



TEACHING UNIT

General Topic:	Economic Citizenship
Unit Title:	Voting
Grade Level:	Grade 5
Recommended Curriculum Area:	Social Studies
Other Relevant Curriculum Area(s):	Language Arts



The Building Futures Project is sponsored across Canada by Investors Group. CFEÉ extends our appreciation to Investors Group for their generous support.

Social Studies Curriculum Expectations

- describe the structure and components of Canada's federal, provincial/territorial, and municipal governments
- describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups
- identify services provided by the federal, provincial/territorial, and municipal governments

Related Language Arts Curriculum Expectations

Listening

- 1.1** – identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
- 1.3** – identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
- 1.6** – extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, including print and visual texts, and, to the world around them

Reading

- 1.2** – identify a variety of purposes for reading and choose reading materials appropriate for those purposes
- 1.5** – identify and order main ideas and supporting details
- 1.8** – make judgements and draw conclusions about the ideas and information in texts

Relevant Economic Expectations

- Examples of goods and services provided by governments
- How governments pay for goods and services provided
- Examples of taxes that people pay
- Why governments might produce a product
- How people determine those who govern them by voting in a democracy
- Citizens are responsible for making informed decisions and voting

Background Information

It is important that students learn about democracy. Most students at this grade level have little knowledge about governments in Canada and the products and services they provide. They need to know the three levels of government and what function each level provides in Canada. Students need to recognize ways governments provide goods and services. They need to become aware that taxes are needed to provide goods and services. Students also need to understand that they live in a democracy which allows them to choose who will run the government. If students become more aware of their democratic rights, they are more likely to become responsible voters when they are of age.

Overview of the Unit

The class will recognize pictures of the federal, provincial and municipal government buildings. They will learn what goods and services each level of government provides. They will read about how government helps communities. Students will discover that there are many kinds of taxes that are collected in Canada. Finally, they will develop an appreciation that they live in a democracy and as such they should exercise their right to vote when they get older.

Estimated Time Frame: 5 periods – 40 minutes each

Suggested Implementation Strategy

Period 1 – 40 minutes INTRODUCTION TO LEVELS OF GOVERNMENT

- A few days before the lesson, put up three pictures in the room to evoke curiosity: 1) Parliament Buildings in Ottawa 2) Ontario Legislature and 3) Toronto City Hall. Ask the students:
 - what do you think these buildings are?
 - where do you think they are located?
 - do you know what the three levels of government in Canada are?
- Explain what they are and show the class three large cards with the words FEDERAL, PROVINCIAL, and MUNICIPAL written on them.
- Ask for volunteers to label the pictures with the correct level of government.
- In small groups, the students will be asked to brainstorm and produce a mind map of what they think some of the goods and services are that these levels of government provide. The teacher can give an example if the students have difficulty starting the assignment.
- Each group will be given a copy of the handout titled “Government Responsibilities” and a blank sheet of paper. Their task will be to divide the paper into three columns, and label them FEDERAL, PROVINCIAL, and MUNICIPAL. They will be told to cut out, sort, and place the pictures in the correct column but not to glue them on the paper.
- When the groups are finished, give them an opportunity to change the location of their pictures before gluing them in place.
- Ask the class to think of other services and list them.

Period 2 – 40 minutes WHAT DO GOVERNMENTS DO?

- Recall the tasks of governments and then ask the class what else they think governments do.
- Write the following statement on the board.

What is government and what role does it play in our lives? Why do we need government?

In its simplest form, a government determines the way in which a country, state, county, township, city, or village is run. At every level, government makes laws that citizens must obey and creates policies about everything connected with the daily life of a community — whether that community is a nation, a state or the town where you live.
- Using a guided reading approach, give each student a copy of the handout provided. The class will read two pages about the levels of government and how they helped the community during the Manitoba floods.
- The students will be asked to write a personal response to what they have read today.

Period 3 – 40 minutes **GOODS AND SERVICES**

- Use a computer or smart board to access 2 activities. The lesson is titled “Woof! Woof!”
Click on “Visit the Kennel” (Activity 1)
Do the drag and drop (Activity 2) to check the students’ understanding about the difference between a good and a service. <http://www.econedlink.org/lessons/index.php?lid=194&type=student>
- In groups ask the class to brainstorm to produce a list of some businesses in their community and label each as a good or a service.
- Discuss the reasoning behind their choices, specifically if a business provides either a good or a service.

Period 4 – 40 minutes **TAXES**

- Look again at the groups’ Government Responsibilities lists from period 1.
- Start a discussion.
- Ask where the government gets the money to pay for their services.
- Ask what kinds of taxes people pay.
- Ask why the government needs to collect taxes.
- Ask what the government does with the taxes.
- Ask why a government would want to provide a service (e.g., TV, radio) or produce goods (money).
- Ask how these services help people.
- Give an assignment to go to the following website, http://vadviser.bigorbit.com/home?action=viewQuestion&question_id=125 to research and make a list of the kinds of taxes that are collected in Canada.

Period 5 – 40 minutes **DEMOCRACY**

- Begin the class by asking if the students know what kind of government we have in Canada. If no one knows, tell them.
- Ask the students to use a dictionary to look up the word DEMOCRACY. After reading the definition, have a short discussion with the class about democracy and what it is.
- Ask the class if they know how Canadians decide who will run the government, i.e. by voting.
- Brainstorm reasons why the students like living in Canada; the teacher will list them on chart paper.
- Assign the task of writing a paragraph about what it means to be a citizen of Canada.

Possible Evaluations

1. Anecdotal assessment of the group work, brainstorming activity
2. Mark the writing assignment
3. Assess the guided reading responses
4. Use the test on levels of government and services

Follow-Up Activities

1. Read about a product or service on the internet.
2. Use the internet to find out who the leaders of our political parties are.
3. Make a poster advertising the government service.
4. Create a pamphlet for a government service.
5. Learn about the history of taxes on the internet. <http://www.historyforkids.org/learn/economy/taxes.htm>
This site tells the history of taxing throughout the ages. It explains to children why taxing was started and gives examples of the different ways people paid their taxes. It is sponsored by Portland State University.

Modifications or Suggestions for Different Learners

1. Group work allows for everyone to take part in the activity.
2. Special needs students could be allowed to draw pictures or explain orally instead of writing the test on levels of government and services.

Handouts And Resources Provided

1. Pictures of the Government Buildings
2. Handout on Government Responsibilities
3. Unit Test
4. Copy of Article from Nelson Literacy – Governments working together

Helpful Links

- Government of Canada Official Website | Canada Site
Access information on Canada, its government, and federal programs and services organized into categories.
<http://www.gc.ca/home.html>
- Government of Ontario Official Website <http://www.ontario.ca/>
- Elections Canada Online | A History of the Vote in Canada
<http://www.elections.ca/content.aspx?section=res&dir=his&document=index&lang=e>









Car Licenses



Mail



Garbage



Passports



RCMP



Hospitals



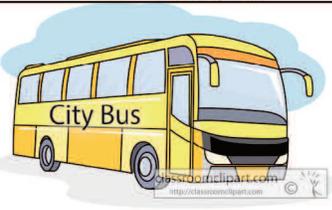
Schools



Farming



Defence



Public Transit



Libraries



Fire Departments



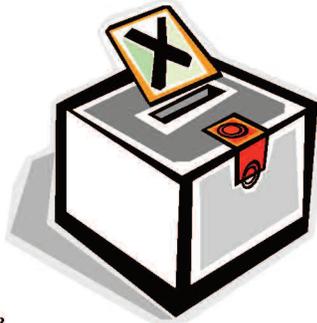
City Police



Banks



TV and Radio



Name _____ TEST ON GOVERNMENT
RESPONSIBILITIES

1. Complete the chart by naming the levels of government in Canada in the top boxes. Then list 3 services provided by each level of government below.

2. Explain what a democracy is?

3. Why is it important to vote?

4. List some different kinds of taxes that are paid in Canada.



GOVERNMENTS Working Together

by Mary Cairo and Luci Soncin

Levels of Government

Different levels of government often work together to face challenges and solve problems. But what are the different levels of government, and what services do they provide for Canadian citizens?

First, we'll look at the federal government. This level of government makes and enforces laws for the whole country. It sets up and runs national government programs and services for all Canadians. For example, the federal government sets up rules for immigration, builds national parks, and provides postal services.

Next come the provincial and territorial governments. The government of each of the 13 provinces and territories makes laws and runs programs for the people living in that province or territory. Provincial and territorial governments are responsible for programs such as education and health care.

Last, but not least, there are municipal governments. Cities, towns, villages, counties, and districts have

municipal governments. A municipal government represents and serves the needs of local citizens. Some of the services it provides are snow removal, care of local roads, public transit, libraries, and emergency services (police, ambulance, firefighting).

After an ice storm hit Ottawa, different levels of government, including members of the federal Armed Forces and municipal employees, worked together to clear debris.



Working Together

Dear Carla,

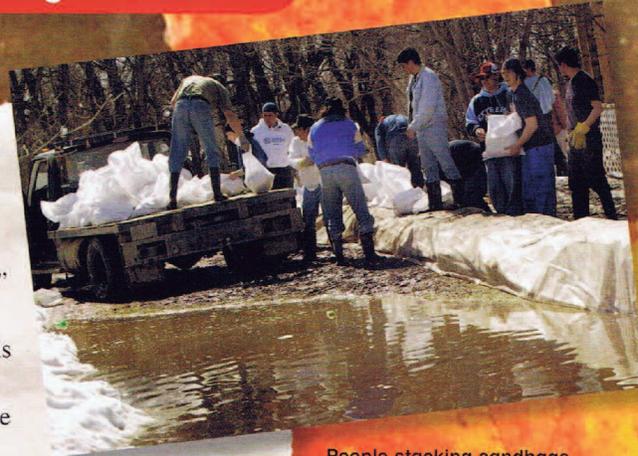
I am sure you are watching the news. The pictures of the “Flood of the Century” cannot possibly show everything that is happening here. As you know, our home is close to the river, so we have been busy.

First, they closed our school. Everyone went home to help put sandbags around their homes. Next, the army moved us to the community centre. Before we left, Dad said we could each take one suitcase. Now the army is patrolling our street so that the rest of our belongings will be safe.

This morning the mayor declared a state of emergency. He called for help from the provincial and federal governments. Just now we heard from the Red Cross and volunteers that Canadians from across the country are helping by sending clothing, blankets, medicine, food, and money.

I will try to write next week to fill you in on what is happening.

Love,
Christina



People stacking sandbags along the Red River

The Manitoba Flood

In 1997, a flood in Manitoba destroyed people’s homes and businesses and damaged roads. The community needed help. Municipal, provincial, territorial, and federal governments worked together to help the community solve problems.

The Canadian Armed Forces and municipal crews worked together during the crisis. Soldiers and citizens stacked over 6.5 million sandbags along the river to protect property and buildings from the rising water.