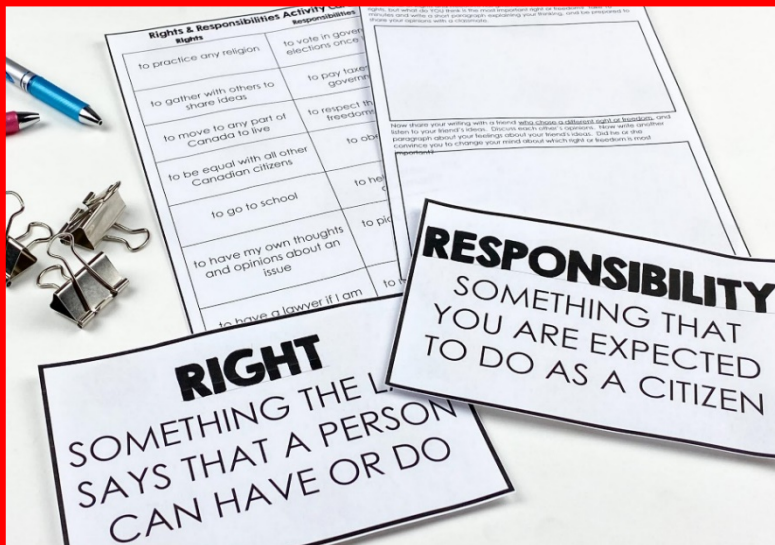


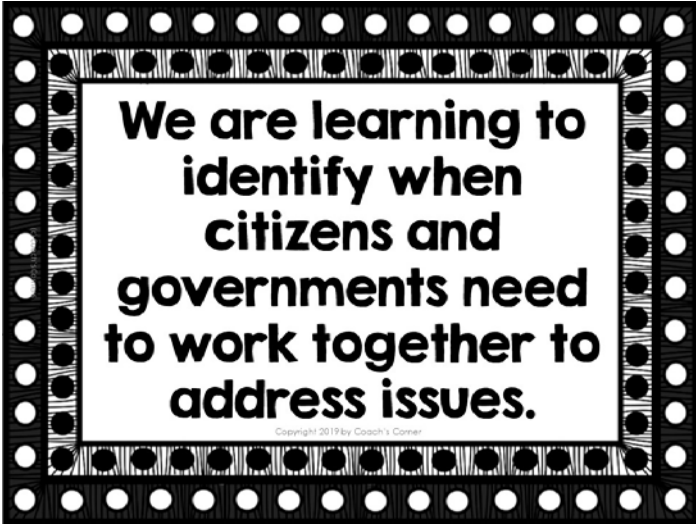
Ontario Social Studies



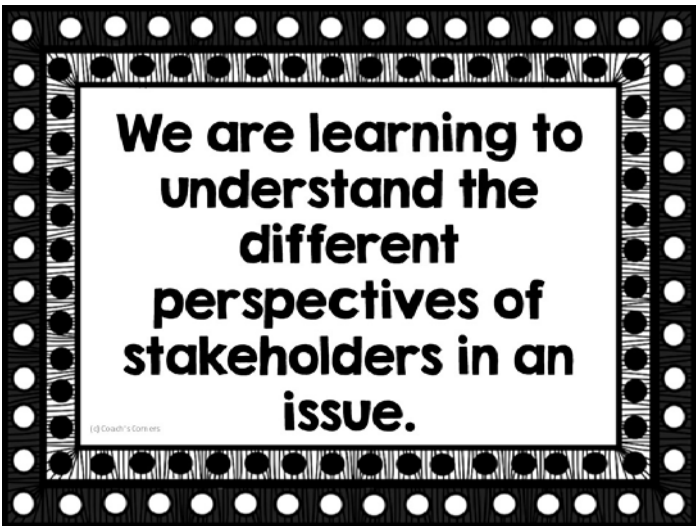
Government & Citizenship



Learning Goals



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

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

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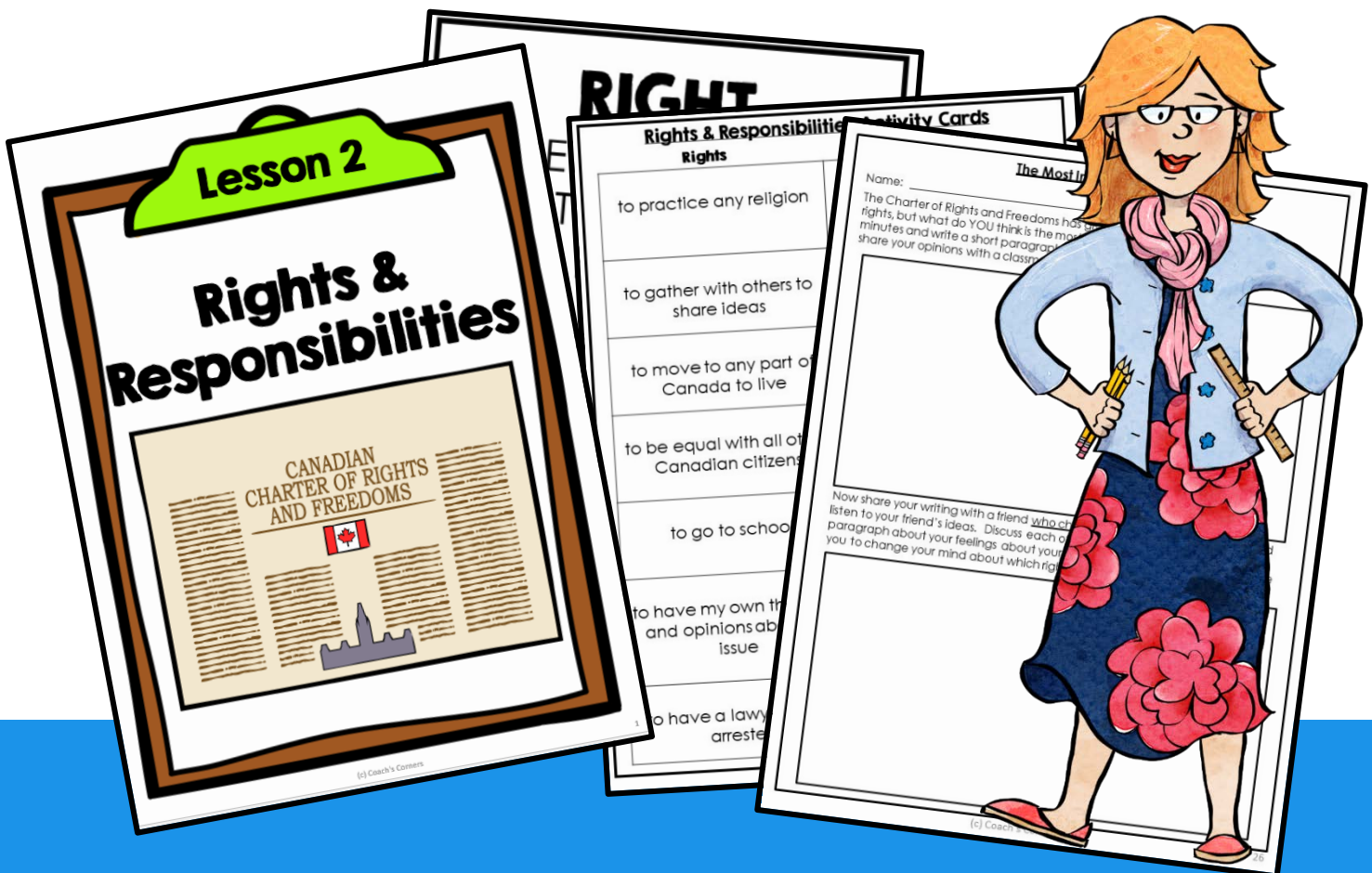
**7 Learning Goals Tied to the Big Ideas
of the Ontario Curriculum**

Lessons



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

OPEN PREVIEW TO RECEIVE A **FREE** LESSON FROM THIS RESOURCE!!



Resource Highlights



3-Part Lesson Plans



Inquiry-Based Learning



Student-Friendly Texts



2 Bonus Units



Based on Ontario
Gr. 5 Curriculum



Over 450 Ratings

What Questions Do You Have About This Picture?



Social Issues

Environmental Issues

- Homelessness
- Child Abuse
- Bullying
- Availability of Services
- Health Care
- Professionalism
- Lack of Resources
- Poor Housing
- Education
- Missing Children
- Murder
- Inquiries
- Food Insecurity
- Child Neglect
- Domestic Violence
- Gun Control
- Animal Welfare
- Recreation
- Oppression
- Accessibility
- Emergency Services
- Police (etc.)

Lesson 5: Asking Good Questions About My Issue

Expectations: B1.2 B1.3 B1.3 B2.1

Timeline:
1-2 Class
Periods

Materials:

- Photographs or Videos about an issue that students might be familiar with in your area OR Photograph of the issue (e.g., a photograph of a homeless person, a photograph of a child, a photograph of a person who is disabled, etc.)
- Questions About My Topic
- Sticky notes
- Optional: extra news print (Due to copyright restrictions, I cannot provide a link to the image.)
- Questions About My Topic

Make a timeline of tasks that must be completed.
Write the date each task will be completed.

Date: _____ Date: _____

↑

↓

Date: _____

Lesson 12: Government Action Report Cards

Expectations: B1.1 B2.5 B2.6

Timeline:
1-2 Class
Periods

Materials:

- Sample Report Card from last lesson
- Government Actions Report Card flipbook template/s (I have provided two templates. One is blank; and the other is more structured. You may choose to create your own template as well, if it better suits the needs of your students. A checklist might work better for some students, particularly those who may have an IEP.)

Getting Started

- Review the categories & criteria developed by students in the last session, as well as the report card created using the categories & criteria.
- With students' help select one or more categories from the report card, and write a complete comment for the category, using the criteria. You may want to use the "Learning Goal/Example/Next Step" format that is used in the example, or another format. Ensure that students realize that they will need to provide specific evidence to support their comments.

Working On It

- Lay out any conditions you want students to follow for this report card assignment. For example, each student must:
 - Report on all three levels of government, plus an Indigenous government structure OR
 - Report on only one level of government OR
 - Report only how levels of government worked together to address an issue
- Allow students to work with their groups, partners, (or by themselves if that had been previously decided) to discuss this work, but each group member should be responsible for completing their own written work.
- When students have completed their work, have them meet in pairs to share & discuss their report cards. After sharing, allow students to revise their report cards if they feel they have gained more information as a result of the discussion.

Reflecting & Connecting

- Draw attention to the learning goal for this session, and address any success criteria you feel would be important for your students in terms of evaluating evidence and drawing conclusions. Allow students to share their report cards for each of the issues discussed in this unit, and encourage students to challenge each other and build upon each other's knowledge.
- Remind students of the guiding questions they had created at the beginning of the unit, and ask if they have found answers over the past few months. What do they still want to learn more about? Their answers can help you choose related shared and guided reading lessons in your literacy program to continue the learning!



CUT AL

Inquiry-Based Learning

3-Part Lesson Plans

Getting Started: Using the Big Ideas as Basis of Lesson

Lesson 10: Government Representatives & Elections Expectations: B3.2 B3.4

Timeline:
1-2 Class
Periods

Materials:

- Action Plan [Timeline](#) Flipbook template
- [Government Actions](#) flipbook template
- [Government Representative](#) student text
- [Levels of Government](#) page from Lesson 3
- Internet access and/or phone books
- [Our Electoral System](#) online video
- Optional: [Political Parties](#) student text

Getting Started

- Ask students if they have any ideas which government official(s) could help them as they research for their Action Plan.
- Explain that Canada is a democratic country, which means that citizens can vote for the people they want to become part of the government. These elected people are called **representatives**, because they represent their **constituents** (voters who live in their area).
- If at all possible, show students the online video [Our Electoral System](#) by Civix.
- Discuss what they have learned from this video.
- If you feel it would be helpful to your students, distribute and discuss the [Political Parties](#) student text.

Working On It

- Remind students of the "Perspectives" page with the windrow issue. Ask students which level of government would be involved in this issue, based on their knowledge from Lesson 3. Explain that this issue may actually be a shared responsibility, as the federal government is in charge of [Natural Resources Canada](#), while the province of Ontario has control of the [Ministry of Natural Resources](#). The local municipal council might also be interested as well, as landowners pay municipal taxes, which can increase if they make changes to their land to make it more profitable. The municipality would want to know if the farmer was going to be able to plant and sell more crops because he increased the size of his field!
- Distribute the [Government Representatives](#) student text OR reproduce it on a chart. Discuss and have students pair up. Give each pair of students ONE representative's name to research. Once all the names have been found, have students complete their charts. Explain that this chart will be a good reference tool for them to use while organizing their Action Plan.

Reflecting & Connecting

- Have students refer to their Timeline templates from the flipbook, and note that they will likely need to contact some government official for a degree of assistance with their Action Plans. Explain that while an MP may not be able to help them directly, their office may give them the contact information for another civil servant who has direct expertise in their inquiry issue.
- Allow students some time to use this new information to speak to their partners or group members. Which levels of government do they feel would be most involved in this issue? They should be deciding what government official would be the best person to contact for more information about what has been done, or will be done, about their issue. They can add this task into their Flipbook timeline, if it hasn't been included yet.

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Materials List (including hyperlinks)

Working On It: Independent Learning

Reflecting & Connecting: Ties Back to the "Big Idea" of the Lesson

Click on the image
below to grab your
free lesson plan!



Student Texts

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. This is not the traditional clan system that they used to use.

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

Métis Nation of Ontario (MNO)	Inuit Tapiriit Kanatami (ITK)	Chiefs of Ontario	Haudenosaunee Confederacy
<ul style="list-style-type: none"> Métis people vote for local representatives in the Métis Council. Every year an Annual Assembly is held to discuss and make decisions on important issues. The Métis Council is elected and represents the Métis people in Ontario. Works with provincial government to make decisions about land and fishing rights. 	<ul style="list-style-type: none"> Organization that represents Inuit in Canada. 	<ul style="list-style-type: none"> Chiefs of the 13 First Nations in Ontario. 	<ul style="list-style-type: none"> Made up of 5 First Nations in Ontario.

Political Parties

In democratic countries like Canada, the people who make the decisions for the government are elected by the citizens of the countries in elections. People who are interested in taking on this responsibility are **nominated**, or chosen, to run as **candidates** in an election. Usually another person or group who knows the candidate well and believes that he or she will do a good job in government nominates the candidate.

A political party is a group of people who share the same ideas about how the government should make decisions for a country or province. If an election is held, then each political party chooses one of its members to be the official **candidate** to represent the party.


Political parties exist for the federal level and the provincial level, with different candidates for each level.

There are many political parties in Canada. Here are some of the biggest parties in our country, in alphabetical order:


Bloc Québécois

- is a federal party which promotes the interests and ideas of Quebec. 


Conservative Party of Canada

- a federal party that believes in lower taxes, and lower amounts of money spent on social programs such as welfare and health care. 

Green Party of Canada

- A federal party interested in solving problems through the use of "green", or environmentally aware ideas. 


Liberal Party of Canada

- Canada's longest-running federal party, that believes in balancing the needs of businesses with social programs such as health care and old age pensions. 

New Democratic Party

- A federal party that is committed to supporting social programs and taxing businesses and wealthier citizens. 

Action Plan Possibilities

While you are learning about a social or environmental issue, and recording your new knowledge in your **Action Plan Flipbook**, you are also responsible for creating a plan that says how YOU think the issue should be handled. By the end of this unit, you will have something to share with your class that tells them what the next steps in solving the problem should be. Here are some ideas. Let your teacher know what you have decided upon for your activity.  will tell you when you must be finished this.

- Posters
- Presentations
- Displays for classes or at a school assembly
- Gather information on an issue
- Closest to a Shelter
- Food Bank
- Photo-essay to show the impact of an issue
- Song, Rap or Poem Promoting Most

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

[illegible]

Emphasis on Indigenous Perspectives

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

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Food in the Arctic

Then

Now



What does food cost in 2019 in Nunavut and Ontario?

	Nunavut	Ontario
	\$5.83	\$2.83
	\$8.00	\$3.69
	\$5.00	\$3.25

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.



Scan the QR Code to learn how many Inuit people get their food.

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Indigenous Governance - Teacher Information Only

	First Nation	Métis	Inuit
Past	First Nations people used the clan system as a way of organizing themselves. Each clan had a chief, who usually inherited his role from his father, who had been the previous chief. Each clan also had "circles" of people, such as the Women & Children's Circle, the Elders' Circle, and the Men's Circle.	Métis people were originally those people who had mixed-race parents, usually European fathers and Indigenous mothers. They usually worked for fur trading companies and had to follow their laws. In 1869 the traditional hunting lands became part of Canada. Métis people formed the Métis National Committee, and created their own government.	Early Inuit people spent much of their time searching for food. They could not grow crops or have farm animals as it was too cold there. The Inuit were nomadic. They traveled in small family groups from place to place to hunt and fish. Each family made their own decisions about their lives. They did not have a formal government.
1876 Indian Act This law was important because it created reserves (specific pieces of land that were set aside for the use of First Nations people). This land could not be owned by Indigenous people, so they could only live there. This law outlawed traditional ways of governing, and created a band council for each reserve. A band council is made up of an elected chief and councillors.	1870 Manitoba Act This act created the new province of Manitoba. It made promises to protect Métis lands, language and local political control over the new province.	1939 Eskimo Decision The Canadian government recognized the Inuit population as citizens. This decision did not give Inuit people any say in decision-making.	
Current	There are elected band councils and chiefs. The decisions they make are not always honoured by the federal government, and First Nations people feel that decisions are being made for them and not by them. They would like the ability to govern themselves in traditional ways. They would also like the Canadian government to pay them for their hunting and fishing land that was taken from them.	Métis people feel that the Manitoba Act did not end up giving them the promised land reserve properly, and when land was finally given, it went to individual families. Much of the land they had lived on was given to European settlers. In 1983 the Métis National Council (made up of Métis in 5 provinces) was created to fight for their Indigenous rights and to deal with the federal government.	Inuit people felt that the federal government were stopping them from using their traditional hunting and fishing lands. They formed the Inuit Tapitit Kanatami organization, which works on behalf of all Inuit people to have the right to govern themselves, and to have their traditional lands returned to them. In 1999 the territory of Nunavut was created in northern Canada.

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Culminating Task

Lesson 14

Action Plan Presentations



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Possibilities

cial or environmental issue,
ge in your **Action Plan Flipbook**.
ing a plan that says how YOU
By the end of this unit, you will
r class that tells them what the
should be. Here are some
at you have decided upon for
If you when you must be

lements
other classes or at a
ing
g issue
al Shelter
d Bank
e impact of an issue
noting Most

Convincing Positions

- Map to Show How Community Can be Improved
- News Report addressing all sides of issue
- PowerPoint or Smartboard Presentation to Classrooms or Local Government
- Letter to Government Official
- Create a comic strip that explains how you think the issue should be handled



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**Students
Work
Towards a
Final Activity
or
Presentation**

Action Plan Presentations Assessment

Content:
shows a good understanding of what he or she has
at the issue and possible solutions.

tion was well planned and used some creativity.

h was well organized.
abulary words from the unit were used appropriately.
on was suitable for Grade 5 students to understand.

made connections between what was learned in class solutions for what can be done in the future about the

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 neat and easy to understand



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Assessment Tools



OPTIONAL: Creating Rich Inquiry Questions Assessment (2 per page)

Creating Rich Inquiry Questions Assessment

Student Name: _____

Topic: _____

Inquiry Question: _____

- Rich Inquiry Questions**
- ☐ Can not be answered with a simple yes or no
 - ☐ Can not be answered easily
 - ☐ Makes the researcher excited
 - ☐ Will lead the researcher to new information

Star

Creating Rich Inquiry Questions Assessment

Student Name: _____

Topic: _____

Inquiry Question: _____

- Rich Inquiry Questions**
- ☐ Can not be answered with a simple yes or no
 - ☐ Can not be answered easily
 - ☐ Makes the researcher excited
 - ☐ Will lead the researcher to new information

Star

Learning Goal & Success Criteria

Date: _____

EXAMPLE

Content Learning Goal:

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

Inquiry Skill Learning Goal:

We are learning to gather & organize information about social and environmental issues.

Success Criteria

- I can identify at least two different views about a social issue.
- I can explain why an issue is important to government.

Name: Evan
- Responded to Conner's question; said that the First Nations feel that the oil sands violate treaty rights

Name: Laura
- Explained that downtown Toronto were worried about more new youth centre opening up; acknowledged that both youth representatives would keep young people from vandalizing

Name: Abby
- Struggled somewhat to explain to people in rural Ontario about high unemployment areas

Name: _____

Name: _____

A Note About...Assessment (sigh...)

As students move through the inquiry cycle, usually more than once during the unit, you will be faced with the challenge of assessing and evaluating their progress. I have found that the best method of keeping track of assessments, while saving my sanity, is not through checklists but rather through jot notes on an organizer such as the one below, which is for the **Thinking** category of the 2018 Ontario Social Studies Curriculum. On this particular organizer, I might check off "Critical Thinking" at the top, and then use either written evidence (ie. "Significance Flipbook") or oral discussions to assess this skill.

After entering each student's name in a box, I would then write a quick "star & wish" for that skill. This makes it SO easy when you write report cards, because then you have a bank of ready-made comments. Often I give students a written "star & wish" anyway, particularly on written tasks, so I just transfer the notes onto my "grid". Here's what it might look like for a student, Kyle:

Kyle

- Identified 3 very significant events
- Needs to...

Star (strength)

- Check off main category
- Use highlighter to indicate exactly what is being evaluated

Assessment & Evaluation - Application

A: Application of Knowledge & Skills
applies the knowledge, concepts & skills taught to familiar situations

B: Transfer of Knowledge & Skills
applies the knowledge, concepts & skills taught in new contexts

C: Making Connections Between Contexts
makes connections between issue being studied and other situations

BONUS: 2 Older Versions Also Included



2013

Canadian Government & Citizenship Grades 4 - 7



187 pages

2015

Community Mapping: An Inquiry-Based Social Justice Action Lapbook Unit for Social Studies



73 pages

Teacher Feedback



Wow! This is an incredible resource. I am so glad I made this purchase. The lessons are easy to follow and engaging. Thank you.

Valerie

Incredible unit. Absolutely off the charts! So well laid out, clear activities, great descriptions at proper grade level, so many awesome, fun tasks - just buy it!!! This has saved me so much time, and it hits all the curriculum points. With this currently being election time, just grab it and use it right away. I absolutely love the depth and detail provided. So appreciate you offering this unit!

Lori