

Provincial Structure and Representation Lesson

Grade Level/Subject: Grade 6/Social Studies	Date/Period:
Title: Provincial Structure and Representation	Lesson #: 1

Lesson Objective/Rationale (What is the point of the lesson? What should learners be able to do at the end of the lesson?)

Students will review their understanding of the provincial government structure and how representation works with a MLA from their constituency representing them. They will also gain a base understanding of how majority vs. minority works.

Outcomes (What are learners expected to know? Refer to the provincial Program of Studies) Social Studies

- 6.1.5 Analyze the structure and functions of Alberta's provincial government by exploring and reflecting upon the following questions and issues.
 - How is the provincial government structured?
 - What is the role and status of the Lieutenant Governor within the provincial government?
 - What are the responsibilities of the provincial government (i.e., laws, taxes, services)?
 - How are representatives chosen at the provincial level of government (i.e., electoral process)?
 - What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister?
- 6.1.6 Analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:
 - How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?
 - How do associations such as the Association canadienne-française de l'Alberta (ACFA), the Métis Nation of Alberta Association (MNAA), and the First Nation Authorities (FNA) provide their Members with a voice, at local and provincial levels, exercising historical and constitutional rights?
 - In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)?

Assessment (What do you want learners know now?)

The students will review the charts built in their humanities visual journals of the structure of the provincial government as the teacher reviews it. They will also draw a representation of how majority vs a minority government works based on a white board drawing created by the teacher.

Their visual journals will be handed in upon completion to make sure their diagrams are correct for future reference.

Differentiation (What accommodations and modifications are necessary to support diverse learners? Does your plan offer open-ended opportunities for diverse learners?)

Not a lot of writing is required for this lesson which should make it easier for some of the students with accommodations, and the amount of movement should help some of the students with attention issues.

Resources/Materials (What resources need to be prepared and available for various elements of the lesson?)

Visual journals

Projector/computer

Whiteboard

	Time Allotted (How much time will you allow?)	Teaching Activities (What will you do? How will you adjust the lesson for depth and pace?)	Learner Activities (What can we see students doing?)
Introduction/Hook (What is in it for the students? Why should they want to learn this? What do they already know?)	10	Review how the key notes from the previous lecture, checking for students understanding before moving on.	Students will listen and participate in classroom discussions.
Activities (What will students be doing – i.e., the	20	Have the students stand up in groups, dividing them into a majority government system who wants to have school six	Students will stand up and move to large groups as directed by the teacher, and then participate in the

step by step activities?)		days a week. Then have them move into a minority government system with the same issue and demonstrate how it was different. As a last exercise, have them draw a visual representation of the difference of majority vs. minority government based on a whiteboard drawing.	discussion that follows. Then they will move around accordingly and continue to participate in classroom discussions. They will draw their diagrams in their visual journals.
Closure (What have students learned and how will it link to future learning? How do students reflect on that they have learned?)	10	Request students journals as they leave for recess, students who finish can move onto silent reading or catch up on work.	Students will hand in their journals and then move on to other work.

Reflection/Self-Assessment (What went well? Why did it go well? How did it contribute to student learning? In what ways might you change the lesson to increase student learning? Why? How does this inform the next lesson?)

Adapted from Mount Royal University, Department of Education, Bachelor of Education – Elementary, EDUC 4020 Practicum Handbook, 2016.

