053A	Collaborative groups of students design symbols to represent “elected” and “appointed” government officials. They brainstorm and record on chart paper all the positions they have learned about in municipal, provincial, Aboriginal, and federal governments. Using the symbols they have designed, they indicate beside each official whether it is an elected or an appointed position. In a guided plenary session, groups correct and refine their charts. TIP: Encourage students to add details during the discussion (e.g., heads of political parties are elected positions—who elects them? Who appoints Senators and for how long?...).
or		
	KP-049 KP-051 KP-053 KP-053A	Using Think-Pair-Share, students read a short informational text on the voting patterns of young people and reflect on the reasons why voter participation among young people is so low. Student pairs share their ideas with the class, expressing their personal opinions about the importance of this issue.  BLM: Young People and Voting (2 pages)
Teacher Reflections		