

Our Canadian Governments

Grades 5-8

About this book:

Here is everything you need to teach your students about Canada's governments. Introduce the unit with a fable that provides insight into the need for good and fair government, and progress through a comprehensive study of government in Canada. Fifteen lesson plans and more than 75 reproducible worksheets and information pages may be used in any order to suit the unique needs of your classroom.

Topics include: Federal, provincial and territorial governments,
How the three levels of government function and interact,
The electoral process, How a bill becomes a law,
Constitution and charter of rights and freedoms,
Immigration and becoming a Canadian citizen.

Written and Revised by Ruth Solski



About the author:

Ruth Solski was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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At A Glance

Learning Expectations	Lesson 1	Lesson 2	Lesson 3 to 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28
Language Skills																	
• Comprehending Information	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Summarize events and details	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Communicate orally	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Written communication	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Vocabulary development	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Reasoning & Critical Thinking Skills																	
• Ability to make comparisons	•		•														
• Develop opinions and personal interpretations	•		•														
• Make inferences		•	•														
• Development of research skills			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Recognize the validity of differing points of view		•	•	•			•	•									
• Use graphs and diagrams			•		•	•											
Comprehension of Topic																	
• Understand what a government is and why it is necessary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Able to describe the structure and components of the three tiers of Canadian government	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Understands the rights and responsibilities of Canadian citizens			•	•	•	•		•	•								
• Understands the purpose and process of an election						•											
• Identify services provided by tiers of Canadian government									•								
• Describe the process of becoming a Canadian citizen									•								
• Explain the significance of civic buildings, symbols, and ceremonies			•														





OUR CANADIAN GOVERNMENTS

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**Expectation:**

- Students will understand the common elements found in any type of government.

Discussion Time:

- Read the Information Sheet entitled “What is a Government?” located on page 17.
- Brainstorm with your students ideas on what they think the term “government” means.
- List their responses on a chart.
- Record the terms rules of conduct; authority; acceptance; jurisdiction; enforcement on a chart or on the chalkboard.
- Explain or discuss what each term means and explain why each is an important element in a good government.

Follow-Up Activities:

- Have the students complete the Title Page for the topic entitled “*All About Our Canadian Government*” located on page 15.
- The Title Page could be used to mark a new section in a notebook or as a cover for a Booklet entitled “*All About Our Canadian Government.*”
- The students will then complete the page entitled “*What is a Government?*” found on page 18 by filling in the blanks with the correct words.
- Record the missing words on a chart or on the chalkboard. Assist students whenever it is necessary.

 **Answers**

What is a Government?: (page 16)

Part A: government; exercise power; make; enforce; conduct

Part B:

1. group; rules; whole; good; discourage; forbid
2. supreme power; authority; democratic; people; chief
3. accepted; right; power; loyalty; flag; national anthem
4. power; rules; laws
5. rules; laws; enforce; order





One of the oldest and most important institutions since the earliest times is government. It has been a vital part of every society. The term government means a group which exercises power. Every society needs people to make and enforce decisions that affect the conduct of the group.

There are a number of common elements found in all governments.

They are (1) rules of conduct (2) sovereignty – authority (3) legitimacy – acceptance (4) jurisdiction and (5) enforcement

Rules of Conduct:

Every group of people has rules to govern the lives of its members. The rules made by the group are really about matters that affect the group as a whole. The rules are designed to encourage positive behaviour and to discourage or forbid other kinds of behaviour by individual members.

Authority:

This means that the people are governed by a supreme power or authority. A sovereign government has the authority to use force within its boundaries. At one time it was believed that the government was ruled by a divine right, that the power came from God. Today, the people are regarded as the chief source of the government's authority in democratic countries.

Acceptance:

No system of government can exist unless it is accepted by the people. The people give the government the right to exercise power. The people are taught to have positive views of their government through educational systems and to develop loyalty to such symbols of the government as a flag or national anthem.

Jurisdiction:

This is the area over which the government has the right or power to make and enforce rules or laws.

Law Enforcement:

Rules or laws have no effect on people unless there is someone to enforce them. If members of a group were permitted to ignore or disobey the rules or laws, there would be no law or order and the society could not operate efficiently.



WHAT IS A GOVERNMENT?



Follow-up Activity

rules	laws	flag	democratic	group	supreme
national	rules	power	authority	whole	anthem
power	forbid	right	loyalty	people	discourage
order	power	rules	chief	laws	government
power	make	enforce	conduct	accepted	good
enforce	exercise				

Use the words from the word box to complete the sentences.

Since the beginning of time society has been ruled by some form of _____. The word government means to _____ in a group. Every group needs people to _____ and _____ decisions that control the _____ of the group. Every form of government contains five common elements.

1. **Rules of Conduct:** Every _____ of people has _____ to govern people's lives. The rules affect the _____ group. Rules are made to encourage _____ behaviour and to _____ or _____ bad behaviours.

2. **Authority:** All groups are governed by a _____ or _____. In a _____ country the _____ are regarded as the _____ source of government authority.

3. **Acceptance:** A government must be _____ by the people for it to exist. The people give the government the _____ to exercise _____. The people develop _____ to symbols of the government such as a _____ or _____.

4. **Jurisdiction:** This is the part of the government that has the _____ to make and enforce _____ or _____.

5. **Law Enforcement:** In order for _____ or _____ to have any effect someone has to _____ them. In a society there would be no _____ if people were allowed to ignore or disobey them.

