



CCP5758-2

Canadian Government

Kinds Of Governments

Chapter Slice



CANADIAN GOVERNMENT

Kinds of Governments



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GRADES 5 - 8
Reading Levels 3 - 4



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Critical Thinking Skills

Canadian Government

Skills For Critical Thinking		Reading Comprehension									
		Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8	Writing Tasks	
LEVEL 1 Knowledge	<ul style="list-style-type: none"> List Facts / Details Recall Information Match Sequence Recognize Validity (T/F) 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Comprehension	<ul style="list-style-type: none"> Compare & Contrast Summarize State Main Idea Describe 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Application	<ul style="list-style-type: none"> Apply What Is Learned Infer Outcomes 	✓			✓	✓		✓	✓		
LEVEL 4 Analysis	<ul style="list-style-type: none"> Draw Conclusions Make Inferences Identify Cause & Effect 	✓	✓	✓		✓	✓	✓	✓	✓	✓
LEVEL 5 Synthesis	<ul style="list-style-type: none"> Predict Design Create Compile Research 		✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Evaluation	<ul style="list-style-type: none"> Defend An Opinion Make Judgements 	✓				✓		✓		✓	✓

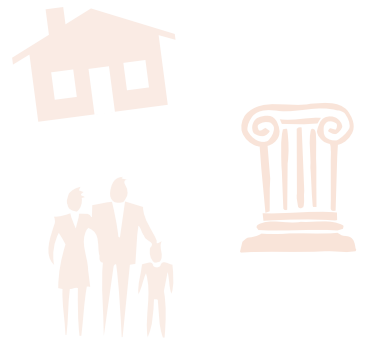
Based on Bloom's Taxonomy



Assessment Rubric



Canadian Government



Student's Name: _____ Assignment: _____ Level: _____

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts.	Demonstrates a good understanding of the concepts.	Demonstrates a thorough understanding of the concepts.
Response to the Text	Expresses responses to the text with limited effectiveness, inconsistently supported by proof from the text	Expresses responses to the text with some effectiveness, supported by some proof from the text	Expresses responses to the text with appropriate skills, supported with appropriate proof	Expresses thorough and complete responses to the text, supported by concise and effective proof from the text
Analysis & Application of Concepts	Interprets and applies various concepts in the text with few, unrelated details and incorrect analysis	Interprets and applies various concepts in the text with some detail, but with some inconsistent analysis	Interprets and applies various concepts in the text with appropriate detail and analysis	Effectively interprets and applies various concepts in the text with consistent, clear and effective detail and analysis

NEXT STEPS:

WEAKNESSES:

STRENGTHS:



Teacher Guide



Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

Introduction

This resource provides ready-to-use information and activities for remedial students in grades five to eight. Written to grade and using simplified language and vocabulary, social studies concepts are presented in a way that makes them more accessible to students and easier to understand. Comprised of reading passages, student activities and overhead transparencies, our resource can be used effectively for whole-class, small group and independent work.



Writing Tasks are included to further develop students' thinking skills and understanding of the concepts. The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to many of the activities in our resource. The **Comprehension Quiz** (page 48) can be used for either a follow-up review or assessment at the completion of the unit.

PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.



Teacher Guide

• Information and tools for the teacher



Student Handout

• Reproducible worksheets and activities



Easy Marking™ Answer Key

• Answers for student activities

How Is Our Resource Organized?

STUDENT HANDOUTS

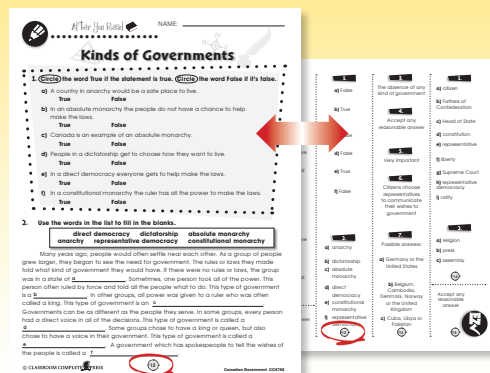
Reading passages and activities (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what they have read.

For each reading passage there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary are also presented.
- The **AFTER YOU READ** activities check students' comprehension of the concepts presented in the reading passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!



Every question matches up with its answer!



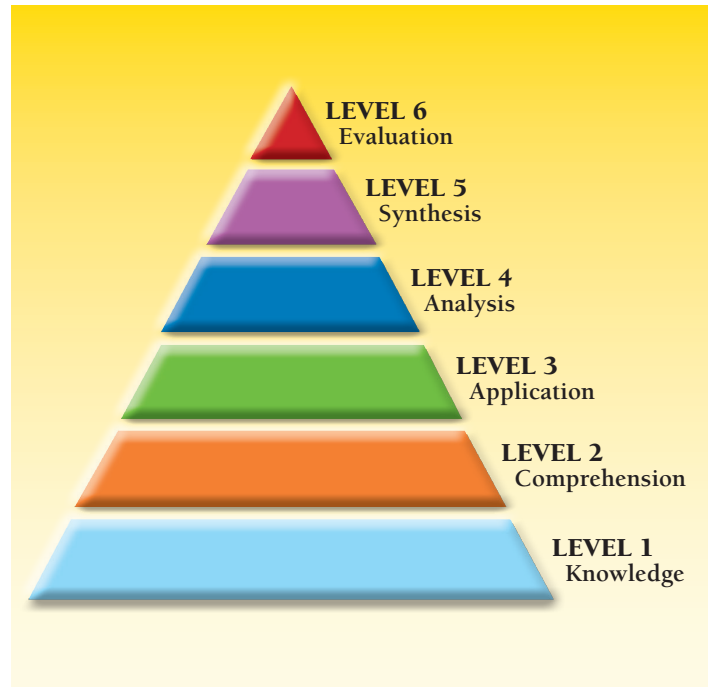
Bloom's Taxonomy

Our resource is an effective tool for any **SOCIAL STUDIES PROGRAM**.

Bloom's Taxonomy* for Reading Comprehension

The activities in our resource engage and build the full range of thinking skills that are essential for students' reading comprehension and understanding of important social studies concepts. Based on the six levels of thinking in Bloom's Taxonomy, and using language at a remedial level, information and questions are given that challenge students to not only recall what they have read, but move beyond this to understand the text and concepts through higher-order thinking. By using higher-order skills of application, analysis, synthesis and evaluation, students become active readers, drawing more meaning from the text, attaining a greater understanding of concepts, and applying and extending their learning in more sophisticated ways.

Our resource, therefore, is an effective tool for any Social Studies program. Whether it is used in whole or in part, or adapted to meet individual student needs, our resource provides teachers with essential information and questions to ask, inspiring students' interest, creativity, and promoting meaningful learning.



BLOOM'S TAXONOMY: 6 LEVELS OF THINKING

**Bloom's Taxonomy is a widely used tool by educators for classifying learning objectives, and is based on the work of Benjamin Bloom.*



Vocabulary



- enforce • government • defend • rights • legislate • authority • power • conflicts • security • consent
- common good • dictatorship • anarchy • absolute monarchy • direct democracy • constitutional monarchy
- representative democracy • constitution • liberty • supreme law • citizen • ratify • Confederation
- legislature • popular sovereignty • executive • legislative • judicial • prime minister • Supreme Court
- Parliament • Senate • House of Commons • Governor General • Cabinet • Member of Parliament
- premier • justices • committees • appointed • elected • election • amendments • sponsor • debate
- proclamation • propose • Royal Assent • Lieutenant-Governor • Commissioner • delegated power
- legislative assemblies • federation • unicameral • Crown • secret ballot • majority government
- minority government • political parties • nominate • campaign • vote • senator



Kinds of Governments



1. Complete each sentence with a word from the list. You may use a dictionary to find the definitions.

dictatorship	anarchy	absolute monarchy	direct democracy
constitutional monarchy	representative democracy		

- a) _____ exists when a nation has no government at all.
- b) A(n) _____ is a form of government with a ruler who inherits the position, rules for life, and holds all power.
- c) In a _____, the supreme power is held by all the people and is used by them directly.
- d) In a _____, all power is held by one person who may use force.
- e) In a _____, voters choose their government representatives.
- f) In a _____, the power of the ruler or monarch is limited by law.

2. Write down each kind of government in the correct box. Use the word list from Question 1 above.

a) Total rule by one person, usually a king or queen

b) All citizens take part in suggesting and making laws

c) Voters choose representatives to act in their interests

d) Exists when a leader rules with absolute power, usually by force

e) Exists when a nation has no person or group in charge, and people can do anything they wish

f) Government lead by a monarch whose power is limited by law



Kinds of Governments



As you learn about the different countries of the world you will find that each one has some kind of government. The **government** of a country is the person or group of people who makes the rules or laws for everyone else. There are many different kinds of governments in the world.

Almost all governments set limits for their citizens. They do this to protect the people's rights and safety. If there were no government, the people could say or do anything they wished. When this happens, the country is in a state of **anarchy**.

One purpose for a country's laws is to tell how much power the ruler or leader has. Another is to insure that all the citizens are treated in a fair and respectful manner.



What do you think? Anarchy allows people to do or say anything they like. Is this a good situation? Why or why not?

There are about 200 different countries in the world. Not all of them have the same type of government. Here are some of the main types of governments:

GOVERNMENT	HOW IT WORKS
Absolute monarchy	<ul style="list-style-type: none"> - Total rule by one person who makes all the laws for all the people - Usually, the ruler is called a king or queen - Only a few nations in the world have absolute monarchies
Constitutional monarchy	<ul style="list-style-type: none"> - A form of government where the power of the ruler or monarch is limited by law - The government is usually made up of representatives elected by the people - There are many constitutional monarchies today
Dictatorship	<ul style="list-style-type: none"> - A country whose leader rules with absolute power, usually by force - Some dictatorships still exist today
Direct democracy	<ul style="list-style-type: none"> - A system of government in which all the citizens take part in suggesting and making the laws - The ancient city-state of Athens in Greece is a good example of a direct democracy
Representative democracy	<ul style="list-style-type: none"> - A system of government in which voters choose representatives to act in their interests - The United States is an example of a modern representative democracy
Anarchy	<ul style="list-style-type: none"> - Exists when there is no government present in a country - The people can do or say anything they wish to anyone

NAME: _____



Kinds of Governments

Answer each question with a complete sentence.

3. Describe **anarchy**.

4. Which do you think would be a better kind of government – an **absolute monarchy** or a **constitutional monarchy**? Explain your decision.

5. If you were designing a government, how important do you think the **rights** of each person should be?

6. Write a brief description of a **representative democracy**.

7. Become a Research Detective!

Use an encyclopedia or the Internet to help you find the following:

a) Name one country whose government is a **representative democracy**.

b) List the name of one country (other than Canada) that is a **constitutional monarchy**.

c) A few countries are still **dictatorships**. Find the name of one of them.



Here are five writing tasks about the Canadian government. Be sure to think about all that you have learned about the Canadian government as you write. Write your answers in complete sentences in your notebook.

Task #1 Every country on Earth has some kind of government even though all governments are not alike. Organize your thoughts and knowledge about government and discuss the purpose(s) of government. In Canada's system of government, who or what are most important?

Task #2 On July 1, 1867, Canada became a new nation. The Fathers of Confederation wrote the Constitution Act of 1867 to describe the kind of government the new country would have. They also wrote about the rights that Canadian citizens would have. Suppose you had the responsibility of writing a constitution for a new country. What items would you make sure to include? Describe how you would address the rights of the citizens; the manner in which laws would be made; and how the leaders of government would be selected.

Task #3 Canadians share common responsibilities, too. Why do you think that it's important that Canadians should:

- understand and obey Canadian laws?
- participate in Canada's democratic political system?
- vote in elections?
- allow other Canadians to enjoy their rights and freedoms?

Task #4 The federal government has many important jobs. It is in charge of employment for all Canadian citizens, national defense (the military), the post office system, and other important departments. Your task is to choose one of these departments and do some research about it. Collect as many facts about it as you can. Present your information as a Bulletin board display or a PowerPoint presentation. Then share your project with your classmates.

Task #5 All countries have problems which must be solved. Some of these problems are so serious that they are present in most governments; for example, child poverty. If you were the Prime Minister of Canada which three problems would you try to solve and what would you do to solve them?

NAME: _____



Crossword Puzzle!

Word List

- | | | | |
|--------|-------------|------------|---------------|
| saga | legislative | election | leader |
| assent | government | Parliament | judicial |
| Ottawa | monarchy | executive | senate |
| MP | democracy | candidate | prime |
| | | cabinet | confederation |
| | | law | enforce |
| | | liberty | queen |
| | | committee | debate |

Down

1. a person who seeks elected office
4. a group of people who discuss the bills in Parliament
5. command obedience to a law
7. to discuss a subject such as a bill
9. approval of a bill to become law, or Royal _____
10. female monarch
13. a form of government in which the people have supreme power
16. the branch of government that makes sure the laws are constitutional
17. the group of people who make the laws for everyone else
18. the head of the government is called the _____ Minister
19. the abbreviation for Member of Parliament
20. a rule that must be obeyed
23. the legislative body of Canadian government

Across

2. the capital city of Canada
3. This branch enforces the laws
6. another word for freedom
8. a story of brave deeds that is sung or told
11. the prime minister's advisors
12. one of the houses of Parliament
14. a guide or director
15. A campaign ends on _____ Day
19. a form of government led by a queen or king
21. the branch of government that makes laws
22. Fathers of _____



Word Search



Find all of the words in the Word Search. Words may be horizontal, vertical, or diagonal. A few may even be backwards! Look carefully!

freedom	candidate	debate	power
committee	amendment	rights	democracy
federation	parliament	Cartier	election
campaign	Ottawa	government	politics
anarchy	bill	executive	enforce
cabinet	leader	vote	constitution
legislature	monarch	prime minister	House of Commons

n	l	e	u	v	z	p	a	r	l	i	a	m	e	n	t	a	s
t	e	e	f	g	h	j	w	k	l	l	m	o	a	q	w	l	n
e	r	t	y	h	h	f	a	d	s	l	e	a	d	e	r	e	o
n	k	t	l	m	n	b	t	v	m	x	a	x	e	z	q	g	m
i	r	i	g	h	t	s	t	z	a	o	c	s	r	f	g	i	m
b	g	m	w	x	y	g	o	v	e	r	n	m	e	n	t	s	o
a	l	m	l	f	g	h	i	r	x	o	p	a	o	c	d	l	c
c	n	o	i	t	a	r	e	d	e	f	c	d	r	n	r	a	f
f	g	c	b	y	z	a	b	c	c	f	e	h	i	c	a	t	o
l	m	n	e	f	g	h	i	b	u	w	c	n	e	s	h	u	e
a	n	a	r	c	h	y	f	g	t	c	u	a	f	x	y	r	s
m	f	g	t	f	g	h	i	b	i	a	i	c	r	o	b	e	u
e	k	l	y	f	g	e	t	o	v	m	l	o	a	t	r	c	o
n	f	r	e	e	d	o	m	e	e	p	i	n	r	r	i	c	h
d	a	b	c	d	e	f	g	h	l	a	n	s	k	l	t	e	e
m	b	p	r	i	m	e	m	i	n	i	s	t	e	r	b	i	r
e	r	o	r	s	t	u	v	w	x	g	b	i	o	p	q	l	e
n	r	w	e	l	e	c	t	i	o	n	z	t	z	a	b	c	b
t	d	e	m	o	c	r	a	c	y	h	i	u	p	v	b	h	g
h	i	r	b	l	y	z	a	b	c	r	e	t	a	b	e	d	c
c	d	i	s	a	e	d	y	h	g	f	r	i	o	p	q	e	t
o	l	q	s	c	i	t	i	l	o	p	r	o	t	u	v	w	x
l	m	n	r	s	t	e	t	a	d	i	d	n	a	c	b	h	g

NAME: _____



Comprehension Quiz



Part A

Circle the word **True** if the statement is true. **Circle** the word **False** if it's false. If the statement is false, rewrite it to make it true.

1. A government is the person or group of people who make the rules for everyone else in a country.
True **False** _____
2. For some countries, anarchy is a good type of government to have.
True **False** _____
3. Canada is a constitutional monarchy and a parliamentary democracy.
True **False** _____
4. Each provincial government is in charge of healthcare, education, welfare and transportation for its citizens.
True **False** _____
5. The Constitution of Canada is the supreme law of the country.
True **False** _____
6. In Canada, federal elections are held every three years.
True **False** _____
7. In a country with popular sovereignty the citizens do not hold the highest power in the government.
True **False** _____
8. The Supreme Court is the only branch of the federal government in which the people cannot directly vote for its members.
True **False** _____
9. A person who wishes to hold public office should have a good sense of right and wrong.
True **False** _____
10. Territorial governments get their power from the federal government of Canada while provincial governments get their power from the Crown.
True **False** _____

SUBTOTAL: /10



Comprehension Quiz



Part B

Answer each question in complete sentences.

1. Briefly tell how a bill becomes a federal law.

3

2. Name each **branch** of the federal government and tell what each one does.

6

3. What form(s) of government is the best for its citizens and why?

2

4. Discuss **three** of the duties of the federal government of Canada.

3

5. Discuss some of the problems that might occur if a **minority government** is elected. ("Minority" means that there are more seats in the House of Commons held by members of other parties than those held by the party of the prime minister.)

2

SUBTOTAL: /16



1.

- a) anarchy
- b) absolute monarchy
- c) direct democracy
- d) dictatorship
- e) representative democracy
- f) constitutional monarchy

2.

- a) absolute monarchy
- b) direct democracy
- c) representative democracy

- d) dictatorship
- e) anarchy
- f) constitutional monarchy

6.

Accept any reasonable answer

7.

1.

- a) False
- b) True
- c) False
- d) False
- e) True
- f) False

2.

- a) anarchy
- b) dictatorship
- c) absolute monarchy
- d) direct democracy
- e) constitutional monarchy
- f) representative democracy

8.

3.

The absence of any kind of government

4.

Accept any reasonable answer

5.

Very important

6.

Citizens choose representatives to communicate their wishes to government

7.

Possible answers:

a) Germany or the United States

b) Belgium, Cambodia, Denmark, Norway or the United Kingdom

c) Cuba, Libya or Pakistan

9.

Across:

- 2.** Ottawa
- 3.** executive
- 6.** liberty
- 8.** saga
- 11.** Cabinet
- 12.** Senate
- 14.** leader
- 15.** election
- 19.** monarchy
- 21.** legislative
- 22.** Confederation

Down:

- 1.** candidate
- 4.** committee
- 5.** enforce
- 7.** debate
- 9.** Assent
- 10.** queen
- 13.** democracy
- 16.** judicial
- 17.** government
- 18.** Prime
- 19.** MP
- 20.** law
- 23.** Parliament

11.



Part B

- 1. Accept any reasonable response
- 2. Legislative - makes laws for the country
Judicial - makes sure the laws conform to the constitution
Executive - makes sure laws are obeyed
- 3. Accept any reasonable response
- 4. Accept any reasonable response
- 5. Accept any reasonable response

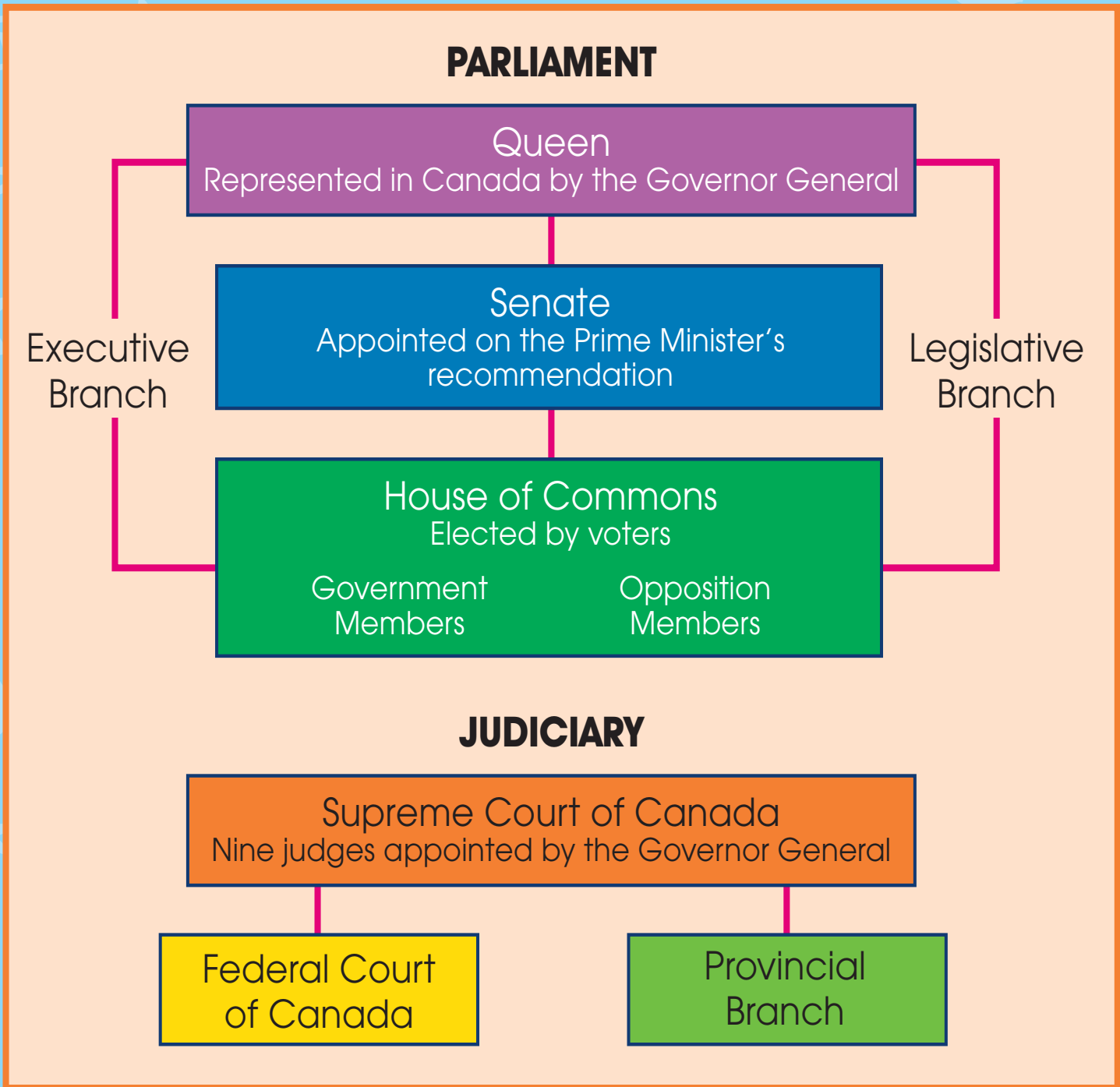
Part A

- 1. True
- 2. False - Not good for any country
- 3. True
- 4. True
- 5. True
- 6. False - Every four years
- 7. False - Citizens do hold the highest power
- 8. False - The Supreme Court and the Senate are parts of two branches where people do not vote for the members.
- 9. True
- 10. True

Word Search Answers

n	l	e	u	v	z	p	a	r	l	i	a	m	e	n	t	a	s
f	e	r	y	h	h	j	w	k	l	l	i	m	o	a	q	l	n
n	k	t	l	m	n	b	f	d	s	l	e	a	d	e	r	o	
i	r	i	g	h	t	s	t	v	z	m	x	a	e	z	q	m	
b	g	m	w	x	y	g	o	v	e	r	n	m	e	n	t	o	
a	l	m	l	f	g	h	i	r	x	o	p	a	o	c	d	i	
c	n	o	i	t	a	r	e	d	e	f	c	d	a	r	i	a	
f	g	c	b	y	z	a	b	c	c	f	e	h	i	c	a	f	
l	m	n	e	f	g	h	i	b	u	w	e	n	e	s	h	o	
a	n	a	r	c	h	y	f	g	t	c	u	a	f	x	y	e	
m	f	g	t	f	g	h	i	b	i	a	i	c	i	o	b	u	
e	k	l	y	f	g	e	t	o	v	e	l	o	a	t	t	u	
n	f	r	e	e	d	o	m	e	e	p	i	n	r	i	c	h	
d	a	b	c	d	e	f	g	h	i	a	n	s	k	i	t	e	
m	b	p	r	i	m	e	m	i	n	i	s	t	e	r	b	i	
e	r	o	r	s	t	u	v	w	x	g	b	i	o	p	q	e	
n	r	w	e	l	e	c	t	i	o	n	z	i	u	p	a	b	
t	d	e	m	o	c	r	a	c	y	h	e	i	t	a	v	h	
h	i	r	b	l	y	z	a	a	b	c	r	e	t	a	b	g	
c	d	i	s	a	e	d	y	h	g	f	i	o	p	q	e	c	
o	l	q	s	c	i	t	i	l	o	p	r	o	t	u	v	x	
l	m	n	r	s	t	e	t	a	d	i	n	a	c	b	h	g	

Three Branches of the Federal Government



Canada's Major Political Parties



The Conservative Party



The Bloc Quebecois



The New Democratic Party



The Liberal Party



The Green Party

Canadian Parliament Senate Throne



Queen's Park



The House of Commons



The Parliament Buildings

