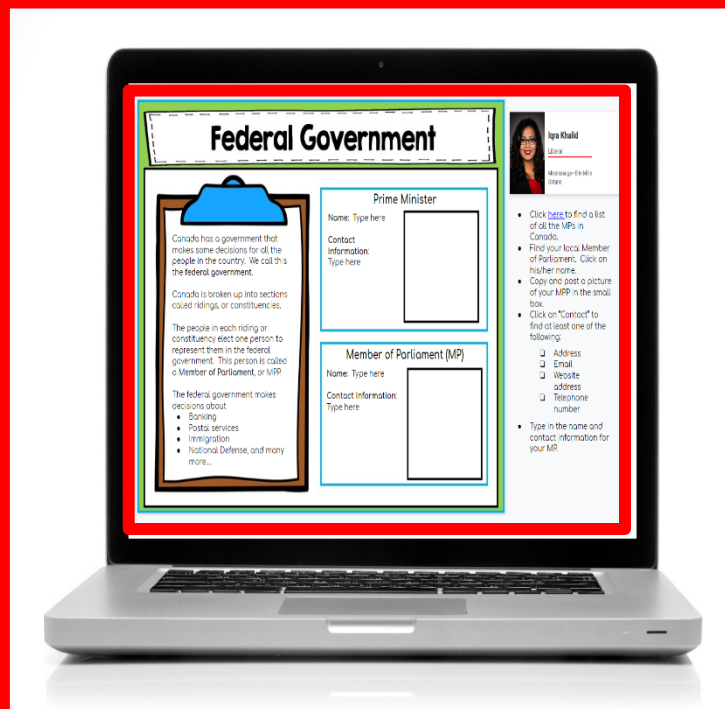


Ontario Social Studies



Grade 5: Strand B Printable + Digital BUNDLE



Canadian Government



Printable for Regular
In-Class Lessons



Digital for Distance Learning OR
Students with IEP
Accommodations

Based on Ontario Gr. 5
Social Studies Curriculum

Perfect for transitioning between in-class and distance learning!

Great for "hybrid" model as well!

Lesson 6: Asking Good Questions About My Issue
Expectations: 81.2 81.3 81.3 82.1

Timeline:
1-2 Class Periods

Materials:


- Photographs or Videos about the issue
- OR Photograph of the following:
 - Questions About My Topic Flipchart
 - Sticky notes
 - Optional: extra news photos about the issue (Due to copyright restrictions)
 - Questions About My Topic Flipchart

Explain that today the class will be choosing issues for which they will be asking questions. Ask students to discuss the topic with a partner OR a group of students familiar with: this is especially helpful if they have a video. Distribute sticky notes and ask students to write down each question. Have students get into small groups that can be answered with a short explanation? Have them take the table.

The rest of the questions should be answered with a short explanation. Have students sort the questions by looking online or in a book. Have students stack the questions and invite them to stick their questions together, and as a class, choose an interesting inquiry. Discuss the inquiry.

Explain that students will now choose an issue they would like to learn more about. Note that students will have to choose a topic, and give examples of categories. (See my sample Socratic Seminar questions.) You will need to have decided on a topic. You can either choose a topic, or have students choose a topic. Use the "Issue" template and note where the three most interesting questions are. Put a star beside the question they feel is strongest, and then write a short paragraph about why this topic is interesting to them.

Lesson 7
PERSPECTIVES



Perspectives About _____ Type the name of your issue here

Ask 3 different people that you know what they think about the issue you are studying. Ask if they have any solutions to the issues. One person can be another child or student, and the other 2 must be adults that you know. At least one of the people must be Indigenous (First Nations, Métis or Inuit).

Name and Age Type here	Name and Age Type here	Name and Age Type here

Finish Lesson 6 while still "in-class" printables...



...then move seamlessly to Lesson 7 using the digital version.

Lessons List

1. Introduction
2. Rights & Responsibilities
3. Local, Regional & National Issues
4. Levels of Government
5. First Nations, Métis & Inuit Governance Structures
6. Asking Good Questions About My Issue
7. Perspectives
8. How Citizens Affect Change
9. Timelines
10. Government Representatives
11. Government Actions
12. Creating Success Criteria to Assess Government Actions
13. Government Action Report Card
14. Action Plan Presentations

**Same Content in Both
Printable & Digital Versions**

Learning Goals

We are learning to understand the rights and responsibilities of Canadian citizens.

Copyright 2019 by Coach's Corner

We are learning to describe some First Nations, Métis, and Inuit governance structures.

Copyright 2019 by Coach's Corner

We are learning to understand the different perspectives of stakeholders in an issue.

Copyright 2019 by Coach's Corner

We are learning to identify when citizens and governments need to work together to address issues.

Copyright 2019 by Coach's Corner

Student-Friendly Text

Social Issues

- Homelessness
- Child Poverty
- Bullying
- Availability of Healthcare
- Professionalism
- Lack of Good Housing
- Poor Housing
- Education
- Missing and Murdered Inquiry
- Food Insecurity
- Childcare
- Domestic Violence
- Gun Control
- Animal Rights
- Recreation Opportunities
- Access to Emergency Services (Police, Paramedics, etc.)

Environmental Issues

- Recycling Programs


SOME SAYS CAN

RES SO YOU TO D

RIGHT

Governments Working Together

Some issues are important enough or large enough that more than one level of government becomes involved. When this happens, representatives from each government must work together to make sure that all rules are followed. Often each level of government also pays for part of any work that needs to be done. Sometimes each level of government pays the same amount of money. Other times one level will give more than another.



Chatham Voice
August 22, 2019

This newspaper article explains that 3 levels of government are going to pay equally to fix roads, bridges and bus shelters, and to buy some new vehicles. This will happen in Chatham-Kent and Leamington, Ontario.

When governments work together on projects, they often announce what they are going to do together. In the picture above, two government representatives explain their plans together. The Mayor of Chatham-Kent AND the MPP (Member of Provincial Parliament) make their announcement together.

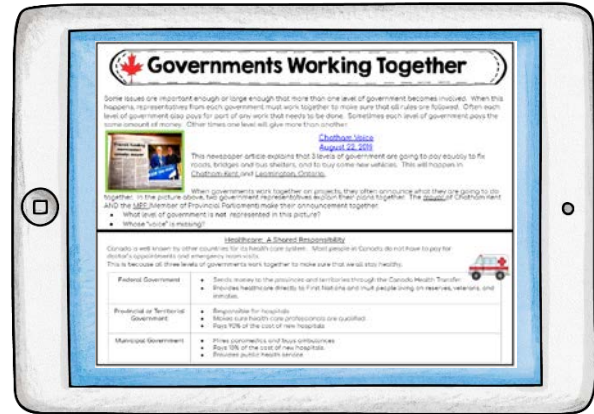
☐ What level of government is **not** represented in this picture?
☐ Whose "voice" is missing?

Healthcare: A Shared Responsibility

Canada is well known by other countries for its health care system. Most people in Canada do not have to pay for doctor's appointments and emergency room visits.

This is because all three levels of governments work together to make sure that we all stay healthy.

Federal Government	<ul style="list-style-type: none"> Sends money to the provinces & territories through the <u>Canada Health Transfer</u> Provides health care directly to First Nations & Inuit people living on reserves, veterans, and inmates.
Provincial/Territorial Government	<ul style="list-style-type: none"> Responsible for hospitals Makes sure health care professionals are qualified Pays 90% of the cost of new hospitals
Municipal Government	<ul style="list-style-type: none"> Hires ambulances and paramedics Pays 10% of the cost of new hospitals Provides Public Health services



Digital (Students can use Google Read & Write to listen to text.)

Printable

Same Content in Both
Printable & Digital Versions

Parallel Activities

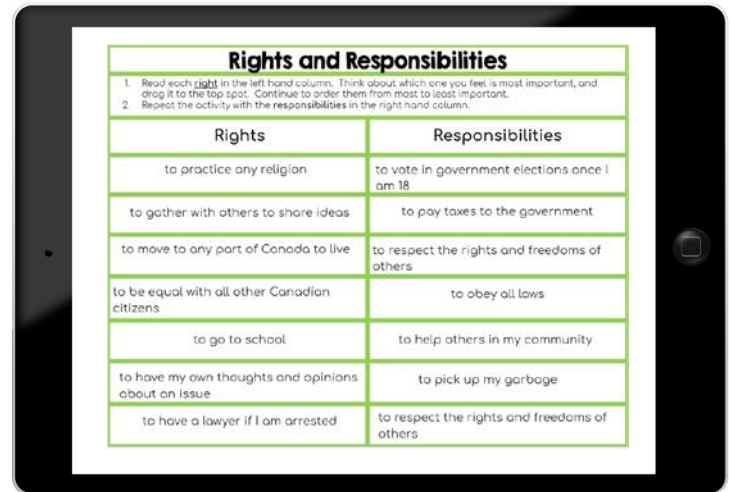
Printable: Students cut out and sort rights and responsibilities.



Rights & Responsibilities Activity Cards	
Rights	Responsibilities
to practice any religion	to vote in government elections once I am 18
to gather with others to share ideas	to pay taxes to the government
to move to any part of Canada to live	to respect the rights and freedoms of others
to be equal with all other Canadian citizens	to obey all laws
to go to school	to help others in my community
to have my own thoughts and opinions about an issue	to pick up my garbage
to have a lawyer if I am arrested	to respect the rights and freedoms of others

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25



Digital: Student click on and drag rights and responsibilities into order.

Same skills & tasks!

Action Plan Format

Make a timeline of tasks that must be done to put your action plan into place.
Write the date each task will be done.


Date: _____ Date: _____ Date: _____ Date: _____

↑ ↑ ↑ ↑

↓ ↓ ↓

Date: _____ Date: _____ Date: _____

Timeline

 CUT ALONG DASHED GUIDELINE

Version 2

Copyright 2023 by Coach's Corners 66

Printable

My Action Plan Timeline

• Make a timeline of tasks that must be done to put your action plan into place.
• Write the date each task will be done.

DATE: Type here DATE: Type here DATE: Type here DATE: Type here

Type here Type here Type here Type here

↑ ↑ ↑ ↑

↓ ↓ ↓

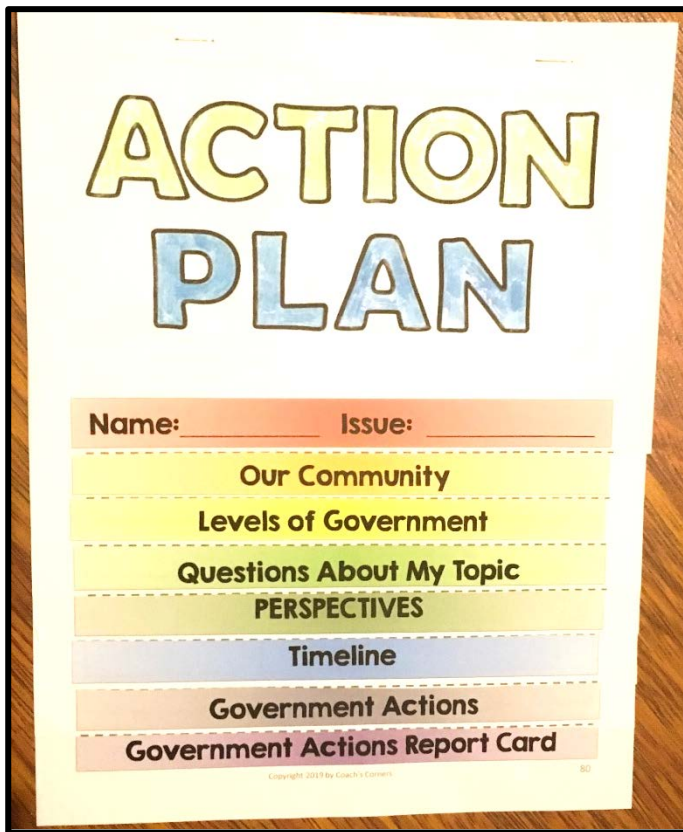
Type here Type here Type here

DATE: Type here DATE: Type here DATE: Type here

Digital

Students create a plan to
address a social or
environmental issue.

Action Plan Flipbook



ACTION PLAN

Name: _____ Issue: _____

CUT ALONG DASHED GUIDELINE

Version 2

Our Community

CUT ALONG DASHED GUIDELINE

There are 2 major North American cities.

1. Circle what you want to place where your community is.
2. Complete the blank spaces at the bottom of the page.

CUT ALONG DASHED GUIDELINE

Version 2

Use this chart to record the responsibilities of each level of government.

Municipal (City or Town)	Provincial or Territorial (Province)	Federal (National)

Levels of Government

CUT ALONG DASHED GUIDELINE

Do some research to learn the responsibilities of each level of government. Record them in the chart above.

VERSION 2

Write three questions that you think are the most important concerning your inquiry topic. Put a star beside the question you are most interested in.

My Topic: _____

1. _____
2. _____
3. _____

Explain why you are interested in this topic.

Questions About My Topic

CUT ALONG DASHED GUIDELINE

Version 2

Ask 3 different people that you know what they think about the issue you are studying. Ask each person to write down their answer. Use the chart below to record the answers. Write the names of the people you ask in the top row. At least 2 of the people must be from different backgrounds, ages or genders.

Name	Age	Gender	Answer

Perspectives

CUT ALONG DASHED GUIDELINE

Version 2

Make a timeline of tasks that must be done to put your action plan into place. Write the date each task will be done.

Task	Date	Task	Date

Timeline

CUT ALONG DASHED GUIDELINE

Version 2

On the previous page you wrote about what actions each level of government can take on your issue. Now you need to think about how effective these actions have been. Have they done a good job? Why or why not?

Local or Municipal	Provincial	Federal

If an indigenous organization is involved in your issue, tell about how effective you think it has been.

Government Actions Report Card

There are 3 levels of governments in Canada:

1. Municipal
2. Provincial or Territorial
3. Federal

Find out how the different levels of government have been involved in your issue.

Municipal	Provincial or Territorial	Federal

If an indigenous organization is involved in your issue, explain what action it has taken.

Government Actions

CUT ALONG DASHED GUIDELINE

Write three questions that you think are the most important concerning your inquiry topic. Put a star beside the question you are most interested in.

My Topic: _____

1. _____
2. _____
3. _____

Explain why you are interested in this topic.

Questions About My Topic

CUT ALONG DASHED GUIDELINE

The flipbook templates from the printable version have been turned into interactive slides in the digital version!

Questions About My Issue

My Issue: Type here _____

My Questions

- 1 Type here _____
- 2 Type here _____
- 3 Type here _____

Government Representatives

Government Representatives					
Canada is a democratic country, which means that citizens vote for candidates (people who want to be elected) in municipal, provincial or territorial, national, and band elections.					
Here are the different kinds of elections:					
Municipal <ul style="list-style-type: none"> Mayor or Reeve Councillors School Board Trustee 	Provincial or Territorial <ul style="list-style-type: none"> Premier Member of Provincial Parliament (MPP) or Member of Legislative Assembly (MLA) 	Federal <ul style="list-style-type: none"> Prime Minister Member of Parliament (MP) 	Indigenous There are many different kinds of elections depending on the organization.		
	Municipal	Provincial or Territorial	Federal	Chiefs of Ontario	
Title of Leader	Mayor or Reeve	Premier	Prime Minister	Ontario Regional Chief	
Leader Name					
Local Representative Title	Councillor	Member of Provincial Parliament (MPP) OR Member of Legislative Assembly (MLA)	Member of Parliament (MP)	Chief	
Local Representative Name					
Local Representative Contact Information					

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Federal Government

Prime Minister

Name: Type here

Contact Information: Type here

Member of Parliament (MP)

Name: Type here

Contact Information: Type here

Canada has a government that makes some decisions for all the people in the country. We call this the federal government.

Canada is broken up into sections called ridings or constituencies.

The people in each riding or constituency elect one person to represent them in the federal government. This person is called a Member of Parliament, or MP.

The federal government makes decisions about:

- Banking
- Postal services
- Immigration
- National Defense, and many more...

Click [here](#) to find a list of all the MPs in Canada.

Find your local Member of Parliament. Click on [another name](#).

Click and post a picture of your MP in the small box.

Click on "Contact" to find at least one of the following:

- ✓ Address
- ✓ Email
- ✓ Website
- ✓ address
- ✓ Telephone number

Type in the name and contact information for your MP!

Levels of Government

Assessment Tools

Action Plan Presentations Assessment

Name: _____

Issue: _____

Presentation Format: _____

Knowledge of Content:

- ☐ The presenter shows a good understanding of what he or she has learned about the issue and possible solutions.

Thinking:

- ☐ The presentation was well planned and used some creativity.

Communication:

- ☐ The information was well organized.
- ☐ Important vocabulary words from the unit were used appropriately.
- ☐ The presentation was suitable for Grade 5 students to understand.

Application:

- ☐ The presenter made connections between what was learned in class and possible solutions for what can be done in the future about the issue.

Success Criteria

- ☐ Various perspectives of stakeholders are given.
- ☐ Levels of governments are stated.
- ☐ First Nations, Métis, and/or Inuit perspectives were provided.
- ☐ At least 1 reasonable strategy is presented.
- ☐ Work is organized and easy to understand.

Learning Goal & Success Criteria (Knowledge Building Circle)

Inquiry Skill Learning Goal:

Success Criteria

Name:

Name:

Name:

Name:

Name:

Action Plan Presentation Assessment

Name: Type here _____

Issue: Type here _____

Presentation Format: Type here _____

Knowledge of Content:

- The presenter shows a good understanding of what he or she has learned about the issue and possible solutions.

Thinking:

- The presentation was well planned and used some creativity.

Communication:

- The information was well organized.
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Success Criteria

- ☐ Various perspectives of stakeholders are given.
- ☐ Levels of governments are stated.
- ☐ First Nations, Metis, and/or Inuit perspectives were provided.
- ☐ At least 1 reasonable strategy is presented.
- ☐ Work is organized and easy to understand.

Assessment & Evaluation - Knowledge & Understanding

A: Knowledge of Content

Knows relevant facts, terms & definitions

B: Understanding of Content

Not only knows key facts, but also understands underlying concepts

Indigenous Issues

First Nations, Métis and Inuit Governance Structures

First Nations, Métis and Inuit people in Canada have had many changes to their ways of life since European settlers arrived in North America. These Indigenous peoples often traveled from place to place in search of food as the seasons changed. When the new settlers came to North America, they started to form governments that forced the Indigenous peoples off of their traditional lands and onto **reserves**. Often First Nations, Métis, and Inuit people were told they could not use their traditional languages or customs. The new governments made laws without asking them how they felt or how these laws would affect their traditional life.

First Nations Band Councils

- A **band** is a group of First Nations people who have land set aside for them by the Canadian government under the Indian Act of 1876.
- Each band has a **band council** elected by community members.
- Each band council has a **chief**. The chief is usually elected, but this can also be an inherited position.
- Councils are elected for two or three years.
- Councils carry out First Nations business, which may include education, water, sewer and fire services, community buildings, schools and roads within its own area only.
- This council system was imposed on First Nations people by the government, replacing their traditional clan system that they used to use.

Today, Indigenous peoples are involved in many different organizations to help protect their rights, settle their land claims, and be given control over how their lands are being used. Some organizations are local (exist just in one community), regional (province, territory, or region) or national (in all of Canada). They don't have the power to make laws. Instead, they educate people about why laws should be changed so that people are treated fairly.

Métis Nation of Ontario (MNO)	Inuit Tapiriit Kanatami (ITK)	Chiefs of Ontario	Metis National Council of Canada (MNCC)
<ul style="list-style-type: none"> • Métis people vote for local representatives to the MNO every four years. • Every year there is an Annual General Assembly to report on important issues. • The Métis Nation of Ontario has an elected president and a council of representatives. • Works with the provincial government towards making sure Métis have rights to hunt and fish as they once did, as well as other issues. 	<ul style="list-style-type: none"> • Organization that represents 65,000 Inuit in Canada. • Has 4 Directors, who each represent an Inuit land claims group. • The directors vote for a president once every 3 years. • There are 3 directors who don't vote on the decisions made by the rest of the group. They offer their opinions and ideas instead. • Works to educate all Canadians about Inuit life. 	<ul style="list-style-type: none"> • Chiefs of the 133 First Nations in Ontario make resolutions. • Each chief is elected by their own First Nation group, or sometimes inherits the position. • elects a Regional Chief from amongst them. • plans all matters affecting the First Nations people of Ontario. • Consults with the Government of Ontario. 	<ul style="list-style-type: none"> • Metis National Council of Canada (MNCC) is a national organization that represents the interests of Métis people across Canada. • It works with the federal government to ensure that Métis people have the same rights and opportunities as other Canadians. • It also provides support and resources to Métis communities across the country.

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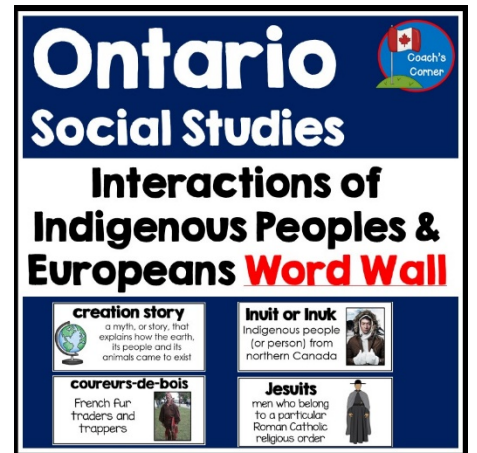
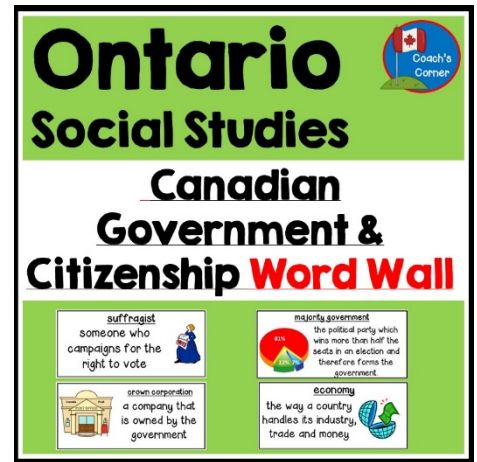
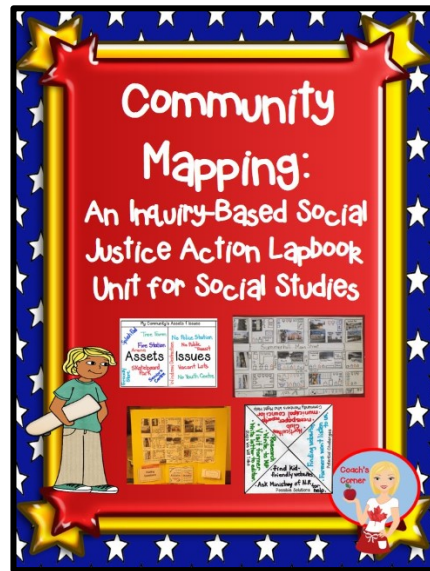
Food in the Arctic



Then	Now													
<p>People in the Arctic hunted, fished and gathered berries and other grasses to eat. The ground was almost always frozen so they could not grow fruits and vegetables.</p>	<p>What does food cost in 2019 in Nunavut and Ontario?</p> <table border="1"> <thead> <tr> <th></th><th>NUNAVUT</th><th>ONTARIO</th></tr> </thead> <tbody> <tr> <td></td><td>\$5.83</td><td>\$2.83</td></tr> <tr> <td></td><td>\$8.00</td><td>\$3.69</td></tr> <tr> <td></td><td>\$5.00</td><td>\$3.25</td></tr> </tbody> </table> <p>Watch this video to learn about how many Inuit people get their food.</p>			NUNAVUT	ONTARIO		\$5.83	\$2.83		\$8.00	\$3.69		\$5.00	\$3.25
	NUNAVUT	ONTARIO												
	\$5.83	\$2.83												
	\$8.00	\$3.69												
	\$5.00	\$3.25												

Digital versions of units have clickable links to relevant websites!

BONUS SECTIONS



Two earlier versions of my Canadian Government & Citizenship resource PLUS 2 Word Walls!!

Instruction Booklet

Canadian Government & Citizenship For Use with Google Classroom Instructions

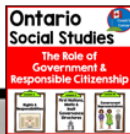
Teachers:

If this is your first time purchasing a digital resource from my **Coach's Corner** store on TPT, you may appreciate some help in assisting this unit to your students.

Please let me know if there are any issues with this resource by emailing me directly at: coachsteachingcorner@gmail.com

This digital unit was created for use with my full unit, [The Role of Government and Responsible Citizenship](#).

The activities/lessons in this digital resource follow along with the 3-part lesson plans found there!



Using Google Slides™

Need extra help? Check out these Google Slides Tutorial Videos

How to Access TPT Google Uploads

Log in to your Google Drive (drive.google.com) → Click "My Drive" from the left navigation bar if not already selected → Open the "TPT Purchases" folder → Each of your TPT purchases that were uploaded using TPT's Google Upload tool will have its own folder



"Help! My TPT Purchases Folder Appears to be Missing."

If you are logged into your Google Drive account and clicked on "My Drive" as directed above but do not see your "TPT Purchases" folder, check in the top right corner to make sure you are logged into the same Google Drive linked to your TPT account



How to Share Slides with Students (if not using Google Classroom)

Option 1: Have Students Make a Copy

Open the Slides from Google Drive → Select the "Share" button near the top right corner → Select "Get Shareable Link" from the top right of the pop-up → Select the link, appropriate however you usually send information to students → By default, this link will allow anyone to VIEW the Slides. For students to make their own copy of this file to work in, they must go to "File" → "Make a copy"



Option 2: Share a Link that Forces Students to Make a Copy

Open the Slides from Google Drive → Select the "Share" button near the top right corner → Select "Get Shareable Link" from the top right of the pop-up → Select the link, appropriate however you usually send information to students → At the end of the URL, find the word "edit" and starting there, delete everything from the word "edit" until the end → Type the word "copy" where it used to say "edit"

*One thing to note is that if you do not want students to have access to make changes in your document, if you get an email that a student is requesting access to the file, you must DENY that email. Do not allow them access. They must make their own copies using one of the options above

How to View Student Work (if not using Google Classroom)

Option 1: Have students email you the link to their Slides by copying and pasting the Google Slides URL from the search bar into an email

Option 2: Have students open the Google Slides presentation → In the top right corner, select the "Share" button → Have students enter your email address → Select "Done"



Questions About My Issue

My Issue: Covid-19 in Our Community

My Questions

- 1 Who should have the greatest access to Covid-19 tests in our community?
- 2 Where would people be helped in any discussions about closing businesses, sports events and other things in our community?
- 3 How might healthcare professionals and local government officials work together on selecting our community role during the pandemic?

Perspectives About

Issue and Age	Issue and Age	Issue and Age
Issue: 10 years old	Issue: 10 years old	Issue: 10 years old
Issue: 10 years old	Issue: 10 years old	Issue: 10 years old
Issue: 10 years old	Issue: 10 years old	Issue: 10 years old
Issue: 10 years old	Issue: 10 years old	Issue: 10 years old
Issue: 10 years old	Issue: 10 years old	Issue: 10 years old
Issue: 10 years old	Issue: 10 years old	Issue: 10 years old
Issue: 10 years old	Issue: 10 years old	Issue: 10 years old
Issue: 10 years old	Issue: 10 years old	Issue: 10 years old
Issue: 10 years old	Issue: 10 years old	Issue: 10 years old

Federal Government

Prime Minister	Member of Parliament (MP)
Justin Trudeau	Justin Trudeau
Justin Trudeau	Justin Trudeau
Justin Trudeau	Justin Trudeau
Justin Trudeau	Justin Trudeau
Justin Trudeau	Justin Trudeau
Justin Trudeau	Justin Trudeau
Justin Trudeau	Justin Trudeau
Justin Trudeau	Justin Trudeau
Justin Trudeau	Justin Trudeau
Justin Trudeau	Justin Trudeau

Answer Key

Answer Keys