

Canadian Government - Taught in 120 minute blocks

Day 1

Read *Weslandia* by Paul Fleischman (Author), Kevin Hawkes (Illustrator)

Discuss the concepts of government and culture.

Have students sitting where they would typically work. Divide room into 4 quadrants (I used masking tape at waist height) Ask each team to name their area. Discuss these terms using the four areas:

Natural resources (what resources are in your part of the room? What do you not have access to, i.e. doors, pencil sharpener, etc.)

Immigrants / native people- my social studies group consists partly of my own class and partly students from another room. My students were the native people and students from another room were immigrants. We discussed the customs of their homelands and the need to follow the laws of their new home.

Land rights - student were sitting in desks of grade four students in my class. We discussed how they could respectfully use the space without upsetting the other inhabitants.

Discussion around trade between areas, who made laws, etc.

Day 2

Election

Class divided into small teams.

The class is offered ten minutes of free time at end of class.

Each team is a political party.

They are required to come up with a name for their party and a platform to campaign on. (i.e. what to do with the ten minutes of free time.)

Each party explains platform to class.

Election using google forms

Last ten minutes of class awarded to winning team to run for the class.

Day 3

Teams to watch video about rights and freedoms

<https://www.youtube.com/watch?v=DA6QAdKOmtA#action=share>

Complete quiz

<https://goo.gl/forms/MwdIB1f9D8u19ipJ3>

“Imagine a new student has just joined our class. The place where this student has come from is very different than Canada. How could you help this student understand what it means to be a Canadian citizen? Choose a right or freedom to explain in student language, and use pictures and other media tools to help the student understand.”

Each team allocated one slide about Canadian rights and freedoms to explain to the class.

[Slideshow](#)

Day 4

Students complete slideshow. Each student then identifies the 3 slides they feel best meet the criteria provided, and leaves a comment about why they chose each slide. As a class, we review the comments to discuss ways to improve the slide.

Discuss that different levels of government have different responsibilities. Play digital breakout:

<https://sites.google.com/ocdsb.ca/levelsbreakout>

Day 5

Discuss how Canadians make change in their country or community. Work on “How a bill becomes a law.”

<https://sites.google.com/ocdsb.ca/billbecomeslaw/home>

Days 6-7

Students work in pairs to create two research based slides. Slides are based on questions pulled from the curriculum document.

<https://docs.google.com/presentation/d/1hS9Ml-uDmDcmOg4H5JZQmUNTDhgTsoA4ArBojtdibak/edit?usp=sharing>

Days 8-9

Students visit “Making a Difference” website and create a slideshow about an issue of environmental importance.

<https://sites.google.com/ocdsb.ca/make-a-difference/home>