

# The Classroom Election

**Grades 4-7**

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## What is Government?

**Goal:** This section describes what Canada's government does, who is responsible at different levels of government and how government compares to other aspects of students' lives (e.g., school).

**KWL Chart:** (*page 15*)

It is important to explore what students already know about the levels of Government in Canada. Have them brainstorm on their own or in a small group to recall what they already know. You may wish to ask students questions as prompts, such as:

When you hear the word government or elections, what do you think of?

Have you heard your family discuss the government at home, especially during an election?

What have you heard them say?

What do you know happens during an election?

Once the students have had time to explore on their own, the class should discuss what they already know as a large group. They should then fill out the section about what they want to know. Some questions that can be used as prompts include:

Have you ever wondered how the government affects you as an individual?

Have you wondered who can be involved with the government or how someone becomes involved?

**Personal Glossary:** (*page 16*)

Students are to use this glossary page to write down new terms and their definitions throughout the unit. Each student may need more than one page. If students are encouraged to write down definitions in their own words, they will have a clear understanding of each term.

**Levels of Government:** (*page 17*)

The terms on this page should be discussed as a class. The teacher should lead a discussion on the three levels of government and their basic responsibilities. Review the terms municipal, provincial, and federal.

Students are to list all of the different positions at school (e.g., teacher, student, principal, secretary, caretaker, educational assistants, and any other positions that may be at their school).

Students are to compare these positions to how they believe the government works. You may wish to prompt them with questions such as:

Who is responsible for the whole school?

What jobs are the individual people responsible for?

**Extension:** Students may use the library or Internet to further explore what each level of government does in Canada. Some of the resources named at the front of this book will be of use.

**Government Structure:** (*page 18*)

Students will research who their political leaders are in their community, province, and country. Students can conduct their research in one of two ways: by asking individuals in the school or at home, or by using the Internet. By typing in the position and the municipality, province or country, they will be able to locate the needed information. The teacher may choose one of these methods or may choose to use a combination of both. This can also be used as a homework assignment.

**The Federal Government:** *(page 19)*

This can be used as a guided or shared reading lesson. As a class, students can discuss who is currently in each position in Canada. This could also be done as a research activity.

**The Federal Government Continued:** *(page 20)*

Using chart paper or the chalkboard, the teacher can use this sheet to initiate a brainstorming session with the class. The teacher may prompt the class with questions such as:

- Can you think of a law that you need to follow? At school or outside?
- How are these laws enforced?

**How Are School and Government Alike?:** *(page 21)*

Students are to fill out the chart with similarities and differences between their school and the government. The teacher may wish to review the work that was done on levels of government and the previous lesson on laws in Canada.

Students continue by taking three of the points that they brainstormed and explaining why they help both the school and the government run smoothly.

- ★★ It is important that each of these pages are not only discussed as a class but also taken up as a class. Some students may have more difficulty understanding all of the concepts and taking the pages up will ensure that all students have some understanding. The chalkboard, chart paper, or overhead can be used to show the answers.

**Extension:**

Find a newspaper article that relates to the Canadian Government and summarize it. Include the following:

- The title of the newspaper
- Date
- The title of the article on the page
- The name of the writer
- A brief summary of the article

Encourage students to write a letter to someone who currently holds a government position to ask any questions they may have.



## KWL CHART

<b>What do you know about elections in Canada?</b>	<b>What do you want to know about elections in Canada?</b>	<b>What have you learned about elections in Canada?</b>



## PERSONAL ELECTIONS GLOSSARY

Collect words about Canadian government as you learn them. Record the word in the left column and its definition in the right column.

Word	Definition
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