



Canadian Government

CCP5758-8

Electing a Government

Chapter Slice



CANADIAN GOVERNMENT

Electing a Government

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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 	✓				✓		✓		✓

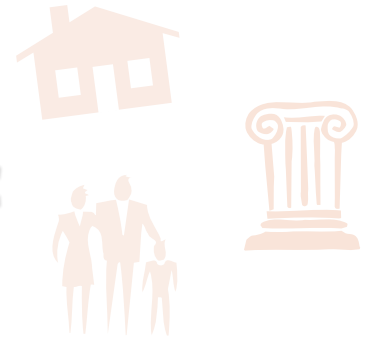
Based on Bloom's Taxonomy



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

STRENGTHS:

WEAKNESSES:

NEXT STEPS:



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

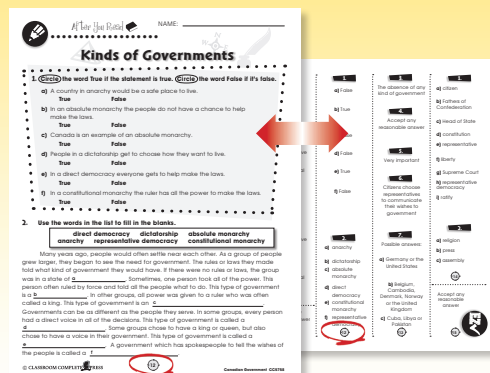
Reading passages and activities (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what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



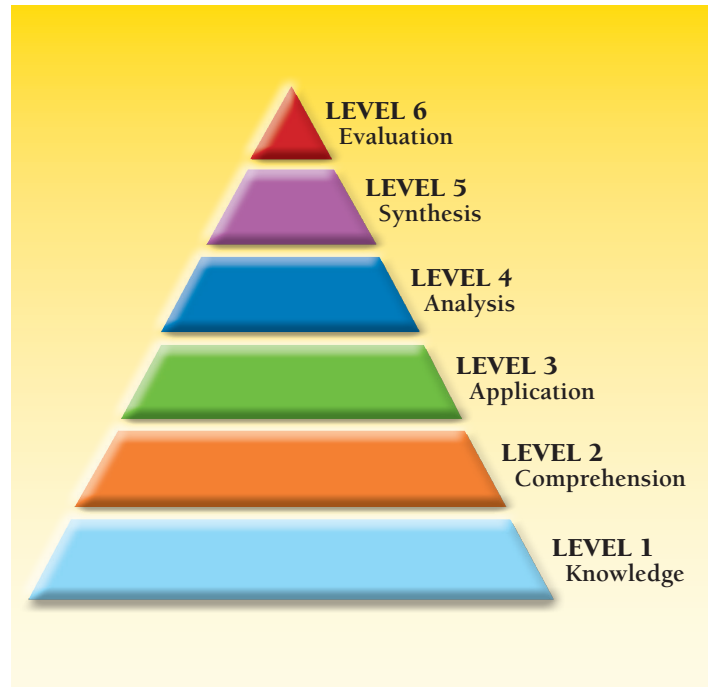
Bloom's Taxonomy

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

NAME: _____



Electing a Government

Write the correct term in each blank. You may use your dictionary if you wish.

at least every five years candidate campaign nominate Election Day
political party secret ballot majority government 18 years old
requirements to serve in the House of Commons major political parties of Canada
vote provincial governments qualifications for senators

1. Activities designed to help a person get elected to public office

2. To select or choose

3. To propose (someone) for election to an office

4. A group with the same ideas about running the government

5. The Liberal Party, The Conservative Party, The New Democratic Party (NDP), BLOC QUÉBÉCOIS, and The Green Party of Canada

6. The age when a Canadian citizen can vote

7. A person must be a Canadian citizen and legal voting age

8. A person who wants to hold public office

9. The time when citizens vote for the candidates of their choice

10. Generally are set up in the same manner as the federal government

11. The time limit when an election must be held for the House of Commons

12. Must be at least 30 years old, a Canadian citizen, must possess land worth at least \$4 000 in the province for which he or she is appointed, must own real and personal property worth at least \$4 000 above his or her debts and liabilities.



Electing a Government



Canada is a constitutional monarchy and a parliamentary democracy. This means that the citizens of Canada have the opportunity to vote for people to speak for them in the government. The Constitution of 1867 and other laws state the requirements a person must have to serve in any government office. The government systems for the country and the provinces is similar.

Since the **Prime Minister** is selected from the House of Commons the requirements are the same for both offices. To serve in the **House of Commons** a person must be able to vote (age 18) and be a Canadian citizen. **Senators** are chosen by the Governor General, not elected. But there are requirements for them as well. A senator must: 1) be at least 30 years old, 2) be a Canadian citizen, 3) own land worth at least \$4 000 in the province for which he or she is appointed, and 4) own real and personal property worth at least \$4 000 above his or her debts and liabilities.

Campaigns and Elections

The Canadian Constitution states that a federal election must be held at least every five years. The Prime Minister may ask the Governor General to call an election at any time. Most of the time, elections are about four years apart.



What do you think are some advantages and disadvantages of holding an election every four years?

The **Canada Elections Act** says that **campaigns**, or activities designed to get elected to a political office, must last at least 36 days. Most of the time, a prime minister will try to keep the campaigns as short as possible. This is done to keep the amount of money spent under the limit set by the Elections Act.

NAME: _____



Electing a Government

Before an election is called, the **political parties nominate**, or propose, people for election to different offices. These people are called **candidates**. The candidates work very hard to tell the people how they think the government should be run. Of course, they all hope that the people will vote for, or choose, them on **Election Day** (the day when citizens vote for the candidates of their choice). Each citizen's vote is a **secret ballot**. This means that no one knows how anyone else voted.

Candidates do many interesting things during the campaign season. They include:

- making promises about what their party will do if they are elected
- meeting people and asking for their votes
- advertising in newspapers, magazines, flyers, on television and radio
- debating other candidates about the issues of the campaign
- putting up signs asking for the people's votes
- conducting polls or surveys to determine who might win

Majority and Minority Governments

After the polls are closed, the elections officer in each voting place will count the votes and announce who has won each election. If a political party wins more than half of the seats in the House of Commons it is called the **Majority Government**. If a political party wins the most seats in the House of Commons, but the total is less than half, it is called a **Minority Government**. The **major political parties in Canada** are: The Liberal Party, The New Democratic Party of Canada (NDP), Bloc Québécois, The Green Party of Canada, and The Conservative Party of Canada.



Electing a Government



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

a) Members of the Senate are elected to their offices.

True **False** _____

b) A citizen of the United States can become a member of the House of Commons.

True **False** _____

c) A senator must be at least 30 years old before he or she can serve.

True **False** _____

d) A candidate is a person who wants to be elected to a political office.

True **False** _____

e) The federal government and the provincial governments of Canada are very different.

True **False** _____

f) The requirements to be a member of the House of Commons and the Prime Minister are the same.

True **False** _____

g) The Liberal Party and the Conservative Party are the only major political parties in Canada.

True **False** _____

h) Federal elections must be held every six years in Canada.

True **False** _____

i) The Governor General appoints the Senators who serve in Parliament.

True **False** _____

j) A political party that wins at least half of the seats in the House of Commons is a majority government.

True **False** _____

NAME: _____



Electing a Government

Answer each question with a complete sentence.

- 2.** Think about all the **responsibilities** that go along with being the Prime Minister of Canada. Even though the Constitution says that a person can be a member of Parliament and a Prime Minister at age 18, do you believe that 18 is old enough to be Prime Minister? Give at least four good reasons why or why not.

- 3.** The Canada Elections Act placed a limit on the amount of money a candidate can spend as he or she runs for office. Is this a good thing or not? Would being wealthy help a person get elected to a seat in government? Why or why not?

- 4.** Describe the **qualities** that you think a person who wants to be the Prime Minister of Canada should have. Do you think that a woman can do just as good a job as Prime Minister as a man can? Give good reasons for your answers.

5. Become a Research Detective!

Use the Internet, encyclopedia, or other reference books to find out who served the shortest term as Prime Minister and who served the longest term. List their names and the years they served.



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
committee
federation
campaign
anarchy
cabinet
legislature

candidate
amendment
parliament
Ottawa
bill
leader
monarch

debate
rights
Cartier
government
executive
vote
prime minister

power
democracy
election
politics
enforce
constitution
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. campaign
- 2. vote
- 3. nominate
- 4. political party
- 5. major political parties of Canada
- 6. 18 years old
- 7. requirements to serve in the House of Commons
- 8. candidate
- 9. Election Day
- 10. provincial governments
- 11. five years
- 12. qualifications for senators

6

Answers will vary

7

- 1. **1.**
- a) False – Appointed
- b) False – Cannot
- c) True
- d) True
- e) False – Very similar
- f) True
- g) False – There are other major political parties (including The NDP and the Green Party)
- h) False – Every five years
- i) True
- j) True

9

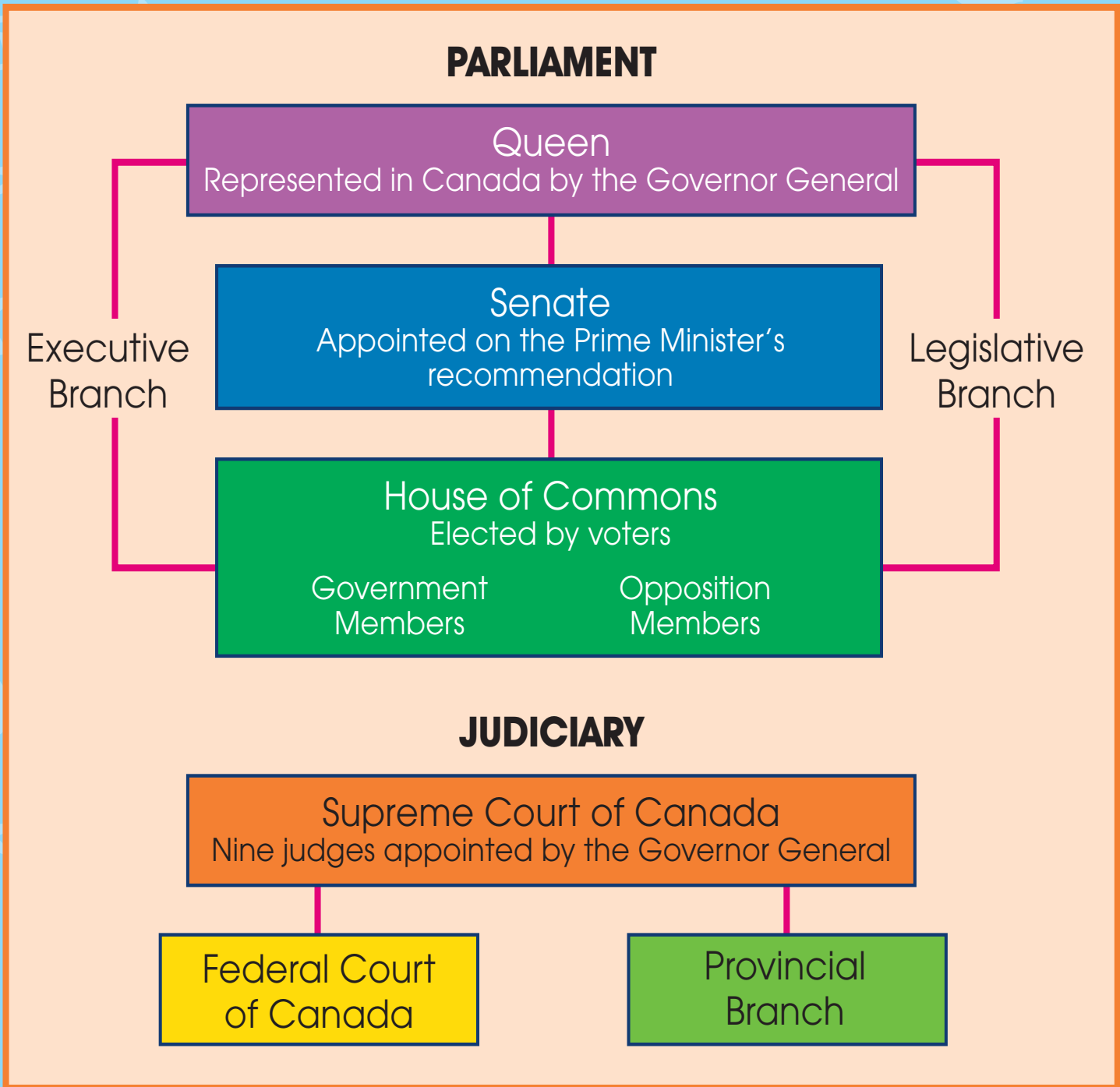
- 2. **2.** Accept any reasonable response
- 3. **3.** Accept any reasonable response
- 4. **4.** Accept any reasonable response
- 5. **5.** Accept any answer that can be verified

10

- 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

12

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

