

Our Canadian Governments

Grades 5-8

About this book:

Here is everything you need to teach your students about Canada's governments. Introduce the unit with a fable that provides insight into the need for good and fair government, and progress through a comprehensive study of government in Canada. Fifteen lesson plans and more than 75 reproducible worksheets and information pages may be used in any order to suit the unique needs of your classroom.

Topics include: Federal, provincial and territorial governments,
How the three levels of government function and interact,
The electoral process, How a bill becomes a law,
Constitution and charter of rights and freedoms,
Immigration and becoming a Canadian citizen.

Written and Revised by Ruth Solski



About the author:

Ruth Solski was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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At A Glance

Learning Expectations	Lesson 1	Lesson 2	Lesson 3 to 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28
Language Skills																	
• Comprehending Information	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Summarize events and details	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Communicate orally	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Written communication	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Vocabulary development	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Reasoning & Critical Thinking Skills																	
• Ability to make comparisons	•		•														
• Develop opinions and personal interpretations	•		•														
• Make inferences		•	•														
• Development of research skills			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Recognize the validity of differing points of view		•	•	•			•	•									
• Use graphs and diagrams			•		•	•											
Comprehension of Topic																	
• Understand what a government is and why it is necessary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Able to describe the structure and components of the three tiers of Canadian government	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Understands the rights and responsibilities of Canadian citizens			•	•	•	•		•	•								
• Understands the purpose and process of an election						•											
• Identify services provided by tiers of Canadian government									•								
• Describe the process of becoming a Canadian citizen									•								
• Explain the significance of civic buildings, symbols, and ceremonies			•														





OUR CANADIAN GOVERNMENTS

Table of Contents

At A Glance™	2
About This Resource	4
Learning Expectations	6
List of Resources	7
List of Vocabulary	8
Teacher Planning Suggestions	9
Topic Introduction	11
All About Our Canadian Government (Booklet Cover)	15
Lesson Plans:	
Lesson One: What is a Government?	15
Lesson Two: Kinds of Governments	20
Lesson Three: Canada's Government	24
Lesson Four: Our Parliamentary Government	28
a) The Governor General	28
b) The Prime Minister	33
c) The Cabinet	38
d) Our Parliament	42
e) The Senate	45
f) The House of Commons	47
g) Speakers of the House	52
h) Sergeant-at-Arms	55
i) The Usher of the Black Rod	62
j) Parliamentary Pages	66





OUR CANADIAN GOVERNMENTS

Table of Contents (cont'd)

Lesson Five: The Opening of Parliament	70
Lesson Six: A Working Day in the House of Commons	75
Lesson Seven: What Does a Member of Parliament Do?	80
Lesson Eight: National Political Parties	83
Lesson Nine: How Are Political Parties Formed?	86
Lesson Ten: Who Are the Backbenchers?	89
Lesson Eleven: What Role Does the Opposition Play in our Government?	90
Lesson Twelve: What is the Civil Service?	93
Lesson Thirteen: What is the Rule of Law?	95
Lesson Fourteen: How Does a Bill Become a Law?	98
Lesson Fifteen: How Does Canada's Environment Shape Its Government?	103
Lesson Sixteen: How Do We Get the Government to Listen to Our Demands?	105
Lesson Seventeen: What is an Election?	108
Lesson Eighteen: Confederation	118
Lesson Nineteen: Canada's Constitution	122
Canada's Charter of Rights and Freedom 1982	125
Lesson Twenty: Canadian Citizenship	127
Lesson Twenty-One: Provincial/Territorial Governments	138
Lesson Twenty-Two: Local or Municipal Governments	142
Learning About Our Community (Booklet)	148





OUR CANADIAN GOVERNMENTS

About this Book:

The Canadian government is a very comprehensive topic to teach to students at various grade levels. The teaching of these various concepts and the different aspects of our government has been created in the form of formal Lesson Plans with a student follow-up activity. The information provided in the book can be used to supplement teacher and student knowledge of Canada's Federal, Provincial, Territorial, Regional and Municipal Governments and how they function. The information sheets and the follow-up activities can be reproduced and used as student handouts, on an overhead or on a Smart board. The information can be used in any order that the teacher desires and in any format. The depth of information used will be selected by the teacher in order to suit the needs of his/her students at their grade level. This resource can be used for grades 5 to 8.

Lesson Plans:

The following Lesson Plans are suggested ones. All Lesson Plans do not have to be completed and they can be taught in any order the teacher wishes. They have been set up to correspond with the Teacher Information Section. The information provided can be used with the Lessons selected by the teacher as a teaching tool or for his/her information or for student information. Most Lesson Plans do have worksheets that can be used as follow-ups to each lesson. Sometimes other in-class activities are suggested. The worksheets chosen could be completed by the students individually or as an entire group. The worksheets could be glued into a notebook for future student reference or made into a booklet using the cover provided.

Note:

The Lesson Plans given are to be used as a guide or for ideas on how to introduce, teach and reinforce the different aspects of Canadian Governments. There is a follow-up provided for each lesson. Not all lessons need to be taught and not all follow-ups need to be completed. The teacher should use discretion and choose the ones that emphasize the curriculum guidelines for the provincial or territorial curriculum and local school board. An objective has been indicated for each Lesson Plan. Some Lesson Plans and Reproducible Worksheets may have to be adapted to suit the needs of your students.





OUR CANADIAN GOVERNMENTS

Learning Expectations

Students will:

- understand how a government provides a country with law, order, safety, and organization.
- have the opportunity to study Canadian municipal (local), provincial, territorial, and federal governments to find out how they function.
- become aware of the responsibilities for each level of government and how they are interrelated.
- become more familiar with government vocabulary and political terms.
- develop a more positive and patriotic attitude towards their country.
- become more aware of the responsibilities of good citizenship.
- have a better understanding of the structure and functions of Parliamentary Government.
- have a better understanding of the history behind Canada's form of government.
- develop research and inquiry skills using a wide variety of resources.
- develop an awareness and interest in Canada's political parties and their goals.
- appreciate the freedoms they have in Canada such as the freedom of speech and movement, and the right to vote
- have a better understanding of Canada's Constitution and the Canadian Charter of Rights.
- participate in discussions with political representatives to hear their concerns about Canada's future.





One of the oldest and most important institutions since the earliest times is government. It has been a vital part of every society. The term government means a group which exercises power. Every society needs people to make and enforce decisions that affect the conduct of the group.

There are a number of common elements found in all governments.

They are (1) rules of conduct (2) sovereignty – authority (3) legitimacy – acceptance (4) jurisdiction and (5) enforcement

Rules of Conduct:

Every group of people has rules to govern the lives of its members. The rules made by the group are really about matters that affect the group as a whole. The rules are designed to encourage positive behaviour and to discourage or forbid other kinds of behaviour by individual members.

Authority:

This means that the people are governed by a supreme power or authority. A sovereign government has the authority to use force within its boundaries. At one time it was believed that the government was ruled by a divine right, that the power came from God. Today, the people are regarded as the chief source of the government's authority in democratic countries.

Acceptance:

No system of government can exist unless it is accepted by the people. The people give the government the right to exercise power. The people are taught to have positive views of their government through educational systems and to develop loyalty to such symbols of the government as a flag or national anthem.

Jurisdiction:

This is the area over which the government has the right or power to make and enforce rules or laws.

Law Enforcement:

Rules or laws have no effect on people unless there is someone to enforce them. If members of a group were permitted to ignore or disobey the rules or laws, there would be no law or order and the society could not operate efficiently.



WHAT IS A GOVERNMENT?



Follow-up Activity

rules	laws	flag	democratic	group	supreme
national	rules	power	authority	whole	anthem
power	forbid	right	loyalty	people	discourage
order	power	rules	chief	laws	government
power	make	enforce	conduct	accepted	good
enforce	exercise				

Use the words from the word box to complete the sentences.

Since the beginning of time society has been ruled by some form of _____. The word government means to _____ in a group. Every group needs people to _____ and _____ decisions that control the _____ of the group. Every form of government contains five common elements.

1. **Rules of Conduct:** Every _____ of people has _____ to govern people's lives. The rules affect the _____ group. Rules are made to encourage _____ behaviour and to _____ or _____ bad behaviours.

2. **Authority:** All groups are governed by a _____ or _____. In a _____ country the _____ are regarded as the _____ source of government authority.

3. **Acceptance:** A government must be _____ by the people for it to exist. The people give the government the _____ to exercise _____. The people develop _____ to symbols of the government such as a _____ or _____.

4. **Jurisdiction:** This is the part of the government that has the _____ to make and enforce _____ or _____.

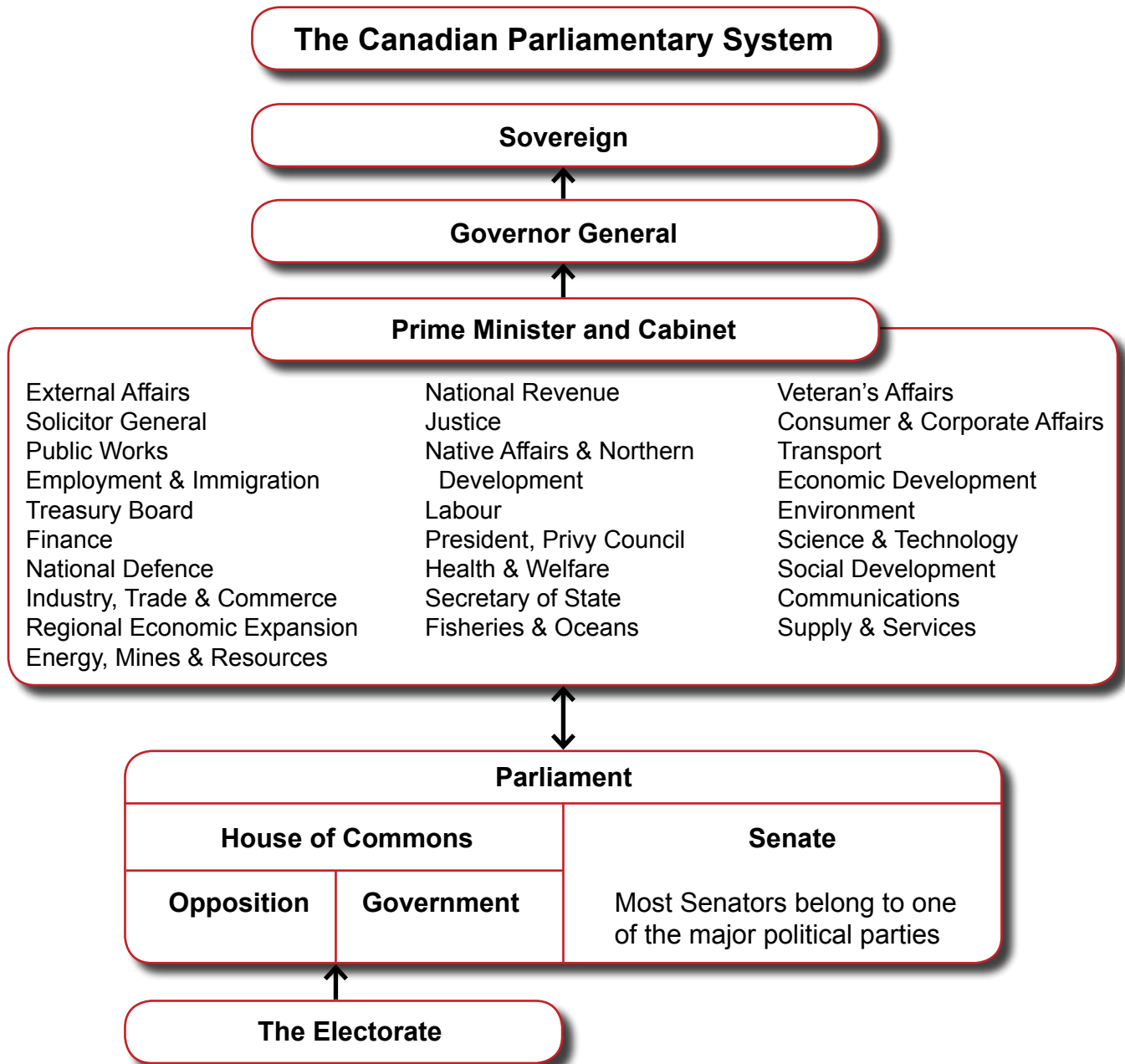
5. **Law Enforcement:** In order for _____ or _____ to have any effect someone has to _____ them. In a society there would be no _____ if people were allowed to ignore or disobey them.





Follow-up Activity

People often refer to our government as a federal system of government. This means our government has a system in which the power to make laws is shared between two levels of government - a national or central government and provincial governments. Canada is a federation of provinces and territories or has a federal government because both levels of government have the power to make laws.





Follow-up Activity



Our government carries out _____ main tasks or functions. They are _____, _____ and _____. The legislative function is to make new _____ and to pass them. The executive function is to make sure the laws are put into _____. The judicial function is to decide if a person has _____ society's laws and to _____ the guilty.

Canada's government has been described as a _____, a _____, a _____ system, a _____ government and a _____ system with a written constitution.

It is a democracy because we _____ the people who _____ us. Sometimes this system is also called a _____ government.

Our government has also been described as a _____ because _____ is the Queen of Canada and is represented by the _____. Neither the Queen nor the Governor General is involved in our government.

Some people refer to our government as a _____ government because Canada's parliament consists of the Queen, represented by the Governor General, the Senate and the House of Commons.

Canada's government has often been referred to as a _____ government because the Cabinet Ministers carry out the executive functions of the government. The Cabinet Ministers are responsible to the _____ and the _____. The House of Commons is responsible to the _____ who elected its members. This line of responsibility running from the top of the government to the people makes our government a _____ one.

People often call our government a _____ system because it has a _____ government and _____ and _____ governments. Provincial/Territorial governments and the federal government have the _____ to make _____.





The Senate or Upper House is made up of 104 men and women. Its presiding officer, the Speaker of the Senate, and the Senators are appointed by the Governor General on the recommendation of the Prime Minister. Usually an appointment to the Senate is given as a reward for service to the country. Senators must retire when they are 75 years old or when they miss two consecutive sessions of Parliament. Senators must be at least thirty years old and must have real estate worth \$4000.00. They must reside in the province or territory for which they are appointed.

The Senate can initiate bills, except bills providing for the spending of public money or imposing taxes. It has the right to amend or reject any bill as often as it sees fit. No bill can become law unless it has been passed by the Senate. Very rarely the Senate uses these powers and it seldom rejects a bill passed by the House of Commons. The Senate often makes amendments to bills passed by the House of Commons to simplify or clarify the amendments in it.

The Senate carefully examines each bill passed by the House of Commons, clause by clause. Senators listen to various groups and individuals who would be affected by the bill under review. The Senate is made up of members who have specialized knowledge and long years of legal, business or administrative experience. They may be ex-Ministers, ex-Premiers of provinces, ex-mayors, important lawyers, and experienced farmers.

In recent years, the Senate has taken on a new job. Senators are spending their time investigating important public problems as poverty, unemployment, inflation, the aged, land use, science policies, aboriginal affairs, relations with the United States, and the efficiency (or lack of it) of Government departments. These investigations and reports have led to positive changes in legislation or Government policy. It is cheaper to have the Senate investigate these problems than royal commissions as the Senators are paid and they already have a permanent staff working for them.



OUR PARLIAMENTARY GOVERNMENT



Follow-up Activity

reports	government	Upper	women	pass	thirty
House	Governor	reward	service	red	men
General	knowledge	\$4,000.00	reject	live	experience
investigates	seventy-five	bill			

Use the words from the word box to complete the sentences.

The Senate is often called the _____ and is a room decorated with the colour _____ found in the Parliament Buildings. It is made up of 104 _____ and _____ appointed by the _____ on the advice of the Prime Minister. This position is often given as a _____ for a Member's _____ to the government. A Senator may have _____ and _____ in a specialized field such as the law, business or administration.

A Senator must be at least _____ years old and own property valued at _____. He/She must _____ in the province or territory for which he/she was appointed. A Senator must retire at the age of _____.

Senators carefully examine each _____ passed by the House of Commons. The Senate can _____ or _____ any bill it examines. The Senate also _____ and writes _____ on problems dealing with poverty, unemployment, old age, use of land and Native affairs.





OUR PARLIAMENTARY GOVERNMENT



The Sergeant-at-Arms is usually a former senior officer of the Canadian Forces. This position is an ancient one going back to Parliament's earliest days in Britain. In ancient times in England, the Sergeant-at-Arms was the bodyguard of the crown who opened parliament. Later the crown appointed a Sergeant-at-Arms to protect the Speaker of the House and the Prime Minister.

The Sergeant-at-Arms dresses in a black tailcoat and a cocked hat, and wears a sword to represent authority. The Deputy Sergeant-at-Arms, who replaces him whenever he is absent or ill, wears the same type of uniform.

The Sergeant-at-Arms works for the Speaker of the House and carries out two duties. The first duty is to perform whenever there are ceremonial activities. The second duty requires him to be responsible for the security of the House of Commons and the Parliament Buildings.

One ceremonial role involves carrying the *Mace* on his shoulder and walking at the head of the *Speaker's Parade* that escorts the Speaker into and out of the House of Commons. He also accompanies the Speaker as *Mace Bearer* to all official parliamentary functions, for example, when the Speaker goes to the Senate to hear the Speech from the Throne read. He does not carry the Mace prior to the election of a new Speaker when the members of the House of Commons are called to the Bar of the Senate at the Opening of Parliament and told to choose a new Speaker.

The Sergeant-at-Arms is the guardian of the Mace and places it on the Clerk's Table when the House sits or on the brackets below the Clerk's Table when the House sits in Committee of the Whole. During a session, the Sergeant-at-Arms sits in a chair near the *Bar of the House*, facing the Speaker. He will conduct members of Parliament to the Bar when instructed by the Speaker. This happens when a member is going to be disciplined by the Speaker and may be asked to leave the House. The Mace is carried when messengers from the Senate are escorted into the House. The Sergeant-at-Arms also announces the *Usher of the Black Rod* who appears at the Opening of Parliament to summon the members of the House of Commons to the Bar of the Senate.

The Sergeant-at-Arms has many security-related administrative duties. He is responsible for protecting the Prime Minister and the members while they are inside the Parliament Buildings. Another security task is to maintain order in the Parliament Buildings whether the House is sitting or not, and to expel strangers who are disruptive, creating a disturbance, guilty of misconduct or entering the buildings improperly. The Sergeant-at-Arms is responsible for the security of the buildings and has authority over the security staff. The security staff controls the admission to the galleries and to all the other parts of the buildings occupied by the House. He is in contact with the Royal Canadian Mounted Police, the Ottawa Police and the Canadian Security Intelligence Service.

The Sergeant-at-Arms is also responsible for controlling the traffic on Parliament Hill, enforcing parking regulations, and making sure that the buildings are maintained and kept clean and tidy. He also makes sure that rooms are prepared for committee meetings and social events.





OUR PARLIAMENTARY GOVERNMENT

Follow-up Activity

Read each sentence carefully. Record **True** or **False** on the line at the end of each sentence.

1. The Sergeant-at-Arms carries the Mace for all parliamentary and ceremonial functions. _____
2. The Sergeant-at-Arms works for the Prime Minister. _____
3. The Sergeant-at-Arms walks at the end of the Speaker's Parade. _____
4. The security of the House of Commons and the Parliament Buildings is one of the Sergeant-at-Arms duties. _____
5. The Sergeant-at-Arms is the guardian of the Mace and places it on the Clerk's Table or in the brackets under it. _____
6. The Sergeant-at-Arms wears a black military uniform with brass buttons every day in the Parade. _____
7. The position of Sergeant-at-Arms is a modern one that began in 1956. _____
8. The Sergeant-at-Arms works with the Royal Canadian Mounted Police, the Ottawa Police, and the Canadian Security Intelligence Service. _____
9. The Sergeant-at-Arms sits in a chair that faces the Prime Minister every session. _____
10. Members of the House who are not behaving properly are taken to the Bar of the House by the Sergeant-at-Arms. _____
11. The traffic on Parliament Hill is controlled by the Royal Canadian Mounted Police. _____
12. The Sergeant-at-Arms does not carry the Mace before the election of a new Speaker of the House. _____
13. The Speaker of the House is escorted in and out of the House of Commons by the Sergeant-at-Arms. _____
14. This tradition of the Sergeant-At-Arms began in Britain's Parliament many years ago and he acted as a bodyguard for the Monarch and then later for the Speaker of the House. _____

